

The Mental Health and Well-Being of Ontario Students

1991– 2025

Findings from the Ontario Student Drug Use and Health Survey

SUMMARY REPORT



camh

OSDUHS
Ontario Student Drug
Use and Health Survey

THE 2025 OSDUHS MENTAL HEALTH AND WELL-BEING REPORT SUMMARY

The Centre for Addiction and Mental Health's *Ontario Student Drug Use and Health Survey* (OSDUHS) has been conducted every two years since 1977, making it the longest ongoing school survey of adolescents in Canada, and one of the longest in the world. This report describes mental health indicators, physical health indicators, bullying, gambling, social media use and related problems, video gaming and related problems, online and other gambling behaviours, and other risk behaviours among Ontario students in 2025 and changes since 1991, where available. Although the OSDUHS began in 1977, most mental health and physical health measures were introduced in the survey in the early 1990s.

The 2025 OSDUHS

A total of 11,108 students in grades 7 to 12 in 1,147 classes in 246 schools in 42 school boards across Ontario participated in the 2025 cycle of the OSDUHS. All data are based on self-reports derived from anonymous online questionnaires. The survey was administered in classrooms between December 2024 and June 2025.

Home and School Life

- Under half (42%) of students report that they rarely or never talk to their parents about their problems or feelings.
 - About one-third (31%) of students report that they like school very much or quite a lot. About 44% like school to some degree, and 25% report that they do not like school.
 - Most students feel close to people at their school (82%), feel like they are part of their school (81%), and generally feel safe at school (90%). About 17% are worried about being threatened or harmed at school.
- The percentage of students reporting feeling like a part of their school, feeling close to people at school, and feeling safe at school have significantly increased since 2023 (the last survey cycle). However, the percentage worried about being harmed/threatened at school is significantly higher today than a few years ago.
- About one-in-nine (11%) students report sometimes or often feeling discriminated against at school because of their race or ethnicity. About 7% report feeling discriminated against at school because of their religion or faith, and about 6% report feeling discriminated against at school because of a disability. Similar percentages (about 5%) feel discriminated against at school because of their gender identity or sexual orientation.

Physical Health

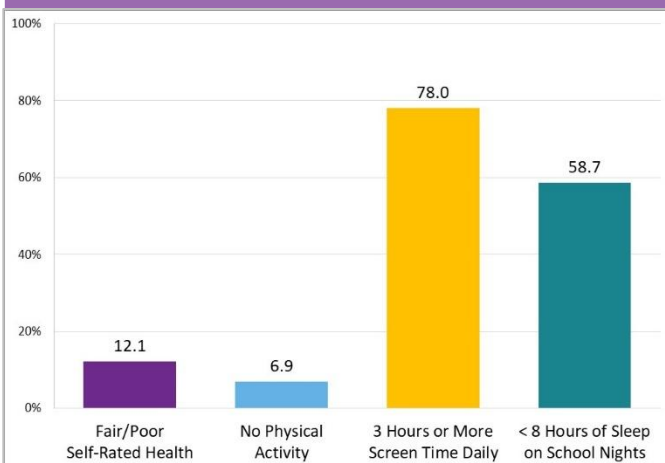
Self-Rated Physical Health and Health Conditions

- While a majority (58%) of students rate their physical health as excellent or very good, about one-in-eight (12%) report fair or poor physical health.
- Fair/poor self-rated physical health decreased between 2023 and 2025, returning to a level similar to that from 2019. However, the 2025 estimate remains higher than estimates from 1999 and the early 2000s.
- Of the health conditions asked about in the survey, the most commonly reported are a mental health problem such as depression or anxiety (16%), Attention Deficit Hyperactivity Disorder (12%), and a vision problem (10%).

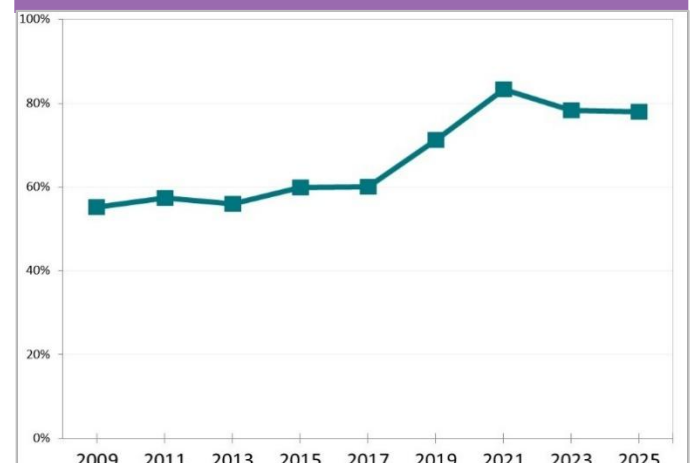
Physical Activity, Screen Time, Sleep

- One-quarter (25%) of students met the recommended daily physical activity guideline (defined as a total of at least 60 minutes of moderate-to-vigorous activity per day) during the past seven days before the survey. In contrast, about 7% of students were physically inactive on each of the seven days prior to the survey.
- Well over three-quarters (78%) of students spend three hours or more per day in front of an electronic screen in their free time ("screen time" sedentary behaviour). This amount of screen time exceeds the *Canadian 24-Hour Movement Guidelines for Children and Youth*.
- The percentage of students who report three hours or more per day of recreational screen time has been stable since 2021, but remains at a level significantly higher than estimates seen between 2009 (the first year of monitoring) and 2019.
- About 41% of students report that they usually get eight hours or more of sleep on an average school night. Therefore, most students (59%) get less than eight hours of sleep.

Percentage of students reporting select physical health indicators, 2025 OSDUHS



Percentage of students reporting three hours or more of recreational screen time daily, 2009–2025 OSDUHS



Body Image and Disordered Eating

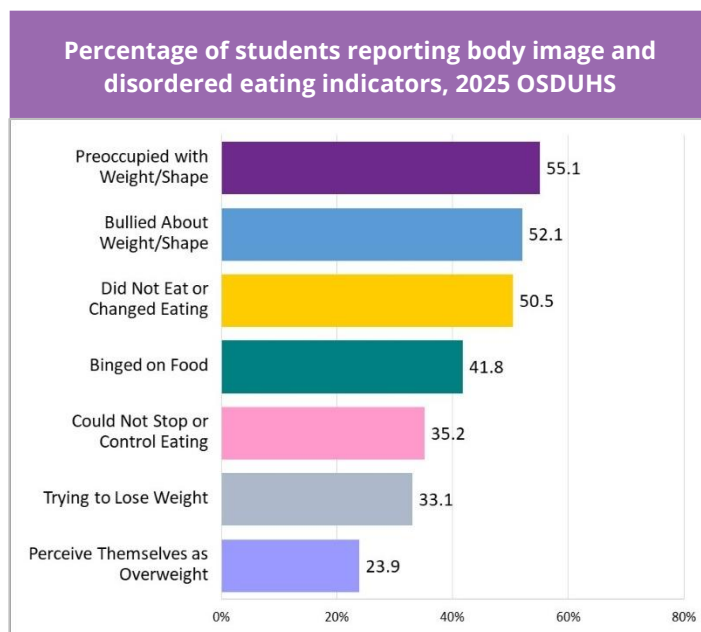
- Over half (55%) of students are preoccupied with their weight, as they report sometimes, often or always worrying about their weight, shape, or muscles.
- One-third (35%) of students report they could not stop eating or control how much they ate at least once in the past month.
- About 42% of students report bingeing on food at least once in the past month.
- Half (51%) of students report not eating or eating in a way to change their weight, shape, or muscles at least once in the past month.
- About two-thirds (61%) of students are satisfied with their weight. About one-quarter (24%) believe they are overweight, and 15% believe they are underweight.
- The perception of being overweight has remained stable over the past decade or so. However, there has been a gradual, but significant increase since 2001, the first year of monitoring, from 19% to 24%.
- About one-third (31%) of students are not trying to change their weight. Another third (33%) are trying to lose weight, 17% want to keep from gaining weight, and 19% want to gain weight.
- Just over half (52%) of students report being bullied about their weight or body shape at least once in the past year (that is, were teased or picked on about their weight or shape).
- The percentage of students who report being bullied about their weight or body shape at least once in the past year significantly increased between 2021 (the first year of monitoring) and 2025, from 40% to 52%.

Concussion

- Well over one-third (40%) of students report experiencing a concussion in their lifetime. About one-in-eight (13%) report experiencing a concussion in the past year.
- With the exception of a decrease in 2021, the percentage of students reporting experiencing a concussion in the past year has been relatively stable since 2017, the first year of monitoring.

Eating Breakfast, Going to School Hungry

- Over one-third (39%) of students report eating breakfast daily before school.
- The percentage of students who report eating breakfast daily before school significantly decreased between 2009 (the first year of monitoring) and 2025, from 51% to 39%.
- About 4% of students report often or always going to school or bed hungry because there is not enough food at home.



Mental Health

Self-Rated Mental Health

- About 42% of students rate their mental health as excellent or very good, while almost one-third (30%) rate their mental health as fair or poor.
- The percentage of students who rate their mental health as fair or poor significantly decreased since the previous survey in 2023, but remains much higher than in 2007, the first year of monitoring, when the estimate was 11%.

Low Self-Esteem and Loneliness

- One-in-ten (10%) students indicate low self-esteem (feeling very unsatisfied with oneself).
- The percentage of students indicating low self-esteem has increased slightly, but significantly, since 2015, the first year of monitoring (from 7% to 10%).
- About one-in-eight (13%) students report often or always feeling lonely.
- The percentage of students reporting feeling lonely has remained stable since 2021, the first year of monitoring.

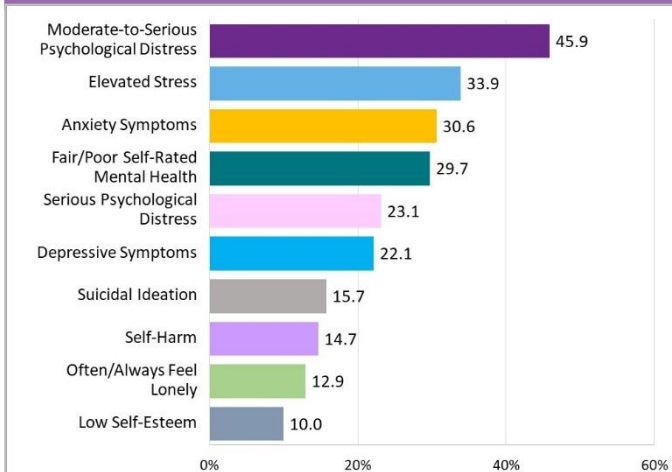
Elevated Stress

- One-third (34%) of students report experiencing an elevated level of stress or pressure in their lives.
- The percentage of students reporting elevated stress has significantly increased since 2015, the first year of monitoring, from 29% to 34%.

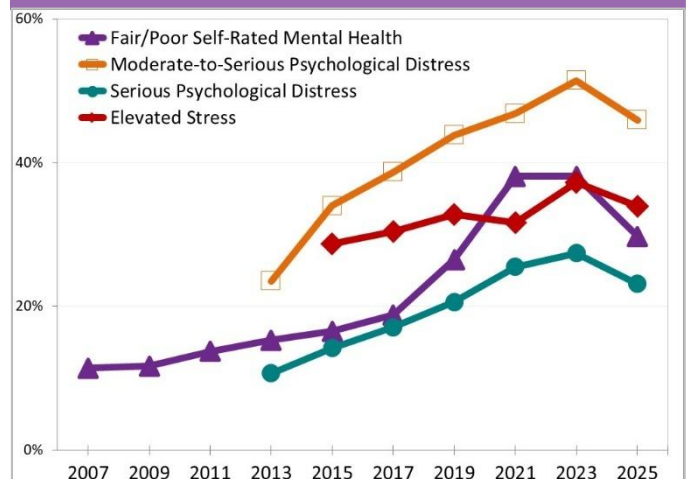
Psychological Distress

- Just under half (46%) of students indicate a moderate-to-serious level of psychological distress.
- About one-quarter (23%) of students indicate a serious level of psychological distress.
- Both indicators of psychological distress significantly decreased since the previous survey in 2023. However, both indicators remain at an elevated level since monitoring began over a decade ago. Moderate distress increased from 24% in 2013 to 46% in 2025, and serious distress increased from 11% in 2013 to 23% in 2025.

Percentage of students reporting select mental health indicators, 2025 OSDUHS



Percentage of students reporting fair/poor mental health, psychological distress, and elevated stress, 2007–2025 OSDUHS



Symptoms of Depression and Anxiety

- About one-in-five (22%) students report experiencing depressive symptoms in the past two weeks before the survey.
- About one-third (31%) of students report experiencing anxiety symptoms in the past two weeks before the survey.

Self-Harm and Suicide

- About one-in-seven (15%) students report harming themselves on purpose in the past year.
- The percentage of students reporting self-harm in the past year significantly decreased between 2023 and 2025 (from 19% to 15%), returning to a level seen in 2019, the first year of monitoring.
- About one-in-six (16%) students had serious thoughts about suicide in the past year (suicidal ideation), and 4% report a suicide attempt in the past year.
- The percentage of students reporting suicidal ideation has remained stable in recent years, but has significantly increased since 2001, the first year of monitoring, from 11% to 16%.
- The percentage of students reporting a suicide attempt in the past year has remained relatively stable since 2007 (the first year of monitoring), fluctuating between 3% and 5%.

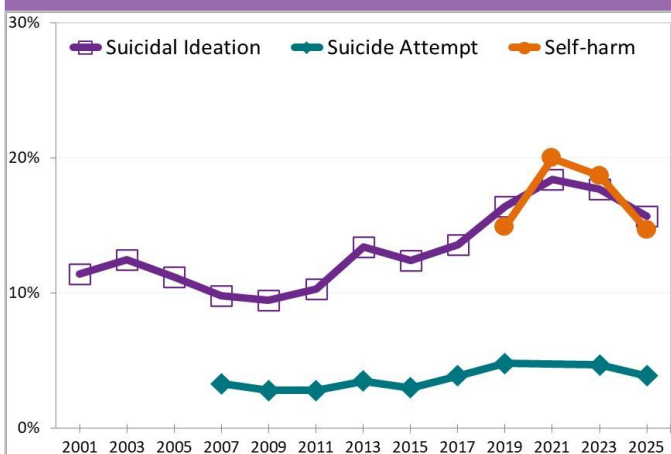
Climate Change Anxiety

- One-in-ten (10%) students are very or extremely worried about climate change.
- Worry about climate change significantly decreased since the previous survey in 2023 (18%), and is also lower today compared with the estimate from 2021 (24%), the first year of monitoring.

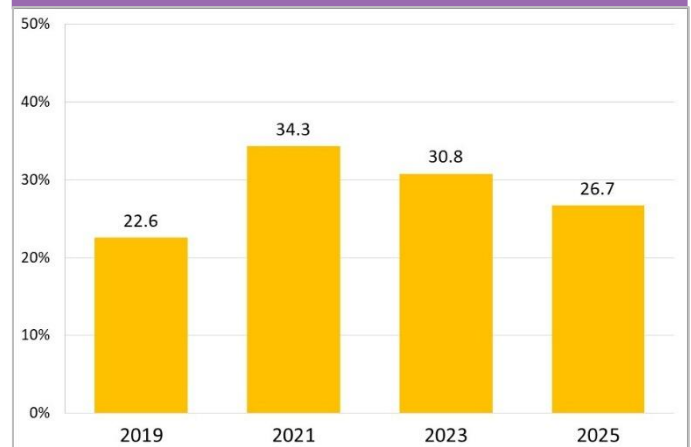
Ability to Cope

- Over one-third (38%) of students rate their ability to cope with unexpected and difficult problems as excellent or very good. About one-quarter (27%) of students rate their ability to cope as fair or poor.
- The percentage of students reporting an inability to cope with unexpected and difficult problems remains elevated and is significantly higher today than in 2019, the first year of monitoring (when the estimate was 23%).

Percentage of students reporting suicidal ideation and attempt in the past year, 2001–2025 OSDUHS



Percentage of students reporting fair or poor ability to cope with unexpected and difficult problems, 2019–2025 OSDUHS



Prescription Medication for Mental Health

- About one-in-twelve (8%) secondary school students report they were prescribed medication for anxiety, depression, or both conditions in the past year.
- The percentage of secondary school students who report being prescribed medication to treat anxiety, depression, or both has been stable in recent years, but has significantly increased since 2001 (the first year of monitoring), from 3% to 8%.

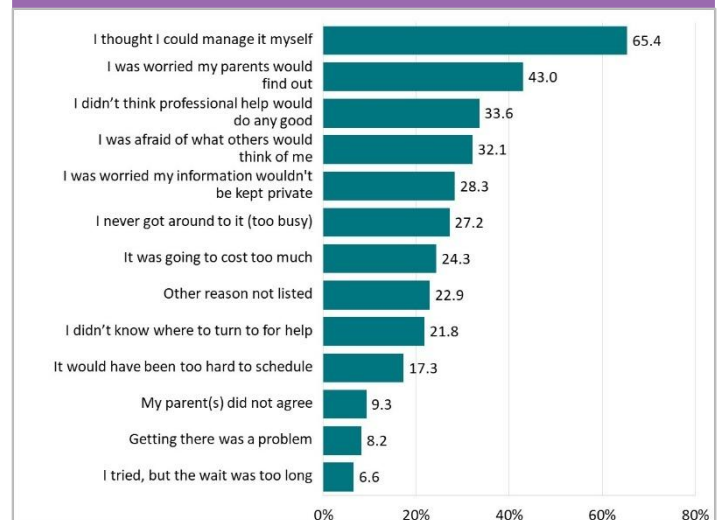
Mental Health Support

- About two-thirds (63%) of students report that they know how to access school-based mental health support services. About one-in-six (16%) report not knowing how to access school-based mental health support services, and 21% are “not sure.”
- About one-in-seven (14%) students report using school-based mental health support services during the school year.
- The percentage of students who report that they know how to access school-based mental health support services significantly increased since 2023 (from 57% to 63%). The percentage reporting using such services remained stable at 14%.
- Over one-third (37%) of students report seeing a mental health professional (including any school professional) at least once in the past year.
- About 5% of students report seeking counselling by either using a phone helpline, a website, or both methods at least once in the past year.
- The percentage of students who report seeking counselling through a helpline, website, or both has remained stable in recent years. However, there has been a small, but significant increase since 2011, the first year of monitoring, from 2% to 5%.

Barriers to Seeking Mental Health Support

- Over one-quarter (29%) of students report that they felt they needed mental health support from a professional during the past year, but did not seek it.
- The percentage of students who report that they felt they needed mental health support from a professional, but did not seek it, significantly decreased since the previous survey in 2023 (from 33% to 29%).
- Among those who report that they needed mental health support from a professional, but did not seek it, the most common reasons for not seeking support are believing that they could manage it themselves, being worried that their parents would find out, and not believing that professional help “would do any good.”

Percentage reporting reasons for not seeking mental health support among students who report needing help, 2025 OSDUHS



Bullying

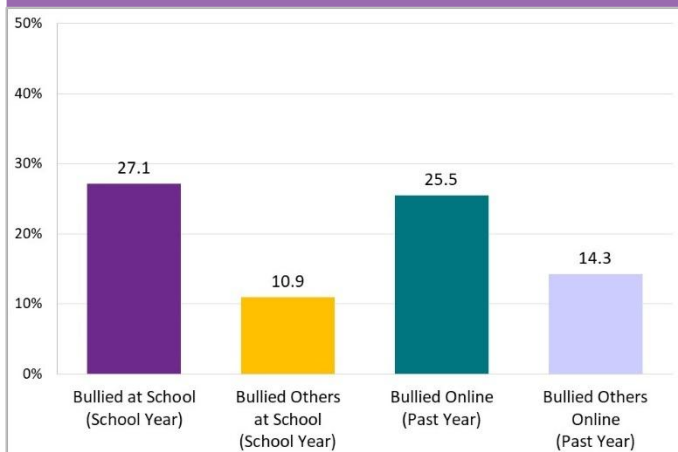
Bullying at School

- Just over one-quarter (27%) of students report being bullied at school since the beginning of the school year. The most prevalent form of bullying victimization at school is verbal (23%), while 2% report that they are primarily bullied physically, and 2% of students are victims of theft/vandalism.
- One-in-nine (11%) students report bullying others at school since September.
 - The percentage of students reporting being bullied at school has been gradually increasing since 2017 (when it reached a low of 21%), but the estimate is significantly lower today than in 2003 (the first year of monitoring), when the estimate was 33%.
 - The percentage reporting bullying others at school has remained stable in recent years, but has decreased since 2003, from 30% to 11%.

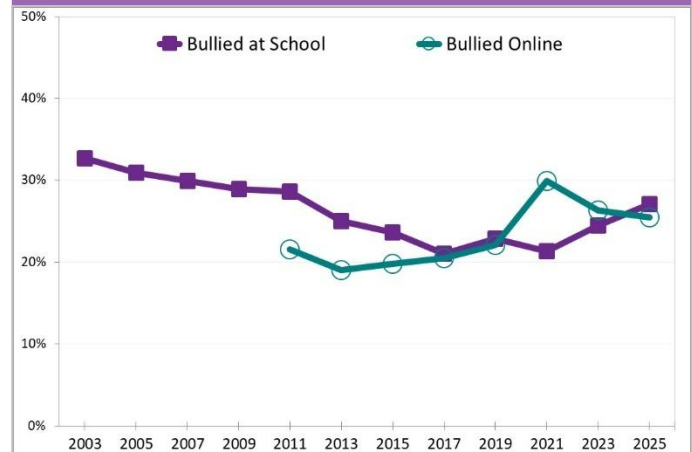
Cyberbullying

- One-quarter (26%) of students report being bullied online in the past year.
- One-in-seven (14%) students report bullying others online in the past year.
 - While the percentage who report being bullied online in the past year has remained stable since 2021, the current estimate (26%) remains higher than all estimates seen between 2011 (the first year of monitoring) and 2019 (about 19%-22%).
 - The percentage who report bullying others online has significantly increased since 2017 (the first year of monitoring), from 10% to 14%.

Percentage of students reporting being bullied at school and being bullied online in the past year, 2025 OSDUHS



Percentage of students reporting being bullied at school during the school year, and being bullied online in the past year, 2003–2025 OSDUHS



Social Media Use, Video Gaming, and Gambling

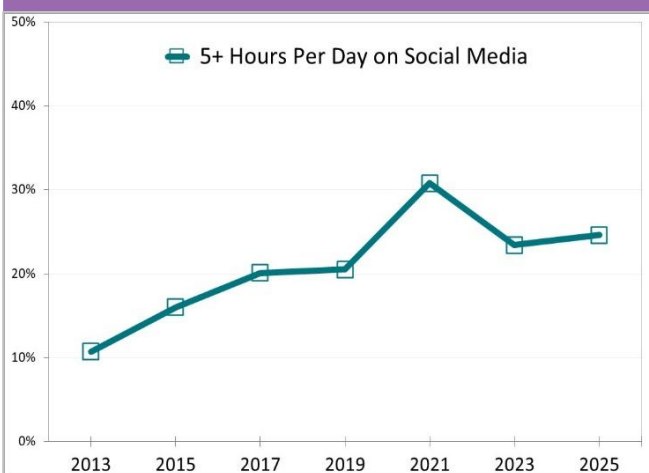
Social Media Use

- The vast majority (94%) of students use social media daily. One-quarter (25%) of students spend five hours or more a day on social media.
- While the percentage of students who report spending five hours or more a day on social media has remained stable since the previous survey in 2023, it has increased since 2019 (when the estimate was 21%), and more than doubled since 2013, the first year of monitoring (when the estimate was 11%).
- One-in-ten (10%) students report symptoms of problematic social media use (such as preoccupation, tolerance, loss of control, withdrawal, escape, conflict with family).
- The percentage of students who report symptoms of problematic social media use remained stable between 2023, the first year of monitoring, and 2025.

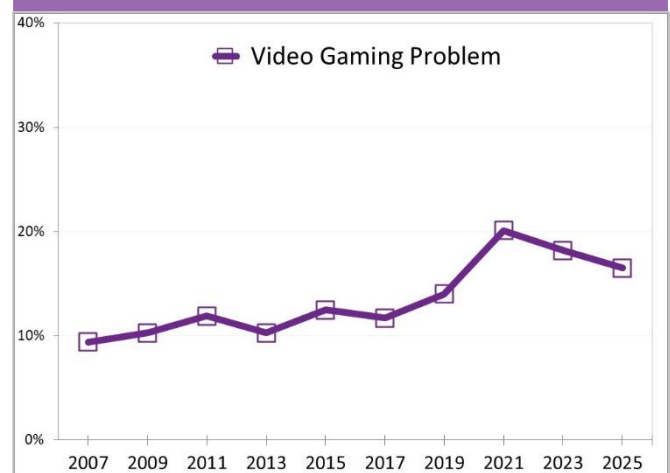
Video Gaming

- Over one-quarter (27%) of students play video games daily or almost daily. About one-in-ten (10%) students play video games for five hours or more per day.
- One-in-six (17%) students report symptoms of a video gaming problem (such as preoccupation, tolerance, loss of control, escape, disregard for consequences, disruption to family or school).
- The percentage of students reporting symptoms of a video gaming problem has remained stable in recent years, but there has been a significant increase since 2007, the first year of monitoring, from 9% to 17%.
- Almost half (48%) of students who played video games in the past year report making “microtransactions” (such as buying in-game virtual goods like loot boxes) at least once while playing.
- One-third (33%) of students who played video games in the past year report spending money at least once to earn points that could be cashed out.

Percentage of students reporting five hours or more per day on social media, 2013–2025 OSDUHS



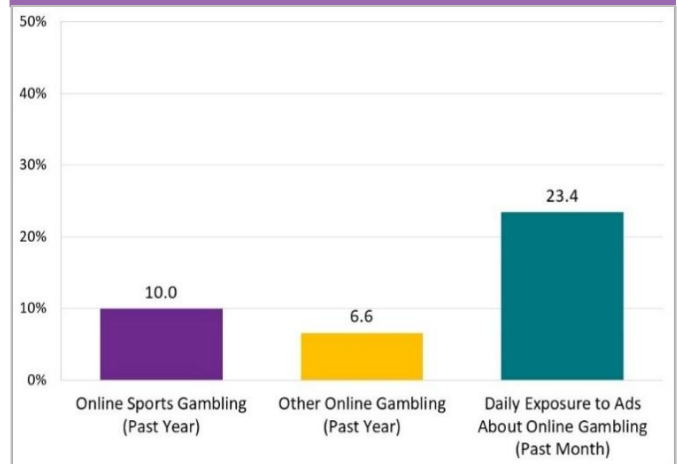
Percentage of students reporting a video gaming problem, 2007–2025 OSDUHS



Gambling

- One-in-ten (10%) students report online sports betting at least once in the past year. About 7% of students report betting money at other online activities (other than online sports betting) such as online poker, online casinos.
- Taken together, about one-in-eight (12%) students report any type of online gambling (online sports betting, online poker, online casino games) at least once in the past year.
- About 15% of students report gambling at other activities, such as card games, dice, lotteries, scratch cards, in the past year.
- One-in-five (20%) students report engaging in any type of gambling in the past year.
- The percentage of students reporting online sports betting in the past year has significantly increased since 2017, the first year of monitoring, from 1% to 10% in 2025.
- The percentage of students reporting any online gambling (online sports betting, online poker, online casinos) in the past year significantly increased between 2023 and 2025, from 8% to 12%. Looking over the long-term, there has been a significant increase since 2003, the first year of monitoring, from 3% to 12%.
- About one-quarter (23%) of students report seeing or hearing advertising for online gambling on a daily basis.

Percentage of students reporting online sports gambling, other online gambling, and daily exposure to advertising about online gambling, 2025 OSDUHS



Percentage of students reporting any online gambling, 2003–2025 OSDUHS



Sex* Differences

↑ Males are more likely to:	↑ Females are more likely to:
- rarely or never talk to their parent(s) about problems - feel connected to school, and safe at school - be physically active daily - perceive themselves as underweight - get 8+ hours of sleep on school nights - eat breakfast daily before school - bully others at school - bully others online - gamble online and in other ways - report daily exposure to ads about online gambling - spend 5+ hours video gaming daily - spend money while video gaming - indicate a video gaming problem	- worry about being harmed/threatened at school - rate their physical health as fair or poor - report disordered eating symptoms - perceive themselves as overweight - rate their mental health as fair or poor - report elevated stress - often or always feel lonely - indicate moderate and serious psychological distress - report depressive symptoms - report anxiety symptoms - report self-harm - report suicidal ideation and attempt - worry about climate change - rate their ability to cope with problems as fair/poor - be prescribed medication for anxiety/depression - use school-based mental health care services - visit a mental health care professional - seek counselling over the phone, website, or both - report needing mental health support, but not seeking it - be bullied online - spend 5+ hours on social media daily - indicate problematic social media use

Grade Differences

↑ Increases with grade	↓ Decreases with grade
3+ hours of recreational screen time daily - fair or poor self-rated mental health - elevated stress - often or always feeling lonely - moderate and serious psychological distress - depressive symptoms - anxiety symptoms - knowing how to access school mental health support - use of school-based mental health support services - needing mental health support, but not seeking it - online sports gambling and other online gambling - gambling in other ways - daily exposure to advertising about online gambling 5+ hours on social media daily	- feeling connected to school - daily physical activity 8+ hours of sleep on school nights - experiencing a concussion - eating breakfast daily before school - being bullied at school - being bullied online

* refers to sex at birth

Regional Differences

The survey design divided the province into four regions: Greater Toronto Area (Toronto, Durham Region, York Region, Peel Region, and Halton Region); Northern Ontario (Parry Sound District, Nipissing District and farther north); Western Ontario (Dufferin County and farther west); and Eastern Ontario (Simcoe County and farther east). The following tables show significant regional differences.

 Above provincial average
Greater Toronto Area (GTA)
■ elevated stress
■ moderate-to-serious psychological distress
North Region
■ bullied at school
West Region
■ feel safe at school

 Below provincial average
Greater Toronto Area (GTA)
■ daily physical activity
■ know how to access school mental health support
■ bullied at school
West Region
■ bullied at school
East Region
■ know how to access school mental health support

Recent Changes

The following table summarizes the significant changes between the 2023 and 2025 cycles among the total sample of students.

	2023		2025
Feel close to people at school	77%		82%
Feel like part of the school	76%		81%
Feel safe at school	87%		90%
Do not like school very much/at all	29%		25%
Fair/poor self-rated physical health	18%		12%
Fair/poor self-rated mental health	38%		30%
Moderate-to-serious psychological distress (past month)	51%		46%
Serious psychological distress (past month)	27%		23%
Self-harm (past year)	19%		15%
Very/extremely worried about climate change	18%		10%
Know how to access school-based mental health support	57%		63%
Needed mental health support, but did not seek it (past year)	33%		29%
Any online gambling (past year)	8%		12%

Overview of Long-Term Trends

Trends for Select Indicators of Mental Health and Well-Being (Total Sample)

Indicator	Among Grades	Period		Change
Worried about being harmed/threatened at school	7–12	1999–2025	↑	Increased from 14% to 17%
Fair or poor self-rated physical health	7, 9, 11	1991–2025	↑	Increased from 6% to 12%
Daily physical activity (60 minutes daily)	7–12	2009–2025	↑	Increased from 21% to 25%
3+ hours of recreational screen time daily	7–12	2009–2025	↑	Increased from 55% to 78%
Perceive themselves as overweight	7–12	2001–2025	↑	Increased from 19% to 24%
Eating breakfast daily before school	7–12	2009–2025	↓	Decreased from 51% to 39%
Fair or poor self-rated mental health	7–12	2007–2025	↑	Increased from 11% to 30%
Low self-esteem	7–12	2015–2025	↑	Increased from 7% to 10%
Elevated level of stress (past month)	7–12	2015–2025	↑	Increased from 29% to 34%
Moderate-to-serious psychological distress (past month)	7–12	2013–2025	↑	Increased from 24% to 46%
Serious psychological distress (past month)	7–12	2013–2025	↑	Increased from 11% to 23%
Self-harm (past year)	7–12	2019–2025	▬	Stable
Suicidal ideation (past year)	7–12	2001–2025	↑	Increased from 11% to 16%
Suicide attempt (past year)	7–12	2007–2025	▬	Stable
Fair or poor ability to cope with unexpected problems	7–12	2019–2025	↑	Increased from 23% to 27%
Prescription for anxiety, depression, or both (past year)	9–12	2001–2025	↑	Increased from 3% to 8%
Sought counselling over the phone, website, or both	7–12	2011–2023	↑	Increased from 2% to 5%
Bullied at school (this school year)	7–12	2003–2025	↓	Decreased from 33% to 27%
Bullied online (past year)	7–12	2011–2025	↑	Increased from 22% to 26%
Any online gambling (past year)	7–12	2003–2025	↑	Increased from 3% to 12%
Video gaming problem (past year)	7–12	2007–2025	↑	Increased from 9% to 17%
5+ hours on social media daily	7–12	2013–2025	↑	Increased from 11% to 25%

Percentage Reporting Select Indicators of Mental Health and Well-Being by Sex, 2025 OSDUHS (Grades 7–12)

	Total %	Males	Females	
School Connectedness				
like school very much or quite a lot	30.9	30.5	31.3	
feel close to people at school	82.4	85.9	78.6	*
feel like part of school	80.6	83.2	77.7	*
feel safe at school	89.9	91.5	88.2	*
worried about being harmed or threatened at school	16.9	14.9	19.1	*
Physical Health				
fair/poor self-rated physical health	12.1	10.2	14.0	*
daily physical activity (60 minutes of activity daily in the past week)	25.3	30.6	19.8	*
3+ hours of recreational screen time daily	78.0	77.2	78.8	
worried about/preoccupation with weight, body shape, muscles	55.1	41.4	69.6	*
perceive themselves as overweight	23.9	17.9	30.5	*
bullied about weight or body shape (past year)	52.1	52.6	51.5	
8+ hours of sleep on an average school night	41.3	48.3	33.9	*
concussion (past year)	13.2	13.2	13.2	
eat breakfast daily before school	38.6	45.4	31.5	*
Mental Health				
fair/poor self-rated mental health	29.7	19.7	39.9	*
low self-esteem	10.0	8.8	11.2	
elevated stress (past month)	33.9	22.8	45.1	*
often/always feel lonely	12.9	9.6	16.1	*
moderate-to-serious psychological distress (past month)	45.9	33.1	59.3	*
serious psychological distress (past month)	23.1	13.7	32.9	*
depressive symptoms (past two weeks)	22.1	14.7	29.7	*
anxiety symptoms (past two weeks)	30.6	17.8	43.6	*
self-harm (past year)	14.7	7.9	21.6	*
suicidal ideation (past year)	15.7	10.6	21.0	*
suicide attempt (past year)	3.9	1.9	5.8	*
very/extremely worried about climate change	10.1	6.8	13.5	*
fair/poor ability to cope with unexpected and difficult problems	26.7	19.7	33.7	*
prescribed medication for anxiety/depression/both ^{††}	7.5	4.6	10.2	*
know how to access school-based mental health support	62.6	61.2	63.8	
used school-based mental health support services this school year	13.7	11.5	15.9	*
any mental health care visit, including school-based (past year)	37.2	32.1	42.1	*
sought counselling through a helpline and/or a website (past year)	5.2	3.2	7.1	*
needed mental health support, but did not seek it (past year)	28.5	19.1	37.7	*
Bullying				
been bullied at school this school year (in any way)	27.1	25.1	29.1	
bullied others at school this school year (in any way)	10.9	12.6	9.2	*
been bullied online (past year)	25.5	23.6	27.4	*
bullied others online (past year)	14.3	16.0	12.7	*
Gambling, Video Gaming, Social Media Use				
online sports gambling (past year)	10.0	14.9	4.7	*
any online gambling (past year)	11.6	16.6	6.0	*
gambling in other ways (cards, dice, lotteries; past year)	14.6	17.3	11.5	*
any gambling (past year)	19.9	24.9	14.4	*
video gaming problem (past year)	16.5	22.7	10.1	*
5+ hours on social media daily	24.6	19.0	30.4	*
problematic social media use (past year)	9.7	7.4	12.0	*

Notes: the total sample size is 11,108 students; some estimates based on a random half sample; * indicates a significant sex difference ($p < .05$) *not* controlling for other factors; ^{††} among grades 9–12 only.

Percentage Reporting Select Indicators of Mental Health and Well-Being by Grade, 2025 OSDUHS (Grades 7–12)

	G7	G8	G9	G10	G11	G12	
School Connectedness							
like school very much or quite a lot	32.2	32.2	28.1	28.4	28.3	35.4	*
feel close to people at school	87.9	84.4	86.5	80.9	80.8	76.1	*
feel like part of school	85.7	83.8	83.1	79.8	76.7	76.4	*
feel safe at school	90.5	91.1	89.0	88.7	88.7	91.5	
worried about being harmed or threatened at school	21.6	19.0	18.0	16.2	14.4	14.1	*
Physical Health							
fair/poor self-rated physical health	9.2	13.9	9.7	13.8	14.5	11.1	*
daily physical activity (60 minutes of activity daily in the past week)	32.6	30.3	27.6	23.9	23.6	17.0	*
3+ hours of recreational screen time daily	63.6	74.3	77.5	81.2	83.0	84.8	*
worried about/preoccupation with weight, body shape, muscles	49.4	54.5	54.4	58.7	56.2	56.7	
perceive themselves as overweight	20.6	24.7	24.6	25.9	24.7	22.8	
bullied about weight or body shape (past year)	52.4	58.1	48.6	51.1	52.4	51.0	*
8+ hours of sleep on an average school night	61.4	55.6	44.4	39.2	30.3	24.4	*
concussion (past year)	15.5	17.5	11.3	13.0	12.7	10.7	*
eat breakfast daily before school	48.1	42.4	39.4	39.1	34.6	31.1	*
Mental Health							
fair/poor self-rated mental health	24.6	26.0	25.3	34.7	32.8	33.3	*
low self-esteem	7.7	9.6	8.8	11.1	11.4	11.0	
elevated stress (past month)	19.5	22.6	26.8	34.3	46.3	49.0	*
often/always feel lonely	9.4	9.4	10.3	13.0	14.2	19.1	*
moderate-to-serious psychological distress (past month)	38.7	40.1	42.5	46.6	52.1	52.2	*
serious psychological distress (past month)	17.5	20.5	18.9	25.0	28.6	26.3	*
depressive symptoms (past two weeks)	16.1	20.0	19.6	23.1	26.3	25.8	*
anxiety symptoms (past two weeks)	23.7	26.7	25.3	32.4	35.4	37.3	*
self-harm (past year)	15.5	14.3	11.9	16.9	14.7	14.7	
suicidal ideation (past year)	15.7	13.1	13.7	18.9	16.2	16.3	
suicide attempt (past year)	5.2	3.8	2.3	2.7	4.4	4.8	
very/extremely worried about climate change	7.2	10.3	10.2	11.3	10.0	11.4	
fair/poor ability to cope with unexpected and difficult problems	25.8	29.1	25.6	24.4	29.2	26.2	
prescribed medication for anxiety/depression/both ^{††}	--	--	4.7	7.5	7.5	9.8	
know how to access school-based mental health support	47.0	49.8	64.0	69.5	69.0	71.4	*
used school-based mental health support services this school year	12.5	12.3	10.1	12.8	16.5	17.2	*
any mental health care visit, including school-based (past year)	39.9	36.2	38.9	32.9	35.6	39.3	
sought counselling through a helpline and/or a website (past year)	5.0	4.1	5.0	4.5	6.4	5.9	
needed mental health support, but did not seek it (past year)	23.1	24.6	22.7	30.3	32.6	35.6	*
Bullying							
been bullied at school this school year (in any way)	40.3	34.7	20.8	24.8	21.8	23.3	*
bullied others at school this school year (in any way)	13.1	15.7	8.8	8.1	8.3	11.8	*
been bullied online (past year)	34.2	30.8	23.3	22.5	18.4	25.2	*
bullied others online (past year)	18.1	19.4	12.1	12.0	14.8	11.3	*
Gambling, Video Gaming, Social Media Use							
online sports gambling (past year)	6.7	7.6	9.7	9.8	12.1	13.0	*
any online gambling (past year)	8.8	10.1	10.9	10.7	13.1	14.6	
gambling in other ways (cards, dice, lotteries; past year)	11.6	12.4	11.0	15.1	16.5	19.2	*
any gambling (past year)	16.2	16.8	17.7	20.0	21.7	25.0	*
video gaming problem (past year)	13.8	17.9	19.4	16.2	18.0	14.3	
5+ hours on social media daily	18.3	23.1	24.7	25.0	25.9	29.0	*
problematic social media use (past year)	8.4	8.2	9.2	9.4	9.6	12.9	

Notes: * indicates a significant grade difference ($p < .05$) not controlling for other factors; ^{††} among grades 9–12 only.

Percentage Reporting Select Indicators of Mental Health and Well-Being by Region, 2025 OSDUHS (Grades 7–12)

	GTA	North	West	East
School Connectedness				
like school very much or quite a lot	31.3	32.6	32.2	27.8
feel close to people at school	82.4	80.9	83.1	81.6
feel like part of school	79.8	81.9	82.4	79.2
feel safe at school	88.7	89.8	92.5	88.7
worried about being harmed or threatened at school	16.9	16.6	15.8	18.7
Physical Health				
fair/poor self-rated physical health	13.0	14.9	10.3	11.9
daily physical activity (60 minutes of activity daily in the past week)	22.8	24.9	27.5	27.4
3+ hours of recreational screen time daily	79.3	76.5	77.4	76.6
worried about/preoccupation with weight, body shape, muscles	55.9	52.5	55.2	54.3
perceive themselves as overweight	23.4	23.0	24.8	23.9
bullied about weight or body shape (past year)	52.1	49.5	52.3	52.7
8+ hours of sleep on an average school night	39.5	41.9	43.2	42.3
concussion (past year)	13.0	14.1	12.5	14.4
eat breakfast daily before school	39.7	38.8	39.4	35.5
Mental Health				
fair/poor self-rated mental health	29.8	31.4	28.7	30.3
low self-esteem	10.4	11.2	9.5	9.8
elevated stress (past month)	37.7	34.4	28.8	33.3
often/always feel lonely	12.6	12.2	12.5	14.1
moderate-to-serious psychological distress (past month)	48.8	43.7	42.2	45.7
serious psychological distress (past month)	24.1	21.8	21.8	23.3
depressive symptoms (past two weeks)	22.9	21.4	19.8	23.9
anxiety symptoms (past two weeks)	31.7	29.7	28.9	30.9
self-harm (past year)	14.3	13.4	14.3	16.2
suicidal ideation (past year)	15.8	18.4	14.4	16.6
suicide attempt (past year)	4.1	s	3.5	4.0
very/extremely worried about climate change	10.1	10.1	9.6	10.9
fair/poor ability to cope with unexpected and difficult problems	27.3	25.5	25.3	27.7
prescribed medication for anxiety/depression/both ^{††}	6.4	13.4	6.5	9.5
know how to access school-based mental health support	59.7	70.9	67.2	59.6
used school-based mental health support services this school year	13.6	20.5	14.5	11.2
any mental health care visit, including school-based (past year)	37.3	40.0	36.9	36.6
sought counselling through a helpline and/or a website (past year)	5.4	6.1	3.8	6.3
needed mental health support, but did not seek it (past year)	28.2	30.3	27.4	30.0
Bullying				
been bullied at school this school year (in any way)	25.4	35.6	24.3	31.9
bullied others at school this school year (in any way)	9.6	s	12.7	9.7
been bullied online (past year)	26.3	23.9	24.7	25.4
bullied others online (past year)	15.9	16.5	12.5	13.4
Gambling, Video Gaming, Social Media Use				
online sports gambling (past year)	11.0	9.9	8.4	10.5
any online gambling (past year)	12.6	11.4	9.9	12.1
gambling in other ways (cards, dice, lotteries; past year)	14.5	15.6	14.7	14.4
any gambling (past year)	20.4	19.6	19.5	19.5
video gaming problem (past year)	18.5	15.7	15.8	14.0
5+ hours on social media daily	26.7	23.3	22.2	24.2
problematic social media use (past year)	10.8	9.3	9.3	8.5

Notes: GTA is the Greater Toronto Area; * indicates a significant regional difference ($p < .05$) *not* controlling for other factors; 's' indicates estimate suppressed due to unreliability; ^{††} among grades 9–12 only.

Methodology

The *Ontario Student Drug Use and Health Survey* (OSDUHS), conducted by the Centre for Addiction and Mental Health, is a province-wide health survey of Ontario students in grades 7 and 8 (elementary/middle school) and grades 9 through 12 (secondary school). This cross-sectional survey has been conducted every two years since 1977.

The 2025 cycle employed a stratified (by region and school level), two-stage (school, class) cluster sampling design. The final sample included 11,108 students in grades 7 to 12 from 1,147 classes in 246 schools across 42 English and French public and Catholic school boards. Schools located in First Nation communities, on military bases, in hospitals or other institutions, as well as private schools, were excluded from selection. Special Education stand-alone classes and English as a Second Language (ESL) classes were excluded from selection.

Active parental consent procedures were used. Anonymous electronic or paper questionnaires were group administered in classrooms during regular school hours by staff from York University's Institute for Social Research (ISR) between December 2024 and June 2025.

To produce representative estimates, the data from the 11,108 students were weighted to reflect the population of nearly one million students enrolled in grades 7 through 12 in Ontario's publicly funded school system.

New topics presented in this report include eating breakfast daily before school, depressive symptoms, anxiety symptoms, spending money in a video game, online sports gambling, and exposure to advertising for online gambling.

Please visit the OSDUHS webpage for reports and FAQs:

www.camh.ca/osduhs