Wellness

Overall Goal: To create the conditions that support students and staff in experiencing a sense of belonging and managing stress related to their school and work experience, thereby increasing their overall wellness.

Needs Assessment / Where Are We Now?

Through a review of the results from the TTFM survey we have noted the following:

- 63% of students indicated they have a positive sense of belonging at GISS; girls 56%
- 58% of students believe that education will benefit them in their futures
- 30% of students experience moderate to high levels of anxiety; in girls this increased to 47%
- 25% of students participate in school clubs

1st CYCLE OF INQUIRY

Theory of Action: Due October 12, 2018

If/then statement: If we create an environment where staff and students feel valued, supported, and connected to their teaching and learning, their school, their community, then fewer staff and students will experience stress at school and more staff and students will be able to positively manage stress, thereby increasing staff and student wellness.

DATA:

Monitoring the IF:

Based on the co-constructed success criteria for educator learning, (e.g. criteria for providing effective descriptive feedback)

- We can see positive messaging regarding self-esteem, respect, etc. throughout the school.
- We can see teachers greeting students as they arrive at class.
- We can see positive interactions among students/students, staff/students and staff/staff
- We see students taking part in extra-curricular activities including sports and clubs.
- We personalize student timetables based on student interest and available programming.

PRE: QUANTITATIVE EVIDENCE – DUE: October 12, 2018

MID: QUANTITATIVE EVIDENCE – DUE: November 16, 2018

POST: QUANTITATIVE EVIDENCE – DUE: February 8, 2019

Another staff survey was conducted surrounding their views on Student Wellness at GSS. There were 25 questions included and a sample of the responses are shown below.

Mentally Healthy Schools

Please complete the following staff survey and submit from the School Mental Health KEEDF7 teacher conducting the components of mentally healthy schools.

We would like to use the results to provide areas of strengths and next steps as we move forward in our efforts to enhance student mental health and well being.

The questions focus on Social and Physical Environment (91-95), Student Engagement (96-100), Well being of staff and learning outcomes (101-119), Personalization of learning (120-124), and Well being and mental health (125-128).

Credit Attainment from Semester 1

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credits attempted</th>
<th>Credits Earned</th>
<th>% Successful</th>
</tr>
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<tbody>
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<td>1080</td>
<td>97.91</td>
</tr>
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</table>
• We create alternatives to traditional program options.

Monitoring the THEN:
Based on the co-constructed success criteria for the pre, mid and post assessments of student learning
• Fewer lates and attendance concerns.
• Increased participation in extra-curricular activities through additional club options
• Increased number of referrals to SST for earlier intervention
• An increase in the number of school clubs available for students.

Statistics that value schooling outcomes:
Students who believe that education will benefit them personally and economically, will have a higher success rate than those who do not.

• 15% of students in this school reported school success. The Canadian norm is 25%.
• 50% of the girls and 40% of the boys in the school were involved in extracurricular activities. The Canadian norm is 60% and 30% respectively.
• 60% of the girls and 50% of the boys in the school were involved in community service. The Canadian norm is 70% and 50% respectively.

Past value adding activities:
Students who are involved in extracurricular activities as well as going to and from school.

• 40% of students who only attend the school, the Canadian norm is 30%.
• 50% of students who only attend the school, the Canadian norm is 60%.
• 60% of students who only attend the school, the Canadian norm is 80%.

Future participation in school clubs:
Students who take part in art, drama, music, gym classes, etc.

• 25% of students in this school had a higher level of participation in extracurricular activities.
• 50% of the girls and 75% of the boys in the school had a higher level of participation in extracurricular activities. The Canadian norm is 80% and 50% respectively.

5. I feel competent in what I am doing.
6. I want to get better at my job.
7. I feel a future here and I am invested in this school.

8. I feel supported.
9. I feel involved.
10. My suspension are approached.

Statistics that value attendance outcomes:
Students who are regular attenders at school and get to school on time.

• 75% of the girls and 70% of the boys in the school were involved in extracurricular activities. The Canadian norm is 60% and 50% respectively.
• 80% of the girls and 70% of the boys in the school were involved in community service. The Canadian norm is 70% and 60% respectively.
• 85% of the girls and 75% of the boys in the school were involved in volunteering. The Canadian norm is 80% and 70% respectively.
SST participants: SSP, guidance counsellors, LRT, administration, teachers

12 out of 19 secondary teachers made referral(s) to the SST team. (63% of staff)
(More on this data will be discussed under the Assessment Component)

QUALITATIVE ANECDOTES – DUE: October 12, 2018

There has been an increase in collaboration amongst all staff; both intermediate and secondary families.

On the last PD day, staff were provided with time to share “My awesome is...” Many staff chose to share professional memories where a student has made a significant gain under their instruction.

QUALITATIVE ANECDOTES – DUE: November 16, 2018

The Trojan Times continues as a weekly publication to serve as a communication vehicle for coming events and supervision schedules but it also provides a means to celebrate staff and students. Kudos are given to staff for their exemplary work and students are now recognized as a “Student of the Month” based on staff nominations for exemplary character and school citizenship.

Parents of the Student of the Month were sent this edition so they could hear the reason for their students’ nomination. Below is a reply email from a parent:
This makes my heart so happy! Regan told us that she had won “Student of the Month”, but she didn’t give us a lot of details about WHY she had won it. So proud! Thanks so much for sharing!

QUALITATIVE ANECDOTES – DUE: February 8, 2019

Credit Attainment from Semester 1

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credits Attempted</th>
<th>Credits Earned</th>
<th>% Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
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<tr>
<td>10</td>
<td>290</td>
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<td>100.00</td>
</tr>
<tr>
<td>11</td>
<td>247</td>
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<tr>
<td>Total (all grades)</td>
<td>737</td>
<td>737</td>
<td>100.00</td>
</tr>
</tbody>
</table>

12 out of 19 secondary teachers made referral(s) to the SST team. (63% of staff)
(More on this data will be discussed under the Assessment Component)
The newsletter has been well received with staff expressing their appreciation for acknowledgement of their work.

Music is played in the hallways just before class starts and this has helped decrease the number of students who arrive late to class as is evidenced by fewer numbers of students in the hall.

The ‘warning bell’ has been moved to 7 minutes instead of 5 minutes and this may have also helped in reducing the number of students arriving late to class.

A greater number of staff are present in their classroom area before class begins.

SST meetings continue to occur on a weekly basis and is serving well for early interventions.

Some SST referrals have been made based on wellness concerns.
SST referrals through Microsoft forms with meetings notes and interventions recorded via the OneNote platform.

**PLAN – DUE: October 12, 2018**
- place positive messages, throughout the school, surrounding self-esteem, respect, acceptance, etc.
- emphasize the importance of greeting students at the door (track the number of teachers seen outside their classroom door greeting students)
- through SST meetings include mental health as one of the referral reasons
- breakfast program will continue to provide students with a healthy start to the day i
- SST meeting will be held weekly with early interventions set in place for those referred. Every referral will have attached a staff member who will serve as a champion for the student. Referrals and tracking will be documented through OneNote.
- student survey will be created to ask what clubs students might be interested in pursuing to improve sense of belonging. (current state: only 25% of students participate whereas the Canadian norm is 42%)
- Staff will be shown appreciation on a weekly basis via a staff newsletter.
- Engaging learning experiences will be celebrated and shared with staff to create greater collaboration

**ACT – DUE: October 12, 2018**

**ASSESS – DUE: November 16, 2018 & February 8, 2019**

**November:** We have noticed that our student leaders (TISK/TASK, TTFM, Student Senators) have expressed a desire to include a higher percentage of our students in activities, and recognize that we may need other activities to engage more students (gaming, art, non-competitive clubs/teams).

**February:** The staff survey on School Wellness providing some interesting statistics:
- Educators/school staff take time to check in with all students. 87% selected that this component is mostly or fully in place. Only 2 staff selected partially in place and 1 selected ‘not at all’ in place.
- Educators model social-emotional learning skills, positive coping, and self care in their interactions with students as a way to reinforce these skills. 97% of staff indicated that this component is mostly or fully in place.

**Student Success Team:**
- 63% of staff made referrals to the SST team in the first semester.

**REFLECT – DUE: November 16, 2018 & February 8, 2019**

**November:** While we have made Wellness gains in positive feelings and school spirit through managed initiatives and activities, we have not yet begun to explicitly develop skills within students concerning time management, organizational skills, and test prep/taking skills, items which would provide students with their own self-managed tools to feel well (less stressed). We need to work more on teaching learning skills and work habits.

We recognize the importance of continuing to survey (formally and through conversations) what additional opportunities students would like to pursue to help them feel an increased sense of belonging.

**February:**

**School Wellness**

Our wonderings:
- What do staff perceive is a ‘greeting’ to students? Is it simply, welcome to class? Or is it more where they are sensing where the students are on that day.
- What does it mean to ‘check in’? What do they do if they ‘check in’ and the student is not in a good place?
- 74% of staff feel that ‘All students are… recognizing…strategies for dealing with stressors’ yet ‘TTFM’ data shows that 47% of our students state they have high anxiety. How do staff measure this? How are we identifying that they are using strategies and what are they?
- How do teachers model social-emotional learning skills? Do teachers know what these are? How can we further support teachers in understanding what they are?

**Student Success Team:**
- SST met every week this semester to discuss students who had been referred. Each member was tasked with students to check in with.
Students in 3 selected classes will be supported in developing time management, organizational skills, test preparation and test taking skills during MSIP periods. Student success referrals declined throughout the semester with 67% of referrals occurring in September and October while only 31% in November and December and 2% in January. Much of this included one-on-one help in the TLC with withdrawal from the classroom for a period or use of MSIP time. Calendars were used to assist students in keeping track of their assignment due dates. Larger projects and assignments were ‘chunked’ for students. The decline in referrals could indicate that the interventions that had been taking place via the SST team had been having a positive impact. This is supported by the success rate for credit attainment. The number of referrals for ‘wellness’ reasons decreased throughout the semester.

Of note, this semester we offered essential level classes in Science, Math and English. Students might have been placed in classes more conducive to their learning style and this may have had an impact on students’ success as well. As we move forward into semester 2, we will be mindful that we offer very few of Essential level classes and some students may feel added pressure/stressors being placed in different level classes.

The Student Success referral forms have been amended with the support of our SSC and our SSP to include more specificity with mental health concerns.

**2nd CYCLE OF INQUIRY**

**Theory of Action: Due February 15, 2019**

**If/then statement:** If we create an environment where staff and students feel valued, supported, and connected to their teaching and learning, their school, their community, then fewer staff and students will experience stress at school and more staff and students will be able to positively manage stress, thereby increasing staff and student wellness.

**PRE: QUANTITATIVE EVIDENCE – DUE: February 15, 2019**

Total SST referrals submitted via Microsoft forms: 97
Total referrals for mental health concerns: 15
% referrals that include mental health concerns as one of the reasons: 15%

**MID: QUANTITATIVE EVIDENCE – DUE: April 12, 2019**

**POST: QUANTITATIVE EVIDENCE – DUE: May 31, 2019**

Results of student survey: Mental Health Checklist
TTFM Survey Results: Same sample of questions that served as our current state from TTFM the year previous.
Total SST referrals submitted via Microsoft forms: 106
Total referrals for mental health concerns: 21
% referrals that include mental health concerns as one of the reasons: 20%

6 out of the last 9 referrals have been for mental concerns. That equates to 66.7%.

QUALITATIVE ANECDOTES – DUE: February 15, 2019
School Wellness
Our wonderings:
- What do staff perceive is a ‘greeting’ to students? Is it simply, welcome to class? Or is it more where they are sensing where the students are on that day.
- What does it mean to ‘check in’? What do they do if they ‘check in’ and the student is not in a good place?

QUALITATIVE ANECDOTES – DUE: April 12, 2019

QUALITATIVE ANECDOTES – DUE: May 31, 2019
74% of staff feel that ‘All students are recognizing...strategies for dealing with stressors’ yet ‘TTFM’ data shows that 47% of our students state they have high anxiety. How do staff measure this? How are we identifying that they are using strategies and what are they?

How do teachers model social-emotional learning skills? Do teachers know what these are? How can we further support teachers in understanding what they are?

-the number of students accessing the breakfast program has been steadily increasing.

### PLAN – DUE: February 15, 2019
- Continue to emphasize the importance of greeting students at the door (track the number of teachers seen outside their classroom door greeting students)

-SST referral form will now include not only mental health for the reason but an area for staff to document the reason behind the mental health concern.

-SST meeting will be held weekly with early interventions set in place for those referred. Every referral will have attached a staff member who will serve as a champion for the student. Referrals and tracking will be documented through OneNote.

-Staff will continue to be shown appreciation on a weekly basis via a staff newsletter

-Newsletter will now include a section on mental health provided by our SSP; this will include coping strategies, ways to recognize a student needing support, direction as to where to find supports, etc.

-Engaging learning experiences will be celebrated and shared with staff to create greater collaboration

-Students in 3 selected classes will be supported in developing time management, and organizational skills by providing agendas for ‘semester at a glance’, ‘month at a glance’ and ‘week at a glance’

-Students will be given intentional prompts surrounding the use of agendas. They will be further prompted in MSIP periods.

-Wellness team will collaborate with the Safe and Accepting Schools team to provide an additional survey for students

### ACT – DUE: February 15, 2019

### ASSESS – DUE: April 12, 2019 & May 31, 2019
April: SSP presented workshop on suicide prevention to some of our SHSM students

### REFLECT – DUE: April 12, 2019 & May 31, 2019
On the PD day April 5th, the SSP and the VP lead discussions regarding our questions surrounding the results of the survey as reviewed below.

To recap, these wonderings were:

- What do staff perceive is a ‘greeting’ to students? Is it simply, welcome to class? Or is it more where they are sensing where the students are on that day.

- What does it mean to ‘check in’? What do they do if they ‘check in’ and the student is not in a good place?

- 74% of staff feel that ‘All students are recognizing...strategies for dealing with stressors’ yet ‘TTFM’ data shows that 47% of our students state they have high anxiety. How do staff measure this? How are we identifying that they are using strategies and what are they?

- How do teachers model social-emotional learning skills? Do teachers know what these are? How can we further support teachers in understanding what they are?

During this we heard staff as they shared with their colleagues who their ‘Go To People’ are. We had discussions re. what does it mean to check in with students? Staff shared that sometimes checking in with students leads to conversations that require further support for them. We then identified the GO TO staff for these situations.

Staff further indicated that they are forever learning from the students and agree that their own wellness is important to support student’s day to day.

We had further conversations surrounding ‘finding a balance’ and many shared their healthy coping strategies which included exercise, music, humour, cooking, talking things out/sharing, deep breathing.
surrounding their mental health. Students and staff will co-create the survey. Breakfast program will continue to be promoted through social media and Trojan Times.

Engaging learning experiences were celebrated and shared with staff to create greater collaboration.

Distraction. This is something that we will build upon as a wellness team.

We will continue to narrow down what "checking in looks and sounds like", "how we greet our students "and the importance around teaching social and emotional skills. How we measured this? What is our data telling us?

GSS is in the beginning stages of developing a Wellness Team to support our school Wellness SIPSAW with the end goal of promoting wellness in both staff and students. Our Team will consist of an Administrator, Student Support Partner, Guidance Counselor, 2 Secondary and 2 Intermediate Teachers. The committee is a diverse group that will be able to provide insight, thoughts, ideas, action plans to support our building. Moving forward, we will select some students from our Tell Them From Me team to join our wellness team.

We are hearing the voices from our TTFM group around the importance of both self-regulation and co-regulation. This will be a great "talking piece" and starting point for our Wellness Team.

May:
Mental health week was very well supported with high levels of participation. The Wellness wall, which was full of positive messaging that students completed, was moved to a pillar representing a structural foundation of the building as wellness is the foundation of a healthy life.

Total SST referrals submitted via Microsoft forms: 106

Total referrals for mental health concerns: 21

% referrals that include mental health concerns as one of the reasons: 20%

6 out of the last 9 referrals have been for mental concerns. That equates to 66.7%. Our wondering is if the increase rate of mental health referrals is due to the time of year and increasing pressures at school. Moving forward, we will track the referrals monthly so we might filter down to identify key times that are showing cause of increased stress/anxiety.
During Mental Health week the students completed a mental health checklist (shown in the column to the left). After completing the ‘survey’ some students sought out our SSP to discuss their concerns surrounding their own mental health.

Moving forward we will administer this survey earlier in the year to identify students who may be experiencing wellness concerns.

TTFM data from 2017-2018 was used as part of our current state data as we began this school year. We have since completed the survey again and have highlighted the same sample of questions to measure.

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<tr>
<th>TTFM Data</th>
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<tbody>
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<tr>
<td>Positive sense of belonging</td>
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<tr>
<td>Positive self-esteem</td>
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<tr>
<td>Moderate to high anxiety</td>
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</tr>
<tr>
<td>Value schooling outcomes</td>
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<td>58 55 63</td>
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<td>Subject to bullying, exclusion</td>
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<td>32 30 35</td>
</tr>
<tr>
<td>Participate in clubs or activities</td>
<td>25 17 32</td>
<td>26 24 27</td>
</tr>
<tr>
<td>Feel safe attending school</td>
<td>58 67 50</td>
<td>56 61 46</td>
</tr>
</tbody>
</table>

With this new data, the Wellness Team along with our TTFM students, will dig further into the results. This will occur in June and will help us set directions for 2019-2020. One wondering we already have is the timing of the survey: too close to exams when measuring stress levels and schooling outcomes?

Moving forward into next year, we will continue to offer wellness activities throughout the year, not solely focused in Wellness week. The Wellness wall will be an opening week activity for each semester. Yoga classes will be offered throughout the year. Newsletter and positive messaging throughout the school will continue.