

## Goal

### 2015 – 2016 Goal to be continued:

To enhance levels of health and well-being for all students at CPE.

### 2016 - 2017 Objectives:

1. Students will know the benefits of regular exercise, healthy nutrition, and adequate sleep.
2. Students will learn strategies to manage stress and worries.
3. Students will continue to report high levels of peer belonging and connectedness to adults at school, and will continue to feel safe and welcome at school.
4. Students will learn to use online and social media in safe and respectful ways.
5. Students will have access to age appropriate sexual health education.

## Rationale

*Evidence and information used to set this goal:*

- Resiliency research shows that having healthy assets, such as the objectives listed above, promotes health and well-being into adulthood. Students in Grade 4 & 7 in a self report (MDI) and subsequent debrief session in June reported that sleep quality and quantity and managing social media and screen time were areas they needed guidance with.
- 86% of Grade 4s and 77% of Grade 7s felt there were at least two adults at school who are important to them (MDI, 2016). Children who feel connected are less likely to drop out of school or to suffer from mental health problems. This continues to be an important focus for our school, though we have decided to expand our goal to include other areas of student health.
- Friendships and peer support are critical for optimal motivation and can impact children's academic and life success. Peer interactions online and in person were reportedly a source of strength but also a source of stress for some of our older students.
- School success is optimized when children learn within a healthy, safe, caring and supportive environment. Grade 7 students reported lower levels of school belonging than our Grade 4 students, however both groups reported much lower than average rates of bullying and victimization.
- The Public Health Agency of Canada states, "Sexual health is a key aspect of personal health and social welfare that influences individuals across their lifespan. It is thus important ...to all Canadians regardless of their age, race, ethnicity, gender identity, sexual orientation, socioeconomic background, physical/ cognitive abilities, religious background or other such characteristics."

## Data

*Data considered (Provincial, District, School and Classroom):*

- Early Developmental Index (EDI) data
- Middle Years Developmental Index (MDI) data
- BC Ministry of Education Satisfaction Survey results (parent and student responses)
- School-developed surveys
- Student self-assessments

## Success/Results

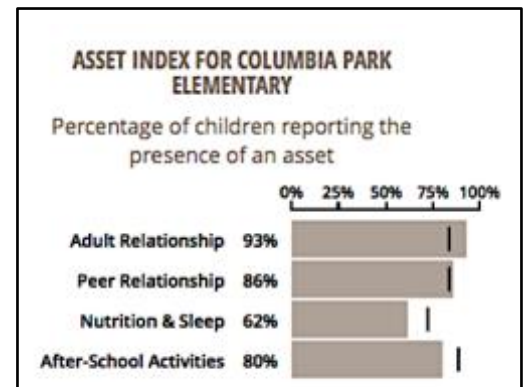
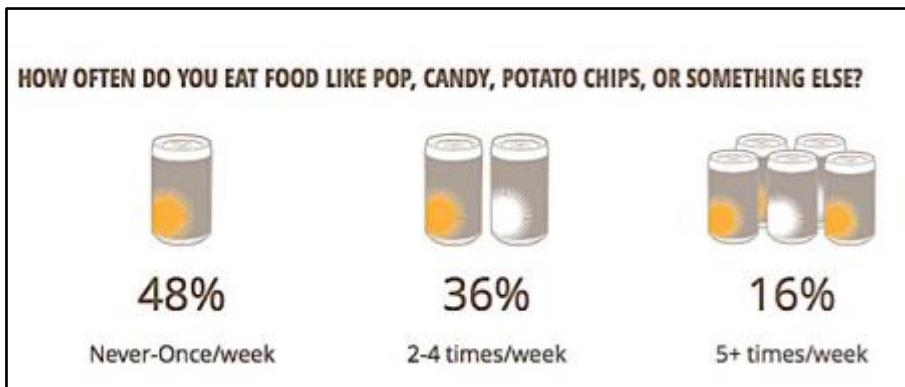
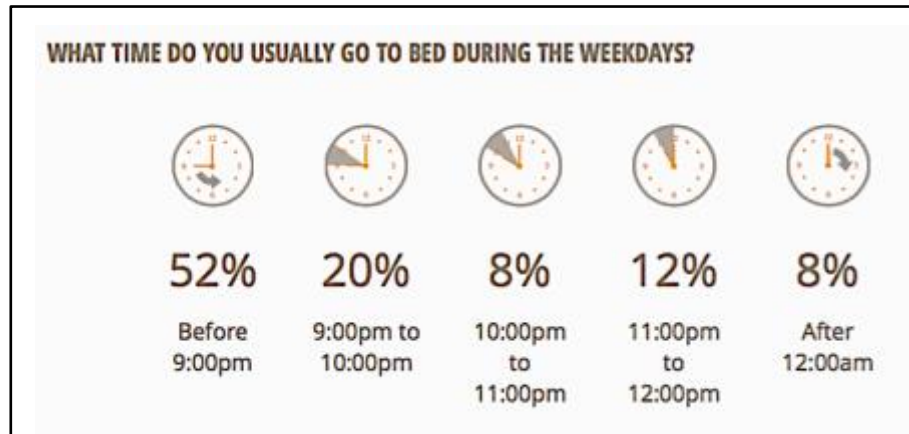
*Data results will be shared with PAC, Parents and Staff in 2015-16 as they become available.*

Satisfaction Survey Questions (unless otherwise indicated, % refers to responses of "All the time" and "At most times")	2011		2012		2013		2014		2015		2016	
	Gr4	Gr7	Gr4	Gr7	Gr4	Gr7	Gr4	Gr7	Gr4	Gr7	Gr4	Gr7
In the last five school days, how many days did you exercise or participate in physical activities for at least 30 minutes, during school hours that made you sweat and breathe hard?	59%	58%	77%	74%	79%	63%	67%	60%	81%	58%	52%	88%
At school are you learning about healthy food and exercise?	52%	31%	36%	47%	63%	12%	86%	20%	65%	58%	42%	58%
Do you feel welcome at your school?	73%	68%	86%	58%	68%	35%	85%	48%	88%	89%	95%	62%
How many adults at your school care about you? (% who indicated 2 or more)	87%	73%	62%	79%	60%	31%	81%	67%	96%	63%	87%	74%
Parent survey: Do teachers care about your child? (% yes)	100%		100%		100%		97%		100%		n/a	
Parent survey: Do you think your child is safe at school? (% yes)	100%		100%		100%		97%		100%		n/a	

## Success/Results

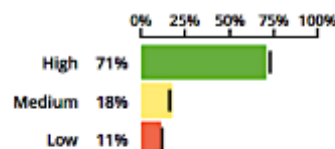
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### Grade 4 MDI results:



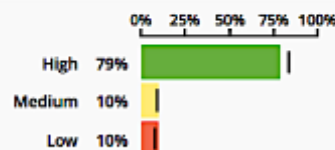
#### OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g. "I have more good times than bad times."



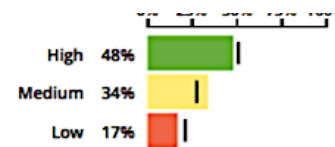
#### EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g. "I care about the feelings of others."



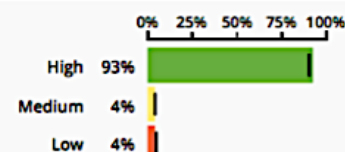
#### PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g. "I helped someone who was hurt."



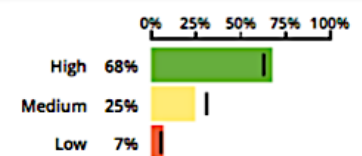
#### SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g. "A lot of things about me are good."



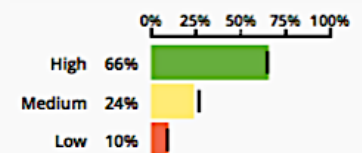
#### HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g. "I am happy with my life."



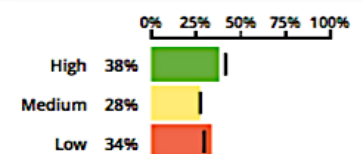
#### ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g. "I feel unhappy a lot of the time."

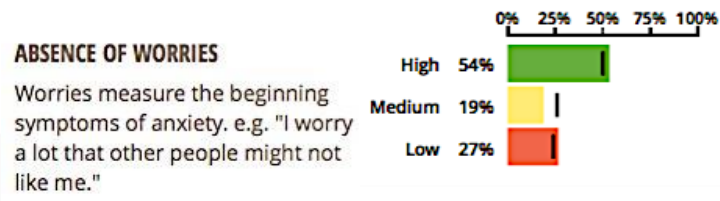
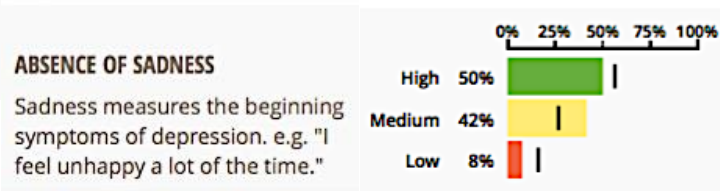
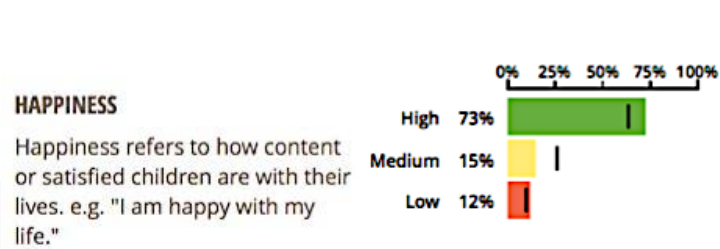
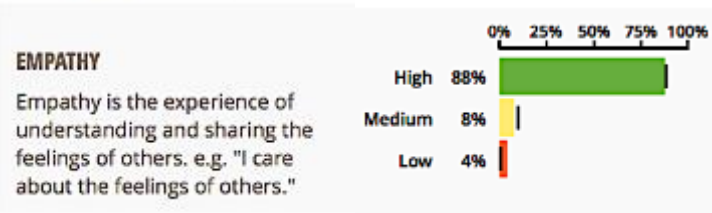
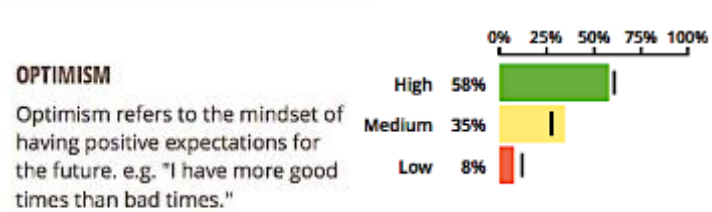
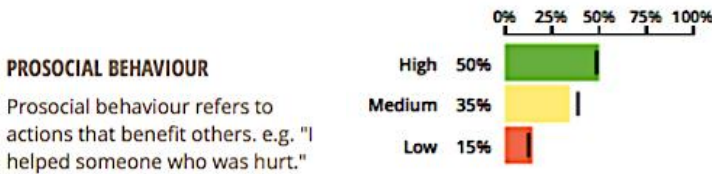
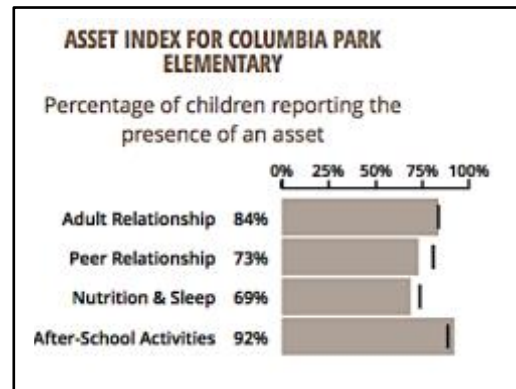
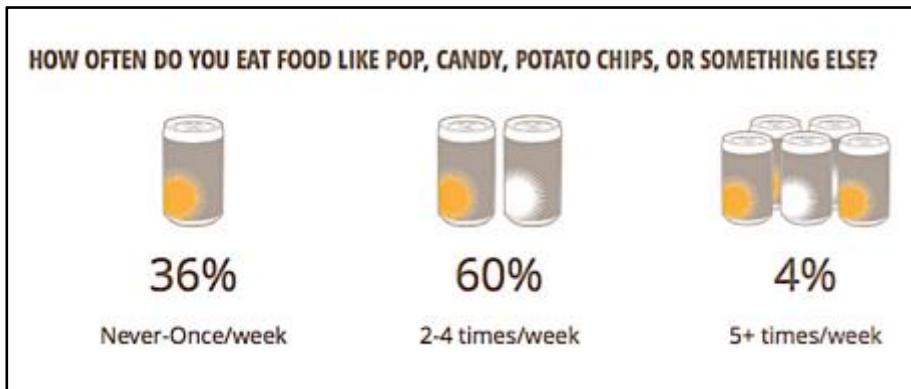
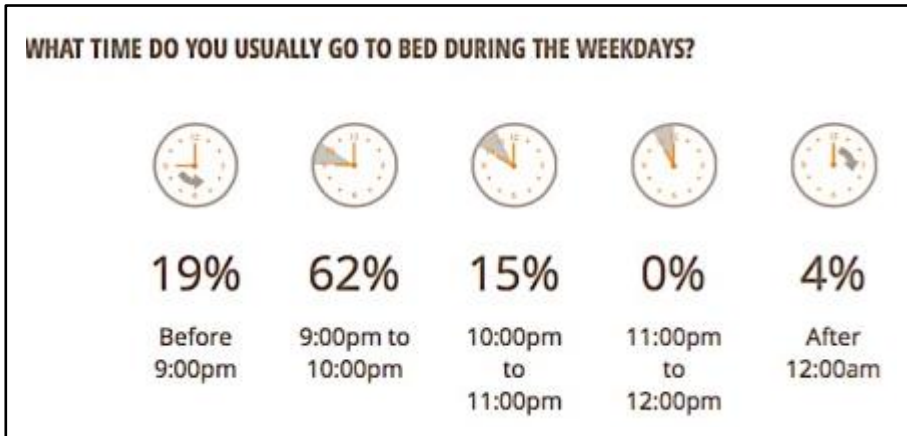


#### ABSENCE OF WORRIES

Worries measure the beginning symptoms of anxiety. e.g. "I worry a lot that other people might not like me."



# Grade 7 MDI results:



## Organizing for Improvement

### Strategies and Structures

- School-wide health activities like school-wide runs, healthy living stations, healthy eating programs and special events
- Frequent opportunities to learn in the outdoors with some staff working toward obtaining funding for outdoor learning spaces
- Healthy snacks through the BC Fruit and Vegetable +milk program, Revelstoke Food Recovery Program, Muffin Mondays and monthly special lunch days
- Implementing Breakfast club on Tuesday and Thursday mornings.
- Daily Gym access for all classes
- Food Explorers Program
- Opportunities for all students at each grade to explore a different sport (gymnastics, skating, swimming, downhill skiing, cross country skiing, curling)
- Extra-curricular sports (basketball, badminton, volleyball, track), and intramural sports. Wednesday night floor hockey.
- Sexual health and child safety instruction (Kids in the Know program, Health Nurse delivery of sexual health to grade 7's, Options for Sexual Health professional development opportunities, )
- Ongoing in-service and professional development throughout the year on restitution, personality types, learning styles, peaceful problem solving, and child and youth mental health topics
- Programs and projects to improve student mental health/wellness (Safeteen Workshop, Mind Up program, Zones of Regulation, Grade 6/7 Health Inquiry Project, Incredible Flexible Me program, Drug Abuse Resistance Education (DARE))
- Collaboration with a variety of community partners across all of the objectives in this goal area (RCMP, Interior Health, Community Connections and MCFD, Parks Canada, Farm to Table program, etc.)
- Team teaching with Teacher Librarian on topics including password safety, privacy online, and social media etiquette. Information also shared at PAC meetings. Hoping to get Jesse Miller in the spring to speak 'district wide' about social media.
- Continue with House Teams, and enhance the use of smaller, multi-age groupings throughout the year (Family Groupings)
- School-wide opportunities to connect, cooperate and share (Multi-aged Groupings during every Exploration Friday afternoon, Grade 7 leadership sets the "tone" for the school, Spirit Weeks, daily morning announcements, Christmas concert, whole school pancake breakfast, PAC whole school hot lunches, House Games, dances, whole school Halloween activities, bi-weekly assemblies, Pink Shirt Day activities, Matrix Station rotations, Me to We club, Food Bank drives, Christmas hamper)
- Opportunities for each student to have school-wide recognition and responsibilities (Grade 6 and 7 leadership activities, compost and recycling programs, clubs and teams, Birthday recognition, classroom awards...)
- School-wide monthly focus on topics, including: healthy eating, sleep, digital citizenship, exercise, kindness, gratitude, valuing diversity
- Parent presentations at PAC meetings (anti-bullying, school-wide focus, social media)
- Buddy activities (reading, writing, swimming, craft activities, math)
- Ensure basic needs of students are looked after (food cupboard, hot lunches, clothing available for the taking, washing clothes, etc.)
- Individual, small-group and whole class instruction and practice with peaceful problem solving ("I messages", whole body listening, class meetings, counseling service by referral)
- Opportunities for students and staff to interact and have fun (students vs. staff volleyball, basketball, and badminton games, House Team activities, school-wide running, school-wide swim, field trips, community sports activities, etc.)
- Evening floor hockey and other sports in gym

### Communication

- Publish results in school newsletters
- Share results directly with students and discuss and provide opportunities for further feedback
- Presentations to PAC, staff, and Board
- Parent Conferences, student-led conferences.
- School and Classroom Displays
- Twitter, Freshgrade, and Webpage updates