



Our Motto Students Come First
Our Mission Building Strong Foundations to Create Bright Futures
Our Values Belonging, Respect, Responsibility, Learning, Nurturing, Perseverance
Our Vision Learning Without Limits...Achievement for All

Accountability Topic: Student Well-being

Date of Board Meeting:

June 20, 2019

Strategic Priority:

- Student and Family Engagement
- Internal Process
- People Capacity
- Financial Stewardship

Quality Indicator(s) (if applicable):

- QI 1.4 - Utilizes performance metrics for the purpose of monitoring and evaluating operational performance relative to student wellness.
- QI 7.2 - Achieves the key results identified in the Strategic Plan.
- QI 7.3 - Reports at least annually on results achieved.

Key Measures:

- OurSchool Survey

Targets:

GSSD exists to provide the highest level of student learning & well-being. All students will experience learning environments rich in the opportunities and experiences necessary to promote intellectual, emotional and spiritual growth.

- By June 2020, GSSD will reduce the number of students reporting high levels of anxiety by 5%.
- By June 30, 2020 GSSD students in grades 4 to 12 will report at least a 5% increase in student intellectual engagement.

Data:

- OurSchool Survey Data

Anxiety: As reported on the annual OurSchool Survey

Student Description (Grade 4 – 6)	GSSD 2018-19 Actuals	GSSD (2018-19) Compared to GSSD (2017-18)	GSSD Compared to Provincial Norm (2018-19) @ 23%
FNMI (Male)	12	9% Improvement	9% Lower
FNMI (Female)	31	5% Improvement	8% Higher
Non-FNMI (Male)	12	3% Improvement	11% Lower
Non-FNMI (Female)	19	7% improvement	4% Lower

- A celebration would be with that “all” students in grades 4 to 6 have shown improvement by reporting a reduction in anxiety.
- Overall our First Nation Métis (FNM) students have shown an 8% improvement with our non-FNM students showing a 4% improvement overall.
- GSSD has achieved the target of reducing anxiety by 5% in elementary students.
- GSSD needs to continue working on building internal resilience with elementary students.

STUDENT & FAMILY INTERNAL PROCESSES PEOPLE CAPACITY FINANCIAL STEWARDSHIP

Student Description (Grade 7 – 12)	GSSD 2018-19 Actuals	GSSD (2018-19) Compared to GSSD (2017-18)	GSSD Compared to the Provincial Norm (2018-19) @ 28%
FNMI (Male)	21	9% Improvement	7% Lower
FNMI (Female)	45	7% Improvement	17% Higher
Non-FNMI (Male)	16	4% Increase	14% Lower
Non-FNMI (Female)	33	2% Increase	3% Higher

- GSSD has seen significant improvement among high school students reporting high levels of anxiety.
- The greatest improvements have occurred with FNM students. The YRHS and KCI has seen a 12% reduction in FNM boys with KCI recognizing a 14% reduction in FNM girls and the YRHS seeing a 15% reduction in FNM girls. The increases can be attributed to the work accomplished through the Indigenous Student Achievement Centers at both schools.
- GSSD has met the target of reducing student anxiety by 5% among high school students.

Factors Affecting Mental Health: GSSD Question on OurSchool Survey:

Student Description (Grade 7 – 12)	GSSD 2018-19 Actuals (# Respondents)	GSSD (2018-19) Compared to GSSD (2017-18)
School Work	827	24% Improvement
Peer Relationships	572	13% Increase
Social Media	444	34% Increase

- GSSD has constructed a question which attempts to discover the factors which impact student mental health. In the past, school work has been reported as having a significant impact on student anxiety. It is evident that our schools are working hard to change assessment practices and balance assessment schedules. A change to the high school final exam policy has likely had a significant impact as well.
- The data would also suggest that students are finding peer relationships and social media to be significant triggers to their mental health.
- 133 students reported having mental health issues due to gender and/or sexual diversity.
- Among elementary students, school work creates the biggest stressor with peer relationships following closely behind. It is evident that more work needs to be done with elementary schools in balancing school work expectations.
- When asked if students know where to access mental health supports, 21% more students identified a comfort in approaching an adult at school with 33% more students reporting they were aware of community supports as opposed to last year’s survey.

Student Engagement (high levels of intellectual engagement): As reported by the annual OurSchool Survey

Student Description (Grade 7 – 12)	GSSD 2018-19 Actuals	GSSD (2018-19) Compared to GSSD (2017-18)	GSSD Compared to the Provincial Norm (2017-18) @ 62%
FNMI (Male)	51	3% Decrease	11% Lower
FNMI (Female)	44	2% Decrease	18% Lower
Non-FNMI (Male)	55	1% Decrease	7% Lower
Non-FNMI (Female)	62	2% Decrease	-

- GSSD has seen a slight decline in levels of intellectual engagement in grades 7 through 12 from last year.
- More startling is the variance between GSSD and the provincial norm. There will need to be a defined plan established for the 2019-20 school year.

Key Strategies Employed:

- GSSD continues to train staff in Mental Health First Aid, which builds capacity among our front line workers.
- Staff continue to receive support with Gender and Sexual Diversity which supports teen mental health among those students who are gender or sexually diverse.
- GSSD has focused on Truth and Reconciliation by educating staff on the impact of residential schools on FNM students and their families.
- Schools have shown growth in supporting First Nations Métis students by building stronger relationships and representing their culture within our schools.
- Increased awareness and capacity built in “mindfulness” through outdoor classrooms, alternate classroom environments, and ministerial and agency support.

Future Strategies:

- To assist with Mental Health, GSSD has committed to:
 - Sustaining School Counsellor time;
 - Maintaining the two Aboriginal Student Achievement Coaches (KCI & YRHS);
 - Continuing support of Comprehensive School Community Health;
 - Maintaining the FNM support rooms in KCI & the YRHS;
 - Offering additional Mental Health First Aid in the 2019-20 school year;
 - Offering Teen Boost through the Health Authority (4 sessions available to students throughout the school division);
 - Continuing training for the FRIENDS Resiliency training;
 - Maintaining the High School Induction Day;
- To assist with Student Engagement, GSSD has committed to:
 - Providing additional support to FNM students;
 - Supporting alternate classrooms;
 - Supporting alternate programming (land based)
 - Central Office support to SCC's;
 - High School Induction Days;
 - Engaging student voice through Student Senates;
 - Continuing to work with teachers regarding engaging instructional practices.
 - Developing Professional Development modules for self-directed inquiry and learning which will model “best practice” for teachers.

Risk Assessment:

Risk	Likelihood (Low-Med-High)	Impact (Low-Med- High)	Mitigation Strategy
Failure to meet the 2020 goal for High School Graduation	Medium	High	Continued pressure and support within our High Schools
Compromising Student Wellness which impacts student success	Medium	High	Continued support for students in K-12.

Recommended Decision/Motion:

“That the Board accept the accountability report on Student Well-being as presented.”

Respectfully submitted,

Quintin M. Robertson, Director/CEO
Good Spirit School Division