



**School District No. 19 (Revelstoke)  
Revelstoke Secondary School  
2016 – 2017 Goals  
Student Well-Being**



**School District 19**  
(Revelstoke)

**Goal:**

*Focus on a specific area of student achievement for all students:*

Revelstoke Secondary School will improve the current level of school connectedness, as well as the mental, social-emotional and physical well-being of students.

**2016 - 2017 Objectives:**

1. To improve school connectedness to at least two adults in the school.
2. To increase the amount of valid and reliable data gathered to better assess student social-emotional well-being.
3. To educate students about mental health and mental health issues.
4. To promote physical healthy lifestyle choices.

**Rationale**

*Evidence and information used to set this goal:*

- Students who have a connection with two or more adults in the school demonstrate higher achievement rates and lower mental health concerns.
- Increased student understanding of mental health issues will lead to earlier identification and intervention for those students who need assistance, as well as removing stigmas associated with this issue.
- Students who make healthy lifestyle choices achieve better at school, have a lower incidence of mental and physical health issues, and improve their overall well-being.
- Current data suggests that low numbers of RSS students feel that they are learning about making healthy lifestyle choices at school.

**Data**

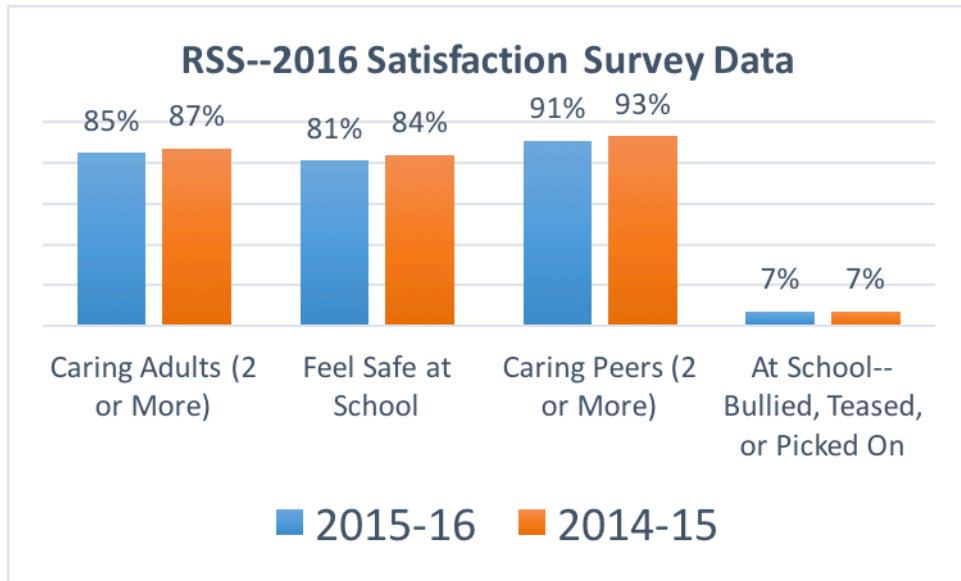
*Data considered (Provincial, District, School and Classroom)*

- 15% of RSS students self-rated their mental health as “poor/fair” (2013 BC Adolescent Health Survey).
- 28% of students at RSS report that they receive less than 8 hours sleep (2013 BC Adolescent Health Survey).
- Up to 60% of RSS students use mobile phones/devices after the time expected to go to sleep (2013 BC Adolescent Health Survey).

**Satisfaction Survey Data**

| <b>Students connected to 2 or more adults in school</b>           |     | <b>Students who indicated Mental Health as “fair/poor”</b> |     | <b>Students connected to at least 2 peers</b>                      |     |
|---|-----|--|-----|--|-----|
| <b>2013/2014</b>  | 87% | <b>2014/2015</b>   | 28% | <b>2014/2015</b>   | 94% |
| <b>2014/2015</b>  | 86% | <b>2015/2016</b>   | 33% | <b>2015/2016</b>   | 91% |
| <b>2015/2016</b>  | 85% |  |     |  |     |
| <b>Students engaging in over 90 min of hard exercise per week</b> |     | <b>Extra-Curricular physical activities after school</b>   |     | <b>Students who get less than 8 hrs. of sleep on school nights</b> |     |
| <b>2013/2014</b>  | 76% | <b>2013/2014</b>   | 46% | <b>2014/2015</b>   | 39% |
| <b>2014//2015</b>   | 70% | <b>2014/2015</b>   | 41% | <b>2015/2016</b>   | 39% |
| <b>2015/2016</b>  | 76% | <b>2015/2016</b>   | 47% |  |     |
| <b>School teachers and staff supporting healthy lifestyles</b>    |     | <b>At school, learning how to stay healthy</b>             |     |  |     |
| <b>2013/2014</b>  | 60% | <b>2013/2014</b>   | 37% |  |     |
| <b>2014/2015</b>  | 61% | <b>2014/2015</b>   | 31% |  |     |
| <b>2015/2016</b>  | 66% | <b>2015/2016</b>   | 34% |  |     |

### Satisfaction Survey Student Well Being Chart



## Grade 7 MDI Results

2014-15

### ABSENCE OF SADNESS

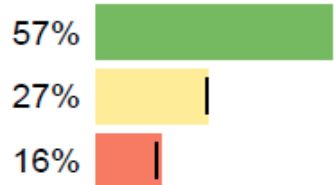
Sadness measures the beginning symptoms of depression. e.g. "I feel unhappy a lot of the time."



2015-2016

### ABSENCE OF SADNESS

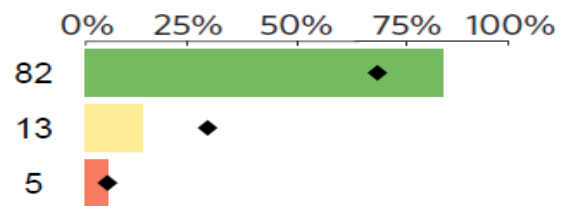
Absence of Sadness measures the beginning symptoms of depression. e.g. "I feel unhappy a lot of the time."



2014-2015

### ADULTS AT SCHOOL

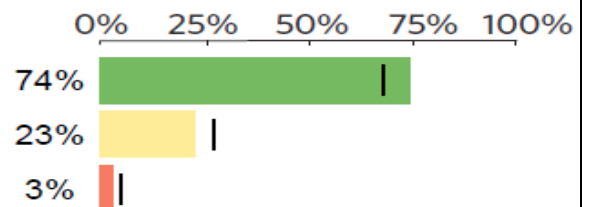
Assesses the quality of relationships children have with the adults they interact with at school. e.g. "At my school there is an adult who believes I will be a success."



2015-2016

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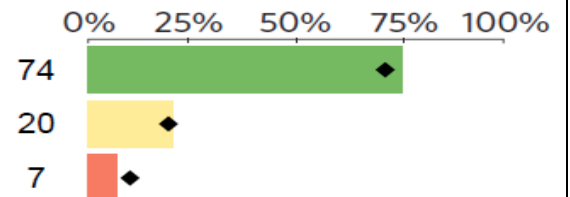
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2014-2015

### PEER BELONGING

Measures children's feelings of belonging to a social group. e.g. "When I am with other kids my age, I feel I belong."



2015-2016

### FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g. "I have a friend I can tell everything to."



## 2014-2015

### FREQUENCY OF GOOD SLEEP

Children are asked, "How often do you get a good night's sleep?"



## 2015-2016

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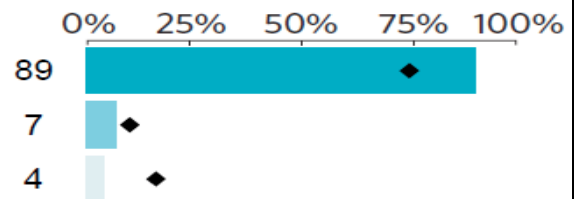


## 2014-2015

During last week after school (from 3pm-6pm), how many days did you participate in:

### ANY ORGANIZED ACTIVITY

Children who participated in any after-school activity that was structured and supervised by an adult. (e.g. educational lessons, youth organizations, music or art lessons and sports practice)

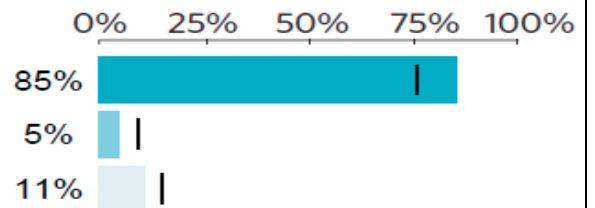


## 2015-2016

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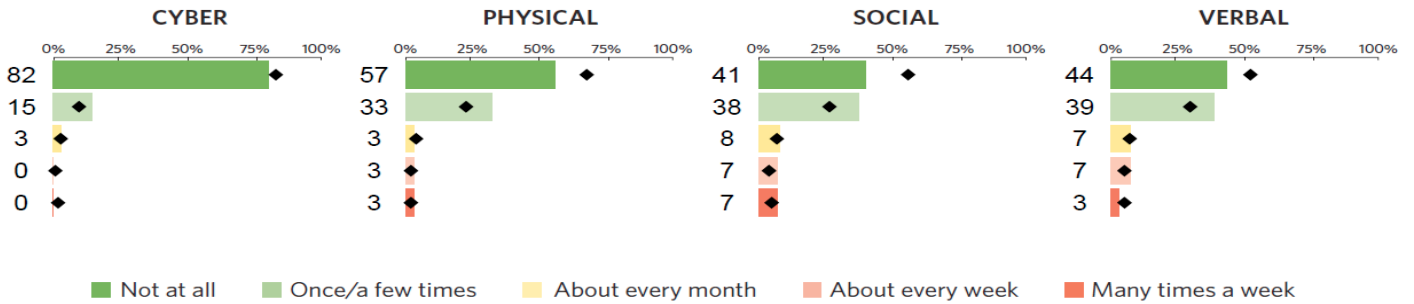
Children who participated in any after-school activity that was structured and supervised by an adult. For example, educational lessons, youth organizations, music or art lessons and sports practice



## 2014-2015

### VICTIMIZATION AND BULLYING AT SCHOOL

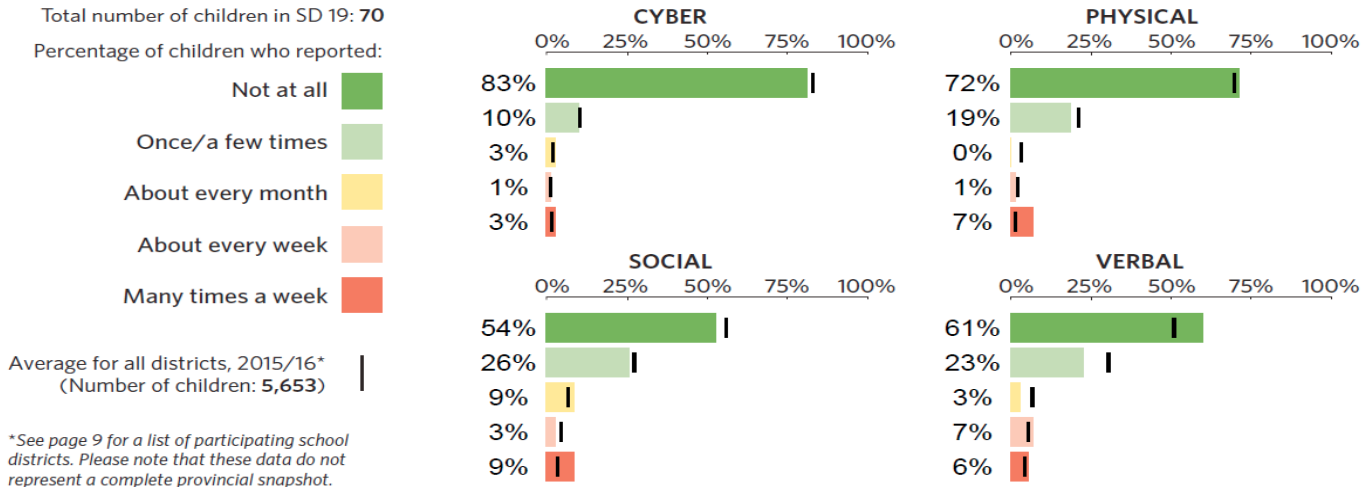
Children are asked: 'During this school year, how often have you been bullied by other students in the following ways':



## 2015-2016

### VICTIMIZATION AND BULLYING AT SCHOOL

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2014-2015

## Results for Revelstoke (SD19)

Adult Relationships



90%

Peer Relationships



90%

Nutrition & Sleep



80%

After-school Activities



96%

2015-2016

Percentage of children reporting the presence of the following assets in their lives:

Total number of children in SD 19: 70

Average for all districts, 2015/16\*  
(Number of children: 5,653)

\*See page 9 for a list of participating school districts. Please note that these data do not represent a complete provincial snapshot.



Adult Relationships

84%



Peer Relationships

81%



Nutrition & Sleep

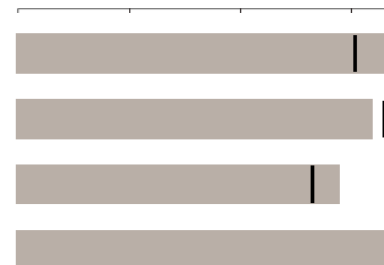
74%



After-School Activities

89%

0% 25% 50% 75% 100%



## Success/Results

Data results shared with SPC, PAC, Parents and Staff in 2015-16:

- Youth Drug Survey 2013 results
- Satisfaction Survey Results
- 2013 Adolescent Health Survey results
- Youth Smoking Survey 2012/2013 results

## Targets for 2016/17

Expected results:

1. To achieve an overall rate of 90% in school connectedness, where RSS students feel connected to two or more adults at school
2. To educate 100% of students at RSS on mental health awareness and issues
3. To increase the percentage of RSS students who report that they are learning about healthy lifestyle choices at school to 80%

## Organizing for Improvement

### Strategies and Structures

- Whole staff re-examination of EBS/PBIS strategies that promote school connectedness.
- Discussion in school assemblies of school culture, EBS/PBIS concepts and school goals.
- Guest Speakers/Events that focus on school goal objectives.
- School-wide opportunities for staff and students to connect (i.e. theme days, school BBQ, intramural competitions).
- To incorporate physical healthy lifestyle awareness into a variety of course subjects, as well as into the general school culture.
- Continue to support Community Connections with their lunch meetings that promote positive relationships and adult connections in the school.
- Promote mental health awareness activities (i.e. Mental Health and Wellness Fair, Mental Health Week).
- Create closer relationships with community mental health and counseling providers by inviting them to play a more prominent role in the school, providing more opportunities to base themselves out of the school, and to incorporate their expertise into classroom-based activities.
- Review the local portion of the Satisfaction Survey to more accurately assess student well-being.
- Create more instructional opportunities to promote physical health awareness through targeted lessons and assignments.
- Promote professional development activities surrounding mental, social-emotional, and physical health awareness.
- Use parent venues to promote mental, social-emotional, and physical health awareness (i.e. Grade 8 orientation evening, newsletters, report cards, RSS school website, Twitter, awards nights).
- Encourage discussions promoting mental, social-emotional, and physical health awareness at Parent-Teacher meetings.
- Ensuring that School-Based Team meetings incorporate mental, social-emotional, and physical health of students in their discussions.
- Promoting community-based well-being opportunities through the Counseling and Work Experience Teachers.

### Communication

- Presentations to PAC, SPC, the Board, students, and staff
- Parent meeting opportunities (Grade 8 Orientation, Parent-Teacher meetings)
- Classroom Presentations
- Guest Speakers/Events
- Report Cards
- Newsletters
- RSS Website
- RSS Twitter feed and other social media
- Print media releases/features