

Healthy Schools Grant Annual Report

School: Sackville High School

School year: 2021-2022

SUMMARY

Work undertaken with assistance from the grant to improve student well-being and success and how it supported the Student Success Plan (SSP):

This year our school community worked collaboratively with the Halifax Regional Centre for Education's Equity Consultant, Nutritionist, Safe Schools Consultant, School Advisory Council, School Health Promoter and many others to enhance our student's well-being and success. We engaged in student focus group discussions, Student Equity Team discussions, and surveys and classroom level discussions to capture student voice and prioritize our initiatives accordingly. We have started several initiatives that focus on the physical layout and space of our school site, purchasing materials that will enhance classroom climate, and developing spaces throughout our school that will be safe and accommodating to students beyond the traditional classroom. One significant project that we have initiated is the transformation of a traditional classroom to a space that includes recreational and relaxing activities, alternative seating, alternative lighting, motivational items and artifacts that represent our diverse and rich student population. We have also discussed and are implementing ways to promote healthy eating and hydration throughout our school community, specifically in learning environments, beyond our breakfast program and cafeteria services. We are very grateful to have shared these opportunities with our extended partners and look forward to progressing toward our well-being goals in the upcoming school year.

DETERMINING PRIORITIES

How the school engaged with students, teachers, the School Advisory Council (SAC), and other partners within the school community, to determine how to use grant funds:

This year we focused on accessing student voice in a variety of ways. We engaged in discussions with all our students in a variety of ways, including but not limited to written responses and surveys completed by students, focus group discussions, Student Equity Team discussions, and Google Forms. Our students were provided access to channels of communication that allowed them to share their thoughts and ideas regarding ways to always promote health and well-being in our school community throughout the school year, and our students welcomed these opportunities. Our School Advisory Council provided valuable insight and guidance related to our extended school communities outlook on safety and well-being within our school community itself. Our SAC partnered in projects throughout the school year and continue to be a strong partner in achieving our goals. Our teachers and extended staff have engaged in several professional learning opportunities that have built capacity within our school to respond to the needs of our students. Our teachers have completed a climate walk throughout our school, recognizing areas of our physical space that are not reflective of our student's lived experience and do not provide maximum safety and comfort. Many of our teachers have sought support through the Healthy Schools Community Grant to respond to the data that has been collected and to promote a healthy climate and culture within their individual learning communities and the school.

How the data from Student Success Surveys, and other sources of student evidence that provide a picture of student health and well-being, were considered when determining how to use these funds:

All our goals originated from data collected from our collective student voice. We have included our students in every step of our planning process, using a variety of communication channels to access their ideas, perspectives, and concerns. Our most impactful avenue of data collection was focus groups that included a wide variety of students in all grade levels, and from a variety of lived experiences. Our Student Equity Team, Student Council, and GSA are leading partners in designing and implementing our goals, but we also made a concerted and successful effort to include all our students and their voices in our initiatives. We have also made successful gains in forming relationships with students that allow them to comfortably access individuals throughout the school community to share their thoughts, ideas, and concerns related to health and well-being and school wide safety. We will continue to build upon this foundation in the upcoming school year.

EXPENDITURES

Project/item	Link to health and well-being	Expenditure
Guidance Materials	<input checked="" type="checkbox"/> supports student mental and physical health <input type="checkbox"/> supports land-based and outdoor learning <input checked="" type="checkbox"/> supports cultural opportunities and health <i>Impact (optional):</i> Our grant funding contributed to providing our guidance department with items that they felt were needed to promote student safety and well-being. These items contributed to the bridging of gaps identified through conversations with students.	\$363.49
Classroom Climate Materials	<input checked="" type="checkbox"/> supports student mental and physical health <input type="checkbox"/> supports land-based and outdoor learning <input checked="" type="checkbox"/> supports cultural opportunities and health <i>Impact (optional):</i> Many of our teachers have accessed our Healthy Schools Grant funding to address their own learning spaces in ways that promote a growing response to student mental and physical health as well as increase representation of student’s lived experiences. More of our staff are seeking assistance in these projects as our school culture is shifting in a positive manner.	\$658.85
Add text	<input type="checkbox"/> supports student mental and physical health <input type="checkbox"/> supports land-based and outdoor learning <input type="checkbox"/> supports cultural opportunities and health <i>Impact (optional):</i> Add text	\$0000.00
Healthy Schools Grant Expenditure TOTAL		\$1022.34