

## Healthy Schools Grant Annual Report

**School:** Five Bridges Junior High School year: 2021-22

**SUMMARY** 

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

The 2021-22 school year was a challenging year in which to promote a healthy school environment and encourage positive student mental and physical health. Despite these challenges, the FBJH community decided to focus on keeping our students as active as possible while still maintaining a priority on academic achievement and student success. Our SSP made it clear that "We will improve student well-being" and with that goal in mind, we approached the school year. Our criterion for success was to encourage movement and activity that was easily achieved while being inclusive for all.

## **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:

Despite the challenges presented by the pandemic, we were able to consult with many different groups in our school community before establishing our priorities on how we would use our Healthy Schools Grant. Our initial SSP plan highlighted the need to focus on "Student Well Being" as well as our academic goals. Meetings were held with our SAC, Equity Team, staff, and students as to what exactly would be some projects that FBJH could undertake to promote a healthy atmosphere for students. Communications were also sent out to our community at large during our weekly updates to parents.

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:

When looking at the data from our past Student Success Surveys, it became evident that our students were not being active enough. For example: In 2019, 49% of our students found it hard to pay attention in class due to a lack of physical movement. Also, only 40% of our students felt that they were active in class and on an average school day (360 minutes) our students only spent 117.9 minutes of that day in some sort of active state.

It was clear from our student responses that we as a school needed to provide more opportunities for our students to be active not only for their physical health but their mental well being as well. In discussions at staff meetings and with parents through our SAC, we also needed to have activity that would be fun and easily accessible to all students. The activities themselves would range from providing simple play equipment, (basketballs, soccer balls, jump ropes, etc.) for lunchtime activity to equipment that could be used directly in the classroom (exercise bikes) to burn off excess energy and help refocus students.

Parents also spoke to us about the desire to get children away from constant (computer) screen use and take the opportunity to use the outdoor environment, especially during the colder winter months. It is for this reason that we decided to purchase a class set of snowshoes as this is a very popular activity in our community. Staff felt that this would not only be an excellent physical activity, but it would also serve to expose students to a more land based outdoor learning environment.

Lastly, with the help of our Equity team and Schools Plus, we identified an opportunity for our Black Learners to learn about their own culture and its importance to Nova Scotia. We were able to use a

portion of our Healthy Schools Grant to subsidize an excursion to the Black Cultural Centre in Cherry Brook, NS. This trip helped our students of African heritage recognize some of the achievements and contributions of Black Nova Scotians to their community. Our students were also able to hear from some of the knowledge holders of the Black community and see the valuable place that they hold in our society.

## **EXPENDITURES**

Project/item	Link to health and well-being	Expenditure
Class set of Snowshoes	<ul> <li>         ⊠ supports student mental and physical health         </li> <li>         ⊠ supports land-based and outdoor learning         </li> <li>         □ supports cultural opportunities and health     </li> </ul>	\$3449.47
	<i>Impact</i> : Although this activity has been done in certain classrooms, our new snowshoes will not be put into use until the 2022-23 school year.	
Exercise Bikes	<ul> <li>         ⊠ supports student mental and physical health         □ supports land-based and outdoor learning         □ supports cultural opportunities and health     </li> <li>         Impact (optional):     </li> </ul>	\$905.10
Outdoor play equipment for lunch hour	<ul> <li>         ⊠ supports student mental and physical health         </li> <li>         ⊠ supports land-based and outdoor learning         </li> <li>         □ supports cultural opportunities and health     </li> </ul>	\$495.31
	<i>Impact:</i> Students always have access to the free-play equipment and it is well used at lunch and recess.	
Student Weight/Exercise Room	<ul> <li>         ⊠ supports student mental and physical health         □ supports land-based and outdoor learning         □ supports cultural opportunities and health     </li> </ul>	\$355.33
	Impact (optional):	
Outing to the Black Cultural Centre (Cherry Brook, NS)	<ul> <li>□ supports student mental and physical health</li> <li>□ supports land-based and outdoor learning</li> <li>⋈ supports cultural opportunities and health</li> </ul>	\$108.55
	Impact (optional):	
Games Room	<ul> <li>         ⊠ supports student mental and physical health         □ supports land-based and outdoor learning         □ supports cultural opportunities and health     </li> </ul>	\$431.24
	<i>Impact:</i> Provided an alternate environment for kids and gave a chance for kids to partake in a variety of physically active games (especially during the winter months).	
Healthy Schools Grant Expenditure TOTAL		\$5,745.00