



The **Alberta Healthy School Community Wellness Fund** is a joint initiative between the University of Alberta’s School of Public Health, Alberta Health and Alberta Education. The Wellness Fund enables school communities to infuse wellness into the culture of the school by focusing on the wellness priority areas of healthy eating, active living, and positive social environments which includes healthy relationships.

Tell Them From Me

The *Tell Them From Me* (TTFM) survey supports Alberta schools to understand student’s perceptions in outcome areas proven to support student success including social-emotional health, physical health and academic achievement.

The Wellness Fund was granted access to TTFM data by jurisdictions and/or schools funded to implement a comprehensive school health approach. Using 2012 data from 208 middle/high schools from 24 Alberta school jurisdictions, TTFM aggregate measures were used to map the relationship between academic achievement and other outcome areas. On the graphs below each dot represents an Alberta school.



Physical Activity

The Wellness Fund supports projects to improve the physical health of students through increased physical activity and healthy eating.

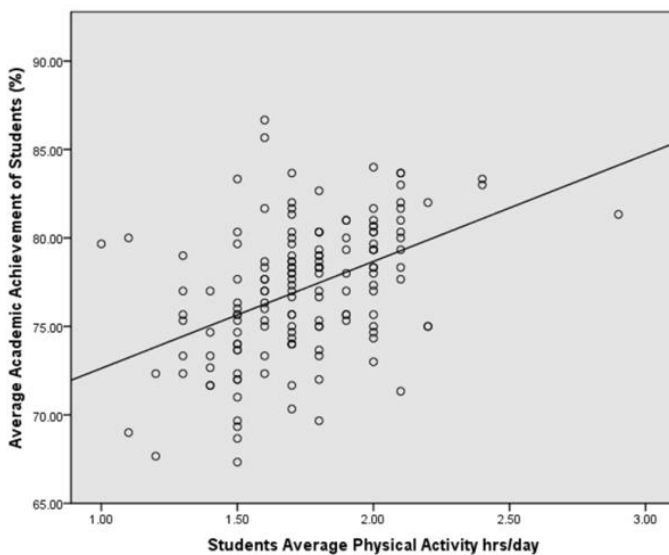


Fig. 1: The relationship between students’ average daily physical activity and academic outcomes ($p < .001$)

What is Measured:

Moderate and intense physical activity

What it Means:

When the average hours of physical activity achieved by students increases, academic achievement increases. When physical activity decreases, academic achievement decreases.



Healthy Relationships and Positive Mental Well-Being

Many Wellness Fund projects recognise that healthy relationships are essential for a positive school culture and are a key component of a healthy school community; Many issues identified by schools have a relationship element and one of the principal ways to address these issues is to consider relationships between students and adults, and among students themselves.

A focus on healthy relationships through the use of a comprehensive school health approach can support positive changes and increase protective factors for students in the school community. Students need supports to maintain positive self-esteem, healthy boundaries, responsible sexual behaviour and decreased risk behaviours. The school community can support responsible lifestyle choices for students and help them to take ownership of their own emotional, intellectual, physical, spiritual and social well-being.

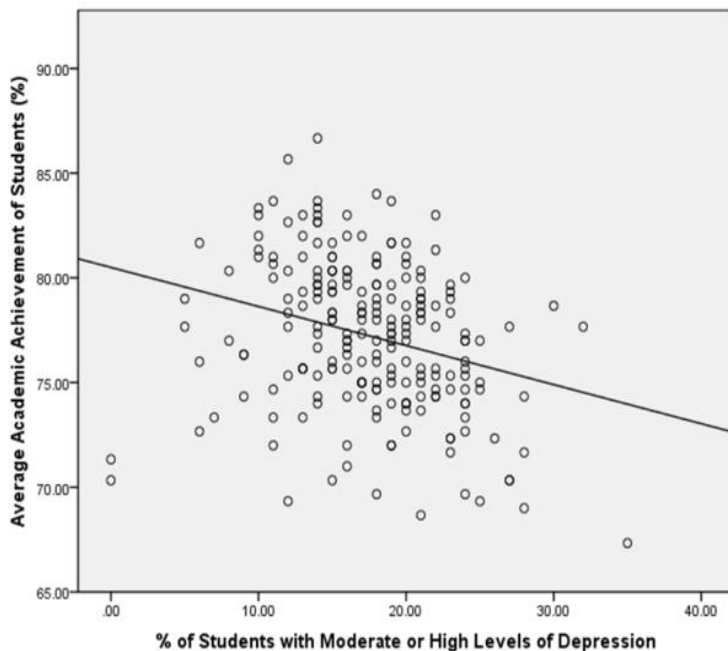


Fig. 2: The relationship between the percentage of students experiencing depression in schools and academic achievement ($p < .001$)

What is Measured:

Students with moderate or high levels of depression

What it Means:

When the percentage of students in school experiencing depression increases, academic achievement decreases. When depression decreases, academic achievement increases.

Our actions need to be 'evidence informed,' but more than that, we must be moved and inspired by the data and help pin point the action that will be effective. In short we need to put FACES on the data, and to know what to do to help individual children behind the statistical mask."

"Putting Faces on Data", Sharratt & Fullan (2012)





Wellness Fund projects reported that students are engaged when they are provided opportunities to gain greater control over decisions and actions that affect them. Allowing students to share their opinions, talents and passions helps them to flourish and see the potential in others. Opportunities for Students to voice opinions and thoughts will create a school culture that is more meaningful and engaging for all students.

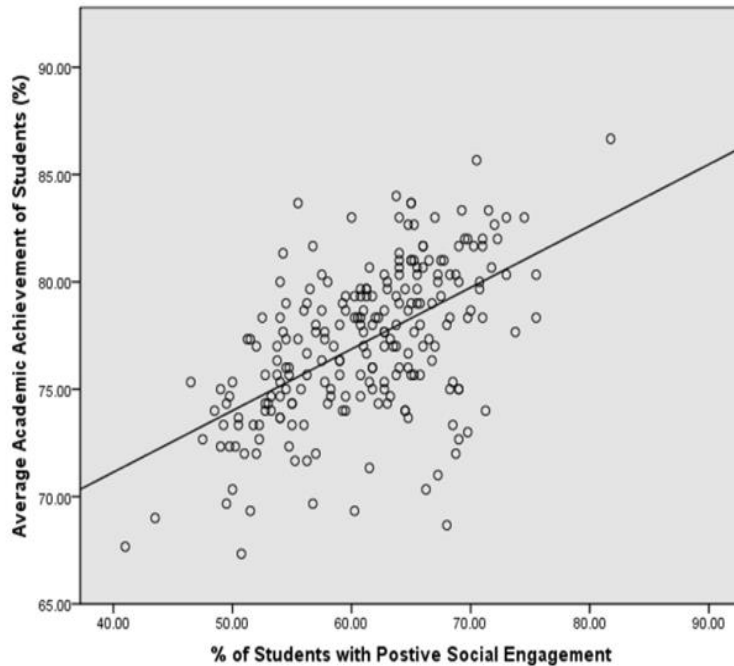


Fig. 3: The relationships between the percentage of students with positive social engagement and academic outcomes ($p < .001$)

What is Measured:

Student participation in clubs and sports, sense of belonging with peers, positive relationships with friends.

What it Means:

When positive social engagement increases, academic achievement increases. When positive social engagement decreases, academic achievement decreases.



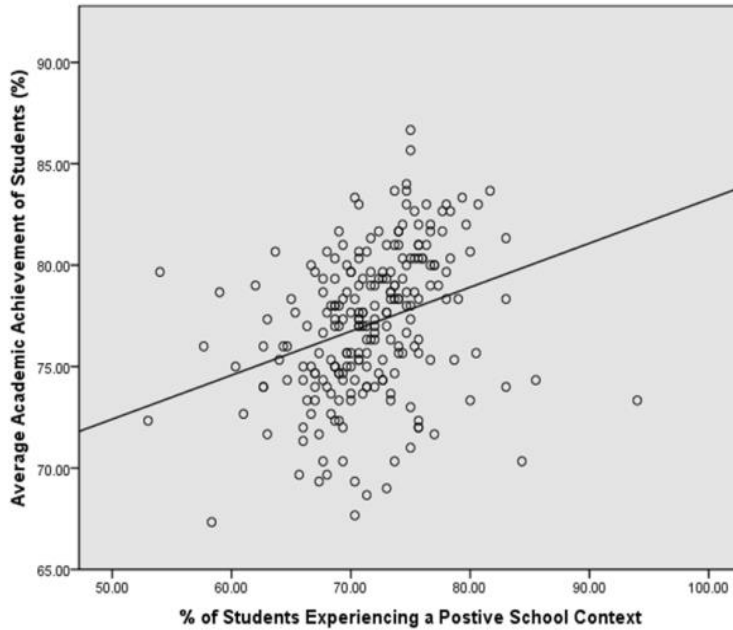


Fig. 4: The relationship between the percentage of students experiencing a positive school context and academic outcomes ($p < .001$)

What is Measured:

Advocacy at school, victims of bullying, feeling of safety at school

What it Means:

When a positive school context increases, academic achievement increases. When positive ratings of school context decrease, academic achievement decreases



The Wellness Fund is committed to supporting school communities to continuously improve school culture, student health and learning outcomes using a comprehensive school health framework. Using data to make decisions that align with the strengths and needs of Alberta students in diverse school communities across the province, will support that improvement.

Albertan’s vision for the future of public education is outlined in Inspiring Education (IE). IE sets a high level direction for education in Alberta, and articulates that one of the ways educational transformation can be achieved is to consider the holistic needs of each child:

“To achieve their full potential, as expressed in the vision, children must be at the centre of all decisions related to learning and the education system. Children and youth of all ages should be supported as individuals—emotionally, intellectually, physically, socially and spiritually.”