

What Can I Track?

This sheet works together with your “**Healthy School Communities Reflection Table**” to give you some ideas of what you can track in your school, how you can track it and where you can record the information. The information you gather can be used in school newsletters, staff meetings, announcements or parent council meetings to monitor your progress and help you celebrate the successes in your healthy school community!

1

First, think about what you might already be tracking...

Does your school record when a student is late? Absent? Disciplined? Or perhaps your school has a reward system for good behaviour? Take a minute to think about what tracking systems your school already has in place and how they might relate to, or be affected by “**B. Actions and Activities**” in the second column of your “**Healthy School Community Reflection Table**”.

2

Here are some ideas for tracking numerical evidence/impacts:

Remember to only track information that you plan to use – don't go too crazy! Begin with the end in mind...

- Volunteers (numbers, hours)
- Partnerships (with local community, businesses, other schools)
- Late/Absences
- Behavioural Incidents
- Rewards program
- Academic achievements
- PD session attendance
- Equipment sign out
- Food sales

You can gather and record your results in the fourth column of your “**Healthy School Community Reflection Table**” under “**D. Impacts**”

3

Anecdotal and Testimonial Evidence/ Impacts

Have you noticed a difference in behaviour since the changes have been made? What are the students saying? Staff? Parents? Have they noticed any changes in the school community? Don't know? Ask them!

Have you noticed a difference in...

- Attentiveness/concentration
- Behaviour
- Cooperation/teamwork skills
- Leadership skills
- Morale (student and staff!)
- Sense of belonging
- Cohesiveness
- Sense of ownership

Record anecdotal evidence under **D. Impacts** and quoted testimonials under **E. Testimonials**



Healthy School Community Reflection Table

A. Purpose (Why are you doing it?)	B. Actions & Activities (What are you doing? When?)	C. Tracking Method (How will you measure the impacts?)	D. Impacts (What has changed as a result?)	E. Testimonials (What are people saying? What have you noticed?)
As a rural school with long bus commutes children are hungry by the time they get to school – even if they have eaten	Introduce a school breakfast program (every morning before class)	<ol style="list-style-type: none"> 1. Teacher observation 2. Observation of numerical data 3. Track and record food consumed weekly 	<ol style="list-style-type: none"> 1. Students are no longer hungry and are more attentive in class in the mornings (anecdotal) 2. A partnership with a local grocery store has been established and our school receives a 10% discount on bread and cereal (numerical) 3. Students eat 15 loaves of bread and 10 boxes of cereal per week (numerical) 	“Now that the kids have something to eat before class, I find them to be less fidgety and restless.” - Grade 3 teacher
Students are inactive during breaks, mostly sitting and talking or using handheld devices	Organize an intramural program (M,W,F @ lunch)	<ol style="list-style-type: none"> 1. Teacher observation 2. Student observation 3. Track and record signup sheets or attendance to events 	<ol style="list-style-type: none"> 1. Students are playing organised games at lunch (anecdotal). 2. Students from different grades are playing together (anecdotal). 3. 30% of the student population have signed up for intramurals held at lunch (numerical) 	“It’s fun because we have floor hockey tournaments at lunch now, and you know, everyone really gets into it. Like, from every grade even. We all play.” - student
Staff have been feeling consistently stressed at school	Offer staff yoga classes (every other Wednesday after school)	<ol style="list-style-type: none"> 1. Staff feedback – either verbal or written 2. Staff feedback – either written or verbal 3. Track and record signup sheets or attendance to events 	<ol style="list-style-type: none"> 1. Staff feel valued and appreciated (anecdotal) 2. Staff report feeling calmer and having more patience in class with their students (anecdotal) 3. 70% of staff have been attending the weekly sessions (numerical) 	“Since we started having yoga classes made available to us, I’ve felt much more relaxed at work and have enjoyed having the time to bond with other staff members.” - Staff member
Teachers want to embed wellness throughout the curriculum	Develop a school garden	<ol style="list-style-type: none"> 1. Teacher observation 2. Teacher observation 3. Student and staff observation 	<ol style="list-style-type: none"> 1. Students are learning about nutrition and science as well as being active by being part of creating and maintaining the garden (anecdotal and numerical) 2. Students are learning personal and social responsibility (anecdotal) 3. The physical environment has been improved due to the plants in the 12x12 garden and the 5 flowers boxes (anecdotal and numerical) 	“It’s neat to see where food actually comes from, because when we buy food now it’s always in cans or packaged, you know? I like eating the food fresh from our garden.” - student

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