

Physical Activity Express
Report

[School Name]

October 26, 2012

Your Confidential Report

This Healthy School Planner Feedback Report presents in summary form all of the information that you have entered into the Pan-Canadian Joint Consortium for School Health (JCSH) Healthy School Planner for the module that you have just completed.

The Feedback Report contains:

- the results of the assessment portion of the tool, for each category for your school;
- recommendations for your school addressing each indicator;

The Healthy School Planner is based on the concept of "Comprehensive School Health (CSH)", an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health in a planned, integrated, and holistic way. It emphasizes the provision and coordination of supports and services in the school setting to encourage healthy habits that can enhance learning. The Planner was developed by the Propel Centre for Population Health Impact at the University of Waterloo, under the guidance of an Advisory Committee formed by the JCSH.

The primary purpose of the Healthy School Planner is to provide schools with information about the status of the health of their school, and to assist them with their own planning and evaluation efforts. A secondary objective is to gather information on the health of schools at a regional level, to assist education and health program planners and researchers in targeting, planning and evaluating efforts with school aged children, and to facilitate teamwork among schools, school boards and stakeholders in the greater school community.

Individualized information and feedback reports generated through the use of the tool are retained by the Propel Centre for Population Health Impact at the University of Waterloo indefinitely on a secure server, accessible only to research staff assigned to this project. The JCSH, other schools, school boards and government agencies do not have access to school specific information. While your school is in no way obligated to share the results of your assessment or how you have used the results of your assessment to help you plan your improvements, you are encouraged to share your school's feedback report with your school community.

For more information on this report, or the research associated with it, please contact:

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Interpreting your school's rubric

After your school has completed one or more of the Healthy School Planner modules and you have entered your responses online, your school will immediately receive the results of the assessment on a 4-point rubric. Based on how your school responded to each question, an automatic scoring system will place your school at a given level within the 4-point scale on the rubric. This will help your school identify ways in which you can improve in a given area. Below are definitions of each level:

Level 1 (Initiating): With respect to this particular indicator, your school is just beginning on its journey to becoming a healthy school and has lots of room for improvement.

Level 2 (Taking Action): With respect to this particular indicator, your school has started to set priority areas for creating a healthy school, but still has significant room for improvement.

Level 3 (Achieving Success): With respect to this particular indicator, your school is well on its way to developing a healthy school, but still has some areas that require improvement.

Level 4 (Maintaining Momentum): With respect to this particular indicator, your school is succeeding (well done!). Now is the time to concentrate on keeping the momentum alive to maintain while always considering new and interesting ways to continually improve. As a team, review the results of the assessment and use the results to prioritize areas for your school to focus your efforts.

Physical Activity Express Rubric & Recommendations

Below are your school's results for the foundational module of the HSP and corresponding recommendations.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TEACHING AND LEARNING				
<p>The school offers at least 30 minutes of physical education daily to every grade for the entire school year.</p>	<p>Our school does not offer at least 30 minutes of physical education to any grade, daily, for at least half the school year.</p>	<p>Our school offers at least 30 minutes of physical education to one grade for entire school year or offers at least 30 minutes of physical education to any grades for half the school year.</p>	<p>Our school offers at least 30 minutes of physical education to more than one, but not all grades for the entire school year or offers at least 30 minutes of physical education to all grades but only half the year.</p>	<p>Our school offers at least 30 minutes of physical education to every grade, daily, for the entire school year.</p>
<p>Recommendations: Your school should consider the ways in which it might increase the amount of physical education offered to its students. All students (kindergarten to grade 12) should receive a minimum of 30 minutes of physical education, at school, each day throughout the school year. This will ensure that all students are provided the opportunity to develop knowledge, skills, and habits needed to be physically active now and throughout their lives. By participating in physical education at school, students can be encouraged to be more involved in other physical and/or health promoting activities.</p>				
<p>The school offers 150 minutes of physical education per five-day week (Monday to Friday) to all grades for the entire school year.</p>	<p>Our school does not offer at least 150 minutes of physical education to any grade, weekly, for at least half the school year.</p>	<p>Our school offers at least 150 minutes of physical education weekly to one grade for entire school year or offers at least 150 minutes of physical education weekly to any grades for half the school year.</p>	<p>Our school offers at least 150 minutes of physical education weekly to more than one, but not all grades for entire school year or offers at least 150 minutes of physical education weekly to all grades but only half the year.</p>	<p>Our school offers at least 150 minutes of physical education weekly to all grades for the entire school year.</p>
<p>Recommendations: We recognize that it may be difficult for some schools to provide 30 minutes of daily physical education. Your school should consider the ways in which it might increase the amount of physical education offered to its students. All students (kindergarten to grade 12) should receive a minimum of 150 minutes of physical education, at school, each week throughout the school year. This will ensure that all students are provided the opportunity to develop knowledge, skills, and habits needed to be physically active now and throughout their lives. By participating in physical education at school, students can be encouraged to be more involved in other physical and/or health promoting activities.</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TEACHING AND LEARNING				
All school staff participate in learning opportunities related to physical activity.	None of our school staff participated in learning opportunities related to physical activity in the past 12 months.	Some of our school staff participated in learning opportunities related to physical activity in the past 12 months.	Most of our school staff participated in learning opportunities related to physical activity in the past 12 months.	All of our school staff participated in learning opportunities related to physical activity in the past 12 months.
<p>Recommendations: It is important that school staff feel supported in their efforts to make physical activity a priority, even in courses outside of physical education. School staff should be provided with physical activity learning opportunities, resources and training in order to provide them creative ways and tips of incorporating physical activity into the school day, and to increase student interest and participation in physical activity. Whole-school involvement and a supportive organizational culture strongly impact the uptake and sustainability of physical activity in areas/courses/curriculum where traditionally, physical activity has not been incorporated into learning.</p>				
HEALTHY SCHOOL POLICY				
The school provides at least 20 minutes of daily physical activity (DPA) during instructional time to all grades taught in the school.	Our school does not provide daily physical activity to any grades.	Our school provides at least 10 minutes of daily physical activity to some grades.	Our school provides at least 20 minutes of daily physical activity to some grades or provides at least 10 minutes of daily physical activity to all grades.	Our school provides at least 20 minutes of daily physical activity to all grades.
<p>Recommendations: The Canadian Physical Activity Guidelines recommend that children and youth accumulate at least 60 minutes of moderate-to-vigorous physical activity daily. To assist in meeting these guidelines, some of this physical activity can be offered in the school setting. By incorporating at least 20 minutes of physical activity each day at school, students are covering a portion of the recommendation. Students who participate in physical activity during the school day are more likely to feel better about themselves and their physical ability; cope better with stress; stay more focused in and ready to learn; do better in math, reading and memorization and be more creative.</p>				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
SOCIAL & PHYSICAL ENVIRONMENT				
The school's social environment, as well as its physical environment, facilitate an increase in physical activity at school and in the school community.	Our school's social environment, as well as its physical environment, do not facilitate an increase in physical activity at school and in the school community.	Our school's social environment, as well as its physical environment, minimally facilitate an increase in physical activity at school and in the school community.	Our school's social environment, as well as its physical environment, somewhat facilitate an increase in physical activity at school and in the school community.	Our school's social environment, as well as its physical environment, fully facilitate an increase in physical activity at school and in the school community.
<p>Recommendations: Your school's social and physical environments play an essential role in providing opportunities for the whole school community to engage in physical activity. When assessing the physical environment, your school may want to consider the availability of equipment, the functionality of the equipment and access to facilities in order to increase physical activity at school. Similarly, the social environment and perceived support for physical activity is an important aspect to consider.</p>				
PARTNERSHIPS AND SERVICES				
The school has effective partnerships to help students become more physically active.	Our school has minimal effective partnerships that help students become more physically active.	Our school has some partnerships with minimal supports.	Our school has an effective partnership that provides a variety of supports.	Our school has effective partnerships that provide a variety of supports.
<p>Recommendations: Your school should consider the many ways in which it might effect change with regards to increasing physical activity among students, One important way that this might be achieved is through is through having all school community members work together. Community partnerships provide access to resources and services in order to support staff, students and families in developing and implementing healthy school initiatives that support increased physical activity.</p>				

Taking Action

Now that your school has completed a module of the Healthy School Planner it is time to take action! Based on the rubric and recommendations found in this report, and, where possible other sources of data, your school should begin creating an action plan. Action planning is a process which will help your school to focus ideas and decide what steps you need to take to achieve particular goals. It is a statement of what you want to achieve over a given period of time. Preparing an action plan is a good way to help you reach your objectives. The HSP website has several resources that will help you as you begin developing an action plan for your school.

Resource List

Be sure to visit the Healthy School Planner [resource list](#) for provincial/territorial, pan-Canadian and international resources that may help your school create a healthier school community.

Action Planning Template

The Healthy School Planner action planning template is a guide for your school to use. We recognize that schools have different processes or planning requirements, so this template is intended to outline important components of goal writing. There is an action planning template attached to this report (see next page). However, if you need additional copies of the [template](#) they are available on the HSP website.

Additional Modules

Your school should consider completing additional modules of the Healthy School Planner. There are both express and detailed modules for physical activity, healthy eating and tobacco control. Your school can also complete the express JCSH positive mental health toolkit or the full JCSH positive mental health toolkit.

ACTION PLANNING

Action planning is a process which will help your school to focus ideas and decide what steps you need to take to achieve particular goals. It is a statement of what you want to achieve over a given period of time. Preparing an action plan is a good way to help you to reach your objectives. The HSP action planning template is a guide for your school to use. We recognize that schools have different processes or planning requirements, so this template is intended to outline important components of goal writing.

Priority Area

Based on your school's rubric and, where possible, a review of other data sources, select an area for improvement. This will be the focus of your planning.

Why is this a priority area?

Consider the importance, cost, time and effort needed, and support from the school community.

Timeline

Creating a date to complete your goal will help your team stay motivated and focused.

Goal

Define your goal. What does your team plan to do to take action on the priority area selected?

Check each box if your goal meets the criteria. If not, consider changing your goal until it meets all five criteria.

- Specific: Is the goal clear and specific?
- Measurable: Will your school be able to measure progress towards this goal?
- Attainable: Is it possible for your school to achieve this goal?
- Relevant: Does this goal fit with your school's purpose?
- Timely: Is there a time frame for achieving this goal?

Action

What must be done to achieve the goal?
List each action to be taken in order.

Who is responsible?

Who is responsible for making sure the goal is achieved? Who else needs to be involved?

Measures of success

What would achieving the goal look like?

Celebrate!

Plan to celebrate with your school community.