



Philemon Wright High School

Wellbeing Survey – Dec. 2020

Students were asked to complete this survey during their virtual Phys Ed class. The data below summarizes the anonymous feedback shared by 398 PWHS students.

1. My grade level or program:

[More Details](#)

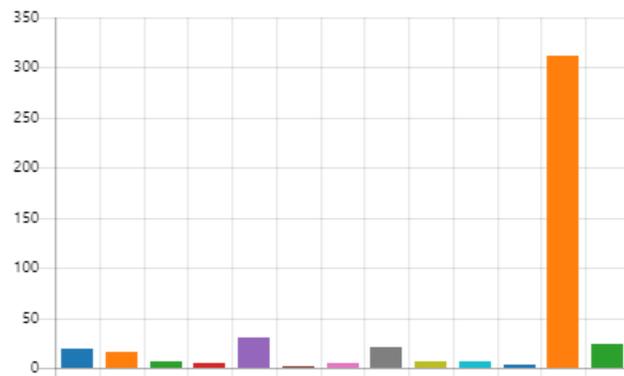
Grade 9	68
Grade 10	135
Grade 11	184
WOTP	9



2. Are you; (select all that apply)

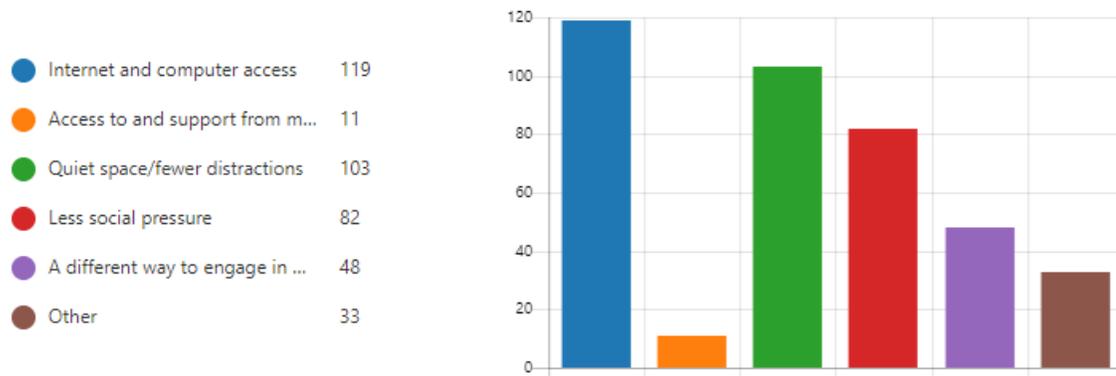
[More Details](#)

Arab	19
Black	16
Chinese	7
Filipino	4
Indigenous	30
Japanese	2
Korean	5
Latin American	21
South Asian (e.g. East Indian, ...)	7
South-East Asian (e.g. Vietna...	7
West Asian (e.g. Iranian, Afgha...	3
White	312
Other	24



3. What is the #1 thing that is working well in your virtual/home learning environment?

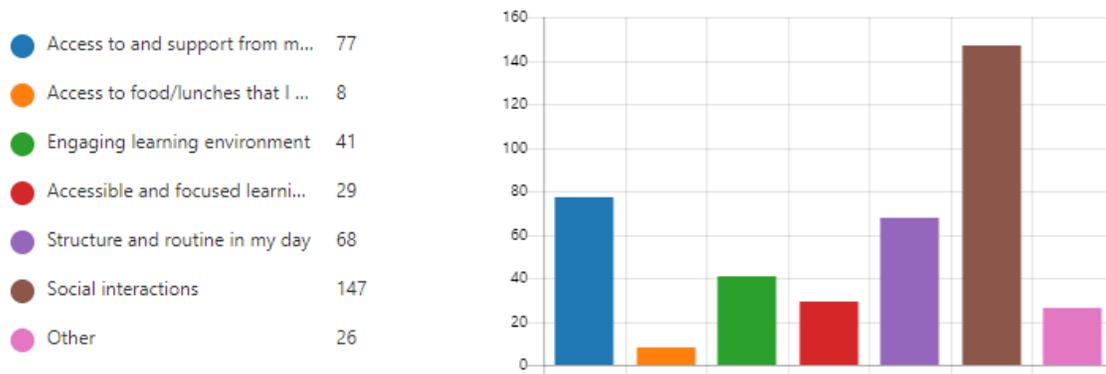
[More Details](#)



Students feel that access to technology is working for them as well as having a quiet space to work with fewer distractions and reduced social pressure in learning from home. Other positives that were highlighted were that it was more relaxing, they were able to get more sleep and less time was wasted in their day (e.g. long bus rides).

4. What is the #1 thing that is working well to support you at school?

[More Details](#)



Social interactions and seeing friends were the number one support identified by students for days when they attended school on-site. Access to support from teachers, school professionals and support staff were also significant and came up frequently in the “other” category. It was interesting to note that many students appreciated on-site school to provide them with a sense of structure and routine in their day.

5. What is the #1 thing, within our control, that would improve your learning and well being at school?

In response to this question, many suggestions involved ideas that are unfortunately out of our control at this point in time. These included being able to see their friends, longer breaks, smaller class sizes, not wearing masks in Phys Ed, opening the gym at lunch, and allowing students to enter the building earlier in the morning.

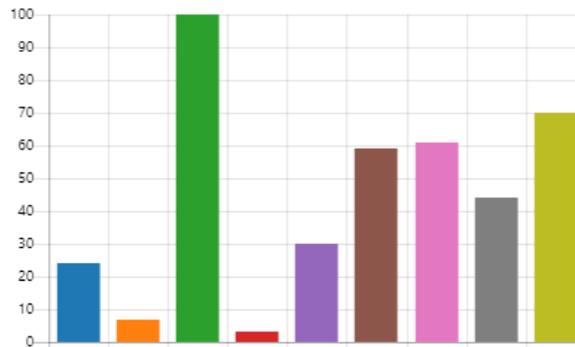
A significantly high number of responses indicated that students are feeling overwhelmed with the academic demands of school, struggling to find balance, and are missing many of the supports that were previously available to them in different formats such as remediation, access to resource and periods for work completion. Many also shared that the number of assessments on in-school days have increased and causing an elevated level of stress.

Another request that came up frequently throughout the survey results was the fact that many students benefit from listening to music to help them focus. Others mentioned that they need more movement built into their day and would appreciate getting outside more during class time. Finally, several students said they wished we could understand how difficult this is for them and how much many of them are struggling with this new reality.

6. What is currently the greatest challenge for you when learning from home?

[More Details](#)

Learning space	24
Family dynamics	7
Missing friends	100
Access to food	3
Forgetting materials	30
Managing time/schedule/due ...	59
Lack of movement	61
Technology issues	44
Other	70

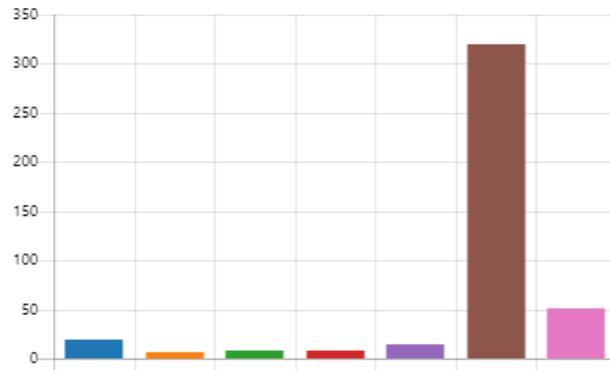


Missing friends and social interactions was certainly the number one challenge for students learning from home. Lack of movement during the day was also significant as was managing their time and due dates. Many students expressed in the “other” category that learning at home came with a great deal of distractions and procrastination. The amount of time in front of a screen also tends to be draining for a lot of students and they have less energy by the end of the day. A common answer also involved feeling that they had less access to their teacher for support in not seeing them face-to-face.

7. If you don't feel accepted for who you are within our school community, what is/are the main reason(s)? (click all that apply)

[More Details](#)

Sexual orientation	19
Gender identity	7
Religious beliefs	8
Cultural background	8
Race	15
Not applicable, I feel accepted	320
Other	51



80% of students feel accepted within our school community. For students who shared one or more reasons for not feeling accepted for who they are, sexual orientation (4.8%) and race (3.8%) were the predominant categories although religious beliefs, cultural background and gender identity represented approximately 2% of those surveyed. Other factors that student shared included social expectations, political opinion, mental health, cognitive differences and academic programming.

8. Do you have any suggestions for what the school staff can do to help support your mental health?

Responses to this question fell into two categories – Mental Health and Academics.

Mental Health

Students shared that they would benefit from more people to talk to for support and the opportunity to get outside and/or move more throughout the day. A few asked that teachers take time to check-in and connect with students in class before diving into content and to be aware that they are stressed all the time. One student suggested that it would be helpful to have classes on mental health and information on resources more readily available.

Academic Pressure

Many students are feeling that there seems to be more homework than in the past. They want to spend time with their family and be teenagers and expressed that staying up until midnight doing work is not healthy. A frequent response was that it would be very helpful for teachers to coordinate a shared calendar or schedule for due dates, quizzes and tests.

9. If you would like to share your first and last name and what support(s) you might need, please indicate below.

In response to question 9, 70 students included their name requesting additional support. Students in grades 9 and 10 are being contacted by Spec Ed Technicians to help identify and triage what supports might be needed (academic, mental health, counselling, organizational, etc.). Our Academic Advisor, Abby Karos is contacting all students in grade 11 to triage, as many of them requested advice and support around planning for post-secondary studies.

Actions to Consider:

- ✚ Mental Health Resources will be posted on the website and in classrooms and washrooms.
- ✚ Provide opportunities to learn about mental health through lessons and weekly announcements
- ✚ Clearly communicate how students can access supports this year within the school (guidance, technicians, key staff member)
- ✚ Incorporating movement into classes online and on-site (energizers, outdoor learning, movement within lesson)
- ✚ Incorporating more cooperative learning activities into lessons to allow students to socialize and connect
- ✚ Regular check-ins within classroom community around well-being
- ✚ Consider what opportunities students have for support and work completion time (e.g. remediation schedule, flipped classroom model)
- ✚ A shared calendar for assessments and due dates for each group
- ✚ Build safe spaces and communities for students (Bear Lodge Circle, Black Student Advisory Council, LGBTQ+ Club)
- ✚ At teacher's discretion, allow students to listen to music in class – to be discussed in departments and brought to School Councils
- ✚ Consider less homework on virtual days (even with more time, students are drained)
- ✚ Provide more time for assignment completion