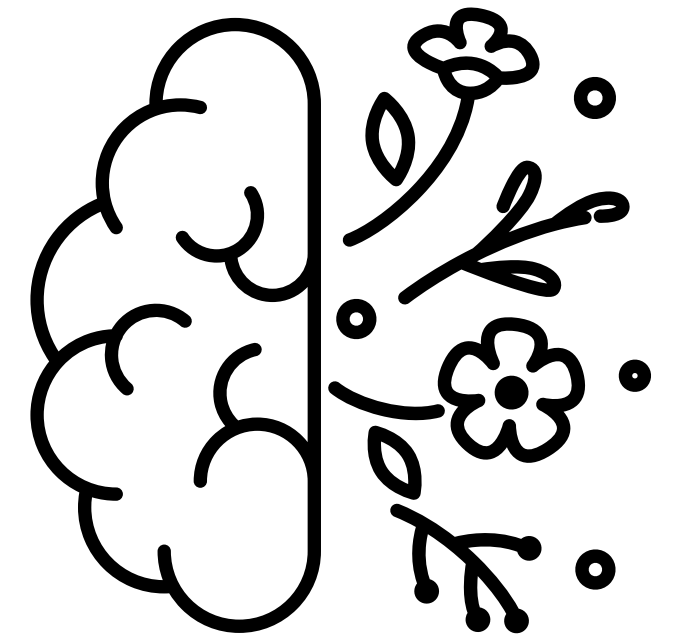




Halifax

Regional Centre for Education

Partners in Education

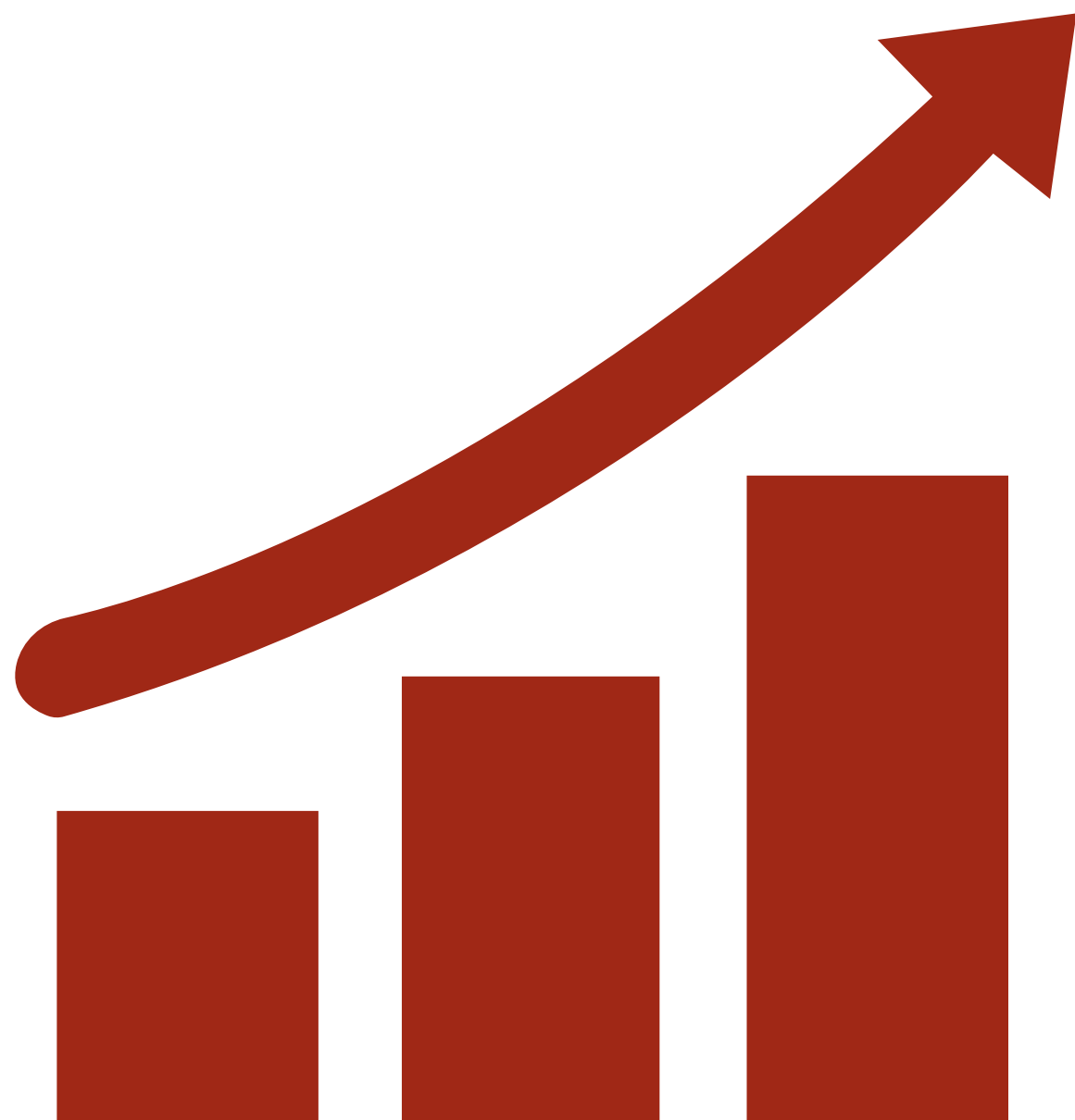


Public consultation with families on student well-being



Did you know?

Setting the HRCE Context



HRCE is ...

137 schools

18 Families of Schools

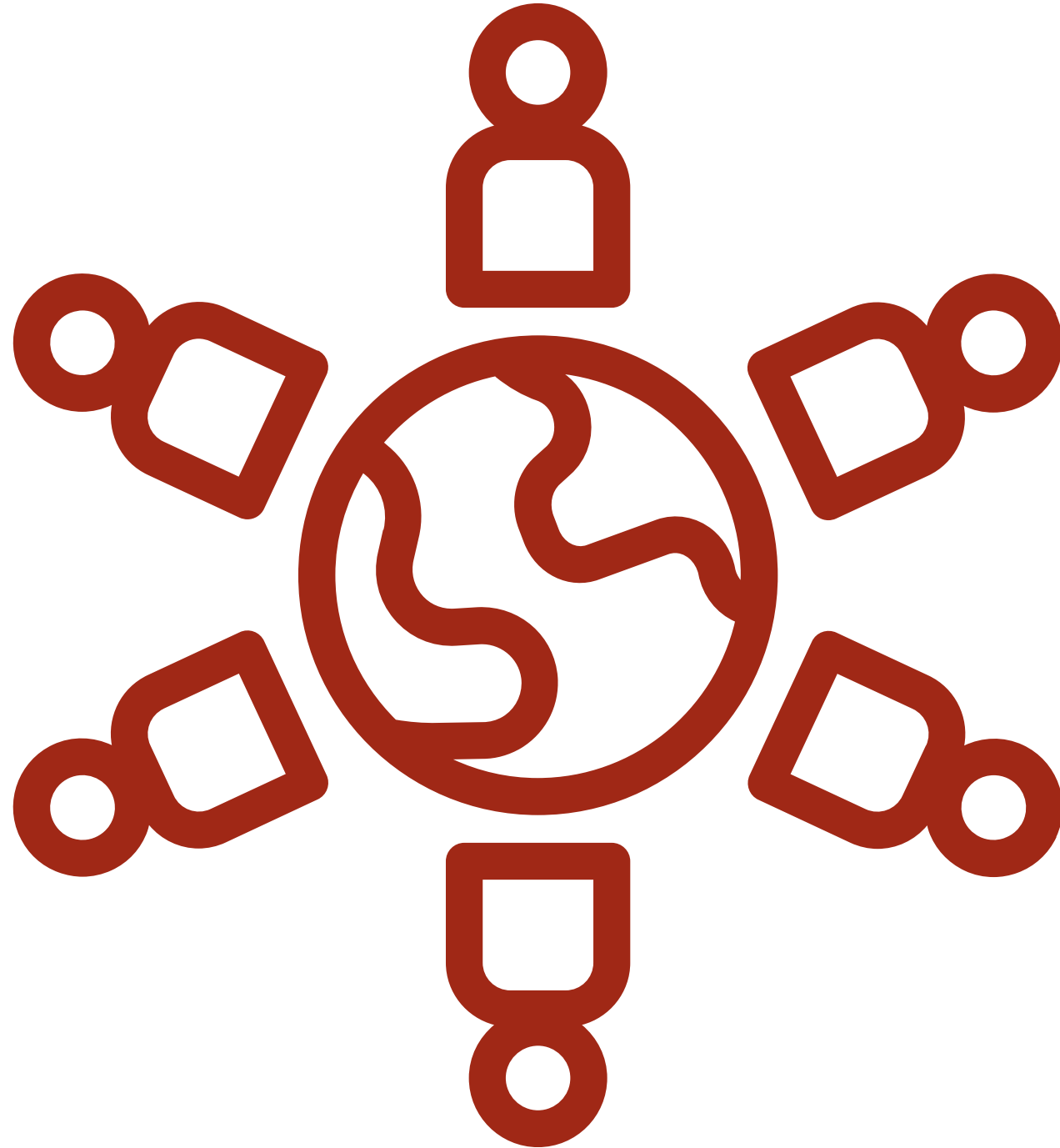
20 different grade configurations

59,000+ students (as of April 2024)

30,142+ bus students

984+ bus runs every morning

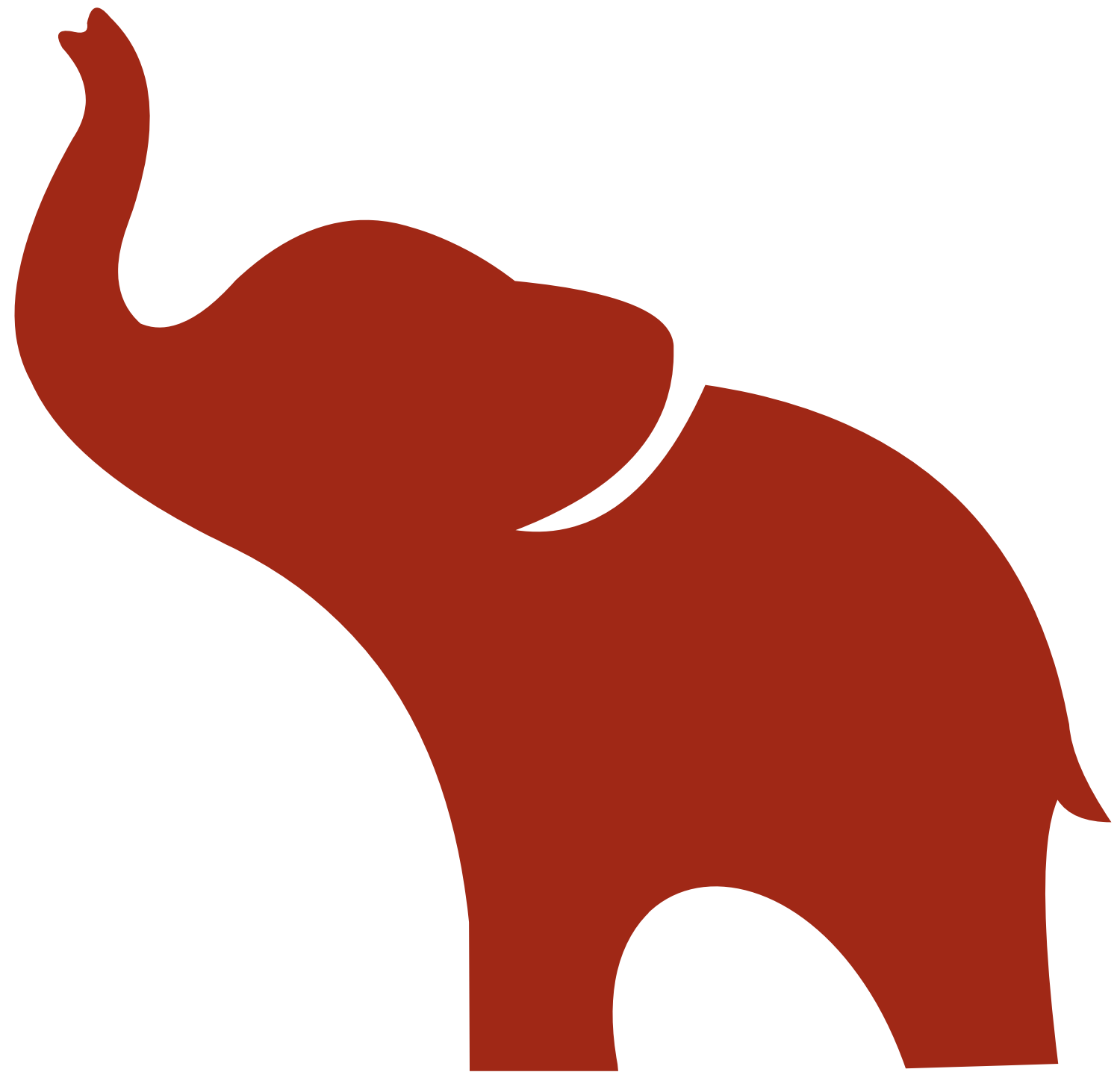
10,000+ staff in **12,000+** positions

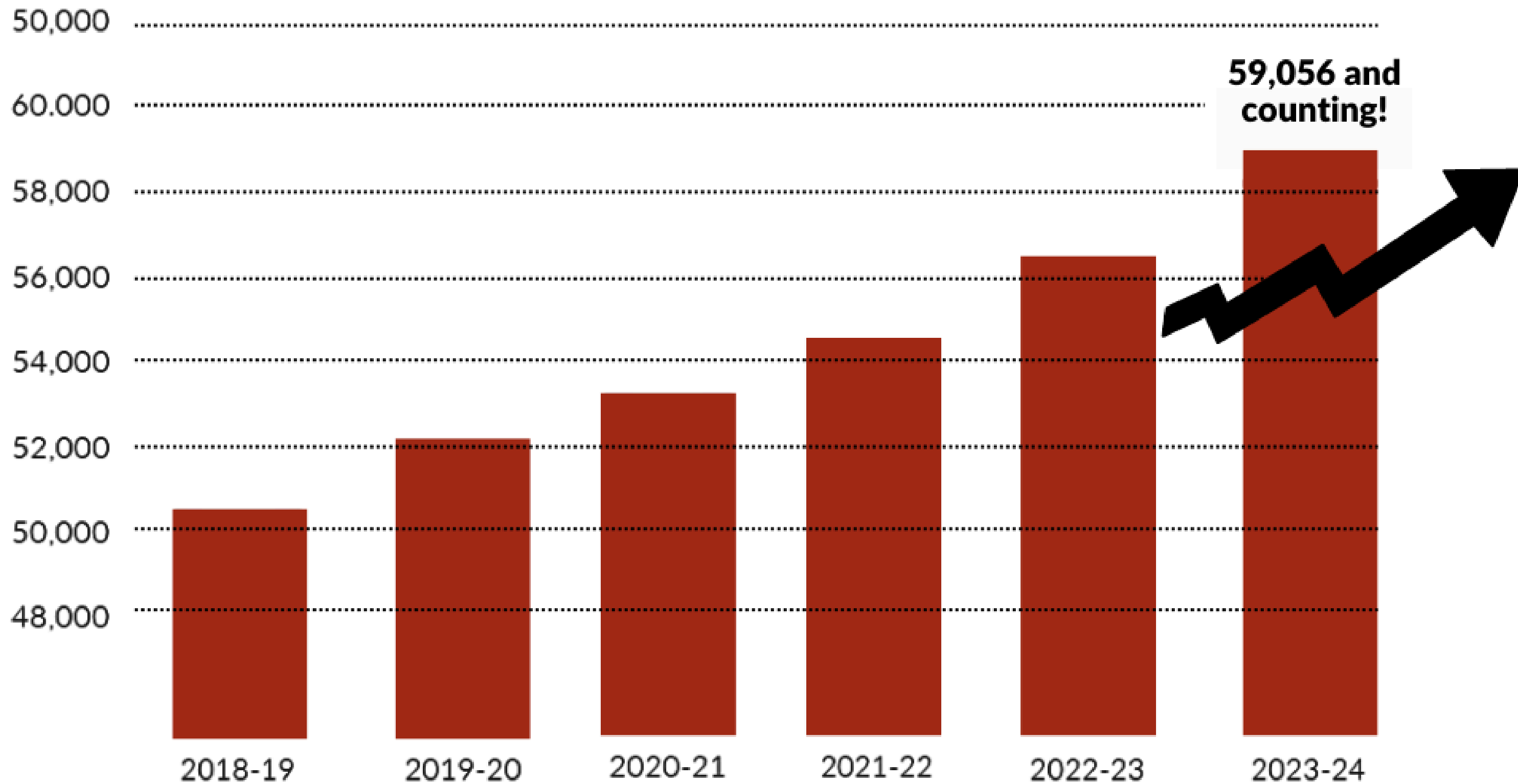


HRCE is ...

Ancestry	
Acadian/Acadien Descent	8%
African Descent	12%
Asian Descent	10%
East Asian Descent	3%
European Descent	56%
Indigenous	5%
Middle Eastern Descent	6%
Not Identified	6%
Other	7%
Newcomers	11%

The elephant in the room





**Increase of almost 9,000 students
in five years!**

In the last six years...

Schools

- Opened 5 new schools

Classrooms

- Added 141 modular classrooms
- Made use of 60 portables

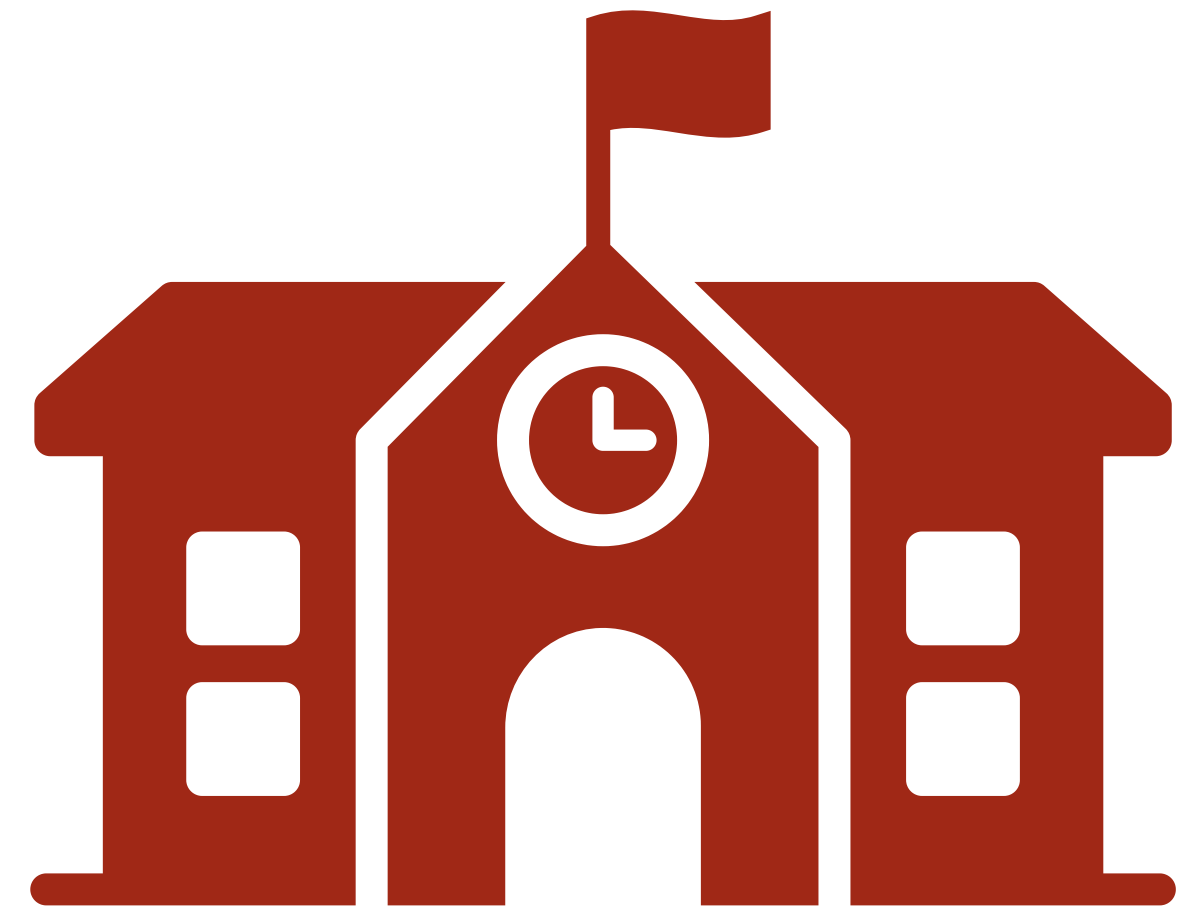
Boundaries

- Reconfigured 50 schools



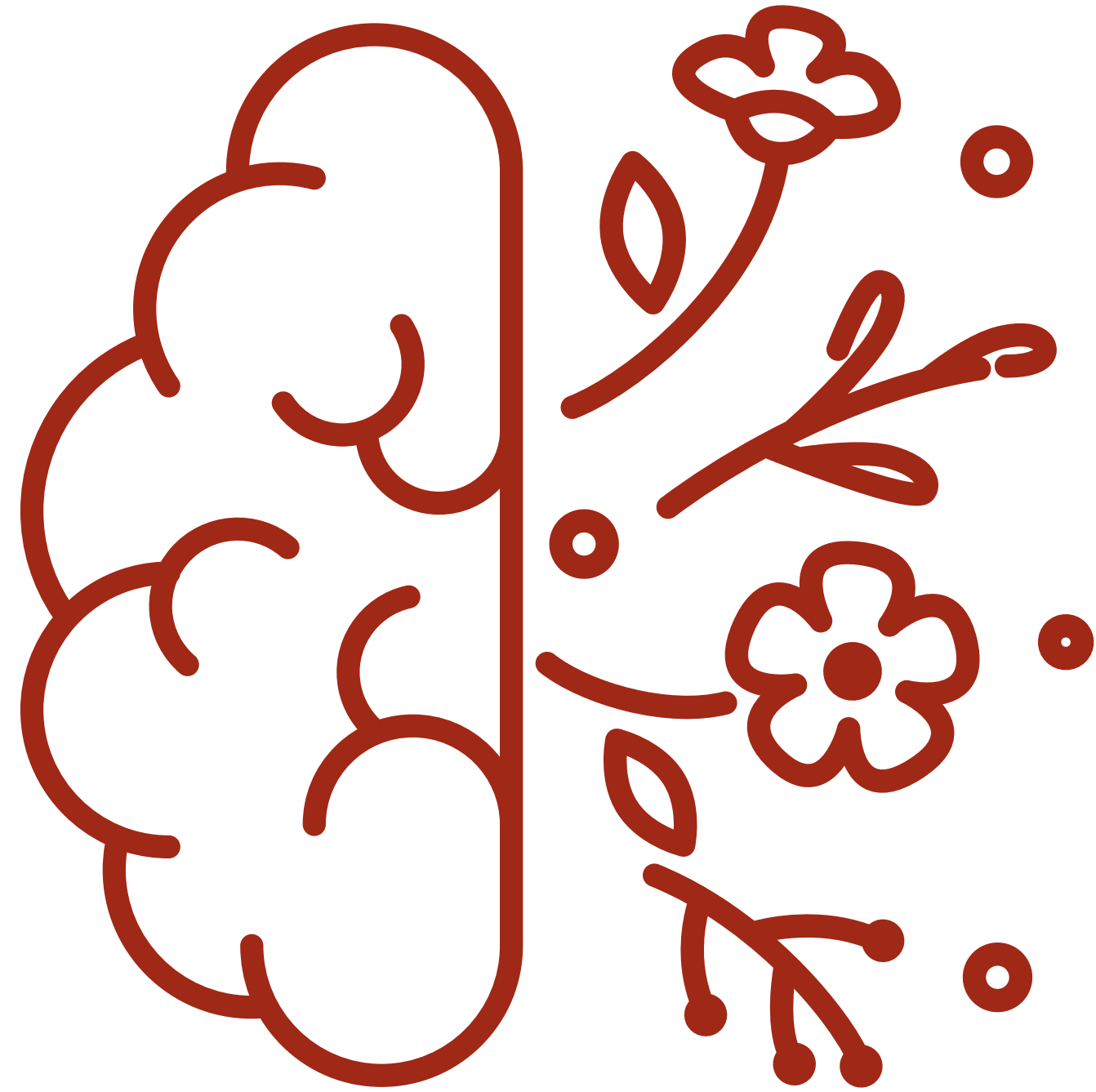
Where we're going

- **3 schools** currently under construction
- **4 more** announced by the Minister for HRM
- Adding **3 more modular units** with **28 additional classrooms**
- Reconfiguring 11 more schools
- **Actively consulting** with the EECD on future plans and pressures.





**At the heart of
what we do...**



Student Well-Being



**What is the
student
success
survey?**



The Nova Scotia Department of Education and Early Childhood Development (EECD) uses the annual Student Success Survey to measure and track various aspects of the student experience in schools.

The survey provided students with opportunities to share their own thoughts and perceptions on their school experiences.

Results are used to plan for and improve student well-being and achievement.



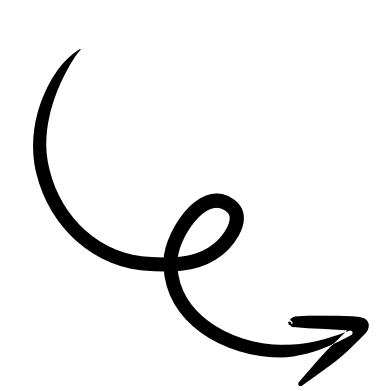
The survey focused on assessing a variety of key areas of students' lives at school, such as:

- Assessing student perceptions regarding the overall learning culture of their school
- Assessing students' level of engagement with their school and their education
- Exploring student relationships with peers and teachers
- Identifying potential areas for improvement for schools, HRCE and EECD



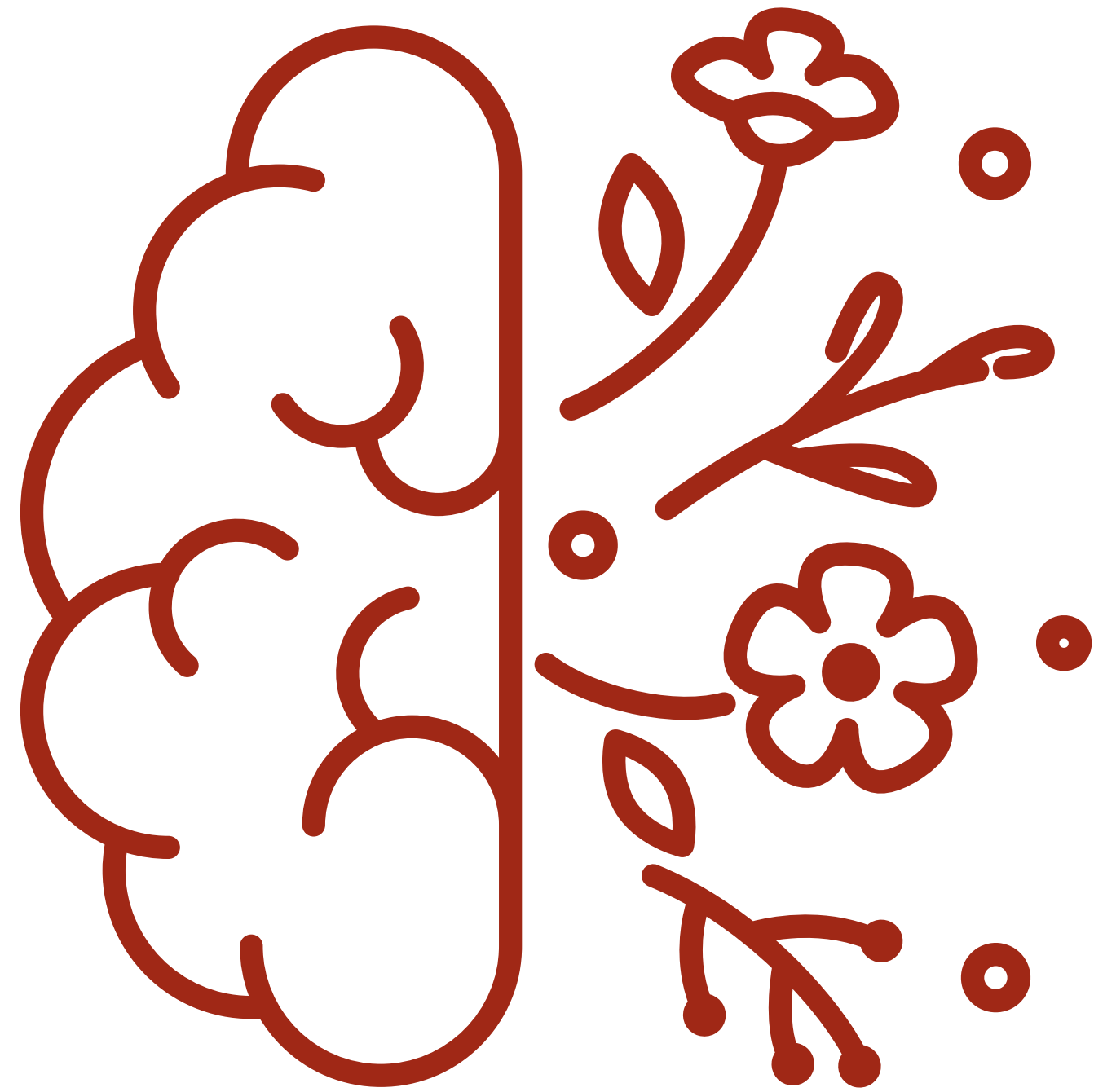
In 2022-23:

- All **85,648 students** in Nova Scotia's public school system from **grades 4 to 12** were invited to participate anonymously
- The survey was survey available in English and French and programmed to be fully accessible on assistive technologies
- A total of **66,274 students completed the survey** this year, across all regions



**77.4% overall
response rate**

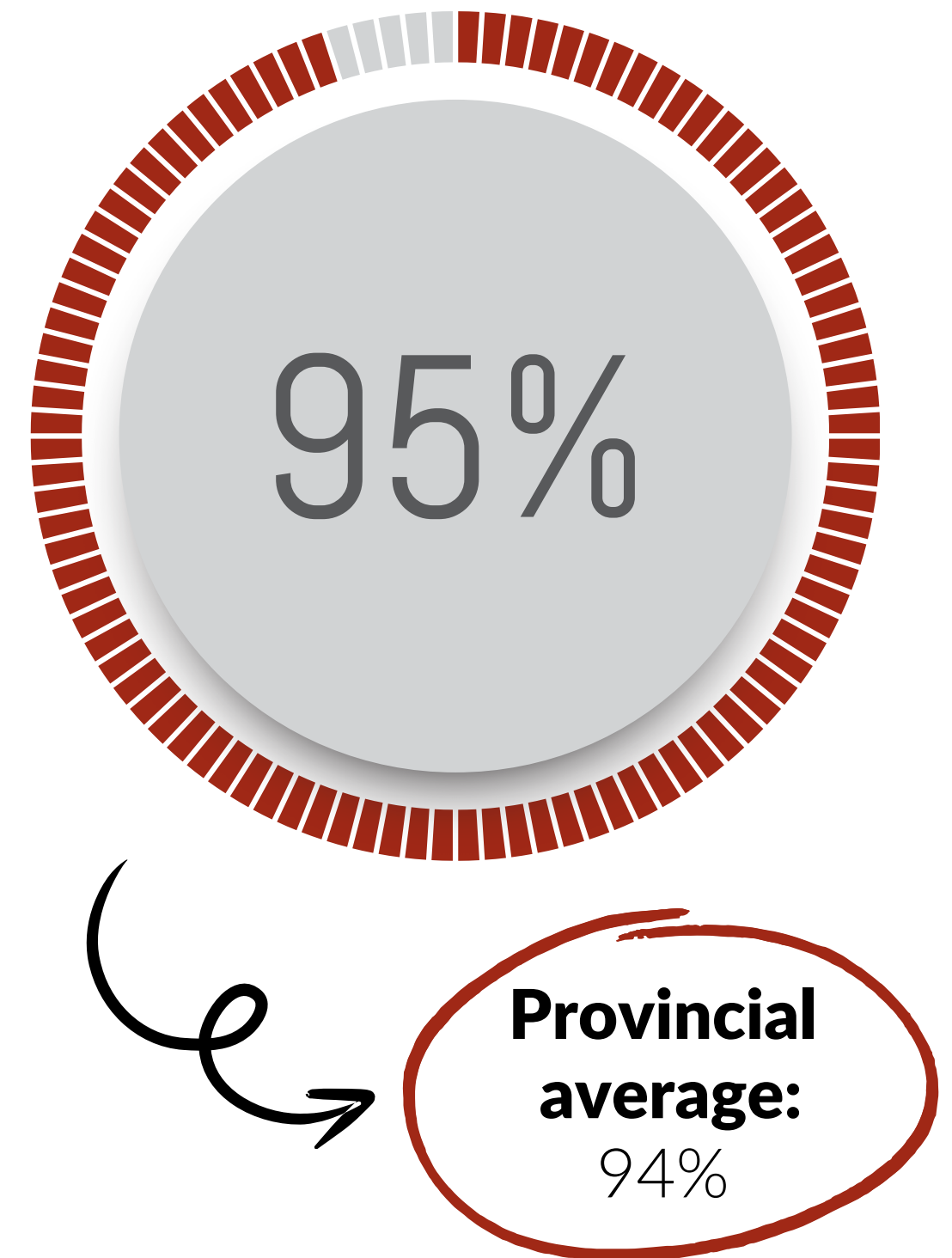
A hand-drawn style arrow in dark red points from the text '66,274 students completed the survey' in the list above to a dark red oval callout box containing the text '77.4% overall response rate'.



**Reasons to
celebrate**

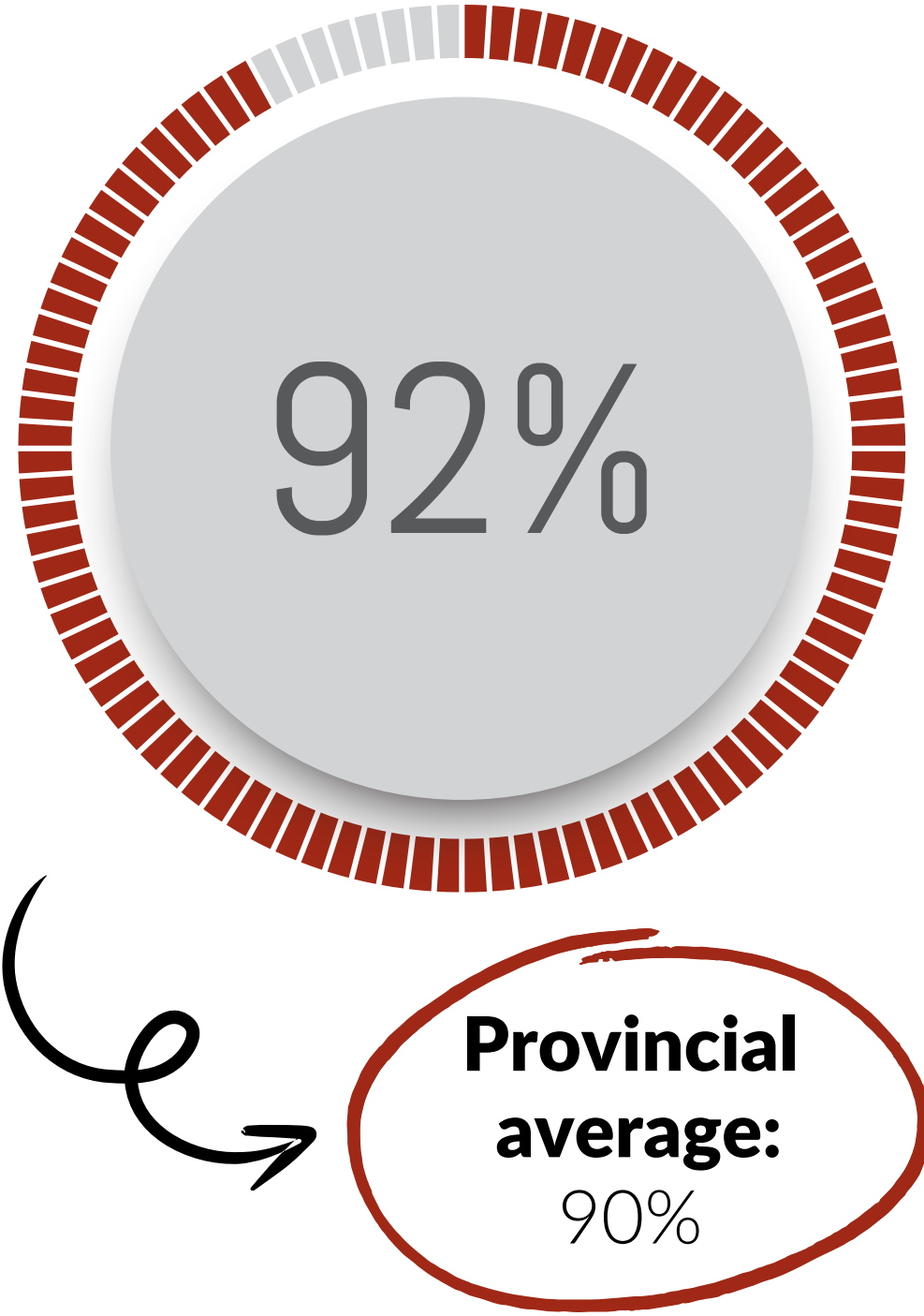
95% of HRCE students shared that they feel their teachers believe that they can do well.

- African Ancestry 93%
- Indigenous Ancestry 92%
- 2SLGBTQIA+ 92%
- First Generation Canadians 96%
- Students with Disabilities / Disorders 90%



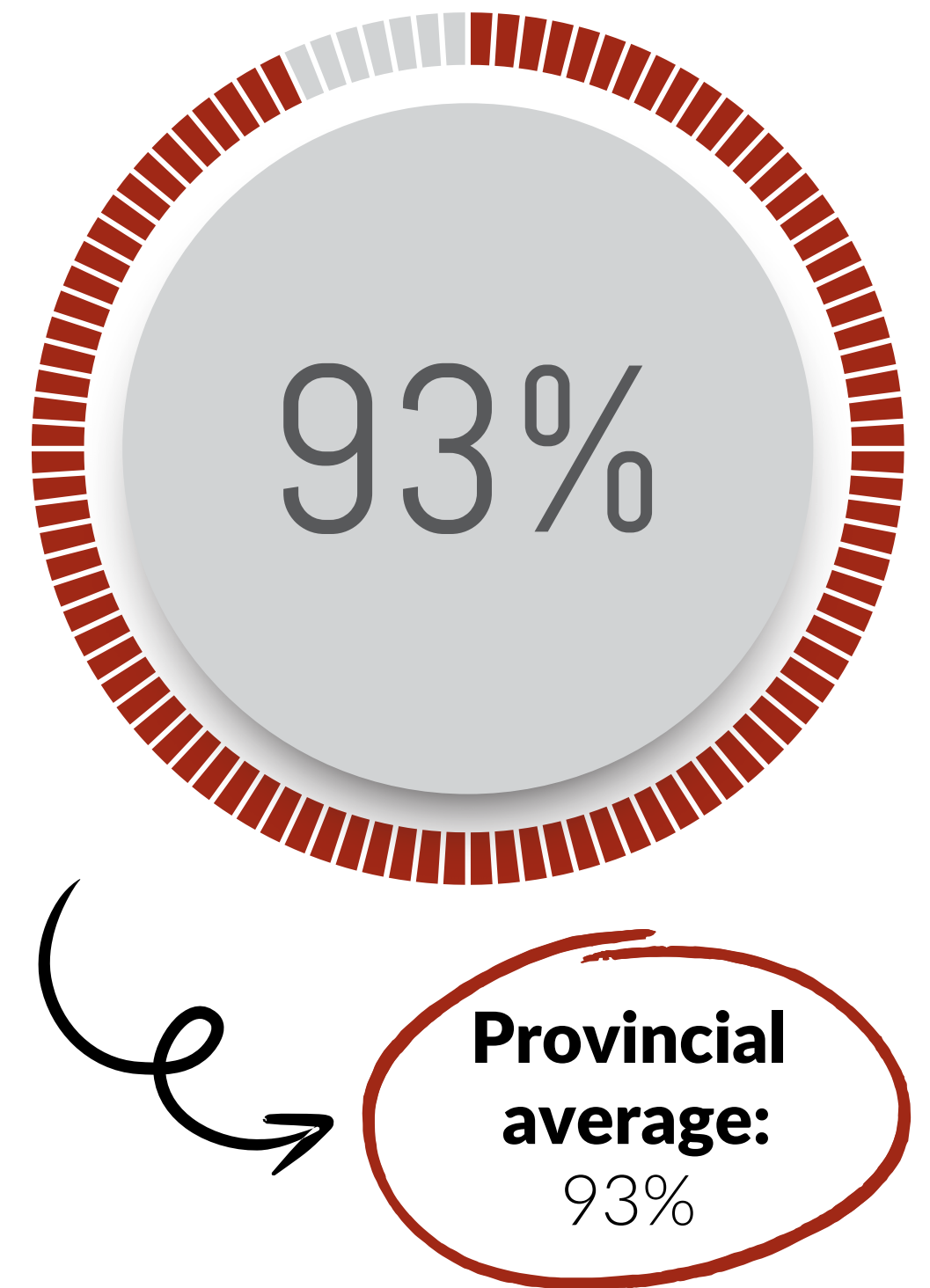
92% of HRCE students shared that they agree with the statement “I believe I can do well in school.”

- African Ancestry 92%
- Indigenous Ancestry 88%
- 2SLGBTQIA+ 84%
- First Generation Canadians 75%
- Students with Disabilities / Disorders 83%



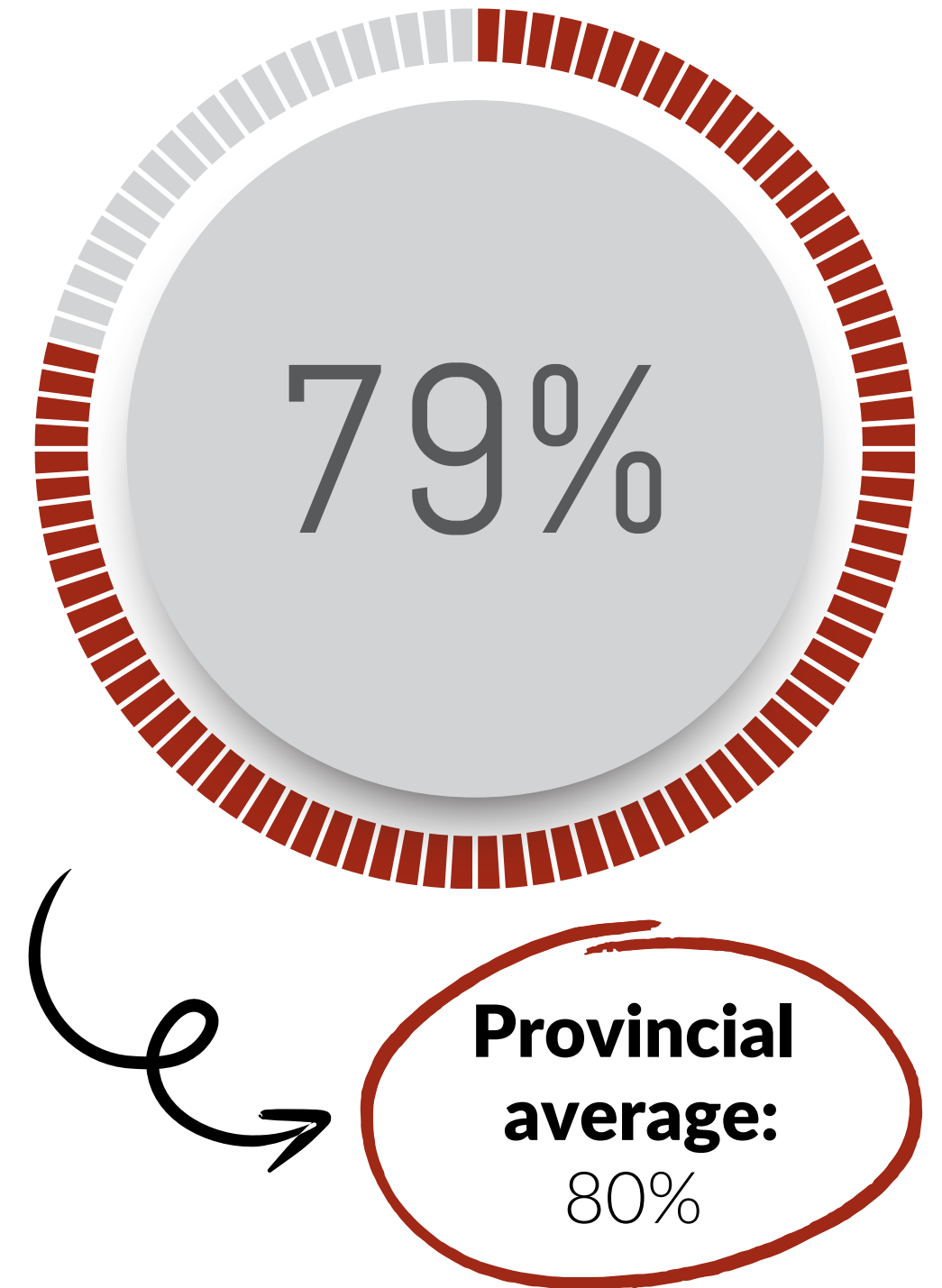
93% of HRCE students felt that there was at least one friend they could go to if they needed to talk to someone.

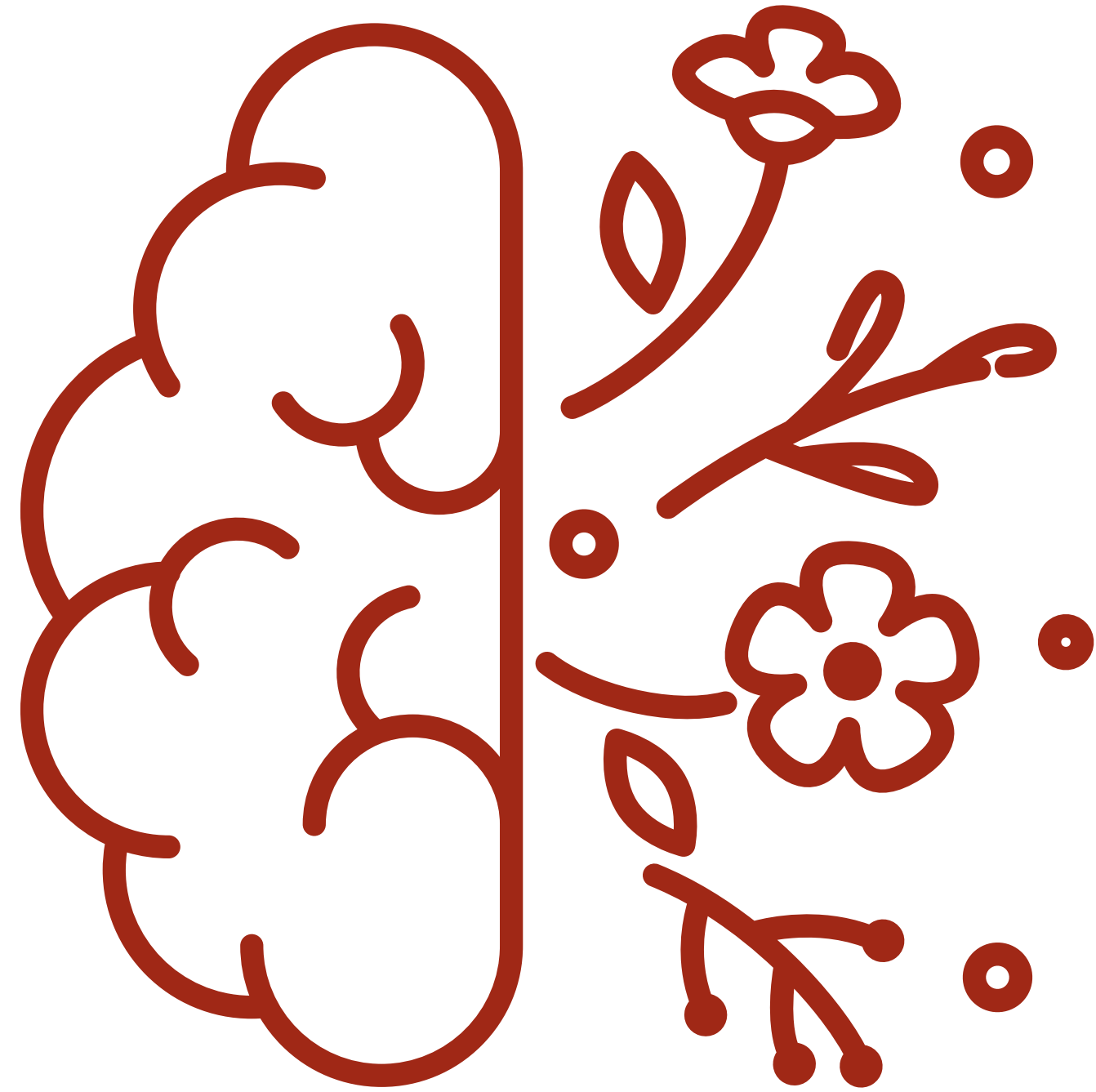
- African Ancestry 89%
- Indigenous Ancestry 90%
- 2SLGBTQIA+ 89%
- First Generation Canadians 91%
- Students with Disabilities / Disorders 89%



79% of HRCE students agreed that there was at least one adult that they could go to if they needed to talk to someone.

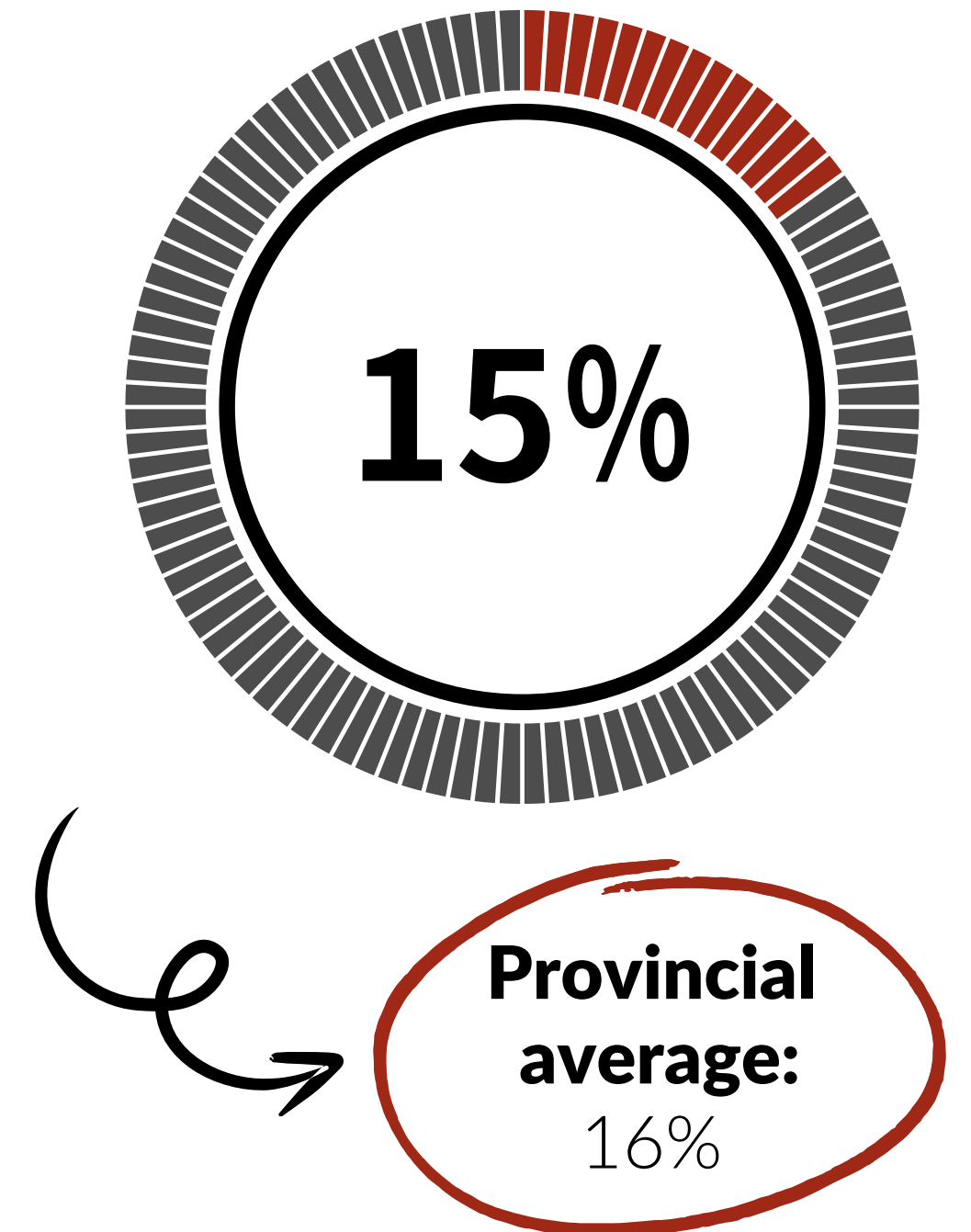
- African Ancestry 76%
- Indigenous Ancestry 76%
- 2SLGBTQIA+ 70%
- First Generation Canadians 81%
- Students with Disabilities / Disorders 75%





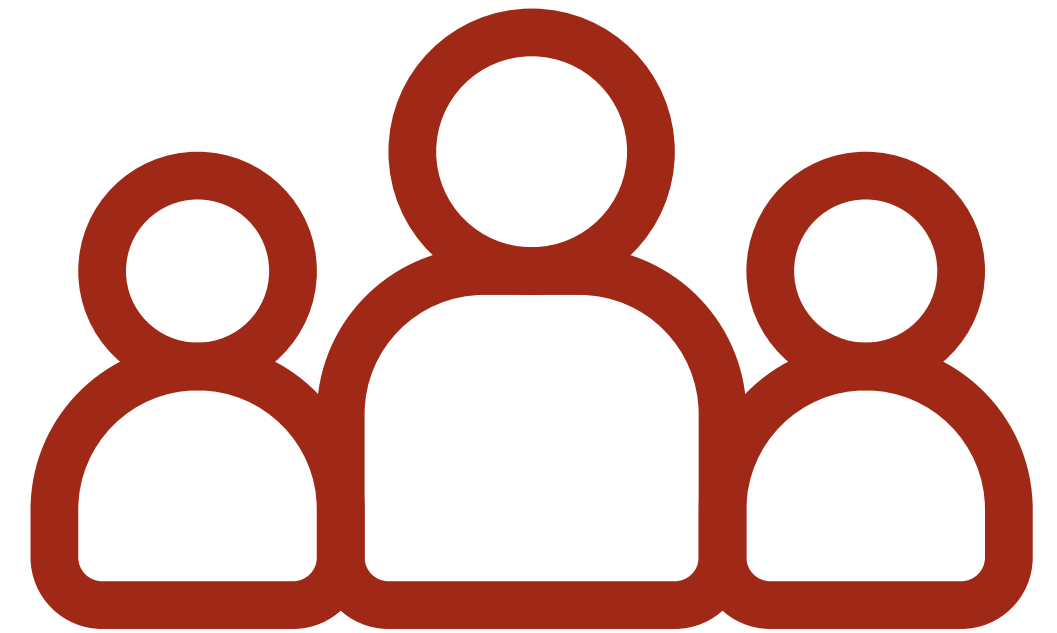
**Areas for
growth**

Of the **15%** of HRCE students who said they did not eat lunch, **20%** said they did not have anything for lunch and **14%** said they could not afford lunch.



Lunch is impacted differently for students within different groups in HRCE.

- **Did not have anything for lunch:**
 - **African Ancestry** 25%
 - **Indigenous Ancestry** 26%
 - **2SLGBTQIA+** 30%
 - **First Generation Canadians** 19%
 - **Students with Disabilities / Disorders** 23%
 -
- **Could not afford lunch:**
 - **African Ancestry** 19%
 - **Indigenous Ancestry** 22%
 - **2SLGBTQIA+** 21%
 - **First Generation Canadians** 12%
 - **Students with Disabilities / Disorders** 18%



Many HRCE students have shared that they have **experienced and/or witnessed racism, discrimination, homophobia or transphobia.**

Our students who identify as African and / or Indigenous Ancestry, 2SLGBTQIA+, first generation Canadians and students with disability/disorder are **disproportionately impacted.**



Experienced in HRCE

(Provincial average in brackets)

	Discrimination	Racism	Homophobia/ transphobia
All students	17% (16%)	15% (14%)	13% (15%)
African Ancestry	26% (28%)	38% (42%)	12% (14%)
Indigenous Ancestry	25% (25%)	20% (21%)	22% (21%)
2SLGBTQIA+	26% (26%)	15% (13%)	50% (51%)
First Generation Canadians	18% (17%)	23% (22%)	8% (8%)
Students with disabilities/disorders	26% (25%)	16% (16%)	24% (26%)

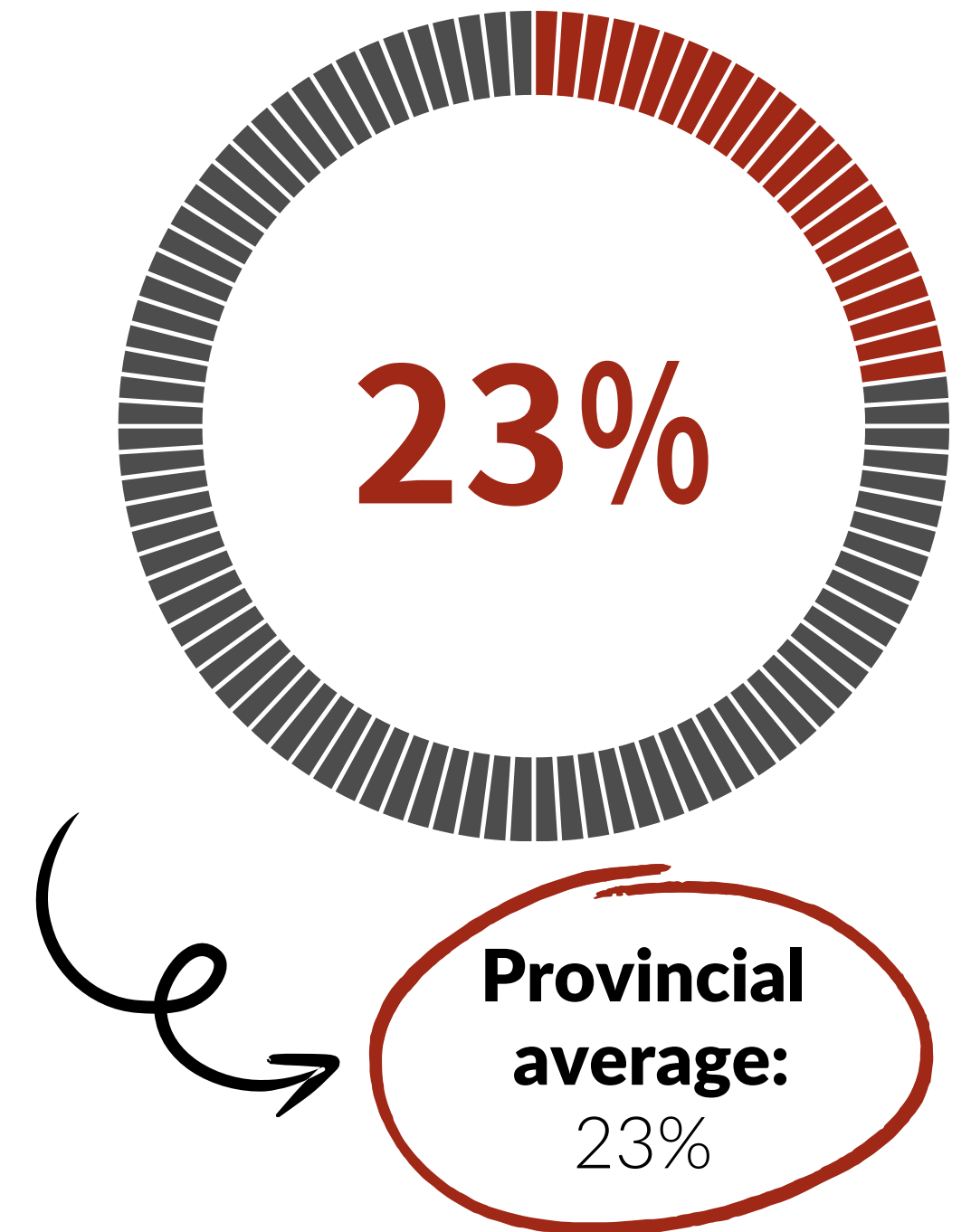
Witnessed in HRCE

(Provincial average in brackets)

	Discrimination	Racism	Homophobia/ transphobia
All students	42% (39%)	45% (43%)	44% (43%)
African Ancestry	44% (45%)	55% (58%)	38% (42%)
Indigenous Ancestry	52% (48%)	57% (54%)	57% (53%)
2SLGBTQIA+	59% (57%)	57% (56%)	73% (73%)
First Generation Canadians	34% (34%)	41% (38%)	29% (29%)
Students with disabilities/disorders	51% (48%)	55% (50%)	55% (54%)

23% of HRCE students agreed that they have felt threatened or unsafe in the last 30 days at school.

- African Ancestry 26%
- Indigenous Ancestry 33%
- 2SLGBTQIA+ 43%
- First Generation Canadians 20%
- Students with Disabilities / Disorders 38%



Staff support



These priorities are supported by many staff positions in HRCE, such as:

Speech Language Pathologists **Literacy Facilitators**

Reading Recovery Teachers Mathematics Facilitators

Technology Integration Lead Teachers Literacy Coaches

Equity and Safe Schools' Consultants **Teachers**

Indigenous Student Support Workers

Facilitators, African Canadian Education Services

Assistive Technology Specialists

Mathematics Consultants School Psychologists

African Nova Scotia Student Support Workers

Behaviour Specialists **Literacy Consultants**

Early Literacy Support Teachers **Mathematics Coaches**

Autism Specialists School Counsellors



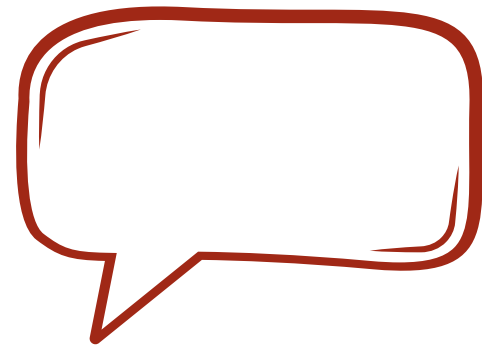
Let's hear from you

ThoughtExchange engagement

What questions do you have about student well-being in HRCE?



528 participants

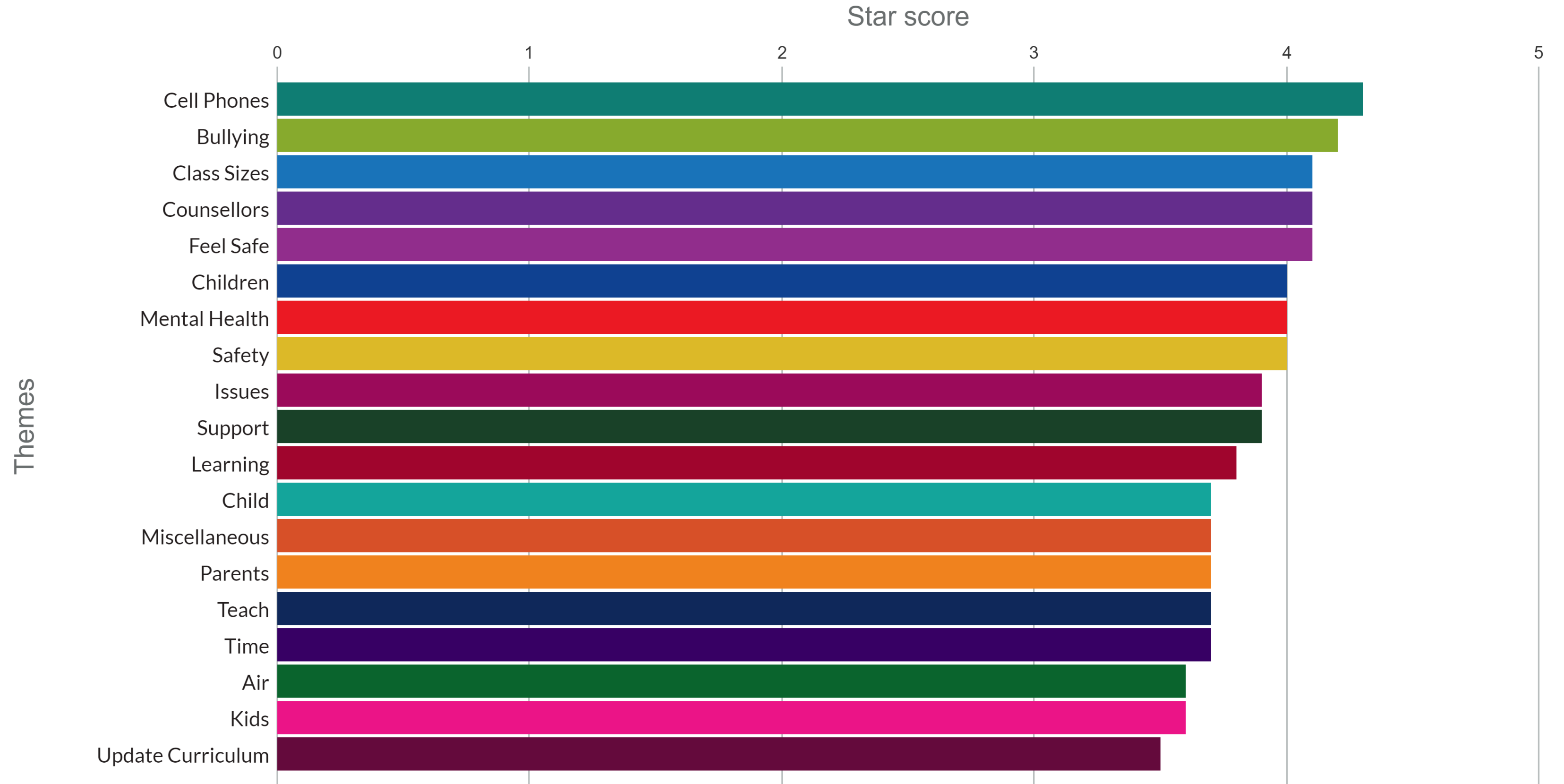


664 thoughts



14,775 ratings

ThoughtExchange themes



ThoughtExchange top thoughts: **Cellphones**

- For mental health and to reduce distractions, **please ban cell phones during class time.**
- The use of cell phones in school causes a massive toll on focus and student well being. **Please come up with policy in ALL schools regarding usage.**
- Information travels immediately with no consequence. This causes disruption to student learning at all levels. **Devices should not be in class.**
- **Cell phones have no place on schools.** The level of distraction aside from the effects to self esteem and self confidence are proven to be detrimental to students, teachers & culture.

ThoughtExchange top thoughts: **Safety**

- Consequences should not be confused with punishment. Consequences are a natural part of life and are needed to set boundaries and expectations. **Why can't consequences be given at school?**
- Are there any plans, strategies or ideas in place around **the amount of school violence?**
- ALL students are impacted by the daily aggressive and violent behaviours that are present in HRCE. **Why are students who are behaving in unsafe ways not getting the supports or consequences that they need?**
- **What is HRCE doing to improve student and teacher safety in schools?**
The level of violence in schools is untenable. No one can work or learn in an environment they're afraid to be in.

ThoughtExchange top thoughts: **Growth**

- Proper student to teacher ratio makes it so that no child is left behind or forgotten. Schools are overcrowded. Student numbers have gone way up - **how do you ensure the space needed to accommodate them?**
- **When will class sizes become reasonable?** An elementary teacher with 30 students in two grades with individual learning plans and behaviour issues is not a conducive environment for learning.
- **Why are class caps so high when teachers have to attend to more needs than ever in the classroom?!** It directly impacts not only student well-being but also their safety!
- **There needs to be more support staff who can help teachers and students when there is limited time and increased needs.** Schools are becoming overcrowded and more and more students are presenting with both learning difficulties and behaviour disorders.