

“All Ontarians deserve access to basic elements of a safe and healthy life...education.”

(Open Minds, Healthy Minds)

One of the results expected from Ontario's Mental Health and Addiction Strategies is more youth graduating from high school and moving on to post-secondary education. Prevention and early intervention is a key strategy to help achieve this result (Open Minds, Healthy Minds).

## Education Attainment

INDICATOR/SOURCE	DATA	NOTES
<p><b>Vulnerable children - general population</b></p> <p>The percentage of kindergarten-aged children identified as vulnerable on one or more of five dimensions reflecting emotional, social, and cognitive development on the Early Development Instrument (EDI)</p> <p>Custom tabulation provided by data analysis coordinators, Ontario Early Years Centers.</p>	<p><b>London and Middlesex:</b></p> <p>2006: 24.7% 2009: 23.9% 2012: 25.7% 2015: 28.3%</p>	<p>Based on the EDI results, growing proportion of kindergarten students in London and Middlesex may experience future difficulty in school.</p>
<p><b>Educational attainment – post-secondary education</b></p> <p>Percentage of individuals age 15 and over with university degree, post-secondary certificate or diploma</p> <p>SOURCE: Statistics Canada, Labour Force Survey by special request provided through the Community Foundations of Canada dataset</p>	<p><b>London Census Metropolitan Area (CMA)</b></p> <p>2010: 51.6% 2011: 51.6% 2012: 53.2% 2013: 52.1% 2014: 52.5% 2015: 52.7%</p> <p><b>Comparison:</b> London CMA rates lower than Ontario (2015 – 55.6%)</p> <p>Rate is 2.1% higher in 2015 compared to 2010</p>	<p>Education levels are improving across the London CMA with more people attaining some level of post-secondary education, and fewer with less than high school. There is still room for improvement: The percentage of people age 15+ attaining post-secondary education is lower than the Ontario average.</p>
<p><b>Educational attainment</b></p> <p>Have not completed high school (percent of individuals age 15 and over)</p> <p>SOURCE: Statistics Canada, Labour Force Survey by special request provided through the Community Foundations of Canada database</p>	<p><b>London CMA</b></p> <p>2010: 18.8% 2011: 17.9% 2012: 17.0% 2013: 17.1% 2014: 18.0% 2015: 16.4%</p> <p><b>Comparison:</b> 2015 rate is slightly higher than Ontario (16%)</p>	

# LEARNING

INDICATOR/SOURCE	NOTES
<p><b>High school graduation rates</b></p> <p>Ministry of Education 2015 Graduation Rates Across the Province. May 3, 2016.</p>	<p>In 2015, 82.5% of London District Catholic School Board (LDCSB) students and 66.3% of Thames Valley District School Board (TVDSB) students graduated within 4 years; 88.3% of LDCSB and 78.2% of TVDSB students graduated within 5 years.</p> <p>Across Ontario, 78.3% graduated in 4 years and 85.5% graduated in 5 years.</p> <p>There is a need to continue to support high school students to complete high school within 4 or 5 years in order for graduation rates to be comparable to Ontario's.</p>

## Additional Information

INDICATOR/SOURCE	NOTES
<p><b>School-based mental health promotion</b></p> <p>The percentage of Canadian schools that have completed the Foundational Module of the Healthy School Planner (HSP-FM), developed by the Pan-Canadian Joint Consortium for School Health (JCSH), between November 2012 and June 2014.</p>	<p>The Pan-Canadian Joint Consortium for School Health (<a href="http://www.jcsh-cces.ca">www.jcsh-cces.ca</a>) is a partnership of 25 Ministries of Health and Education across Canada working to promote a Comprehensive School Health approach to student wellness/well-being and achievement/success for all children and youth. As part of this approach, this consortium has developed a healthy school planner for use by Canadian schools.</p>
<p>The Health Behaviour in School Age Children Fact Sheet: The Health of Canada's Young People: A Mental Health Focus. Understanding Mental Health through Understanding the Contexts of Young People's Lives</p> <p><a href="http://www.jcsh-cces.ca/images/64-03-P_944-Educational%20Fact%20Sheets-Mental-Health-EN-FINAL_2015%20Final.pdf">http://www.jcsh-cces.ca/images/64-03-P_944-Educational%20Fact%20Sheets-Mental-Health-EN-FINAL_2015%20Final.pdf</a></p>	<p>As students get older, their emotional well-being decreases and behavioural problems at school increase.</p> <p>Having supportive home, school and peer environments can help student mental health.</p> <p><b>Areas of concern:</b> "behavioural problems (cutting classes, skipping school, fights) increased across grades, while emotional well-being [life satisfaction] decreased"</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Home environment – better mental health associated with being able to communicate with parents and not fighting a lot with parents</li> <li>• School environment – positive school environment and higher levels of teacher support associated with more positive mental health</li> <li>• Peer environment – engagement in positive peer group activities linked with fewer behavioural problems</li> </ul>
<p><b>Thames Valley District School Board</b></p> <p>Growing Mentally Healthy Schools (Mental Health and Well-Being Strategic Plan 2015-2018)</p> <p><a href="http://www.tvdsb.ca/board.cfm?subpage=163030">http://www.tvdsb.ca/board.cfm?subpage=163030</a></p>	<p>School boards serving London and Middlesex are actively working to support the mental health and well-being of students working with mental health organizations and community partners to increase mental health literacy and engagement, and to connect students with the help that is available.</p> <p>TVDSB has partnered with mental health organizations to develop curriculum materials addressing mental health literacy and stigma reduction. TVDSB is one of the few school boards with specialized programs for students with mental health needs and also has a dedicated Mental Health and Wellness Committee which includes the participation of Trustees.</p> <p>"Everyone has mental health." (p. 2)</p> <p><b>Strategic Goals:</b></p> <ul style="list-style-type: none"> <li>• Increase mental health literacy</li> <li>• Enhance mental health leadership</li> <li>• Strengthen engagement with students, families, staff and community</li> </ul>

# LEARNING

INDICATOR/SOURCE	NOTES
<p data-bbox="120 205 526 231"><b>London Catholic District School Board</b></p> <p data-bbox="120 260 570 342">Success for All Mental Health and Well-being for Children and Youth Strategic Plan 2012-2017</p> <p data-bbox="120 367 570 478"><a href="http://www.ldcsb.ca/Programs/mentalhealth/Documents/Mental%20Health%20Strategic%20Plan.pdf#search=mental%20health%20strategy">http://www.ldcsb.ca/Programs/mentalhealth/Documents/Mental%20Health%20Strategic%20Plan.pdf#search=mental%20health%20strategy</a></p>	<p data-bbox="628 205 1495 287">The LDCSB has a Charter of Rights for Mental Health and Well-being. Rights include the right to care and support, the right to protection, the right to success, the right to service, the right to acceptance, the right to respect.</p> <p data-bbox="628 317 841 342">Three areas of focus:</p> <ol data-bbox="628 367 1477 699" style="list-style-type: none"><li data-bbox="628 367 1425 392">1. Being whole and holy: promoting resiliency and fostering mental wellness</li><li data-bbox="628 417 1477 470">2. Belonging in community: promoting equity and inclusion, reducing stigma, and increasing parent engagement and support from families</li><li data-bbox="628 495 1442 699">3. Becoming Catholic graduates:<ul data-bbox="678 541 1442 699" style="list-style-type: none"><li data-bbox="678 541 1422 594">• Improving mental health literacy of all staff and building school-based capacity to identify and intervene early</li><li data-bbox="678 619 1442 699">• Enhancing service pathways with community partners to promote early intervention and referral, and improving transitions between schools and community-based services and supports</li></ul></li></ol>