



Cannabis use

Obesity

Mental health

Physical activity

Alcohol use

Smoking

Sedentary behaviour

Northwestern Health Unit

2023-24



Thank you for supporting the 2023-24 COMPASS survey.

This is your board's customized School Health Profile.

This report shows the 2023-24 COMPASS survey results from participating students enrolled at your schools. Please note that in some cases results may not add up to 100% due to rounding. This report includes data from 9 schools in your board. Among participating schools, 56% of students participated in COMPASS this year.

We have included comparisons of past years' data on the second-last page of this profile. This comparison allows you to see if certain health behaviours are improving, staying the same, or getting worse across participating schools in your province. If you have questions about the data that are not reported in the profile, please contact the COMPASS Project Manager (see below).

Examples of action steps can be found in the recommendations section at the bottom of each page. A more detailed list of resources can be accessed on the [COMPASS website](#).

For more information about this profile, additional resources, or the COMPASS project in general, visit www.uwaterloo.ca/compass-system/about or contact:

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Healthy Eating Outcomes at Northwestern Health Unit

Among students
at your schools:



77% drink
plain water 7
days per week



31% eat fruit
and **33%** eat
vegetables 7
days per week



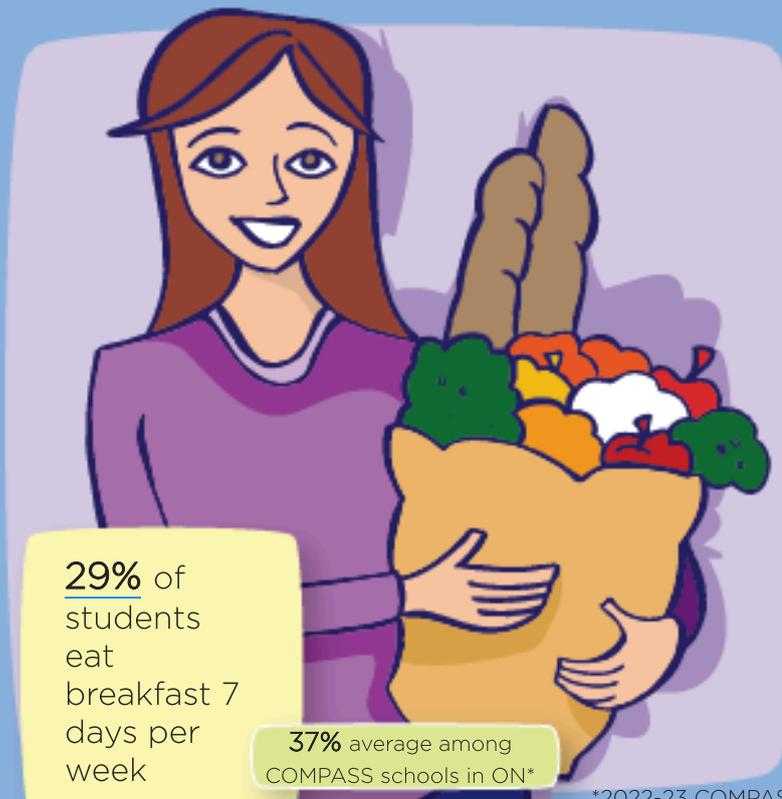
7% sometimes
go to bed
hungry because
there is not
enough money
to buy food



22% eat
breakfast
provided from a
school program
at least once a
week



16% eat lunch
provided from a
school lunch
program at least
once a week



29% of
students
eat
breakfast 7
days per
week

37% average among
COMPASS schools in ON*

*2022-23 COMPASS Survey

WHY IS THIS IMPORTANT

Healthy eating is important for growth and development and helps youth to learn and achieve academic success. Eating a healthy diet is an important way for youth to achieve and maintain good health and reduce the risk of many chronic diseases such as heart disease, stroke, type 2 diabetes, obesity, and some cancers.

RECOMMENDATIONS AND RESOURCES

- Encourage students to drink water throughout the day by making water more accessible (e.g., installing water bottle filling stations, allowing water bottles at desks)
- Provide and actively promote student nutrition programs, such as breakfast programs, that are available to students free of charge, every day, and ideally, throughout the day (not just before morning classes)
- Avoid using low nutrient density food as a reward or in fundraising initiatives
- Given the risks of excessive caffeine intake among youth, consider implementing a policy to ban energy drinks on school property
- Establish a school nutrition committee, including students and community registered dietitians (RDs). Youth often voice a desire for healthier options in schools and to be involved in the decision making about what foods are offered for sale
- Encourage students to stay on campus for lunch by providing more youth-friendly and less busy spaces to eat. Some schools have staggered lunch times to reduce congestion in the cafeteria
- Encourage students to make good food choices that follow [Canada's Food Guide](#). Foster awareness by incorporating lessons that teach Canada's Food Guide in the classroom.

Healthy Weight Outcomes at Northwestern Health Unit

Among students at your schools:

49% describe themselves as being about the right weight

54% average among COMPASS schools in ON*

62% are trying to change (lose or gain) their weight

*2022-23 COMPASS Survey

In the past 12 months:

58% had a definite fear of gaining weight or being overweight

55% tried to achieve an ideal body shape by following a diet or exercise plan promoted by social media

66% compared their appearance or body to others' on social media



WHY IS THIS IMPORTANT

A healthy body weight is influenced by numerous factors, many of which are outside of adolescent control, including biology, mental health, and social/environmental factors (e.g., where someone lives, their income, social relationships). Excess body fat puts youth at risk of developing a range of preventable health problems, including type-2 diabetes, cardiovascular disease, cancer, and joint problems. However, a focus on obesity and weight loss may have unintended harmful effects, including weight-based bullying, poor body image, and unhealthy weight-control behaviours. Research from COMPASS and elsewhere shows weight dissatisfaction and perceptions of being overweight predict lower engagement in health behaviours and poor mental health, regardless of actual body size. As adolescents are in a period when heightened importance is placed on appearance and peer acceptance, the onset of risky dieting behaviours can occur. During this period, focusing on domains outside of weight and appearance is important.

RECOMMENDATIONS AND RESOURCES

- Consider adopting a strength-based program and avoid weight-targeted messaging. See [Healthy Bodies, Healthy Minds](#) or the [National Eating Disorders Association Toolkit](#) for guidance on addressing body image, eating, fitness, and weight concerns in today's challenging environment
- The [Body Activism Activity Guide \(Pdf\)](#) provides guided activities inspired by [The Body Project](#) in an effort to promote body acceptance and prevent eating disorder onset
- The [National Eating Disorder Information Centre \(NEDIC\)](#) offers free online workshops and presentations to help youth prevent further development of food and body related concerns
- Avoid weight and calorie targeted messaging when focusing on health in curriculum
- Model healthy behaviours and avoid weight, diet, and "fat talk" around students. See a resource on [Mental Health and Weight Bias in Schools \(Pdf\)](#) for more information on how educators can support a weight inclusive school environment

Physical Activity Outcomes at Northwestern Health Unit



Among students at your schools:



72% are meeting the national guideline of 60 min/day of physical activity

77% average among COMPASS schools in ON*



47% reported strength training at least 3 days/week



37% reported participating in intramural sports or non-competitive sports clubs



42% reported participating in varsity sports



33% reported participating in sports outside of school



*2022-23 COMPASS Survey

WHY IS THIS IMPORTANT

Being physically active is an effective way to improve and maintain physical and mental health, reduce the risk of chronic diseases (e.g., heart disease, stroke, type 2 diabetes, some cancers), support growth and development, and help youth to concentrate, learn, and achieve academic success. Unfortunately, physical activity levels decline over adolescence, particularly among females. Teens report dropping out of sports and physical activities due to increased competition, not feeling “good enough”, and lack of time related to greater academic demands.

RECOMMENDATIONS AND RESOURCES

- Share equipment-free exercise resources with students, such as those from [Active Kids](#) and [PHE Canada](#), for a fun, physically active break during class, on breaks, or at home
- Provide student leadership opportunities to coordinate peer physical activities (e.g., intramurals, non-competitive clubs, daily physical activity (DPA) or have students supervise open fitness facility times)
- Install privacy stalls or curtains in change rooms to increase participation in intramurals and varsity sports at school
- Consider creating a yoga room or yoga club, or designate female-only times in weight rooms to increase female participation in physical activity
- Promote adherence to the [Canadian 24-Hour Movement Guidelines](#), which encourage 60 minutes of moderate to vigorous physical activity per day alongside light physical activity throughout one's day
- Facilitate weight-inclusive physical activity spaces by prohibiting weight and appearance-related commentary, using body diverse and inclusive imagery in physical activity spaces. Ensure equipment and uniforms are available in numerous sizes
- Promote physical activity as a means to promote health and well-being, with a focus on body functionality. Avoid promoting physical activity as a tool for weight and appearance manipulation

Screen Time Outcomes at Northwestern Health Unit

Among students at your schools:

1% are meeting the national guideline of 2 hours or less of recreational screen time/day

3% average among COMPASS schools in ON*

*2022-23 COMPASS Survey



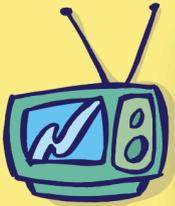
Surfing the internet:
1.3 hours/day



Texting, messaging, emailing:
1.3 hours/day



Browsing/scrolling social media:
2.1 hours/day



Watching/streaming TV shows or movies:
1.7 hours/day



Playing video/computer games:
1.5 hours/day



Video calling (e.g., Facetime, Skype, Zoom):
0.8 hours/day

Average time spent doing school work on a screen:
1.6 hours/day



WHY IS THIS IMPORTANT

Youth spend a considerable amount of time sitting throughout the school day, often in front of screens or using devices. Studies suggest that the amount of time spent being sedentary increases physical and mental health risks, regardless of the amount of time spent being physically active.

RECOMMENDATIONS AND RESOURCES

- Consider creating 'screen-free' spaces at your school to encourage students to actively engage without their phone
- Create a screen-time reduction challenge at your school to encourage students to set goals to reduce daily screen time
- Educators and parents can access information and tools at [Media Smarts](#) to help youth develop the critical thinking skills they need to interact with media, and tackle internet safety concerns in a positive way
- Organizations such as [ParticipACTION](#) offer resources to promote healthy living and reduce sedentary behaviour
- Refer to the [school-related sedentary behaviour recommendations](#) released by the Sedentary Behaviour Research Network for screen time recommendations and suggestions to reduce sedentary behaviour during the school day

Sleep Outcomes at Northwestern Health Unit

Among students at your schools:

54% are meeting the national guideline of 8 to 10 hours of sleep per night

51% average among COMPASS schools in ON*

*2022-23 COMPASS Survey

On average, students reported getting **7.8** hours of sleep per weekday night

On average, students reported getting **8.8** hours of sleep per weekend night

67% reported their sleep quality as good in the past week



WHY IS THIS IMPORTANT

Shorter sleep duration during adolescence has been associated with depressed mood, reduced motivation, lower academic achievement, and behavioral and physical health problems. Adequate sleep, both in quantity and quality, is shown to improve adolescents' cognitive functioning, alertness, and energy throughout the day. A natural shift in circadian rhythms occurs at puberty, causing adolescents to get tired and fall asleep later, which conflicts with early school start times. As a result, sleep durations typically decline over the duration of secondary school.

RECOMMENDATIONS AND RESOURCES

- Promote adherence to the [Canadian 24-hour Movement Guidelines](#), which encourage those aged 14 - 17 years to get 8 - 10 hours of uninterrupted sleep, with consistent bed and wake-up times
- Promote healthy sleep hygiene in your school's Health and Physical Education curriculum, including behaviours aimed at mitigating sources of stress (e.g., completing schoolwork before dinner as opposed to late at night and avoiding phones in bed)
- Ensure students are being physically active throughout the school day and get natural daylight, which can improve sleep quality and quantity
- Consider delaying school start times. [COMPASS research](#) has found that even a modest 10-minute delay in school start times was associated with increased sleep among students. Even longer delays result in more improvements in sleep.
- Promote avoidance of screen use 1-2 hours before bed

Tobacco Use and Vaping Outcomes at Northwestern Health Unit

Among students at your schools:

46% of never-smokers are susceptible to start smoking in the future



16% of students smoked a cigarette in the past 30 days

7% average among
COMPASS schools in ON*

29% of students used an e-cigarette (vape) in the past 30 days

19% average among
COMPASS schools in ON*

*2022-23 COMPASS Survey



Among students that reported vaping in the past 30 days:

51% have used an e-cigarette (vape) to relax and/or relieve stress/anxiety

38% have used an e-cigarette (vape) because they were curious / to try something new

7% have used an e-cigarette (vape) to help quit smoking cigarettes

WHY IS THIS IMPORTANT

Cigarettes and most e-cigarettes contain nicotine, which is highly addictive and can harm the developing adolescent brain and increase the risk for future addiction to other drugs. Evidence suggests that vaping and cigarette use co-occur, raising concern about the rise in vaping prevalence among adolescents. Youth perceptions of nicotine use as low risk for both danger and addiction, make this an important public health focus for education and use prevention.

RECOMMENDATIONS AND RESOURCES

- Maintain, enforce and **clearly communicate** (e.g., through your school's Student Handbook or Agenda) a comprehensive smoke and tobacco-free school policy. Such a policy should also prohibit e-cigarette use and any tobacco use (including cigarettes, cigarillos or little cigars, and smokeless tobacco) on school property
- Educate students on the risks of vaping. Educator resources and interactive games are available from initiatives such as [Not An Experiment](#) and [CATCH My Breath](#)
- Continue the conversation with students regarding vaping risks by bringing [Health Canada's "Consider the Consequences"](#) virtual awareness tour to your school
- Introduce the [Quash mobile app](#), developed by the Lung Health Foundation, to help students quit smoking or vaping. Access Quash [facilitator training](#) for educators to deliver the program at school

Alcohol Use Outcomes at Northwestern Health Unit

Among students at
your schools:

25% reported binge drinking in the past 30 days (consuming 5 drinks of alcohol or more on one occasion)

20% average among
COMPASS schools in ON*

*2022-23 COMPASS Survey

34% reported drinking alcohol in the past 30 days

Among students that reported drinking alcohol in the past 30 days, **39%** of them reported drinking alcohol when they were all by themselves

Among alcohol ever-users, **14%** reported riding in a vehicle when the driver had been drinking alcohol, in the past 30 days



WHY IS THIS IMPORTANT

Alcohol is the most common drug used by high school students. Research demonstrates delayed onset of alcohol use is vital to healthy brain development and good mental health. Alcohol use by youth increases dramatically between grades 9 to 12. Evidence from COMPASS has shown a clear link between drinking onset and declines in academic achievement. Alcohol impairs the decision-making process and is a major cause of early mortality among youth via accidents and self-harm. Early experience with alcohol use during adolescence is a serious risk factor for developing long-standing problems that continue into adulthood, including dependence and chronic disease.

RECOMMENDATIONS AND RESOURCES

- Incorporate into the curriculum the [Low-Risk Alcohol Drinking Guidelines \(Pdf\)](#) for youth and young adults as recommended by the Canadian Centre on Substance Use and Addiction (CCSA)
- Have sports team coaches discuss the dangers and misconceptions of heavy drinking, or combining alcohol and energy drinks. This is particularly important as student athletes have been shown to be higher consumers of alcohol
- Use [MADD awareness campaigns](#) to target misperceptions of student drinking norms, as students tend to overestimate peer alcohol consumption
- Consider introducing the [Saying When App](#), a program created by the Centre for Addiction and Mental Health (CAMH) that provides directions for youth to take charge of their drinking
- Young and novice drivers tend to take more risks and be less cautious compared to older individuals, meaning that even in the absence of alcohol, they are at a greater risk of an accident compared to older and more experienced drivers. Consuming alcohol significantly increases this risk. Consider implementing school programs such as [MADD Canada](#) to educate youth on the realities and dangers of impaired driving.

Cannabis Use Outcomes at Northwestern Health Unit



Among students at
your schools:

25% reported using cannabis in
the past 30 days

17% average among
COMPASS schools in ON*

Among students that reported using
cannabis in the past 30 days, **67%** of
them reported using cannabis when
they were all by themselves

11% reported using cannabis edibles
in the past year

7% average among
COMPASS schools in ON*

Among cannabis ever-users, **22%**
reported riding in a vehicle when the
driver had been using cannabis, in
the past 30 days

*2022-23 COMPASS Survey

WHY IS THIS IMPORTANT

Cannabis is one of the most commonly used substances among young people. Evidence from COMPASS research and elsewhere has shown that some students who use cannabis are more likely to report using other substances, report greater symptoms of anxiety and depression, and may experience a decrease in academic achievement over time. High-risk cannabis use (e.g., high frequency, high potency) among youth is an important issue to address as it has been shown to negatively impact a teen's perception, memory, judgment, reasoning, motivation, school performance, and risk-taking behaviour.

RECOMMENDATIONS AND RESOURCES

- Create, implement and enforce a school policy on cannabis use on school property and cannabis intoxication while at school; involve students in this policy creation and implementation. Remember that strict disciplinary actions associated with non-adherence to cannabis policies may not be effective as intended. Create space for supportive and non-judgmental dialogue with your students
- Incorporate into the curriculum [Canada's Lower-Risk Cannabis Use Guidelines](#) as recommended by the Centre for Addiction and Mental Health (CAMH)
- Provide or facilitate meaningful education-based programming, ideally in a small-group or individual setting, to help students learn about the risks associated with cannabis use in a safe, pragmatic, and non-stigmatizing way. Educator toolkits are available from [CAMH](#) and the [Canadian Students for Sensible Drug Policy \(Pdf\)](#) to assist with this programming
- Educators can use a [Cannabis Education Discussion Guide](#) created by Ophea to activate discussion about cannabis with secondary students
- Cannabis negatively impacts driving by reducing concentration and attention, slowing reaction time, and altering perception of time and distance. Consider implementing a program such as [Weed Out the Risk](#) to educate youth on the risks of using cannabis and driving.

Bullying Outcomes at Northwestern Health Unit

Among students at your schools within the past 30 days:



20% have been verbally attacked



7% have been victims of sexual harassment

9% have been victims of cyber-attacks



9% have been victims of social bullying (e.g. being purposely excluded from a group)

4% have been physically attacked

28% have been bullied

21% average among COMPASS schools in ON*

*2022-23 COMPASS Survey



WHY IS THIS IMPORTANT

Adolescents who have been bullied are more likely to report detentions, suspensions, receiving a failing grade, carrying weapons, and skipping school. Weight-based bullying is still the most frequently reported cause of bullying. Students who are victims of bullying are also more likely to start bullying others. Bullying can have a lifelong impact on mental health and future relationships.

RECOMMENDATIONS AND RESOURCES

- Educate teachers, students, and parents about cyberbullying and outline procedures to follow when cyberbullying occurs. Education should be implemented as part of the regular curriculum, instead of one-time workshops. See resources from [Media Smarts](#), [PREVNet](#), and [Common Sense](#) for ideas to incorporate into your curriculum
- Consider implementing a [peer mediation program](#). In addition to empowering students to address issues of bullying, peer mediation programs have been shown to have a generally positive effect on school climate

Mental Health Outcomes at Northwestern Health Unit

Among students at your schools:

69% reported feeling they actively contribute to the happiness and well-being of others

71% reported feeling competent and capable in the activities that are important to them

53% reported feeling that their life is purposeful and meaningful

46% rated their mental health as good, very good, or excellent

54% average among COMPASS schools in ON*

59% reported feeling optimistic about their future

57% reported feeling engaged and interested in their daily activities

62% reported having supportive and rewarding social relationships

27% feel comfortable talking about their mental health

48% feel they are aware of when to seek supports for their mental health

30% feel they can talk about their problems with a caring adult at school



*2022-23 COMPASS Survey



37% reported feeling lonely on most days in the past week



31% felt depressed most days in the last week



42% felt nervous, anxious, or on edge on most days in the last 2 weeks

WHY IS THIS IMPORTANT

Mentally healthy youth are better able to learn and manage life's challenges. Positive mental health is characterized by engagement and motivation, self-awareness, self-efficacy, hope for the future, and a sense of purpose and belonging. All students can benefit from learning self-regulation and social-emotional skills to better cope with negative emotions, reduce the probability of some mental disorders, and improve the management of existing mental health issues. Students' mental health and wellbeing can be impacted by a wide variety of social, cultural, structural, and systemic factors. Meaningful and trusting relationships with adults and feeling like one "matters" are among the strongest predictors of student mental health and wellbeing.

RECOMMENDATIONS & RESOURCES

- Use a comprehensive approach in teaching social emotional skills, positive mental health practices, and mental health literacy involving students, parents, staff, and community partners
- Help reduce the stigma associated with mental health by prioritizing it within the school environment and programming. Dedicate silent and safe space for relaxation, or facilitate a mental health awareness week
- Learn how to spot signs of distress among students, but also recognize that signs of struggle may not be obvious. Encourage open-door policies and equip staff with [MH Literacy tools](#) to recognize when students need support
- Use culturally-appropriate approaches when discussing mental health with minority groups. Some helpful resources include the [School Mental Health Action Kit \(Pdf\)](#) and the [We Matter Campaign](#)
- Mentally healthy school staff are important for mentally healthy students. See [TeachResiliency](#) for resources designed for teachers by teachers to promote healthy spaces for both students and educators

School Connectedness & Academic Achievement Outcomes at Northwestern Health Unit

Among students at your schools:

63% feel they are part of their school

69% average among
COMPASS schools in ON*

*2022-23 COMPASS Survey

75% feel safe at school

83% feel that teachers treat them fairly

68% feel close to people at school



58% feel happy to be at their school



63% would like to complete a post-secondary education

85% think getting good grades is important

WHY IS THIS IMPORTANT

School connectedness is well established as a robust and modifiable protective factor for multiple youth health outcomes. School connectedness is defined as a sense of belonging and safety at school, and positive relationships with classmates and teachers. Adolescents who feel more connected to their school report lower rates of depression, problematic substance use, and violence. COMPASS research has found school connectedness to be one of the strongest preventative factors for anxiety and depression, and to provide protective effects among youth without happy home lives. The benefits of school connectedness appear particularly salient for students at disproportionate risk for adverse health outcomes, including racialized, gender diverse, and lower socioeconomic status populations; however, these youth report less favourable perceptions of their school environments.

RECOMMENDATIONS AND RESOURCES

- The [Pan-Canadian Joint Consortium for School Health](#) provides a number of tool kits to assist schools in developing a comprehensive approach to a healthy school environment
- Share the [secondary school toolkit](#) by Middlesex-London Health Unit with educators for strategies to increase school connectedness and student sense of belonging to their school
- Encourage school connectedness by meaningful engagement of students in developing school policies and programs, including engaging and relatable class material with diverse representation, encouraging participation in extracurricular activities, and using fair and restorative disciplinary approaches

Equity and Inclusion Outcomes at Northwestern Health Unit

Among students at your schools:

60% report ever feeling unwelcome or uncomfortable at school:

9% due to
their race

3% due to
their
religion

6% due to
their sexual
orientation

6% due
to their
gender
identity

32% due to
their image/
appearance

16% due to
their marks
at school

5% due to a
physical
challenge

6% due to
a learning
challenge

15% due to
an emotional
challenge

4% due to
their family
not being as
wealthy/rich
as others

20% due to
other
reasons



WHY IS THIS IMPORTANT

When students feel welcomed and accepted in their school, they are more likely to succeed academically. Differences in the sense of feeling welcomed and accepted at school vary across race, ethnicity, religion, sexuality, and socioeconomic status. These variations may contribute to disparities in academic achievement and well-being, highlighting the importance of multi-faceted training and initiatives to reduce these disparities. Educators can work to support an equitable and inclusive school environment in which the diverse student body is reflected and represented in the curriculum and all extra-curricular activities. Helping students feel valued, appreciated, and respected in school may help improve academic achievement and inequities in wellbeing, as well as promote participation in school-based activities that foster positive health behaviours.

RECOMMENDATIONS AND RESOURCES

- Recognize the importance of a welcoming, calm, and safe school environment with caring adults who demonstrate concern and respect for all students. Use a student advisory model to ensure every student has at least one supportive adult in the school
- Encourage student-led initiatives that promote inclusiveness and a positive school culture as student-led initiatives are more effective compared to those led by external groups
- Share the [equity, diversity, and inclusion report \(Pdf\)](#) with educators for strategies to incorporate these elements into their teaching journey
- Engage your students from diverse backgrounds in the planning of school events and programs. This will allow for the development and delivery of school-based programs that reflect the voice of diverse groups and create an inclusive environment for students

Climate Change and Eco-Anxiety Outcomes at Northwestern Health Unit

Among students at your schools:



5% reported thinking about climate change often or almost always makes it difficult for them to sleep

3% reported climate change often or almost always interferes with their ability to get work or school assignments done

13% reported they often or almost always try to reduce behaviours that contribute to climate change

11% reported they often or almost always believe they can do something to help address the problem of climate change

14% average among
COMPASS schools in ON*

*2022-23 COMPASS Survey

WHY IS THIS IMPORTANT

Eco-anxiety is a growing issue facing adolescents as climate change progresses. Often defined as anxiousness about the effects of climate change on both future generations and the environment, eco-anxiety more often affects children and youth. Climate change anxiety is found to be linked to poorer mental health outcomes, including low mood, helplessness, and depression. Equipping youth with the skills needed to cope with these worries can positively impact their mental health and ability to make positive contributions to combating climate change.

RECOMMENDATIONS AND RESOURCES

- Expand knowledge on the topic of eco-anxiety and how to cope through resources such as the Royal College of Psychiatrists' information for [parents and caregivers](#) and [young people](#)
- [Eco-Anxious Stories](#) provides resources, stories, and workshops to help people cope and connect to others dealing with eco-anxiety. Consider sharing their [Quick Tips for Eco-Anxiety](#) resource that covers steps to accepting your climate emotions
- Schools should explore innovative ways to encourage students to increase time spent outdoors in nature (e.g., outdoor classrooms, field trips to nature preserves/outdoor centres)

Gender Comparisons at Northwestern Health Unit

Among girls at your schools:

Among boys at your schools:



Note: Other gender response options are collected, but to maintain student confidentiality due to small sample size, findings are presented here in boys and girls only

Grade Comparisons at Northwestern Health Unit

Among students at your schools:

	9	10	11	12
Ate breakfast daily	28%	30%	28%	29%
Describe themselves as being about the right weight	48%	48%	50%	49%
Meet the national guideline for daily physical activity	73%	71%	73%	71%
Meet the national guideline of 2 hours or less of recreational screen time per day	1%	1%	1%	2%
Meet the national guideline of 8 to 10 hours of sleep per night	56%	57%	51%	50%
Reported smoking a cigarette in the past 30 days	14%	12%	20%	20%
Reported vaping in the past 30 days	18%	28%	37%	41%
Reported binge drinking in the past 30 days	16%	22%	30%	41%
Have used cannabis in the past 30 days	15%	18%	35%	39%
Have been bullied in the past 30 days	31%	27%	25%	26%
Rated their mental health as good, very good, or excellent	50%	47%	42%	42%
Feel they are a part of their school	63%	67%	65%	57%
Believe they can do something to help address the problem of climate change	10%	12%	12%	11%



Note: To maintain student confidentiality, grade results are reported as <5% for small percentages if the grade sample size is less than 95 and N/A if the grade sample size is less than 30.

Year Comparisons of Schools in Northwestern Health Unit

Among students at your schools:

	2021-22	2022-23	2023-24
Ate breakfast daily	31%	27%	29%
Describe themselves as being about the right weight	51%	50%	49%
Meet the national guideline for daily physical activity	71%	73%	72%
Meet the national guideline of 2 hours or less of recreational screen time per day	2%	2%	1%
Meet the national guideline of 8 to 10 hours of sleep per night	51%	54%	54%
Reported smoking a cigarette in the past 30 days	17%	17%	16%
Reported vaping in the past 30 days	31%	33%	29%
Reported binge drinking in the past 30 days	26%	26%	25%
Have used cannabis in the past 30 days	24%	29%	25%
Have been bullied in the past 30 days	21%	25%	28%
Rated their mental health as good, very good, or excellent		45%	46%
Feel they are a part of their school	66%	66%	63%
Believe they can do something to help address the problem of climate change		11%	11%



Notes: Blank cells indicate that the measure was not available in COMPASS that year. Discrepancies in numbers from previous year's reports are due to rounding or sample changes. Only schools that participated this year are included in the previous year numbers.

A Message from COMPASS Leadership

Thank you for your involvement in the COMPASS survey. We hope you find this report informative and useful. School participation in COMPASS will help to shape future youth health research and practice across Canada and internationally for years to come. We have enjoyed working with schools in your region and hope to continue working with you to help make schools the healthiest environment possible for students.



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