



School: Thomas Haney Secondary
Principal: Grant Frend
Assistant Superintendent: Ken Cober

A. Goal

Goal 1: To increase the number of students being taught about Aboriginal/First Peoples of Canada and to increase the number of students being taught about local First Nations.

B. Rationale

The First Peoples' Education Steering Committee states that, with the increased inclusion of First Peoples' content in the changing BC curriculum, there is a need to incorporate unappropriated First Peoples' perspectives across the curriculum. As part of national efforts in Truth and Reconciliation, we must make a more focused effort to provide our students with authentic First Peoples' learning opportunities and more consistently incorporate First Peoples' Principles of Learning into our practice.

C. Action Plan (List specific actions, school level and district level resources or structures used)

Part of our collaboration teacher's assignment will be to work with staff on naming and nurturing First Peoples' Principles of Learning in the classroom. As well, the collaboration teacher and our Aboriginal support worker will work to incorporate activities such as weaving and baking into different subject areas. Further, our students will have more opportunities to learn about First Nations through an increased amount of learning opportunities away from the school.

D. Evidence / Data (How will you measure success?)

We will focus on our grades 10 and 12 Student Learning Survey results from the Ministry of Education. We will review this goal annually using our data from the survey to guide our thinking and our planning.

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal

Goal 2: To increase the number of THSS students who indicate that the school is preparing them well for jobs in the future and to increase the number of students who indicate they are satisfied that they are learning basic life skills needed for the future (i.e. financial planning and taxes, budgeting and independent living).

B. Rationale

One of the main understandings from the 2018 SD42 Student Forum was that our students want more exposure to career opportunities. Students wish to be exposed to more information about a wider variety of careers, extending beyond the information we provide about trades. Another key understanding from the SD42 Student Forum was that our students wanted to be better prepared for basic life skills. Students noted that much of the content in a course like Planning was offered too early. Students weren't yet focused on these important areas because the horizon was too far off.

C. Action Plan (List specific actions, school level and district level resources or structures used)

Our plan in this area is to increase our focus on connecting students with relevant information and experiences that help them explore potential future jobs. During the 2018-2019 year, we launched our new Career Education 8/9 programs. Our hope is students will find these courses relevant and engaging. We have incorporated the new MyBluePrint program into these efforts. In terms of life skills preparation, we will introduce these key components to our students through our grades 8 to 12 career courses. Our careers teachers are excited about the opportunities presented in the redesigned curriculum.

D. Evidence / Data (How will you measure success?)

We will focus on our grades 10 and 12 Student Learning Survey results from the Ministry of Education. We will review this goal annually using our data from the survey to guide our thinking and our planning.

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A. Goal

Goal 3: To increase the number of students who indicate they are learning how to care for their mental health.

B. Rationale

It is clear from both our general observations as well as our Student Learning Survey results that our students feel more explicit instruction is needed on how to care for their mental health. Given the increasingly complex world in which our hyper-connected students live, it is important we address this. We continue to see an increase in the number of students who aren't attending school regularly, especially in our younger students. While multiple strategies are needed to address youth mental health, it is important that we target all of our students by providing them resources to manage their mental health.

C. Action Plan (List specific actions, school level and district level resources or structures used)

In June of 2019, we will launch our Social Emotional Learning team at THSS. This team will plan and execute a variety of ideas to help our students learn how to manage their mental health. For instance, the group hopes to create activities for teacher advisors to use in teacher advisory. Further, the group is meeting to design an intervention program for students who are having issues with school attendance. More plans will be developed by the group during the course of the year.

D. Evidence / Data (How will you measure success?)

We will focus on our grades 10 and 12 Student Learning Survey results from the Ministry of Education. We will review this goal yearly using our data from the survey to guide our thinking and our planning.

Principal:

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Date: