



School: Thomas Haney Secondary _____

Principal: Grant Frend _____

Assistant Superintendent: Ken Cober _____

A. Goal

Goal 1: (Learning and Assessment) To continue 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 Nations Education Steering Committee states “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 continue to make a focused effort to provide our students with authentic First Peoples' learning opportunities as well as more consistently incorporating First Peoples' Principles of Learning into our practice.

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

We continue to work collaboratively to discuss how we can further improve in this area. Our teacher librarian is an excellent resource for teachers and regularly brings in new learning resources to incorporate into our classrooms. As well, we have a staff book club using Potlach as Pedagogy: Learning Through Ceremony by Robert Davidson and Sara Florence Davidson. This book study is connected to our school teams group, as well. We are further supported by Metis artist Lisa Shepperd, who is facilitating an ongoing beading experience for our students. We will also use part of a school-based professional day to work with staff on setting intentional goals related to indigenous education experiences at Thomas Haney.

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

We will focus on our grade 10 and 12 Student Learning Survey results from the Ministry of Education. The data from the survey will continue to guide our thinking and planning.

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal

Goal 2: (Secondary Innovation) To continue to increase the number of THSS students who indicate the school is preparing them well for jobs in the future and to continue to increase the number of students who indicate they are satisfied that they are learning basic life skills needed for the future (ie. 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 desire more exposure to career opportunities. While it was noted that schools provided a lot of information about post-secondary institutions, students want 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 indicated they wished to be better prepared for basic life skills. It was noted that much of the content in a course like planning was offered too early as students weren't yet focused on these important areas as 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 our students with relevant information and experiences that help them to explore potential future jobs. Over the past 2 years we have launched completely new Career Education 8-12 programming. Our hope is that students will find these courses more relevant and engaging. We have incorporated MyBluePrint program into these efforts. In terms of life skills preparation, we have introduced these key components to students via our grade 8-12 Career Education programs.

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

We will focus on our grade 10 and 12 Student Learning Survey results from the Ministry of Education. The data from the survey will continue to guide our thinking and planning.

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A. Goal

Goal 3: (Social Emotional Learning) To continue 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 do not feel, on the whole, that we are teaching them how to care for their mental health. Given the increasingly complex world in which our hyper-connected students live, it is important that we address this. This is especially true in the time of COVID-19. 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 our students in our provision of resources for the management of mental health.

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

Our physical education teachers continue to implement the mental health components of our new curriculum. As well, where appropriate, we have guest speakers in classes or grades to address certain topics. Our Safe and Caring Schools team will also be doing outreach to classrooms to talk about self-regulation strategies.

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

We will focus on our Grade 10 and 12 Student Learning Survey results from the Ministry of Education. The data from the survey will continue to guide our thinking and planning.

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A. Goal

Goal 4: (SEL / Culture and Climate) Anti-racism goal – To provide staff with professional learning opportunities about anti-racism and anti-racist pedagogies.

B. Rationale

It is clear that there are many elements of the education system that need to be re-examined through a culturally responsive lens. If we are serious about ensuring all students are given the opportunity to have a positive experience in our schools and beyond, we must investigate all inequities in our system.

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

Our professional learning opportunities for staff will include the following: Anti-Racist book club (first title: Potlach as Pedagogy), a focus on Black History Month, regular after school/pro-d day learning sessions exploring anti-racism, examining and incorporating anti-racism learning resources into curricular areas as well as Remembrance Day ceremonies, Boys Club etc. We will also be taking time on a professional day to explore anti-racist pedagogies with staff.

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

We will focus on developing a tool/set of tools to guide our thinking and planning in this area.

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Superintendent:

Board Chairperson:

Date: