



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

A. Goal (One goal per page)

Anti-racism goal: To continue to develop an inclusive, culturally responsive school by expanding our collective understanding of anti-racism.

B. Rationale

It is clear 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 and address 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: continue with our anti-racism book club, continue to focus on Black History month, promoting anti-racism learning sessions on school-based and district professional days, continue to incorporate different voices and cultures into our classroom resources as well as into events such as Remembrance Day. As well, we will work closely on anti-racism initiatives with our district vice principal of racial inclusivity and inclusion, Kenneth Headley, as well as our district helping teacher, Amelia Laidlaw.

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

For this goal, our main source of data will be interviews with staff and students to collect stories on how our focus on this goal has impacted their experiences at school. This is linked to the district level work being done by our Anti-Racism Committee. We will collect these stories for sharing at the end of the year. Additionally, we will track the involvement Kenneth Headley and Amelia Laidlaw have with our teachers, noting how many direct teacher interactions they have with THSS staff as well as the nature of those interactions.

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal (One goal per page)

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

B. Rationale

Our student learning survey results, as well as our own anecdotal evidence, indicates our students do not feel we are doing enough mental health education. This has only been amplified during COVID-19. We continue to see an increase in students struggling with attendance and we have students regularly self-referring to the Foundry.

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

It is clear that a multi-faceted approach to mental health education is needed. Our physical education teachers continue to implement the mental health components of our new curriculum. Further, we had a team from the Foundry in to speak at our grade assemblies on the second day of school. Our counsellors and our Safe and Caring Schools team will continue to monitor student attendance and make classroom visits to talk about self-care strategies. Further, there is an Integrated Child Youth (ICY) Mental Health hub opening at Thomas Haney this year.

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

We will focus on our grades 10 and 12 student learning survey results as well as our YDI data. The information collected will shape our planning and decision making as we move forward. Please see the appendix for evidence that will be used to document our growth in this area.

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A. Goal (One goal per page)

To continue to increase the number of students being taught about First Peoples of Canada and to increase the number of students being taught about local First Nations. As well, we would like to expand opportunities for place-based learning.

B. Rationale

The First People's Education Steering Committee states "with the increased inclusion of First Peoples' content in the changing B.C. 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 People's learning opportunities as well as more consistently incorporating First People's Principles of Learning into our daily practice.

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

Our Growth Planing Day was focused entirely on Indigenous education. As a result, each department has a goal or goals being implemented. As well, as a staff, we will review the 94 recommendations from the Truth and Reconciliation and determine which goals we can impact at a school level. Further, we are seeking permission from the Kwantlen First Nation to use their Seven Laws of Life as a teaching tool with our students. Further, we will look to expand our THSS orchard and meet as a staff to determine how we might increase place-based learning opportunities (ie agricultural studies) for our students.

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

We will continue to utilize our grades 10 and 12 student learning survey results to shape our thinking and planning. We will collect stories from staff and students about how our efforts are impacting their experiences at school. Please see appendix for evidence used that will demonstrate growth over time.

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Appendix

From the Ministry of Education Student Learning Survey and the Youth Development Instrument.

Goal 2: To increase the number of students who indicate they are learning how to care for their mental health.

At school, I am learning how to care for my mental health (for example, anxiety or stress management, anger management, relationship skills).

Grade 12 Data

Response	Spring 2020	Spring 2021	Spring 2022	Spring 2023
Strongly Disagree	16%	7%		
Disagree	33%	18%		
Neither agree nor disagree	16%	30%		
Agree	22%	32%		
Strongly Agree	3%	8%		
Don't Know	1%	0%		
No Answer	5%	2%		

Grade 10 Data

Response	Spring 2020	Spring 2021	Spring 2022	Spring 2023
Strongly Disagree	11%	11%		
Disagree	18%	12%		
Neither agree nor disagree	22%	23%		
Agree	37%	42%		
Strongly Agree	8%	4%		
Don't Know	0%	2%		
No Answer	2%	2%		

Additional Data points:

According to our Spring 2021 Grade 11 Youth Development Instrument data, 40% of our School District 42 students rate their mental health as low. Further, 40% of our students screened positive for depression and 40% screened positive for anxiety. Additionally, 39% of our School

District 42 students reported an unmet mental healthcare need. These data points illustrate the need for continued mental health education and resources in schools.

Goal 3: To continue to increase the number of students being taught about First Peoples of Canada and to increase the number of students being taught about local First Nations. As well, we would like to expand opportunities for place-based learning.

At school, are you being taught about Aboriginal or First Peoples in Canada?

Grade 12 Data

Response	Spring 2020	Spring 2021	Spring 2022	Spring 2023
At No Time	10%	3%		
Few Times	30%	16%		
Sometimes	25%	38%		
Many Times	17%	26%		
All of the Time	10%	10%		
I Don't Know	0%	1%		
No Answer	4%	1%		

At school, are you being taught about local First Nations?

Response	Spring 2020	Spring 2021	Spring 2022	Spring 2023
At No Time	17%	13%		
Few Times	37%	25%		
Sometimes	28%	32%		
Many Times	4%	19%		
All of the Time	6%	5%		
I Don't Know	1%	2%		
No Answer	3%	1%		

Grade 10 Data

At school, are you being taught about Aboriginal or First Peoples in Canada?

Response	Spring 2020	Spring 2021	Spring 2022	Spring 2023
At No Time	4%	5%		
Few Times	16%	14%		
Sometimes	34%	28%		
Many Times	27%	36%		
All of the Time	12%	9%		
I Don't Know	2%	3%		
No Answer	1%	0%		

At school, are you being taught about local First Nations?

Response	Spring 2020	Spring 2021	Spring 2022	Spring 2023
At No Time	12%	5%		
Few Times	30%	24%		
Sometimes	27%	30%		
Many Times	14%	20%		
All of the Time	8%	9%		
I Don't Know	5%	7%		
No Answer	2%	2%		