



School: Thomas Haney Secondary School

Principal: Darren Rowell

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page) -

Mental Health & Wellness – to increase the number of students who indicate that they are learning how to care for their mental health.

B. Rationale

Our student learning survey results, as well as our own anecdotal evidence, indicate 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 PE teachers continue to implement the mental health components of our new curriculum. 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 Grade 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) -

Self-Directed Learning (SDL) – Self-directed learning involves students developing the ability to manage their own learning. As a school, we will continue to develop essential SDL skills, including setting goals, developing a plan, monitoring progress (self-reflection), maintaining motivation, and responding to critical feedback (resilience).

B. Rationale

Thomas Haney is founded on a model of Self-Directed Learning (SDL) due to the belief that learning flourishes when the student is able to direct learning in a meaningful and engaging manner. The following are core guiding principles that create the environment to foster SDL for students: Teacher advisory, flexible scheduling, personalized programming, collaborative teaching environment, authentic assessment, continuous progress, and interactive learning environment.

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

In providing a student-centred environment, there is a focus on active learning involving reflection, imagination, and collaboration. Choice in learning activities allows learning to be tailored in the most personal way possible. With students beginning in Grade 8, we will examine approaches to provide flexibility in learning and give students the greatest capability to direct their learning and create authentic assessment opportunities. As a staff, we work through our guiding principles to allow teachers to guide students through collaborative opportunities and experiences available within the model and towards high academic expectations.

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

The following data from the 2021-22 Student Learning Survey (Grade 12s) will be used as baseline data. These questions provide insight into key features of self-directed learning: students learn best when they have choice and agency to direct their own learning; student learn in diverse ways and at different rates.

1. At school, do you get to work on things you are interested in as part of your coursework?
2. At school, are you taught to take ownership or control of your learning?
3. Are you taught to show your learning in different ways?

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A. Goal (one goal per page) -

School Community & Culture – To continue to build and foster a positive learning community where students are invested and actively engaged in all aspects of school life and to ensure a school community grounded in diversity, equity, inclusion, and anti-racism.

B. Rationale

For the past few years, we have not been able to facilitate school-wide activities due to Covid-19 restrictions. As a result, we've observed a lack of connection between students and their school community.

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

Thomas Haney has a wide variety of athletic opportunities and clubs for students to build strong connections to the school. Clubs include: Board Games Club, Book Club, Boys Club, Tennis Club, Girls Group, Eco Action Club, Baking Club and Random Acts of Kindness Club. There have also been a number of initiatives to empower student leadership, including: Student Council, Leadership Program, Fruit Salad Organization (FSO), and Student Voice. We will encourage students to participate in our school events and traditions (Terry Fox Run, Halloween Week, Hoe Down, BBQs, Spirit Week, Gym Riot, LARP, Art Show).

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

We will continue to utilize the results from the Student Learning Survey (Grades 10 and 12) and the YDI (Grade 11) to shape our thinking and planning with a focus on the questions below. We will also monitor and track our student involvement and attendance in leadership, clubs, and teams throughout the year as well as at our twice weekly breakfast program.

Do you feel welcome at your school?

Is school a place where you feel you belong?

At your school, how many adults do you feel care about you?

At school, have you experienced discrimination on the basis of your sexual orientation or gender identity?

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