



School: Thomas Haney Secondary School (THSS)  
Principal: Darren Rowell  
Director/Assistant Superintendent: Ken Cober

## A. Goal (one goal per page)

Goal 1: Mental Health and Wellness – to ensure that our school is a safe place for students, fostering connection, a caring and welcoming environment for all.

## B. Rationale

A repeated theme among staff is that our school's most important goal is to ensure we create a space for all students to feel safe and welcome each and every day.

This open and nurturing space ensures that students can focus on their mental health and wellness, expressing themselves, connecting with positive adult influences, and learning more about resilience and self-care.

Staff and students acknowledge that success is more achievable when students are coming to school feeling connected, supported and safe.

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

Within THSS, there are various structures in place to ensure students feel safe and connected. Teacher Advisory is a long-standing pillar that connects students with a teacher over their 5 year journey at the start and end of the day. Various activities and conversations unfold to build connection, foster healthy relationships and develop skills in all students. Work blocks and autonomy enable students to connect more with the positive adult influences in their lives. From Great Hall blocks, to Safe and Caring teachers, access to counsellors and support rooms, there are many available options to ensure strong connections are built. There are so many clubs and activities that create opportunities for students to learn more about themselves and the world in which they live. These experiences foster connection and help to ensure wellness and success for all students. In addition, lessons in class, connections to community supports, and monitoring attendance and engagement will help ensure all students find success and safety at THSS. Staff acknowledge the changing dynamics our students experience and desire to better understand teenage brain and behaviours in order to offer more support!

## 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.

This question from the 2022-23 Student Learning Survey has been a focus for the past two years and demonstrates the ongoing work of our counselling team, our Safe and Caring Schools team and our Physical Health Education teachers who have been delivering this curriculum with students in grades 8-12.

At school, I am learning how to care for my mental health (e.g. anxiety and stress management).

THSS Gr. 10s - 2022-23 - Agree 23% / Strongly Agree 5% = 28%  
SD42 Gr. 10s - 2022-23 - Agree 21% / Strongly Agree 4% = 25%  
THSS Gr. 12s - 2022-23 - Agree 38% / Strongly Agree 7% = 45%  
SD42 Gr. 12s - 2022-23 - Agree 18% / Strongly Agree 5% = 23%



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## A. Goal (one goal per page)

Goal 2: School Community and 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

Due to Covid-19 restrictions, we have observed a lack of connection between students and their school community. Last year, we focused on building school culture and community through school-wide student activities.

The following results are from the Grade 12 Student Learning Survey for spring 2023:

80% feel welcome at school most or all of the time

59% feel like school is a place where they belong most or all of the time

77% indicated that they have 2 or more adults at the school that care about them

77% indicated that they have never or almost never experienced discrimination on the basis of sexual orientation or gender identity

Our efforts to provide more school-wide student activities have had a positive impact on our school culture and community. Our staff feels that students would benefit from continued growth and focus in this area.

## 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, Ping Pong Club, Girls Group, Eco Action Club, Robotics Team and Random Acts of Kindness Club. There have also been a number of initiatives to empower student leadership. These include: Student Council, Leadership Program, Fruit Salad Organization (FSO), Model UN and Student Voice. We will continue to encourage students to organize and/or participate in our school events and traditions (Terry Fox Run, Remembrance Day assembly, Halloween Week, Hoe Down, BBQs, Spirit Week, Gym Riot, LARP, Art Show).

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

We will continue to monitor our student involvement and attendance in leadership, clubs, and teams throughout the year, as well as at our twice weekly Breakfast Program. We will continue to use 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.

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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Self-Directed Learning (SDL) – Self-directed learning involves students actively engaging in the learning process, setting goals, and managing their own educational experiences. 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) with the goal of providing rich, deep and meaningful learning experiences for students.

## 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.

The foundational belief is that students can be taught to be self-directed learners with teacher support, guidance and opportunities to be involved in the learning process.

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

Our action plan involves continuing to develop self-directed learning competencies with 1) students, 2) staff, and 3) our school community community.

- 1) STUDENTS: Students require scaffolds and supports to develop as fully engaged self-directed learners. A fundamental piece of this process is our Teacher Advisory (TA) model that explicitly teaches meta-cognitive skills, such as goal-setting, planning, monitoring, and evaluating one's own learning. These skills are further reinforced in the Thinking Core Competency which will be completed in TA and includes specific thinking skills as well as habits of mind, and meta-cognitive awareness.
- 2) STAFF: As a staff, we will work through the principles of SDL to allow teachers to guide their classroom curriculum and provide learning opportunities that scaffold students towards self-directed learning. We will also work as a staff to be equipped to understand the barriers that some learners experience and use brain science and compassion to address these barriers.
- 3) SCHOOL COMMUNITY: With our parent/guardian community, we will endeavor to provide opportunities to learn the key elements of our self-directed learning model, including all the supports and structures in place to support the acquisition of SDL skills and to ensure student success. We will endeavor to celebrate and acknowledge student achievements and successes as a way to demonstrate the power and potential of the SDL model. This will be done with presentations, newsletters and open house opportunities.

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

The following questions from the 2022-23 Student Learning Survey provide insight into key features of Self-Directed Learning and have been used to guide our staff growth planning and professional conversations for the past two years. They are premised on the belief that students learn best when they have choice and agency to direct their own learning and that students learn in diverse ways and at different rates - all of which is fostered in an SDL model. In each question below, the THSS results exceed district results at both grade 10 and 12 for the results of Most of the Time / All of the Time.

At school, do you get to work on things you are interested in as part of your coursework?

THSS 10s (41%) SD42 10s (37%)

THSS 12s (53%) SD42 12s (43%)

At school, are you taught to take ownership or control of your learning?

THSS 10s (57%) SD42 10s (42%)

THSS 12s (59%) SD42 12s (42%)

Are you taught to show your learning in different ways?

THSS 10s (68%) SD42 10s (54%)

THSS 12s (68%) SD42 12s (51%)