



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

## A. Goal (one goal per page)

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

## B. Rationale

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, express themselves, connect with positive adult influences, and learn more about resilience and self-care.

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

There are various structures in place at Thomas Haney Secondary (THSS) to ensure students feel safe and connected. Teacher advisory (TA) is a long-standing pillar that connects students with a teacher over their 5-year journey at Thomas Haney. We are adding a second long-TA on Wednesday mornings to give teachers more time to have conversations, build connections, foster healthy relationships, and develop skills in all students. Students receive direct instruction on how to take care of their mental health and wellbeing as part of their Physical Education and Careers courses. We are organizing guest speakers to do school-wide presentations on various social emotional learning (SEL) topics. Students have access to quiet areas, such as the outdoor learning space next to the orchard. Work blocks and student autonomy allow students to connect one-on-one with the positive adults in their lives. There are a variety of clubs and activities that create opportunities for students to learn more about themselves, foster connections, and help ensure their wellness and success. There are many available options to support students, such as access to our counsellors, safe and caring teachers, and child and youth care worker. In addition, 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 of our students' experiences and express a desire to better understand them in order to offer more support.

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

Based on our 2023-2024 Student Learning data:

- 58% of students agree that school is a place where they feel like they belong
- 78% of students feel welcome at their school most or all of the time
- 85% of students feel safe at school most or all of the time
- 45% of students describe their mental health as good, very good or excellent

We will continue to focus on our Grade 10 and 12 Student Learning Survey results as well as our Youth Development Instrument data. The information collected will shape our planning and decision making as we move forward.

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Board Chairperson:

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## A. Goal (one goal per page)

**School Community & Culture** – To build and nurture a positive learning environment where students are engaged and invested in all aspects of school life; creating a community rooted in diversity, equity, inclusion, and anti-racism.

## B. Rationale

Research consistently shows that a positive school community and culture significantly enhance student learning outcomes. In supportive, collaborative, and inclusive environments, students are more engaged, motivated, and confident, which fosters better academic performance, social skills, and emotional well-being. Schools with a strong culture of respect and belonging enable students to thrive both academically and personally, promoting long-term success.

## 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), The Thunder Times (school newspaper), 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).

Our school growth plan emphasizes honouring diversity and building a strong, inclusive community by dedicating time and resources to celebrate the unique

backgrounds of both staff and students. We are committed to deepening our understanding of Indigenous perspectives and ways of being, which may involve inviting Indigenous artists to the school and increasing funding for community-led Indigenous projects. Strengthening our Student Voice initiative remains a priority, as we aim to foster a safe and inclusive space where students feel empowered to express their thoughts, questions, and feelings, and actively contribute to our school community. Open communication about the diverse cultures within our school enhances mutual understanding and respect among all members. Additionally, we continue to adapt our curriculum through Universal Design for Learning (UDL) to support all learners and create accessible educational experiences that address diverse needs. Finally, we are dedicated to assessing and improving technology availability within our school to ensure equitable access for all students, equipping them with the essential tools for their learning journey.

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

We will monitor student involvement and attendance in leadership programs, clubs, and teams throughout the year, as well as participation in the twice-weekly Breakfast Program. Additionally, we will use data from the Student Learning Survey (grades 10 and 12) and the Youth Development Instrument (grade 11) to guide our approach.

The following questions are serving as a guide for this goal area. The questions below are being monitored over three years and include school and district comparisons and year over year comparisons within Thomas Haney Secondary.

According to the Spring 2024 Grade 12 Student Learning Survey:

- 80% (THSS) / 71% (SD42) - Do you feel welcome at school? - most or all of the time.
- 59% (THSS) / 55% (SD42) - Is school a place where you belong? - most or all of the time.
- 77% (THSS 2023) / 80% (THSS 2024) have two or more adults at the school who care about them.
- 77% (THSS 2023) / 81% (THSS 2024) reported that they have never or almost never experienced discrimination based on sexual orientation or gender identity.

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## A. Goal (one goal per page)

**Self-Directed Learning (SDL)** – Self-directed learning involves students actively engaging in the learning process, setting goals, developing a plan, monitoring progress (self-reflection), maintaining motivation, and responding to feedback (resilience), while managing their own educational experiences. As a school, Thomas Haney Secondary (THSS) will support students with the goal of providing rich, deep and meaningful learning experiences for all.

## B. Rationale

Thomas Haney is founded on a model of Self-Directed Learning (SDL), which is based on the belief that learning flourishes when students can direct learning in a meaningful and personalized way. The following are 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 become self-directed learners with teacher support, guidance, and opportunities to actively engage in the learning process.

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

Our action plan focused on developing self-directed learning competencies through our 1) Teacher Advisory (TA), 2) Great Hall or Learning Spaces, and 3) additional experiences.

Teacher Advisory time at THSS is at the beginning of every day. Advisory classes consist of approximately 25-30 students in grades 8-12 who meet every morning with their teacher to foster positive relationships and plan for the day and week ahead. These groups stay together during their 5-year high school experience and explicitly focus on goal-setting, planning, monitoring, and evaluating their learning and skills.

Great Hall or Learning Spaces at THSS are subject specific spaces that focus on supporting students in their self-directed learning. Subject level teachers engage students with assignments, review their knowledge, challenge their thinking and refine

their skills. Student working blocks are a key strength of the THSS self-directed learning structure. These blocks allow students to independently focus on areas of passion and/or dedicate additional time to subjects needing extra attention. Student flexibility enables choice, and students will schedule themselves daily in spaces where they feel connected and supported in their learning.

THSS offers abundant opportunities for students to further their learning and broaden their perspectives. Y Block is scheduled every Monday morning for 60 minutes at THSS and gives all staff and students an opportunity to engage in additional activities and assemblies. Student Aides support staff and other students in their learning, from supporting specific personal or social goals to gaining experience for future employment. THSS also offers over 35 clubs and activities for students to explore through teacher directed opportunities. Finally, field trips and extended overnight outings provide new opportunities for students to learn outside the classroom and expand their perspectives and thinking.

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

The following questions from the 2023-24 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 three years. THSS believes 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. This is all fostered within an SDL model. In each question below, the THSS results exceed district results at both Grade 10 and 12 for the results of Agree/Strongly Agree

- I plan my learning based on my goals.
  - THSS 10s (57%) SD42 10s (56%)
  - THSS 12s (73%) SD42 12s (64%)
- At school, are you taught to take ownership or control of your learning?
  - THSS 10s (65%) SD42 10s (42%)
  - THSS 12s (58%) SD42 12s (42%)

Additionally, letters, emails and comments from parents and caregivers highlight the deep learning, incredible opportunities, and personalized growth fostered by the Self-Directed Learning model at THSS.

A clear example of SDL at THSS is students engaging in the school orchard and greenhouse to grow and harvest items, often done during open/work blocks within the school day. Using these items, Indigenous students, guided by staff, created gifts to share with visitors and guests while learning about each item and its many possible uses, both past and present.

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Dec. 5th, 2024