

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Centennial School

2022-2023



Intellectual Development

Goal: How might we create increased opportunities for STEAM and integration?

Rationale:

Secondary schools are challenging places to create greater system wide integration of disciplines. How might a redesigned timetable contribute to increased opportunities for STEAM and Curricular Integration?

Planned Actions:

1. Develop a think tank of staff and students to ensure we have student voice.
2. Focus the think tank on timetable iterations using a design thinking process and the school vision as a foundation for timetable intentions.
3. Involve staff and student feedback of the iterations through focus groups.
4. Refine the proposed timetable to reflect the feedback and desired outcomes of the vision.

Indicators of Success:

1. The timetable includes structural components for integration, including opportunities for STEAM.
2. Students are engaged in the inquiry process demonstrating curricular integration.
3. Staff are supportive and encouraged by the IDS projects students complete, including a schoolwide presentation.
4. The Inquiry projects feed into and align with CLC Capstone for a meaningful exit process.

School Community Engagement Process:

1. Input into the timetable from staff and students.
2. Shared process and outcomes with the PAC and school community via PAC meetings, newsletter, and emails.
3. Development of a Community Network Hub to create a network of community members who can act as mentors for students engaging in inquiry.

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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Human and Social Development

Area of focus:

Equity Scan: 26% of students uncomfortable b/c race, SOGI, SES, disability etc. Anti-oppressive practice/education needed.
 Wellness Survey: holistic approach to connection, engagement of vulnerable learners & support w/focus on 5 domains.

Planned Actions:

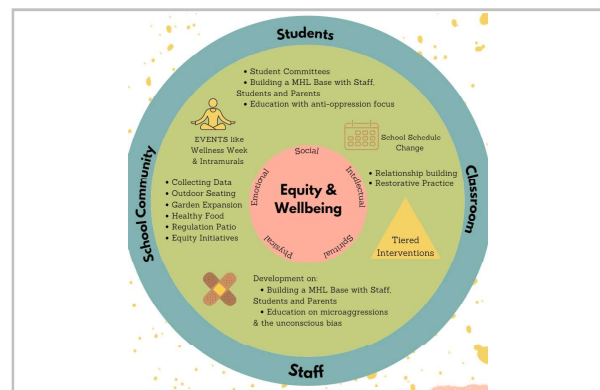
Early ID & interventions for vulnerable learners
 Collect data for suspensions/referrals
 Continue Mental Health Literacy (MHL) in PHE classes, wellness & equity & inclusion initiatives within school schedule.
 Student Wellness Committee to engage youth on healthy habits (5 domains)
 Student Equity Committee plan student initiatives w/anti-oppressive focus & collaborate w/staff
 Intra-murals, calming spaces, outdoor connection, healthy food, inclusive classrooms

Indicators of Success:

Improved survey results for student wellness
 Improved equity scan results with less disparities due to race, SOGI, religion, SES, disabilities, etc.
 Greater use of diverse resources in classes & greater student representation in classroom materials, school clubs & events
 Youth Development Index results
 Graduation rates, transition rates, attendance, extra-curricular engagement
 Improved engagement in wellness and equity initiatives and school events

School Community Engagement Process:

Wellness staff committee
 Wellness student committee
 Equity & Inclusion staff committee
 Equity & Inclusion student committee
 Mental Health Literacy Team Leads
 Counsellor resource site
 MHL parent presentations by counsellors
 Updates shared:
 PAC presentations
 Newsletter additions
 Social Media



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Learning about History and Culture of Coast Salish Peoples, and building connections with Kwikwetlem First Nation through engaging listening relationships with students and community members.

Planned Actions:

Ongoing design and construction progress in Indigenous Pod Space: student-created tabletops, house front, and poles, along with local carvers and artisans.

Indigenous Advocacy Teacher & Youth Worker connections with Indigenous learners and families.

Connection with indigenous student leaders to increase voice in school based initiatives, and better understand appropriate approaches and practices with respect to Indigenous-themed initiatives such as:

Indicators of Success:

Increased Indigenous student representation and voice in school-based initiatives (creation of pod space, Project of Heart, First Peoples Principles of Learning, addition of Indigenous Studies course, etc).

Tracking of student achievement, attendance, academic progress.

School Community Engagement Process:

Discussions with Kwikwetlem First Nation with respect to protocols around pole-carving and artistic additions to Indigenous Pod Space designs.

Student Equity Scan survey.

Establishment of a Listening Circle to hear from Indigenous students, staff, and community members. Of particular interest: How do we ultimately support the well-being of self, family, community, land, spirits, and ancestors?

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Reflection

The process of bringing together staff, students, and parents helped us to highlight our areas of strength and areas for future growth. Utilizing our vision, gathering student voice, and building leadership capacity amongst staff has been helpful in creating momentum and direction.

The new schedule is creating discussion amongst staff to make connections between curriculum, mental health, and support for students with diverse needs. Additionally, there appears to be a more holistic approach to developing our learners that is beyond the scope of curriculum.

Additionally, recent staff and student work alongside local elder and artist, John Henderson has created an authentic experience in understanding indigenous ways of knowing: community based, experiential, relational, and seeking to create a sense of place for all of our students.

We are looking forward to experimenting with next year's schedule and implementation plans for mental health, equity and inclusion, and curricular integration. We plan to continue gathering feedback and data to ensure we are making adjustments as needed. With our focus on mental health literacy, we will bring in Andrew Baxter, Teen Mental Health Literacy expert, to work with staff on learning more about mental health literacy.

Signatures

Title	Name	Signature	Date
Principal	Anthony Ciolfitto		June 30, 2022
Assistant Superintendent	Carey Chute		June 30/22

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