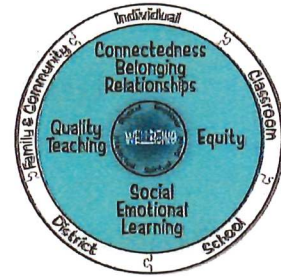




# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## Human and Social Development

### Area of focus:

Student health and wellness education  
 Staff health and wellness education  
 Anti-oppressive education/practice with staff and students  
 Build culture of inclusion for all learners

### Planned Actions:

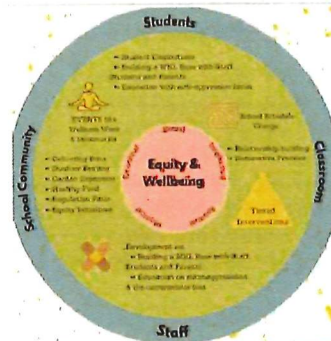
Equity Scan  
 Anti-oppressive education - guest speakers, awareness campaigns  
 Wellness survey - student focus  
 Build culture of inclusion by early identification of vulnerable learners, tracking, wrap around support  
 Build knowledge and education on restorative practices for staff and students  
 Health and Wellness IDS - Mental Health Literacy curriculum focus taught within this class

### Indicators of Success:

Improved survey results for student wellness  
 Improved survey results for equity scan  
 Improved attendance for our vulnerable learners  
 Improved results of the Youth Development Index  
 More frequent use of MHL common language and concepts with staff and students

### School Community Engagement Process:

Restorative practices staff group  
 Health and Wellness IDS  
 Wellness student committee  
 Equity & Inclusion staff committee  
 Equity & Inclusion student committee  
 Mental Health Literacy Team Leads  
 Liaise with Well-Being and Positive Mental Health Coordinator  
 Liaise with District Mentor Support Teacher for Restorative Practices  
 Counsellor presentations for parents  
 Newsletter additions



## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

School: **Centennial Secondary School**

*Increasing Success In  
 Life for All*



## DIRECTIONS 2025: ACTION PLAN FOR LEARNING



### 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:

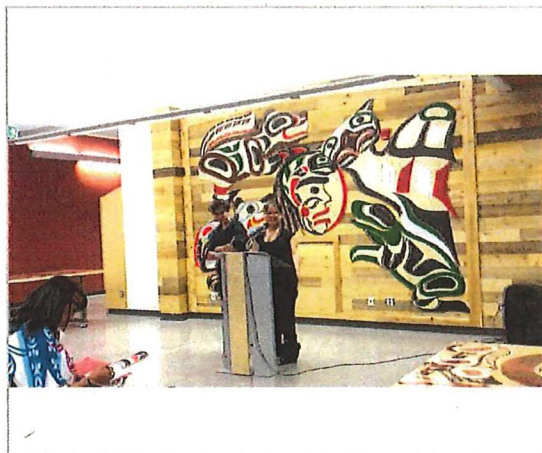
Ongoing design and construction progress in Indigenous Pod Space: student-created tabletops, house front, and poles, along with local carvers and artisans.  
Indigenous Advocacy Teacher & Youth Worker connections with Indigenous learners and families.  
Connection with indigenous student leaders to increase 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?



### DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

School: **Centennial Secondary School**

*Increasing Success In  
Life for All*

# DIRECTIONS 2025: ACTION PLAN FOR LEARNING



## Centennial Secondary School

### Reflection

This past year, we introduced a new timetable that included FLEX and CENT time. The CENT time structure was designed to enable a pilot with grade 11 students engaged in inquiry projects. Our intention was to design a model for inquiry in a large scale school setting, determine success rates for students, and gather feedback on the new timetable to make refinements.

With respect to timetable feedback, about 82% of staff and students liked the new FLEX/CENT structures. We learned that lab based courses, such as those in tech ed, home ec, art, and science, prefer longer flex times. We also learned that our Advisory model was not effective in delivering the curriculum intended. As a result, we will move our Advisory to monthly rather than weekly and increase the number of CENT times to two days per week rather than one. This will enable teachers in lab based courses to offer students more time for projects while also creating increased opportunities for Inquiry based IDS and student-centred learning that empowers student voice.

We were please to have a STEAM team this year who participated in the District/SFU Geo-heritage project. These students met with the Mayor of Coquitlam to discuss the impact of dog waste on the ecopond and to explore ways to educate and innovate solutions to dog waste on our site and in the community.

Of the 310 grade 11 students engaged in IDS, we learned that approximately 70 were very keen to design their own inquiry projects, 70 were disengaged, and 130 participated, but were not highly engaged. As a result, we will move to a course selected IDS model for students that focuses on themes related to:

- Design thinking inquiry as it relates to the UN Sustainable Development Goals
- Inquiry related to Health and Wellness
- Inquiry related to Enhanced student voice and initiated learning during CENT
- Inquiry related to Social Justice and Equity



### Signatures

Title	Name	Signature	Date
Principal	Anthony Ciolfitto		June 25, 2023
Assistant Superintendent	Carey Chute		July 4th, 2023

#### DIRECTIONS 2025: ACTION PLAN FOR LEARNING

School: **Centennial Secondary School**

*Increasing Success In  
Life for All*