

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Centennial Secondary School 2024-2025



Intellectual Development

Goal: To create increased opportunities for STEAM and curricular integration.

Rationale:

Large secondary schools offer multiple programs and course offerings. This has the tendency to create specialized areas without opportunities for cross curricular integration, such as STEAM.

Planned Actions:

1. Utilize CENT time for IDS, particularly with a focus on Inquiry and Design thinking to enable greater connection between disciplines.
2. Increase community engagement through increased membership of the network community hub to offer students mentorship via community members working in related fields to student inquiry projects.
3. Create a student IDS that empowers student voice with student-centred learning activities during CENT time

Indicators of Success:

1. Number of students participating in IDS.
2. Positive feedback from students engaged in IDS that indicates a high level of engagement and achievement.
3. Positive feedback from students on value of community network hub.
4. Positive feedback from mentors on their experience with students.
5. Celebrations of learning from student inquiry projects.
6. Student-centred activities during CENT time that increase learning within and across disciplines.

School Community Engagement Process:

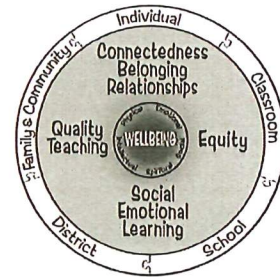
1. Sharing of APL with PAC and parent community via newsletters and emails.
2. Activation of Community Network Hub with feedback from mentors and students.
3. Creation of Centennial Alumni to increase Network Community Hub membership as well as creating opportunities and support for student inquiry projects.

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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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:

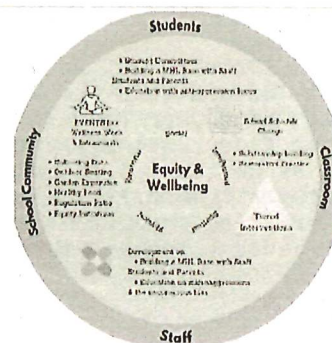
Equity Scan
Anti-oppressive education - guest speakers, awareness campaigns
Wellness survey - student focus
Build culture of inclusion by early identification of vulnerable learners, tracking, wrap around support
Build knowledge and education on restorative practices for staff and students

Indicators of Success:

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
Equity & Inclusion staff committee
Equity & Inclusion student committee
Liaise with District Mentor Support Teacher for Restorative Practices
Counsellor presentations for parents
Newsletter additions
Guest speakers and presentations



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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:

Indigenous Resource Support Block with Learning Resource Teacher
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:

- Planning of Truth & Reconciliation Day Assembly, Red Dress Campaign/Advisory Lesson

Indicators of Success:

Increased Indigenous student representation and voice in school-based initiatives (Student speakers and organizers of Truth & Reconciliation Assembly, Advisory Lesson and Staff In-Service around Red Dress Day).

Tracking of student achievement, attendance, academic progress to measure Indigenous student involvement in clubs and extra-curricular activities.

School Community Engagement Process:

Student Equity Scan survey.
Connection with outside speakers, Indigenous Education staff, and community youth to inform school wide events and initiatives. Of particular interest to us: How do we ultimately support the well-being of self, family, community, land, spirits, and ancestors?
Focusing on role of Advocacy teacher.

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Reflection

This past year, we introduced a new timetable that included less FLEX time and more CENT time. The CENT time structure on Tues and Thurs 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.

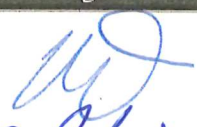



Our extended CENT time allowed for more time for lab based courses, such as those in tech ed, home ec, art, and science to complete their projects. This enabled teachers in lab based courses to offer students more time for projects while also creating increased opportunities for Inquiry based IDS and student-centred learning that empowered student voice. We also learned that our Advisory model was more effective by having it run only once a month. We introduced topics around technology or current social justice issues.

We were pleased to have a STEAM team this year who participated in the district initiatives. These students focused on transportation and the use of e-bikes and scooters to promote more ridership, look at roadways and urban structures and connect with Translink.

We moved to a course selected IDS model for students that focused 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	Manjit Rai		June 28, 2024
Assistant Superintendent			

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