

**North Vancouver School District**  
**SCHOOL PLAN for 2013-2014**

**School:** Sutherland Secondary  
**Address:** 1860 Sutherland Avenue  
North Vancouver, BC V7L 4C2  
**Phone:** 604-903-3500

**School/Community Context:**

Sutherland Secondary is a comprehensive secondary school offering quality academics and a full range of electives including fine arts and applied skills. Sutherland is currently the only semester school on the North Shore providing students with an alternative to the linear model used at the other secondary schools. Sutherland has two specialty programs at the grade ten level. Social Studies Explorer integrates Social Studies 10 and Outdoor Education 10 with Physical Education 10 DL to provide students with a unique learning model. Science Co Op 10 combines Science 10 with Planning 10. Both these programs offer enhanced curricular opportunities through curriculum integration and community partnerships. Additionally, both programs include a "work-experience" component. Sutherland is also the location of the Learning Together Program. This program allows both expectant and young mothers to complete their education in a supportive, flexible environment. We are proud of our connection with the North Shore Neighbourhood House in the delivery of this program.

Sutherland is proud of its relationships with its elementary feeder schools. Our students have acted as mentors for the younger students through peer counselling, guiding reading projects and peer tutoring. We work to share an appreciation of music through band concerts at the elementary schools and by hosting a zone concert.

Sutherland Secondary serves well established North Vancouver neighbourhoods extending east from the central Lonsdale corridor. This large catchment area begins at the waterfront and extends as far north as 27th Street. The community within this area is large and diverse. Sutherland is one of six public secondary schools in North Vancouver and one of two located in the City of North Vancouver. We have a strong connection with the City of North Vancouver through a joint use agreement. The construction of the new school has fostered a partnership between the school and the North Vancouver Recreation Commission that has allowed for shared use of school facilities including the gym and our new artificial turf playing field.

We are proud to be a Safe and Caring school with a tolerant and diverse student population. In addition to a student assembly at the beginning of each semester, guest speakers are invited to make presentations to our students on themes like drinking and driving and safe relationships. Our Student Leadership Council has played a significant role in fostering a positive school culture and climate through various events and recognition days throughout the year. Fundraising for various local and global charities as well as events that promote the acceptance of different cultures, lifestyles, and beliefs are common. Examples of school-wide events would be the Spin-a-Thon and the carving of a Welcoming Pole. We also promote connections between students and staff outside the classroom through the various clubs and teams we offer.

**Demographics (2012-2013 school year):**

Total number of students: 957    Male: 503    Female: 454

<b>Number of students per grade</b>								
Grade	K	1	2	3	4	5	6	7
English								
Fr. Imm.								

Grade	8	9	10	11	12
English	165	163	206	206	217
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>51.3</b>	<b>2</b>	<b>12</b>	<b>6</b>	<b>4</b>

## Progress Analysis:

### Review of School Goals – Previous Year(s)

**Previous School Plan Goal 1:** To improve student literacy.

**Objective 1.1:** To improve student success rates in English 10 and English 12 as measured by the percentage of students achieving a C+ or better on their Provincial Exam.

#### Trend Data Table:

<b>Key Performance Measure:</b> English 10 Provincial Exam			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012/2013	<b>70</b>	<b>73</b>	<b>69</b>
2011/2012	<b>55</b>	<b>58</b>	<b>70</b>
2010/2011	<b>56</b>	<b>74</b>	<b>60</b>

#### Trend Data Table:

<b>Key Performance Measure:</b> English 12 Provincial Exam			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012/2013	<b>56</b>	<b>60</b>	<b>65</b>
2011/2012	<b>52</b>	<b>55</b>	<b>56</b>
2010/2011	<b>45</b>	<b>65</b>	<b>44</b>

#### Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

A review of the past four years of data shows a trend indicating improved Provincial Exam results at both the Grade 10 and Grade 12 levels. Strategies at the school level including B.O.B., Focus, collaborative assessment as well as other targeted and intensive strategies are impacting student achievement.

A review of the January 2013 results suggest this trend is continuing. The exam average for English 12 was 72% and for English 10 was 71%.

**Objective 1.2:** To increase the number of Grade 8 students achieving a C+ letter grade or better in English and Social Studies as measured by their final mark.

**Trend Data Table:**

<b>Key Performance Measure:</b> English 8 Final Letter Grade			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2011/2012	<b>79</b>	<b>86</b>	<b>74</b>
2010/2011	<b>77</b>	<b>86</b>	<b>79</b>
2009/2010	<b>77</b>	<b>86</b>	<b>76</b>

**Trend Data Table:**

<b>Key Performance Measure:</b> Socials 8 Final Letter Grade			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2011/2012	<b>71</b>	<b>86</b>	<b>65</b>
2010/2011	<b>65</b>	<b>86</b>	<b>71</b>
2009/2010	<b>59</b>	<b>86</b>	<b>65</b>

**Trend Data Analysis:** (indicators of progress over time – 1 to 3 yrs)

Over the past three years, there has been relatively consistent data with respect to marks that are lower than set targets. Student achievement in English 8 and Social Studies 8 has not been in alignment with baseline marks. It is still difficult to suggest that strategies are having an impact on student achievement however comparing different cohorts can be problematic because baselines and targets are determined based on a different population of students. In the future, it might require using data that tracks a specific cohort over time. For example, Grade 7 marks could be used to establish baselines and targets.

**Previous School Plan Goal 2:** To increase the number of students who feel that adults within the school community are responsive, tolerant, and respectful.

**Objective 2.1: To increase the number of Grade 10 students who feel that adults within the school community are responsive, tolerant, and respectful by their Grade 12 year as measured by the Satisfaction Survey (students responding Many Times or All of the Time)**

**Trend Data Table:**

<b>Key Performance Measure: Satisfaction Survey Results</b>			
	<b>Baseline 11/12</b>	<b>Target 13/14</b>	<b>Actual 13/14</b>
Do you like school?	<b>38%</b>	<b>50%</b>	
Do you try your best at school?	<b>74%</b>	<b>80%</b>	
Do your teachers help you with schoolwork when you need it?	<b>55%</b>	<b>70%</b>	
Are your parents involved in your learning?	<b>37%</b>	<b>50%</b>	
At school, do you respect people who are different from you?	<b>83%</b>	<b>90%</b>	
Do you feel safe at school?	<b>74%</b>	<b>90%</b>	
At school are you bullied, teased, or picked on?	<b>5%</b>	<b>2%</b>	
Does staff treat all students fairly at school?	<b>31%</b>	<b>50%</b>	
Do you feel welcome at school?	<b>59%</b>	<b>80%</b>	
I would like to transfer to a different school?	<b>18%</b>	<b>10%</b>	
At school, do you participate in activities outside of class hours?	<b>39%</b>	<b>50%</b>	
How many adults at your school care about you? (1 or more?)	<b>79%</b>	<b>90%</b>	

**Trend Data Analysis:** (indicators of progress over time – 1 to 3 yrs)

Data collection for this cohort will not be completed until the Spring of 2014. A review of Satisfaction Survey data for the Grade 10 cohort this year indicates a general increase (or respective decrease) on many of the questions. Whether this is a result of differences between the cohorts or is a result of strategies in place at the school is inconclusive. A review of trend data over time may be indicated.

The Social Responsibility Survey was administered to this cohort of students this year as Grade 11 students and had a sample size of n = 75. A number of identical or similar questions were on this survey. Results from this survey are interesting. For example, on the question, “Do you like school”, students responded many times or all of the time 67% of the time. This is clearly significantly different than results on the Satisfaction Survey. On these similar or identical questions, a clear trend in responses was towards a more positive feeling with a higher number of students responding many times or all of the time.

**Previous School Plan Goal 3:** To improve achievement and participation in Mathematics at the junior and senior level.

**Objective 3.1: To increase the number of Grade 8 students meeting expectations in Mathematics by the end of their Grade 9 year as measured by their final letter grade (achieving a C+ or better).**

<b>Key Performance Measure:</b>	<b>Baseline 10/11</b>	<b>Target 11/12</b>	<b>Actual (11/12)</b>
Math 8 Final Letter Grade (C+ or better)	67%		
Math 9 Final Letter Grade (C+ or better)		70%	61%

**Trend Data Analysis:** (indicators of progress over time – 1 to 3 yrs)

As can be noted in the table above, the number of students achieving a C+ letter grade or better decreased. This was also the case for students enrolled in Math 9 Numeracy. The small cohort size of n = 18 while a factor is also part of this trend.

A greater review of this data is warranted. It has been decided to track this cohort for an additional year and look at their mark results through their Grade 10 year. Of note is the fact that the Grade 10 level provides to options for students – Apprenticeship & Workplace Math 10 or Foundations and Precalculus Math 10.

**Opportunities for Further Development:**

Areas for future development continue to be in the areas of student achievement and social responsibility. Improving students’ sense of belonging and personal responsibility for their learning shows promise as a means to see measurable gains in student achievement. If the end result of education is improved student achievement, then these two ideas provide the means to that result.

Changes to curriculum, instructional strategies, and models of course delivery need to be reviewed. The School Planning Council may want to investigate the impact of online (Distributed Learning) on student achievement.

**School Goals for 2013-2014:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Sutherland Secondary School Plan for 2013-2014 are:

- 1. To improve student literacy.**
- 2. To increase the number of students who feel that adults within the school community are responsive, tolerant, and respectful.**

## School Goal 1: To improve student literacy

### Goal Rationale:

Literacy, including comprehension, written expression, oral language, numeracy, information literacy, cultural literacy and digital literacy are essential for student success in school and society.

### Objective 1.1:

To improve student success rates in English 10 and English 12 as measured by the percentage of students achieving a C+ or better letter grade on their Provincial Exam.

### Strategies/Structures/Resources:

- English Department will review Provincial Exam results on a semester and annual basis.
- Continue with the FOCUS and BOB initiatives. There will be four BOB weeks to support student literacy.
- Continue to use Reading 44 strategies in all classrooms.
- Continue to use Writing 44 strategies in all classrooms.
- Identify students achieving marks below C+ threshold. Target interventions through LAC, Choices, and SBRT to support students.

### Evidence: (Quantitative)

Key Performance Measure:	Baseline (11/12)	Target (12/13)	Actual (12/13)
English 10 Provincial Exam (percentage)	69	73	
English 12 Provincial Exam (percentage)	65	68	

### Evidence: (Qualitative)

#### Qualitative Baseline:

- Provincial Exam results over the past number of years suggest that the focus on literacy at the school level has resulted in a positive increase in student exam results.

#### Qualitative Target:

- While it establishes an arbitrary target value, using the District or Provincial average provides a consistent target for the short term extent of this school plan.

**Qualitative Actual:**

- Click here to type qualitative ACTUAL comments

**Objective 1.2:**

To increase the number of Grade 8 students achieving a C+ Letter Grade or better in English and Social Studies as measured by their final mark.

**Strategies/Structures:**

- Use Grade 8 Progress Reports to inform students and parents of progress.
- Improve Grade 7 to Grade 8 transition by improving articulation with Elementary feeder schools.
- Conduct Grade 8 Team Meetings with the Grade 8 Counsellor, Grade 8 Administrator, and Grade 8 Teachers.
- Have the Learning Services Department and SBRT track students who are academically at risk.
- Implement the use of a Work Habits rubric in order to provide formative feedback to students and parents. Use the Grade 8 Homeroom to introduce and explain the rubric.
- Host a Grade 8 Parent Night in the Fall to support school and parent dialogue relating to curriculum.

**Evidence: (Quantitative)**

<b>Key Performance Measure:</b>	<b>Baseline (11/12)</b>	<b>Target (12/13)</b>	<b>Actual</b>
English 8 Final Letter Grade (C+ or better)			
Social Studies 8 Final Letter Grade (C+ or better)			

**Evidence: (Qualitative)**

**Qualitative Baseline:**

- Click here to type qualitative BASELINE comments

**Qualitative Target:**

- Click here to type qualitative TARGET comments



**Qualitative Actual:**

- Click here to type qualitative ACTUAL comments

**Objective 1.3:**

To increase the number of Grade 8 students meeting expectations in Mathematics by the end of their Grade 10 year as measured by their Provincial Exam mark and final letter grade (achieving C+ or better).

**Strategies/Structures/Resources:**

- Continue to host the Grade 9 Math Fair.
- Promote instructional strategies that relate mathematical concepts to real world applications.
- Provide opportunities for students to participate in Math contests.
- Identify at risk students during the Grade 7 articulation meetings.
- Develop a peer tutor program to provide extra support and intervention for students.
- Increase Educational Assistant time to assist struggling students and support Apprentice & Workplace Math courses.
- Attempt to lower the student to teacher ratio in A & W Math 10 and 11 classes.
- Enlist District teacher leader support to work with Math teachers.

**Evidence: (Quantitative)**

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
A & W Math 10 Provincial Exam (percentage)			
A & W Math 10 Final Mark (percentage)			
F & P Math 10 Provincial Exam (percentage)			
F & P Math 10 Final Mark (percentage)			

**Evidence: (Qualitative)**

**Qualitative Baseline:**

- Click here to type qualitative BASELINE comments

**Qualitative Target:**

- Click here to type qualitative TARGET comments

**Qualitative Actual:**

- [Click here to type qualitative ACTUAL comments](#)

## School Goal 2:

To increase the number of students who feel that adults within the school community are responsive, tolerant, and respectful.

### Goal Rationale:

Students need to feel safe at school in order to engage in their learning and to improve their achievement. Schools must establish a safe and caring environment in order to foster intellectual and personal growth. The adults in the building clearly play a crucial part in developing a positive culture. Both the Safe School & Social Responsibility and the Satisfaction Survey include questions relating to the perception students have of adults in their school.

### Objective 2.1:

To increase the number of Grade 10 students who feel that adults within the school community are responsive, tolerant, and respectful by their Grade 12 year as measured by the Satisfaction Survey and Social Responsibility Survey (students responding Many Times or All of the Time).

### Strategies/Structures/Resources:

- Use Staff Development sessions to engage in staff on creating a welcoming, inclusive school.
- Share results of Satisfaction Survey and Social Responsibility surveys to inform staff on progress.
- Promote cultural awareness through ongoing "Cultural Days".
- Support the growth and initiatives of the school's Mosaic Club.
- Highlight and integrate First Nations culture at the school.
- Develop and promote extra curricular activities in the areas of Athletics, Music, Drama, and school clubs to connect students to adults in the building.
- Utilize the Choices Program to connect with students.

### Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Pending Final Satisfaction Survey Results for 2012/13			

### Evidence: (Qualitative)

#### Qualitative Baseline:

- Click here to type qualitative BASELINE comments

**Qualitative Target:**

- Click here to type qualitative TARGET comments

**Qualitative Actual:**

- Click here to type qualitative ACTUAL comments

**Connections:**

**Connections to Family of School's School Plans and/or District Achievement Plan:**

While it important that school plans reflect the unique characteristics of each school site, it is equally important that school plans connect thoughtfully to district directions and align with the initiatives of the Family of Schools (FOS).

- Administrators meet monthly in our Family of Schools, discussing school directions, issues, instructional initiatives and concerns, and the progress of School Plan implementation.
- Administrators of the Sutherland Family of Schools reviewed their plans looking for common goals and strategies that may be applied amongst all the schools. Discussions related to how the goals help with transition between elementary and secondary were held to help assist our grade seven students make the transition to high school.
- The FOS discussed a possible common goal in the future related to "student engagement". The goal would encompass academic engagement and a sense of belonging.
- Grade 7/8 Transition process is being revised to provide a greater focus on the students at risk (academically, behaviourally, and/ or socio-emotionally). The revision will include a more accurate means of tracking students at risk in the area of math. Sutherland Secondary will be offering a new Math course within the Learning Assistance program for the coming year.
- The FOS hosted a joint Curriculum Implementation day with a focus and discussion on developing a "sense of belonging". More opportunities for the staff within the FOS to get together for events will be provided in the future.
- The initiatives of the FOS are to reflect the objectives stated in the School District's "3 Year Operating Plan" and "2011-2021 Strategic Plan". The following objectives are highlighted in the actions and activities of the FOS.

*Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities.*

*Provide recognition of the value and contributions of our students, our staff, and our community partners.*

*Provide seamless transitions for all students at each stage of growth and development.*

*Strengthen engagement and connection for all learners.*

*Build connections and partnerships with other educational organizations to support and strengthen our own instructional practice and to stay current with educational research.*

**Consultation Process of Sutherland Secondary School Planning Council:**

School administrators, staff, parents and students have been actively involved in the development of the School Plan.

A summary of the approved Sutherland Secondary School Plan will be posted on the school web site by October 31, 2013.

**School Planning Council Approval of Proposed School Plan:**

Date: Click to type date

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	John McGowan	<i>Original Document Signed by SPC Members</i>
Teacher	Declined Participation	
Parent	Julie Anderson	
Parent	Pavla McGrath	
Parent	Mary Peters	
Student (Gr 10, 11, 12 schools only)	Alanna Dunbar	

**Board Approval of School Plan:**

*Approved by:*

**Mark Jefferson, Assistant Superintendent**