



Sutherland Secondary School

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Sutherland School Plan 2019

Introduction: Year Four

The 2018-19 school year was a year of transition at Sutherland with a fully new administrative team and a 20% staff turnover. While the new curriculum at grade 8 and 9 rolled into its second year of full implementation, staff continued to explore and work with the new grade 10-12 curriculum ahead of its full implementation for 2019-20. As part of goal #1, assessment practices have also been reviewed and adjusted to better align with the revised curriculum as classroom based assessments are given a higher profile in overall assessment and provincial assessments increasingly used as a snapshot in time.

Through staff collaboration and professional development day work, Sutherland staff continued with rich dialogue and action on the goals identified in the previous year's plan. Namely:

Goal 1a: The Revised Curriculum <https://curriculum.gov.bc.ca>

- To explore and implement the revised curriculum at the grade 8 and 9 level
- To explore and experiment with elements of the new curriculum at the grade 10 to 12 level

Goal 1b: Core Competencies and Student Self-Assessment

<https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/supporting-self-assessment.pdf>

- To identify and understand the Core Competencies:
 - Communication
 - Creative Thinking
 - Critical Thinking
 - Personal and Cultural Identity
 - Personal Awareness and Responsibility
 - Social Responsibility
 - Reviewing the Core Competencies
 - Making the Core Competencies explicit in my teaching practice
- To become aware of and develop strategies for student self-assessment

Goal 2a: Student Well Being

Goal 2b: Sutherland Family of Schools Connections (FOS)

Staff identified student recognition and awards as a key area of development as it touches on many, if not all of our goal areas. Sutherland staff continue to discuss student recognition and are working to broaden the scope of awards. We aim to recognize a wide array of student successes in their own learning. 2018-19 saw the introduction of a few new awards where the recipients are the type of citizens and learners that exemplify the values of the school and the vision of an educated citizen.

Department Reflections and Planning 2017-2019:

LEARNING SERVICES

What We've Done:

- Data collection and analysis to inform behaviour plans for low incidence students
- Promoted inclusion of identified students in the regular classroom setting
- Renewed efforts to adapt student work
- Significant effort to collaborate with classroom teaching staff
- Organized classroom projects for students – salmonid and butterfly projects
- Participated in school extra-curricular activities – track, drama, variety show, drama
- Pushed boundaries – beyond comfort zone for both students and staff
- Used a variety of strategies to support student behaviour change
- Use of reinforcements to:
 - Improved student attendance
 - Increased participation
 - Improved independence
 - Expanded friendships
- Raised expectations of students has resulted in increased student confidence and social skills
- Improved team-oriented approach between EAs and teaching staff

What We've Seen:

- Increased peer to peer interaction
- Positive student growth
- Improved student attendance
- Increased student confidence
- Increased student accountability
- Decreased disruptive student behaviour
- Increased acceptance by mainstream staff and students
- More time to prepare and plan

What We Would Like to Try:

- More opportunities for outside/community activities
- More opportunity for student to try new things
- Build resource library to different subject areas

MODERN LANGUAGES

What We've Done:

Deskless classroom – students up and moving in French class, active students, active learning
Making learning relevant through the use of games – tapping into popular culture – videos, music
Keeping all learning styles engaged and valued
Exploring food traditions within the culture – Taco Day, exploring indigenous influences on food
Library of books specific to Spanish and French
Experiential learning – doing yoga in French
Using Core Competencies as a framework for student presentations
New ideas from Curriculum Instruction blogs
Music video project – great student participation, greater student output in terms of oral language speaking

What We Want to Do Next Year:

More kinesthetic learning
Use more strategies for speaking in the target language
Continue to play with Comprehensible Input language acquisition strategies

SCIENCE

What We've Done:

Indigenizing science curriculum – grade 8 Science – native plant species, Arctic ice melt and impact on First Nations communities
Essential Questions – getting students to develop their own
Experiential Learning – “hugging trees” (measurement)
Inquiry – guided inquiry “scientific methods”, grade 8 airplane/helicopter project, solar passive homes, science fair, critical inquiry – develop guided inquiry project for chemistry 11
Core Competencies – inductive reasoning and argument development – communicating reasoning

What We Want to Do:

Continue working on Core Competencies and inductive reasoning
Build assessment practices around curricular competencies
Develop language for student self-assessment and peer assessment

MATH

New Curriculum

- Grade 8 and 9 implemented
- Develop course outline for math 10 courses
- Math 11 course outline development for 2020

New Ideas

- Continued experimentation with problem solving activities
- Need time/opportunity to share experiences and place specific problem-solving tasks for specific courses

Indigenized Curriculum

- Work in progress – struggling to find appropriate activities that aren't tokenistic

Inquiry

- Continued experimentation – limited time to incorporate/difficulty adding to curriculum, too much content to cover

Self-Assessment

- Limited attempts to have students self-assess.

PHYSICAL HEALTH & EDUCATION

What we have done:

- Developed new rubrics
- Implemented new sex ed. unit for grade 8 and 9
- Added opportunities for students to self-assess/self-evaluate – embedded in each unit
- Fitness testing – shifting to individualized goal setting
- Mental Health unit for grade 9
- Self-Talk presentation for grade 8s
- Brought in aboriginal dance as part of the dance unit
- Adapted inclusive education strategies (Shelly Moore) for PHE classes

What We Want to Try:

- Incorporate more student choice
- Introduce ACT/AED training to grade 8s
- Introduce YouthLab for mental health curriculum for grades 8 and 10
- Liaise with Sutherland FOS – leadership component for senior PHE
- Develop quarterly focus area for senior PHE – leadership, outdoor ed., careers, etc

HUMMANITIES

Future Concerns:

Teaching vs entertaining

Return to practical skill building activities – note taking, graphic organizers

Concern of cell phone use/addiction

ELECTIVE AREAS: HOME EC. FINE & PERFORMING ARTS

What We Have Done:

Tactile indigenous unit – garden, art and culture (AFK) and ELL class

ELL self-assessment unit

Cross grade community relationship building activities with the Drama department

Introduced AFK art lessons – indigenized art projects

Art and Marketing collaboration with Social Justice

What We Want to Do:

Renew school spirit

School Open House – PAC, Fine Arts, Home Ec.

North Vancouver chess tournament

Indigenized metal art/fine art project

Continued collaboration between Home Ec., other curricular areas and clubs

Integrate different cultures into mainstream units

Publicize our achievements – School Website, Twitter, NVSD website and blog.

Sutherland School Plan 2018

Introduction: Year Three

The 2017-18 school year saw the full implementation of the revised curricula at the grade 8 and 9 levels. Through staff collaboration and professional development day presentation, Sutherland staff continued with rich dialogue and action on the goals identified in the previous year's plan. Namely:

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Goal 2a: Student Well Being

Goal 2b: Sutherland Family of Schools Connections (FOS)

As implementation of the revised curricula begins for grade 10 in September 2018, individual departments focused on the possibilities that the school potentially can offer around 2 credit courses. Other areas of significant effort involved Student Self-Assessment and Communicating Student Learning.

Student Self-Assessment: The Sutherland staff effort to implement student self-assessment was significant. Over the course of the year much staff collaboration time was devoted to developing a process that would result in meaningful self-assessments in a streamlined process. Many staff members developed their own unique processes around the Core Competencies and implemented them in a variety of ways as part of their regular formative assessment practices. During the week of April 30th, students in grades 8 to 11 completed the student self-assessments during FOCUS block.

A significant effort at Communicating Student Learning was also made this past year in alignment with ministerial and district policy.

Plans for directing the school plan for next year will be made by the incoming school principal. An area of focus would be around gaining greater student/parent input and developing a plan for data collection and analysis to determine efficacy of the plan.

Sutherland School Plan 2017

Introduction: Setting the Stage*

Schools are foundational to creating society and the shared values that bind us together. A great school is often described as a community of learners including students, teachers, support staff, parents and community members. Engaging the community of learners in recognizing the many quality attributes of the school while highlighting future directions and areas of focus is the intention behind school planning.

Historically, in British Columbia, school planning has taken a couple of different forms. Pre 2002, the school accreditation process that included an external team assessing the work of the school was the primary method to enable school planning. From 2002 to 2015, each school community was asked to develop a school growth plan. Unfortunately, the school growth plan movement was not designed in a collaborative manner – it was solely achievement oriented, and as such did not engender commitment from the full community of learners.

Moving forward, SD 44 has embarked on a process to define and develop a more authentic school planning process that reflects the values of individual communities while maintaining a commitment to the Mandate of Public Schooling.

Design Process from March 2015 to July 2015, in consultation with representative School Planning Councils and student leaders, a team of educators that included teachers, Educational Assistants, School Principals and Directors worked together to define the role, purpose and direction of the school planning process. The working group developed shared understanding and general processes as the initial foundation to meaningful school planning. Meaningful school planning should enable the development of a 'vibrant community of learners' defined by:

- ✓ A focus on student engagement and learning
- ✓ A culture of teamwork and collaboration
- ✓ Respect of adult and student diversity
- ✓ As strong sense of community and collective responsibility
- ✓ Strong Systemic Structures (e.g. SBRT, Collaboration Time, Staff Meetings)
- ✓ Ongoing and relevant communication of student learning

*NVSD School Planning Discussion Paper

School Planning May 2016

The outline below reflects the process the Sutherland planning committee undertook to begin the revised school planning process:

A Quality School

- Shared values/beliefs
- Inclusive community
- Engaged – learners and staff & parents
- Shared Educational Vision – everyone on board, buy in
- Safe & Caring Community
- How is the community at large involved? Are they? Do they need to be? To what extent?
- Something 'Live' – Accountability
 - Mission Statement – needs to mean something to everybody – evolving
- Open-mindedness – all stakeholders
- Collaborative, respectful – ongoing dialogue
-

Inclusive Community – What does it mean to us?

- Acceptance of everyone, no matter what.

Student Perspective:

- High/low incidence
 - Gender/LGBTQ+
 - Gifted
 - International
 - Mental Health
 - New Immigrants
 - 'Regular'/General Student population
 - Kids having a hard time
 - Introverts
 - Academic vs. non-academic
 - Athletes – non-athletes
 - First Nations
- (Exit) Survey Gr. 12
 - Awareness, Education, Understanding – build empathy around differences

Staff Perspective:

- Feeling valued
- Participate in the discussion
- Background knowledge, experience, types
- What does inclusion mean? Who are those people? What are those needs?
- We don't need buzzwords. Inclusion, Special Ed – It's just education. These are our students.

Engagement

Parents:

- PAC Meetings – How do we draw parents in?
- Economics, community changes; shifts
- What is the purpose? What is the communication? What is the direction and vision?
- Guest speakers from departments – parents want to hear from teachers.

Teacher engagement (priority)– with students, each other, parents, professional and personal:

- Giving of time
- How? When?
- Create opportunities to be engaged beyond staff meetings and staff development
- With students – What does it look like?
 - Conversing
 - Show that you are interested; that you care – Listen
 - Moments of celebration
 - Newsletter

Shared Educational Vision

- Collaboration efforts
- Shared expectations
- Destination: Where are we heading?
 - Journey...
 - Collectively we are all going to the same place but some of us might do it differently
- Social Responsibility, citizenship

- Beyond academics
- Re-vamp "Focus" – use this time to engage in conversation
 - What is Focus? School wide discuss
 - Evolving, re-evaluating – Use Focus to meet the needs of Sutherland Now.
- Assessment
- New Curriculum
 - Mentorship, Leadership
 - Access each other's specialties, skills, passions
 - Support each other
 - Teach to diversity
- Conversations – Team Building – Retreats

Safe & Caring Community

- Everyone should feel comfortable at Sutherland
- Be noticed...Everyone between SBRT & the OK kids
- Staff need to know where to go – Admin, Counseling, SBRT
- What does Community mean? – What is our Identity?
- Extend to Staff as well

How do we ensure collaborative, respectful, on-going conversation/dialog?

- Create a culture
- Investing time – inside and out of school/instructional time/hours
- Take on projects together
- What is sustainable?

Role of School Plan

- Direction
- "Best School" in the District, Province. Why not?!
 - An excellent school.
 - A school that leads the way.
 - Students (& staff) who self-reflect
- Help the school define excellence. What we're striving for.
- A safe place to:
 - Fail/stumble
 - Try
 - Step out of comfort zone
 - Ask for help
 - Learn
 - Express yourself
 - Discover yourself
 - Question
- Role:
 - Nurture it, foster a culture that supports this learning
 - Move together on the same journey; held to task – how do we hold ourselves accountable?
 - How do we demonstrate?
 - Focus on the educational needs of our students.
 - Blog communication – student ownership/buy-in – as well for school plan (SLC, Clubs)

Stakeholders

- How do we get feedback/input?
 - From teachers, support staff, students, parents...
 - Educational partners, staff, school admin, district admin
- How do we initiate conversations? With follow-up
- How do we share the ideas/results of these conversations?
- "Speed-Dating", Town Hall, Forums
- What's the best/most effective way to communicate and get the message out?
- Teachers & Support Staff: How do we get feedback & input?
 - Mix up the groups (staff meetings, staff collaboration)
 - Various & varied venues
 - How do we connect it to the School Plan (what happens in meetings, collaboration...)
 - The School Plan supports what we request or what our actions are.
 - 10(9) staff meetings, 4 staff development, 2 school based Pro D days
 - How about? – Lunch & learns, collegiate conference grants, grants for school vision
- How do we get info from students?
 - Use Focus
 - Comment cards
 - Gr. 12 survey
 - Guiding question: discussion during Focus
 - Make use of the feedback, follow-up
 - Comment box , TV monitors to communicate feedback – remind text for students who can't access technology
 - Student forums – SLC Sutherland students only
 - Question of the week, use TV monitors, Focus
 - Identifying concerns within various populations/groups
 - Feedback from different student groups including grade groups – asking students where they (think) they fit in – make it reflective.
- How to get information from Parents – engaging them in conversations.
 - Surveys – Satisfaction, Quantitative
 - Anecdotal
 - Fairs, PAC meetings, text (Remind Me)
 - Check in points (at grade levels)
 - Reviewed on a continuous basis

The Process

- Identify needs:
 - Ask staff
 - Survey grade 12s
 - Hold onto what's working
 - Identify what needs working on
 - Clear purpose for identifying needs – Now what are we going to do with this 'data'?
 - School Planning Team with teacher leaders and departments
 - What themes emerge?
- Ask staff:
 - What do you wish for our students? What kind of adults do we want our students to become?
 - In five years, what do you hope to see? Next year?
 - What /when/where are opportunities to engage staff? – Which are finite.
 - Respectful conversations

- Documenting information from conversations at meetings, Pro-D, retreat, departments, individual
- Information from Students:
 - Focus
 - Questions of the week – TV monitors, text remind, comment box, something to display feedback
 - Forum/focus group – need cross-section targeting different student groups.
 - Grade assemblies
 - August letter to parents
 - Using language specific to the School Plan & Process
 - What is the incentive? For Teachers: Ray will cover your class for a day!

The Plan

What are some goals that Sutherland needs to work on?

- 1
 - Structures and supports in place to bring in the new curriculum and how are we supporting inclusion through this.
 - What is the purpose of: meetings, staff development, Pro-D. How are they connected? How are they moving us forward?
 - Building collaborative relationships: accessing each other as a resource to engage new curriculum, teach to diversity, support inclusion. Re: student group list.
 - Understanding resource allocation
 - Collaboration
 - Inquiry, projects, info literacy
- 2
 - More than just a semester school – perception and reputation
 - Experiential learning, hands on, learning beyond the classroom.
- 3
 - Family of Schools connections: Elementary ↔ Secondary
K-12 community

Parking Lot

- Look at Resource Development throughout the year
- What are resources? Time? Help?
- School-wide project
- Silos

Sutherland School Plan Goals 2016-2017

Goal 1a: The Revised Curriculum <https://curriculum.gov.bc.ca>

- To explore and implement the revised curriculum at the grade 8 and 9 level
- To explore and experiment with elements of the new curriculum at the grade 10 to 12 level

To implement the revised curriculum is a vast task, it has many dynamic elements for educators to consider. The approach of staff at Sutherland is to explore the revised curriculum through Professional Learning Communities (PLCs). The development of PLCs affords staff at Sutherland to choose a particular area of interest of the revised curriculum and collaborate with like-minded individuals. The PLC areas of interest are:

- Assessment
- Differentiated Learning
- Indigenizing the Curriculum
- Inquiry
- Experiential Learning
- Organizational Structures
- Social-Emotional Support
- Applications of Technology

To provide staff opportunities to collaborate, Professional Days, Staff Collaboration and Staff Meeting time was used. Staff came together in their groups to meet, explore and provide feedback. Teachers developed lesson plans and applied them in their classes. Staff sessions provided teachers an opportunity to report out to the group at large and share what worked and what didn't. Most staff remained in their PLCs, but some staff chose to join another group after experiencing difficulty in their chosen area.

In the spring of 2017, staff developed their own personal Professional Learning Plans. Staff was asked to submit a plan that identified the following:

- **Focus for growth:** What do I want to develop in my practice?
- **Knowledge and resources:** Do I have the knowledge/resources I need? Where will I find info?
- **Implementation:** What will I do in my classroom to work toward this goal?

In April of 2017, staff was asked to respond to the above questions with the following feedback: 'What I learned' and 'what new questions do I have that will allow me to move forward in my area of interest?' Lastly, a reflection piece will be collected at the end of the school year. Adapted from: Lipton, L., Wellman, B. M., & Humbard, C. (1999). *Mentoring matters: A practical guide to learning-focused relationships*. Sherman, CT: MiraVia, LCC.

- **Reflection:**
 - At the end of this process, I am doing well with....
 - Given what I know now, I would change...
 - The impact of this process on my students was...

Goal 1b: Core Competencies and Student Self-Assessment

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Curriculum Implementation Day – January 20, 2017

The C.I. Day was organized to communicate the understanding of the Core Competencies to the Family of Schools. The intention of the day was to build awareness and understanding of the Core Competencies to the secondary staff

and to provide an opportunity for elementary staff to learn more about student self-assessment. The essential understandings of the Core Competencies is they are:

- Activated through learning experiences
- Embedded in each discipline
- Foundational
- Uniquely represented in different curricular areas
- Interconnected

After the presentation, the intention is, that teaching staff consciously makes the Core Competencies visible in their classrooms. Staff and students alike should be able to:

- **Notice** evidence of Core Competencies in student learning
- **Name specific facets and profiles** of the Core Competencies
- **Nurture** Core Competencies by moving forward along the continuum with **instructional intention**

This past semester, some individual staff members began to explore the development of student self-assessments that were unique to their teaching areas.

Goal 2a: Student Well Being

As in previous Sutherland school plans, Student Well-Being has been an identified goal. This year's school plan continues to place value and importance on the school's reason to be, the student. The goal itself is very complex. There are many aspects to student well being and school staff consider many factors on how to best serve and support students academically and socio-emotionally.

Sutherland staff pride themselves on having built a supportive, diverse school where students feel they are welcome and accepted. On the surface this appears to be true, as students will publicly express the above to be true and past student satisfaction data supports this. However, given an opportunity to comment anonymously, students provide a different perspective. This is not to say that Sutherland staff are unconcerned or uncaring, it just may mean that we as staff are not fully aware of the main issues students are facing.

As in the past, Sutherland actively plans activities and presentations to support students not only from a socio-emotional perspective, but to also educate students about societal issues, for example: social media, LGBTQ+, and mental health. This year the following presentations were organized:

- Jessie Miller – "Social Media Footprint" Grades 11 and 12
- Get Real – "LGBTQ+" Grades 8 -12
- Safe Teen – "Violence Prevention/Empowerment" Grade 10
- Self Care – "Building Resiliency" Grade 9
- Live Different – "Empathy and Compassion" Grade 7 and 8 Family of Schools event
- Stan Kutcher - "Mental Health Literacy" Grade 9
- As well, the Student Leadership Council (SLC) would organize events to raise awareness, i.e. Pink Shirt Day, etc.
- May 8th Professional Day – "Social-Emotional Learning in the Classroom." – Dr. David Beare.
 - With Dr. Beare, staff engaged in learning about the importance of social and emotional learning. Dr. Beare led staff through practical strategies to help encourage a sense of belonging in the classroom.

Narrative

This past spring, an opportunity to collect and analyse anonymous student information arose. During the Get Real presentation, students were provided a piece of paper and were asked to write down one statement that indicated

something they were thankful for and one statement that indicated a concern. In general terms, students were thankful for their friends and family, etc., but there were a range of concerns identified that piqued staff interest.

The concerns identified by the students presented an opportunity for staff to check our assumptions of how well we think we are doing in terms of the following:

- Sutherland is a safe place for students
- Sutherland embraces individuality and accepts diversity
- Sutherland is an inclusive school
- Sutherland staff builds supportive relationships with students

The staff was asked to place a sticker along a continuum of 1 to 10 - 1 being "No", 10 being "Yes". For the four statements above, staff clustered their stickers in the 7 to 10 range, with a small cluster of individuals placing their stickers in the 4 to 6 range.

After a brief discussion regarding the staff's placement of stickers and reasons behind them, handfuls of the statements students wrote were placed on the tables. The staff then read and sorted through the concerns the students expressed on paper. The following areas of student concern were identified:

- Academic struggles
- Body image
- Depression
- Gossip
- Bullying
- Sexuality
- Acceptance by friends
- Family Stresses
- Anxiety

As an exercise, it was an opportunity to reflect on our currently held assumptions regarding student well-being and invite rich conversation of how we can make adjustments and improvements to our practice of supporting student's socio-emotional well-being. In addition, Sutherland's participation in the Canadian Student Tobacco, Alcohol and Drugs Survey afforded another opportunity to collect confidential anonymous data regarding, well-being, as the survey includes questions around Bullying and Well-Being. This data can further provide direction to staff as we plan for the 2017-2018 school year.

Diversity

Another area of focus regarding student well being, is student Diversity. Sutherland, over the past years, has been active in supporting LGBTQ+ issues. The school has a well-functioning diversity club - DIVERCITY. The school has many LGBTQ+ students who have worked to make Sutherland a safe place and inform non-LGBTQ+ students. The DIVERCITY club was responsible for organizing the school's gender neutral washroom. Despite the school's support for LGBTQ+ students and programs, the school still needs to explore ways in which it can be more inclusive. For example, physical education is organized by gender for grade 8 and 9 boys and girls. This assumes there are only two genders. As well, school awards are often organized by gender – top male and top female, etc. A third area to consider is curriculum. Do the different curricular areas incorporate LGBTQ+ topics in their lesson plans? To align with the school district's new Policy 412: Supporting Sexual Orientation, Gender Identity and Gender Expression, actionable items regarding LGBTQ+ issues need to be an active part of Goal 2 of the school plan.

Mental Health Literacy

As previously mentioned, the school provides a variety of presentations to help support student well being and create a sense of belonging. Some of the presentations are grade specific and occur on an annual basis. Worthy of mention is the Mental Health Literacy curriculum that is taught to all grade 9 students across the North Shore. Grade 9 students were the target group as this age group is when mental health disorders often appear. Six staff members participated in a series of presentations by Dr. Stan Kutcher from Dalhousie University. The staff members delivered the curriculum on Mental Health Literacy in a two-day conference to Sutherland's grade 9s. The goal is to offer the information to grade 9 students on an annual basis.

Yellow Bench

"Yellow means hello." During the Canadian Mental Health Association's Mental Health Week, the Lucas Fiorella Friendship bench was dedicated at Sutherland. Sutherland was selected to receive one of the five yellow benches to be dedicated across five different provinces. Sutherland is the first secondary school in the Lower Mainland to receive a bench. The yellow bench is symbolic in reminding people to say hello and support one another.

Goal 2b: Sutherland Family of Schools Connections (FOS)

Over the past four years, the Sutherland staff has sought to engage with their colleagues within the family of schools. The main purpose was to build working relationships with staff so that in general, there is a greater appreciation of the K to 12 system. As well, there was and continues to be a desire for Sutherland staff to get to know the elementary students prior to their arrival at Sutherland.

There are many examples of interactions between the FOS:

- FOS math teacher – a member of the math department has met with grade 6/7 teachers over the past three years to share ideas around math curriculum. The teacher was regularly scheduled to meet with the math classes at the elementary schools and would work with the teacher and their students. As well, the elementary classes would come to Sutherland and participate in the secondary setting, to help with their eventual transition to grade 8. Other math department teachers regularly organize instructional opportunities with FOS teachers including Math Fairs.
- Drama – Drama classes have worked with kindergarten to grade 7 classes, often rehearsing a play or production that was taking place.
- Athletics – members of the athletic department continually organize sporting events between Sutherland PE classes or athletic teams and various grades of students in the FOS. Ultimate, basketball and volleyball are some examples of the activities that have occurred.
- Social Studies Explorer – As part of the program, grade 10 Explorer students organize leadership, skill building and team building exercises as part of their learning. The Explorer students then teach these exercises to the FOS students, further building connections among the entire Family of Schools.
- Science - Science teachers have paired primary students with grade 8 and 9 science classes, conducting hands-on experiments.
- Student Leadership Council – Inviting grade 6 and 7s to be part of the Ultimate Showdown event and the SLC spring retreat. The Fall Fair event last October organized in association with the FOS PAC attracted over 1000 students and parents from across the Sutherland FOS.
- Professional Development – Over the course of the past few years, teachers in the FOS have organized professional development days and Curriculum Instruction days in common. This has provided further opportunity for all teachers to gain greater understanding of the curriculum across all grades.

School Plan 2017-2018 Action Plan

Goal 1a: The Revised Curriculum

- In the 2017-2018 school year, Staff will continue to implement the revised curriculum at the grade 8 and 9 level. During this time, staff will also have the year to continue development and discussion around new course offerings at the grade 10-12 levels.
- Professional Learning Communities – How to proceed – status quo or a change up in PLC grouping? Changing PLC groups would allow staff to engage in another aspect of the revised curriculum and expand their repertoire.
- Phase three of the school plan will reflect the involvement of students and parents as part of the School planning team.

Goal 1b: Core Competencies and Student Self-Assessment

- Developing a continued awareness and application of the Core-Competencies in all curricular subject areas. Lesson plans should reflect the vocabulary of the core-competencies, as students will be required to reflect and self-assess their learning in respect to the competencies.

Goal 2a: Student Well Being

- Continued staff exploration of themes/speakers/programs to support student's social-emotional needs.
- Implementation of SOGI 1 2 3 resources.
- Involving parents and more staff in the Mental Health Curriculum.

Goal 2b: Sutherland Family of Schools Connections (FOS)

- Continue to develop staff relationships between the Sutherland FOS. Collaborating around Professional and Curriculum Training Days. Continue to explore/expand the Grade 7 Articulation process.