

## North Vancouver School District

# SCHOOL PLAN for 2012-2013

**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 eight secondary schools on the North Shore 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 difference cultures, lifestyles, and beliefs are common. Examples of school-wide events would be the Spin-a-Thon and Lipdub. We also promote connections between students and staff outside the classroom through the various clubs and teams we offer.

**Demographics (2011-2012 school year):**

Total number of students: 955 Male: 487 Female: 468

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

Grade	8	9	10	11	12
English	160	190	191	232	182
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
	<b>2.09</b>	<b>4.19</b>	<b>5.03</b>	<b>12.88</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 Results			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
11/12	<b>55%</b>	<b>58%</b>	<b>70%</b>
10/11	<b>56%</b>	<b>58%</b>	<b>55%</b>
09/10	<b>56%</b>	<b>74%</b>	<b>60%</b>

<b>Key Performance Measure:</b> English 12 Provincial Exam Results			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
11/12	<b>52%</b>	<b>55%</b>	<b>56%</b>
10/11	<b>45%</b>	<b>47%</b>	<b>52%</b>
09/10	<b>45%</b>	<b>65%</b>	<b>44%</b>

##### Trend Data Analysis:

The data suggest that there has been an increase in student achievement based on three independent cohort groups. A more thorough analysis of each cohort class over the past five years may provide further insight into actual results over the past five years.

An interesting observation with respect to student achievement is seen when comparing the January 2011 and June 2011 Provincial Exam results. On both the English 10 and English 12 exams, student achievement was better on the January exam.

##### **English 10**

January 2011 – 73% of students received a C+ or greater

June 2011 – 58% of students received a C+ or greater

##### **English 12**

January 2011 – 67% of students received a C+ or greater

June 2011 – 41% of students received a C+ or greater

**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:**

<b>Key Performance Measure:</b> English 8 Final Letter Grade			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
11/12	<b>76%</b>	<b>86%</b>	<b>79%</b>
10/11	<b>77%</b>	<b>86%</b>	<b>76%</b>
09/10	<b>81%</b>	<b>86%</b>	

<b>Key Performance Measure:</b> Socials 8 Final Letter Grade			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
11/12	<b>65%</b>	<b>86%</b>	<b>71%</b>
10/11	<b>59%</b>	<b>86%</b>	<b>65%</b>

**Trend Data Analysis:**

A review of the past two years of data, based on independent cohorts, suggests a gradual increase in student achievement in these two areas. It appears that gains are being made by strategies being used at the school level. An inference can also be made that a focus on literacy at the Elementary school level is having positive results and influencing results at the Secondary level.

**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 the adults within the school community are responsive, tolerant, and respectful by their Grade 12 year as measured by the Satisfaction Survey.**

<b>Key Performance Measure:</b>	<b>Baseline (09/10)</b>	<b>Target (11/12)</b>	<b>Actual</b>
Do the teachers and staff at your school support healthy behaviour?	56%	61%	56%
At school, do you respect people who are different from you (for example, think, act, or look different)?	89%	94%	85%
At school, do you participate in activities outside of class hours (for example, clubs, dance, sports teams, music)?	40%	45%	48%
Are you satisfied that school is preparing you for postsecondary education (for example, college, university, trade school)?	57%	62%	48%
Do you feel safe at school?	78%	83%	81%
At school, are you bullied, teased, or picked on?	6%	5%	4%
Do you like school?	48%	53%	46%
Does staff treat all students fairly at school?	36%	41%	51%
Do your teachers help you with your schoolwork when you need it?	69%	74%	65%
Do you know what your school's expectations are for student behaviour?	73%	78%	73%
I would like to transfer to a different school.	8%	5%	6%
Do you feel welcome at your school?	69%	74%	73%
How many adults at your school care about you? (1 or more)	78%	83%	90%

**Trend Data Analysis:**

Interpreting data from only one measure to make inferences about trends is especially difficult based on the reliability and validity of this particular instrument. In general however, the data tends to suggest that this specific cohort of students has created greater positive relationships with the staff at their school. More students feel that an adult cares about them and that they are treated fairly. There has been an increase in involvement in extra curricular activities. However, the Grade 12 class does not feel that they are being prepared for post secondary pursuits and there has been a decrease in their feeling that they like school. Anecdotal evidence suggests that students in Grade 12 are generally more positive about their school and overall school experience. Individual conversations with students, focus groups, and general feedback from both students and parents have indicated a positive trend in this area.

**Objective 2.2: To increase the number of First Nations students who feel that the adults within the school community are responsive, tolerant, and respectful by the end of the next year as measured by any feedback from interviews by FN teaching staff.**

**Trend Data Analysis:**

Sutherland has a small population of students that are First Nations and enrolment has declined in the past two years. Feedback received by staff indicates that in general, positive gains have been made with this group of students.

The addition of staffing for two staff members to have time to provide academic support and monitor student achievement has been of benefit. The two staff members have also been able to provide field trip and school based activities in order to connect with students who are First Nations.

Of note however, is the fact that it has been very difficult to connect with a number of students specifically. In these particular cases, poor attendance and discipline issues have resulted in these students having a negative impression of the school and staff.

**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)**

**Trend Data Analysis:**

Baseline data was determined based on 46% of Grade 8 students achieving a C+ or better in Math 8 with a target set at 60% of students achieving this mark by the end of Grade 9. In actuality, 57% of students enrolled in Math 9 achieved a mark of C+ or greater.

Positive gains are noted. A number of strategies have been effective including assigning an Educational Assistant with math experience to the Department. The EA works with students on a pull out basis.

The results are promising and tend to suggest that the teachers are providing instruction and support that is benefiting student achievement.

One area that will need to be monitored however is the achievement of students in the Numeracy stream of math. Based on a population of 13 students, it is noted that only one student achieved a mark of C+ or greater. Further support will be needed if these most at-risk students are to see gains in this area.

**Objective 3.2: To increase the number of Grade 10 students meeting expectations in their Mathematics course by the end of their Grade 10 year as measured by their final letter grade (achieving a C+ or better)**

**Trend Data Analysis:**

Baseline data was determined based on 57% of Grade 10 students achieving a C+ or better in Math 10 in 09/10 with a target set at 60% of students achieving this mark by the end of Grade 9. In actuality, only 48% of students enrolled in Math 10 (either Apprentice and Workplace or Foundations and Pre-Calculus) achieved a mark of C+ or greater.

These results can be interpreted to suggest that students are not achieving satisfactorily in math at the Grade 10 level. There is a definite decrease in achievement between these two independent cohort years. Interestingly, the students who took Foundations and Precalculus 10 in the second semester did significantly better than the students who took the course in the first semester with 63% of them achieving a C+ or greater letter grade.

**Opportunities for Further Development:**

As in the past, the SPC has identified a need to track cohorts of students in order to determine if achievement is changing over time. This will give us a better insight into the strategies being used as well as the effect we are having on student achievement.

Another opportunity that has arisen is the new Math curriculum and course options at the Grade 11 level. The SPC would like to analyze student achievement in the three different streams of math to determine if there is greater student engagement and success in a course that the student feels is more relevant to their own learning needs. It is suggested that this is incorporating this as an objective in a future school plan after the initial implementation of the program is completed.

**School Goals for 2012-2013:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Sutherland Secondary School Plan for 2012-2013 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.**
- 3. To improve achievement and participation in Mathematics at the junior and senior level.**

## **School Goal 1: To improve student literacy.**

### **Goal Rationale:**

Literacy, including comprehension, written expression, oral language 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 on their Provincial Exam.

#### **Strategies/Structures:**

- English Department will review Provincial Exam results on an annual basis and set goals for improvement. Provincial exam results will be shared with all staff with the goal of Departments thinking of strategies to support literacy in their curricular areas.
- Maintain the school-wide silent reading program (BOB) in order to increase the number of students reading for pleasure.
- Continue to implement and use Reading 44 strategies in all classrooms.
- Continue to use Writing 44 strategies in all classrooms.
- Teach students the skills needed to comprehend and analyze fiction and non-fiction.
- Identify students achieving below a C+ in English and provide information to the English Department.
- Provide additional support to at-risk students through the Learning Services Department.
- Assign an EA to the English Department to provide targeted pull-out support for students.

#### **Evidence: (Quantitative)**

<b>Key Performance Measure:</b>	<b>Baseline 10/11</b>	<b>Target 11/12</b>	<b>Actual</b>
English 10 Provincial Exam (percentage)	70	73	
English 10 Final Mark (percentage)	64	68	
English 12 Provincial Exam (percentage)	56	60	
English 12 Final Mark (percentage)	63	67	



**Evidence: (Qualitative)**

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"><li>- In general, Sutherland students are achieving at or below the District and Provincial average in English 10 and 12. While in many instances, this difference is not significant, it is a continued area of focus.</li></ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"><li>- The target is to have students at Sutherland achieve at the District and Provincial average on a consistent basis regardless of the cohort.</li></ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"><li>- Click here to type qualitative ACTUAL comments</li></ul>

**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.
- Ensure that the adjustment to Secondary School does not hinder progress in literacy through Grade 8 team meetings led by the Grade Counsellor.
- Use the notes from the Grade 7 Transition Meetings to identify students that do not meet expectations in English and Social Studies (Humanities)
- Implement the use of a Work Habits Rubric in order to provide formative feedback to students and parents.
- 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 10/11</b>	<b>Target</b>	<b>Actual</b>
English 8 Final Letter Grade (C+ or better)	79%	86%	
Social Studies 8 Final Letter Grade (C+ or better)	71%	86%	

**Evidence:** *(Qualitative)*

**Qualitative Baseline:**

- Baseline has been adjusted to align with latest student achievement results.

**Qualitative Target:**

- Target has been maintained.

**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 (students responding Many Times or All of the Time)

**Strategies/Structures:**

- Utilize Staff Development morning to work with staff on creating an inclusive environment.
- Highlight the results of the Satisfaction Survey to inform staff on our progress in this area.
- Highlight and promote cultural awareness through a series of “Cultural Days” that allow students from different ethnic groups the opportunity to educate students and staff about their culture.
- Develop and promote a network of extra curricular activities (athletics, clubs, etc.) to connect students to adults in the building.

**Evidence: (Quantitative)**

<b>Key Performance Measure:</b>	<b>Baseline 11/12</b>	<b>Target 13/14</b>	<b>Actual</b>
Do you like school?	38%	50%	
Do you try your best at school?	74%	80%	
Do your teachers help you with schoolwork when you need it?	55%	70%	
Are your parents involved in your learning?	37%	50%	
At school, do you respect people who are different from you?	83%	90%	
Do you feel safe at school?	74%	90%	
At school are you bullied, teased, or picked on?	5%	2%	
Does staff treat all students fairly at school?	31%	50%	
Do you feel welcome at school?	59%	80%	

I would like to transfer to a different school.	18%	10%	
At school, do you participate in activities outside of class hours?	39%	50%	
How many adults at your school care about you?	79%	90%	

**Evidence:** (*Qualitative*)

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- The survey was administered during a protracted labour dispute that has impacted all schools in the Province.</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- Anecdotal information from staff and students has been more positive than the Satisfaction Survey results. For example, participation in Athletics and in clubs like the Student Leadership Council has increased. Discipline referrals to the office has also decreased with this cohort and the school in general.</li> </ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Click here to type qualitative ACTUAL comments</a></li> </ul>

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

Proficiency in Mathematics and application in the real world is a critical life skill. Sutherland is proud of its organizational structure that places students in Principles of Math Mathematics at the 8 and 9 level and meets the needs of struggling students through curricular adaptation and modification (when indicated by the IEP).

**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 C+ or better).

**Strategies/Structures:**

- Continue to host the Grade 9 Math Fair.
- Promote instructional strategies that relate mathematical concepts to real world applications.
- Continue to provide opportunities for students to participate in math contests.
- Identify students during the Grade 7 Transition meetings that are not meeting expectations in math.
- Develop a Math Peer Tutor Program to provide extra support and intervention for students.
- Collaborate with Elementary Feeder Schools to promote instructional strategies that will develop students' math skills.
- Maintain a dedicated Math SEA to work with Math 8 and 9 students.
- Continue the practice of using Educational Leadership Days to support staff who are taking a leadership role in this area.

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

**Evidence: (Qualitative)**

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"><li>- The Math 8N program is used to support students who are at-risk or Special Needs. Seventeen students were enrolled in Math 8N and five of these students achieved a C+ or better letter grade. The EA assigned to the Math Department worked with students on a pull-out basis.</li></ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"><li>- Nine of the students enrolled in Math 8N received a C- letter grade or lower. Target is to reduce the number of students failing this course by increasing teacher assistance, EA support, and support through the Learning Services Department.</li></ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"><li>- Click here to type qualitative ACTUAL comments</li></ul>

**Objective 3.2:**

To increase the number of grade 10 students meeting expectations in their Mathematics course by the end of Grade 10 as measured by their final letter grade (achieving a C+ or better).

**Strategies/Structures:**

- Provide appropriate resources to support the implementation of both Math streams.
- Ensure that a Math specialist teacher is teaching the Apprentice and Workplace 10 class.
- Work with Counsellors and parents to ensure appropriate course selection at the Grade 10 level.
- Assign SEA support to the Apprentice and Workplace Math 10 classes to support student achievement.
- Have the Math Department explain to students the importance of mathematics education.
- Continue to offer and promote Math Contests to support Math.
- Reduce class size in A & W Math 10 classes.

<b>Key Performance Measure:</b>	<b>Baseline 10/11</b>	<b>Target 11/12</b>	<b>Actual</b>
Math 10 Final Letter Grade (C+ or better)	49%	60%	

## Connections:

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

In our FOS, we have aligned our School Plans to reflect the Districts Achievement Contract which identifies standards for student performance for improving achievement in three key areas: Literacy, Numeracy, and Graduation and Completion Rates. Our plan(s) also reflect the District's 3 Year Operating Plan and 10 Year Strategic Plan which encourages the growth of collaborative and personalized learning environments, to strengthen school based support services for learners and teachers and to expand the availability of best instructional practices.

Our FOS Administrators meet throughout the year to discuss school goals, directions, instructional initiatives, issues and concerns. We review topics such as Grade 7 to 8 Transition, Codes of Conduct, School Expectations, and Emergency Preparedness. We have worked collaboratively to make connections between schools, students and parents. Specific examples of these include two events hosted at Sutherland; the Drug and Alcohol Forum on February 28, 2012 and the PAC Gala Event held in April of 2012. Sutherland high school students are scheduled to visit the feeder schools this May and June to present on the topic of Drugs and Alcohol with the elementary students grade 7s. As a FOS, we set high goals for student achievement by maintaining an open, and collaborative dialogue taking account the unique characteristics of each school site.

**Consultation Process of Click to type school name 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, 2012.

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

Date: May 18, 2012

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	John McGowan	<i>Original Document signed by SPC Members</i>
Teacher	Declined to Participate	
Parent	Kevin Pike	
Parent	Anne Zubadai	
Parent	Joanne Bacchus	
Student (Gr 10, 11, 12 schools only)	Karim Kadi	

**Board Approval of School Plan:**

***Approved by:***

**Bryn Roberts, Assistant Superintendent  
June 11, 2012**