

2013 Community Report



North Vancouver
School District
the natural place to learn®

Our Vision

We provide world-class instruction and a rich diversity of engaging programs to inspire success for every student and bring communities together to learn, share and grow.

Messages



John Lewis

Message from the Superintendent

In January of this year, I submitted the annual *Superintendent's Report on Student Achievement* for the North Vancouver School District to the Ministry of Education. The report (posted online at nvsd44.bc.ca > Achievement and Accountability) provides a clear overview of our results and future strategies for addressing student achievement. It summarizes an array of measures and assessments as evidence of our continuous improvement, and notes areas that require more attention and resources.

In the 2012/13 report, one of our most welcome achievements was the progress we made in raising six-year completion rates for students of Aboriginal ancestry. The report from just two years ago cites a 49% six-year completion rate for students of Aboriginal ancestry; this year's rate is 61% – our highest success rate ever recorded for this group of students.

Still, when comparing 61% with the 84% completion rate recorded for all students in our school district last year, it's clear that we still have a significant gap to address. What we can also recognize though, is a dramatic move in the right direction thanks to concentrated alignment with the initiatives and strategies outlined in our Aboriginal Education Enhancement Agreement. I thank and congratulate everyone who is working so attentively to support our students of Aboriginal ancestry.

Whether we are considering students as individuals, or as a defined group, or in the context of a whole school community, a common foundational structure is essential. In recent months, we have established an architecture based on four pillars of learning: Curriculum Design; Instruction; Assessment; and Social and Emotional Learning. The pillars contribute to a collective understanding of the core components necessary to delivering world-class education that is relevant and engaging in today's world.

In this report, we offer you examples from each pillar of our instructional practices model and how they translate into learning experiences for students. Initiatives like our school-based Choices program and Mountainside Secondary demonstrate the social and emotional pillar and the supports

that have recently been strengthened for students in need of an alternate learning program. Practising assessment that is meaningful and promotes deeper learning and our growing capacity to adjust instructional methods to meet individual learning needs are featured as well.

The "four pillars" approach helps us to operate more efficiently and with a sense of common purpose across the School District. I hope this report assists you in understanding the second year of our progress towards the goals outlined in our *2011-2021 Strategic Plan*, as well as how we can all contribute when we bring our different perspectives together in a shared vision. Whether you are a parent, employee or member of the community, I thank you for what you do to support student success in the North Vancouver School District.

Sincerely,

John Lewis
Superintendent of Schools
North Vancouver School District



John Lewis with teacher and Queen Elizabeth II Diamond Jubilee recipient Rob Olson, Carson Graham Secondary October 17, 2012 Photo by Pat Sampson

Message from the Chair

What an extraordinary time of revitalization and renewal this is in the history of the North Vancouver School District! Opening three new facilities in 2012 was an exceptional accomplishment. The North Shore Credit Union Environmental Learning Centre at Outdoor School, the Education Services Centre and Gordon Smith Gallery of Canadian Art on Lonsdale and Carson Graham Secondary exemplify the importance the Board places upon purposeful building design to support teaching, learning and collaboration. Our new facilities are efficient, seismically sound, energy-smart, and accessible. They reflect our commitment not only to students and sustainability but also to partnerships and collaboration with the community.

The Board is pleased to continue the work of the "Land, Learning and Livability" community engagement project, launched in the Spring of 2012, to help raise awareness and input regarding our land management initiatives. The process has broadened the dialogue around how we might better serve student learning and enhance the community by ensuring all our assets are managed to realize their full potential as resources and possible revenue opportunities. To join the conversation and stay up to date on developments and Board decisions, please visit www.nvsg44.bc.ca.

In January of 2013, the School District hosted an exceptional new type of information meeting that is sure to become a tradition in future years. To support the Grade 7 to 8 transition experience, staff and students hosted an "Information Night" and welcomed over 600 individuals, primarily parents, to learn more about our enhanced programs for secondary students. The overwhelming interest in this event confirmed the concern

and interest parents place upon their child(ren)'s education. We were glad to see so many of you there.

Keeping us all connected is our hard-working information and communication technology team. In 2012, and continuing in 2013, this team is working with Scholantis to improve our electronic communications. This transition will offer secure, internal collaboration systems and social media services for students and teachers as well as a public facing web site. Some schools are already piloting the platform, and we are working towards a District-wide rollout by the summer of this year.



Celebrating the official opening of the Education Services Centre at 2121 Lonsdale Avenue on June 26, 2012

Looking ahead, we will celebrate the opening of the rebuilt Queen Mary Elementary later this year. Retaining the heritage of this building added an additional premium of \$3 million to the cost of the project. Through an innovative funding solution involving the sale of two surplus land parcels, and by working collaboratively with the City of North Vancouver, we are able to maintain the heritage of this 100 year-old landmark building.

My fellow trustees and I all feel fortunate to serve North Vancouver as members of the Board of Education. It is a privilege to support today's students and tomorrow's leaders, as they "learn, share and grow" in our schools.

Sincerely,

Franci Stratton
Chair
North Vancouver Board of Education



Franci Stratton

Features

Curriculum Design Learning is a social art

By Esmée Colbourne

If you picture a typical class with students seated at rows of desks, eyes centred on a teacher, mid-monologue, at the front of the room, it might be time for a second look at a 21st century classroom. Increasingly, managing and encouraging engagement between students is becoming the new normal. Schools have always been social learning environments, so this evolution from an “everybody for themselves” approach to collaborative learning only makes sense, and it’s playing out in some very “dramatic” ways across the North Vancouver School District.

New curriculum design begins with a foundation of “learning backwards.” Instead of thinking about how to get knowledge into a student’s head, the focus is on the end goal—what the student needs to learn—and working backwards from there. Assignments and tests periodically mark a student’s progress and provide multiple checkpoints to help them through a unit, a semester or even a year and reduce the risk of “surprises” at report card time, or getting too far off course.

Known amongst educators as Backward Design, this “start with the end-in-mind model” can be used to teach all subjects. New curriculum that follows these principles features “deep learning experiences that focus on the development of critical thinking, creativity, innovation and communication,” says Assistant Superintendent Dr. Pius Ryan. “It’s a complex balancing act. We have to support both the higher order thinking skills while still maintaining knowledge development and skill standards so that everyone is clear on what students will *know*, *understand* and be able to *do* with what they’ve learned.”

Many teachers are actively rethinking how they interact with a diversity of students who have varied learning styles, needs and interests. A theatre production gives *individual* students a *common* vision to work towards that stays true to the Backward Design principal of keeping the “end-in-mind.” Dr. David Beare, the theatre teacher at Handsworth Secondary, has been teaching for 21 years. As a drama teacher, Beare believes that: “being part of a community motivates students to do better.”

One of the keys to Beare’s teaching model is his focus on a structure of project-based learning. “Project-based learning challenges students to cope, adapt and interact with the



Handsworth Secondary’s April 2012 production of “Final Countdown” at Centennial Theatre

development of the collective creation. As the project becomes more polished, a sense of being part of something meaningful unfolds. Students say they feel a greater sense of connectedness with the group, and they feel more accountable to one another and the project as a whole.”

Project-based learning in theatre is not a tidy process—particularly given the size of some groups. Handsworth’s annual production involves four teachers working together to unite some 160 students from various theatre, dance, film and English classes. For things to function well, peer student leaders are essential.



Dr. David Beare
Photo by Glenn McIntyre

Grade 12 “drammies” are “the natural leaders of the program,” says Beare, because they have real experience in the class and feel responsible not just for themselves but for others in the program. “It’s not about one teacher/director/controller and an overbearing structure,” he says. “A drama project thrives when diverse ideas and opportunities for expression come together to realize a single, common vision. The event of the final performance

is the core driving force that brings momentum to the project, but it’s in the day-to-day unpredictable interactions of people, curriculum and art creation that the actual learning happens.”

Peer leaders also enable students in lower grades to flourish in a way they couldn’t otherwise if they were all entirely dependent on one teacher. With Grade 12 students leading classes, little things, like projection and stage blocking, are fixed before they cause problems. Over time, the junior students become the seniors who can then “pay it forward” and demonstrate the higher values of caring for others and supporting each other to succeed.

Beare maintains that the key to a successful curriculum is an understanding of group development. Through applying a core understanding of psychology, Beare has been able to engage students positively while providing an enriched community that students enjoy being part of.

Social learning improves the way students interact with their teachers, but more importantly with each other. It enables communications and connections that otherwise might never occur.

“It’s about relationships,” says Beare, “between the teachers, the students, and the art itself. In a social context, everyone is invested in the give and take of leadership in learning.”

Progress and Accomplishments Highlights

In the North Vancouver School District 2011–2021 Strategic Plan, six high-level strategic goals address our intentions for growth, innovation and development over the next ten years. With this report, we are pleased to provide highlights of our progress in the second year of implementing the Plan.

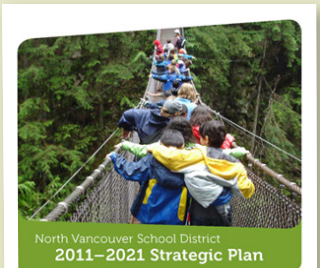
GOAL

Expand the availability of best instructional practices and enriched curriculum

Results

- Professional growth opportunities with an increased emphasis on Curriculum Design, Assessment, Instruction, and Social and Emotional Learning were aligned with the District Achievement Contract, Aboriginal Education Enhancement Agreement, and the District Literacy Plan
- 150 in-service sessions drawing a combined attendance of more than 2500 staff

- Simon Fraser University’s “Learning in the Early Years” Diploma program hosted at Highlands Elementary for primary teachers
- A new partnership with Capilano University to provide practicum placements for Early Childhood Education students in primary classrooms
- Inclusive Education 44 and LAC Service Delivery Model developed and currently being implemented to support our diverse student population



Features

Instruction Widening the picture

By Alex Smiciklas

For decades now, Canada's educational system has been going through an evolution of inclusion.

The days of segregated schools are gone, as are some of the more rigid structures to skill testing and knowledge demonstration. As social stigmas have been removed, the process of integration has emerged, with the goal of having students with physical and cognitive challenges receiving access to equal education with their peers.

In the process, it's been discovered that many students need adaptations to the curriculum and different support arrangements – even to be outside of the regular classroom at times. In the North Vancouver School District this means going beyond integration and to a different approach – inclusion.

An inclusive approach to education is one that brings a community together as a solid entity. It begins with a certain outlook, a view of seeing everyone as whole, complete and unique in their own ways. The goal of an inclusive approach is to have successful learning for all students, no matter the differences they might have.

As Ann Copp, Learning Services Family of Schools leader explains: "Inclusion starts with the way you see people. It's a human element, and it is the recognition of worth, value and capacity to contribute beyond what we see as physical or cognitive limitations. It requires that we move beyond what we consider to be normal skill sets, normal ways of thinking, normal ways of seeing the world, and recognize that the picture is much wider."

The inclusive approach to education allows for many adaptations to go beyond what curriculum-based assessment provides. "Overarching everything, we see the purpose of assessment as informing accurate intervention. Reaching every student begins with having a really good understanding of who they are as a learner at the outset."

Understanding the learner helps to drive the type of program they will need. For example, children with learning differences



Ann Copp and students
Photo by Glenn McIntyre

need a quality assessment at the beginning, to know where their area of weakness is. Then throughout the unit there is progress monitoring, an intervention on a set period of time to see what sort of response the student will give. These routine checkups are imperative to letting teachers know if the lesson plans are working, or if something needs adjusting.

The North Vancouver School District offers many programs to promote successful learning. There are learning assistance centres and support workers who are trained in the Orton-Gillingham approach to assist children with reading. There are staff trained in developing communication systems for students who are non-verbal, highly skilled educational assistants and resources for adapting programs and others who help students with social skills development.

Differentiated Instruction (DI), is another technique picking up momentum. "It's a flexible but very purposeful plan where you recognize that not everybody sitting in your classroom learns the same way," says Copp. The most important thing, she says, is having each and every student make a meaningful connection to what is being taught.

Some children learn by reading or listening, others through visual representation or physical touch. The structure of DI is with the end-in-mind, and the goal is to have everyone grasp the important concept. As Copp says, "there can be layers of depth to understanding, constructing knowledge and demonstrating knowledge. It's designing lessons so that there are multiple entry points for students to be able to learn, not one size fits all. That doesn't mean you do thirty lesson plans; it means you design your lesson with a few different options for delivery. That will help all the students be able to connect."

The inclusive approach is first and foremost a gateway to building community connections. Everyone has something to offer in life, and we can all learn from diversity. "I recently met with a mom and dad of a child who is coming into Kindergarten with some significant needs, and they were worried," says Copp. "We began to go over our flexibility and readiness for their son. After about twenty minutes, the mom's eyes welled up with tears, and she said, 'I had no idea that you were so prepared for my son already; I am so thankful.'"

It's the simple truth that *we all matter* that guides the work of inclusion. "Everybody has worth and everybody has value, and everybody has something to contribute," says Copp. "Our job is to find out how each child learns and do our very best to help them grow."

"With inclusion, what we are primarily focused on is successful learning for all students. I think our philosophy has also shifted – successful learning isn't just about academic achievement anymore. It's about the social-emotional learning that all young people need. We believe that learning is essentially best undertaken in a local community environment with local peers, whom all students benefit from having access to. We learn from diversity."

–Julie Parker, Director of Instruction, Learning Services

Progress and Accomplishments Highlights



Photo by Mary Anne Mackay

GOAL

Encourage the growth of collaborative, adaptive and personalized learning environments

Results

- Implementation of second First Nations Aboriginal Enhancement Agreement underway with an increasing focus on academic achievement of students of Aboriginal ancestry
- Six-year completion rate for Students of Aboriginal ancestry reached the highest recorded level at 61%
- Alternate programs and the provision of wraparound community services to support vulnerable students established at Mountainside Secondary
- NVSD Technology Plan for 2011/12 developed and approved by the Board of Education

GOAL

Nurture an inspiring and healthy work environment

Results

- Significant facilities revitalization included:
 - » re-opening the new Carson Graham Secondary in September
 - » opening the Education Services Centre at 2121 Lonsdale in June
 - » continued progress with the heritage renewal and rebuilding of Queen Mary Elementary
 - » opening the North Shore Credit Union Environmental Learning Centre at Outdoor School

Features

Assessment

Moving away from the checkmark

By Lucy Fox

What matters more, the mark or grade or the learning that promotes knowledge? Increasingly, the answer is being found where the focus of assessment is on growth in understanding and advancing levels of ability. As Paul Black and Dylan Williams observe in *Inside the Black Box: raising standards through classroom assessment*, teachers are moving from the traditional written, one-off evaluation of a student's knowledge towards constant assessment and acknowledgement of a student's improvement throughout an entire unit.

As a Kindergarten teacher at Braemar Elementary, Mireille Appelbe thinks that improvement and interactive assessment is a key element to her class. She models active education and evaluation, and peer assessment through leadership and teamwork.

Appelbe spends a lot of time outside with her students, letting them play while exploring the basic skills they need to achieve the education goals for Kindergarten. For example, her class



Taking it outside: Mireille Appelbe and students
Photo by Glenn McIntyre

spends time outside daily, showing their knowledge in a creative way. Because the students are more focused on enjoying themselves, they learn more naturally through play.

In a recent lesson on measurement, Appelbe asked her students to gather sticks and had them stack the sticks against a fence, smallest to biggest. "The students weren't thinking about the fact that I was assessing them on smallest to biggest," says Appelbe. "It didn't even occur to them, yet I was able to quickly see who was having difficulty and who understood the concept."

Even though Kindergartners do not receive letter grades, Appelbe still assesses her students through standard testing ideals as well. The key, though, is that her assessments serve only as a tool to evaluate their understanding over time. "With older students, a mark or a grade can cause so much stress," Appelbe says. "So why not take the grade out of it and say: 'I am assessing you, but there's no mark, I just want to see where you are.' This way, I get an idea of who needs more help and together we decide where to go from there."

Assessment is also changing in Secondary schools, where teachers are building upon the idea of evaluating students against one common standard instead of "the checkmark system" whereby grades are solidified after a test or quiz is written.

At Argyle Secondary, math and internship teacher Brigette Gerandol has adapted that idea using Marzano's four point rubric: students are graded on the level of difficulty of the questions completed, not how many they get right. This system, also known as 'mastery,' allows for students to better their mark through test and quiz retakes when they believe they can complete it to a higher standard, and gives students the motivation to delve into topics further so they can achieve a better grade. It's not a system based on reaching perfection straight away, but a system geared towards growth and deeper comprehension.



Brigette Gerandol
Photo by Robyn Moore

"We're talking about understanding the content through what the curriculum asks us to do and through levels of difficulty," Gerandol says. "What we're trying to move away from is letting checkmarks be the thing that guides us in terms of coming up with a student's progress. Checkmarks shouldn't have all the power that they have." Gerandol finds that the four-point scale is a more effective way to grade a student's understanding of a topic than the checkmark system.

Although there are different ways of assessing, the common theme today is growth in learning. "Assessment is the cornerstone of good educational practice, and good instructional practice by teachers," says Assistant Superintendent Mark Jefferson. "It needs to be meaningful and relevant and offer student opportunities to demonstrate their learning and receive feedback in a timely manner."

Different theories and models work for different teachers and schools, but in general, assessment is moving away from numeric value and heading towards recognizing a student's understanding of a topic and the curriculum over a period of time. "People learn in different ways," says Jefferson. "We all have to ask ourselves: 'what's the ultimate goal in education: is it the mark, or is it to actually gain the learning and deeper understanding?'"

Progress and Accomplishments Highlights



Late French Immersion at École Boundary
Photo by Susan Owens

GOAL

Develop and promote innovative and sustainable programs

Results

- BAA courses expanded in number, and introduced soccer, volleyball and culinary arts academies
- Distributed Learning Centres established in all Secondary schools
- Expanded the number of DL course offerings to students to 34
- CHOICES classes successfully introduced and implemented at all Secondary schools
- *Enhanced Program Opportunities Guide* published for Secondary students

GOAL

Provide leadership in environmental education and sustainability practices

Results

- Comprehensive Strategic Energy Management Plan adopted by the Board of Education – outlining a comprehensive plan to reduce the School District's energy consumption by 13% over 3 years.
- "Docutivity" review completed to reduce the number of copiers/printers in the school district, paper consumption, and printing costs
- Several outdoor classrooms landscaped for environmental education on school grounds
- Location moves to major new facilities prompted a paper shredding and recycling campaign generating savings equivalent to 358.5 trees, 1505.65 MWh of electricity, 337,500 litres of water and 51 cubic metres of landfill space when compared to the environmental impact of manufacturing new paper from wood pulp

Features

Social and emotional learning Schools as places of belonging

Spend anytime in an educational setting these days and the catch phrase social and emotional learning is bound to make its way into conversation. Dr. Vince White, who helps coordinate social and emotional learning initiatives for the North Vancouver School District, is working hard to frame this concept in a meaningful way – to help us consider schools as *places of belonging*.

“What it really comes down to is how we create a sense of belonging for each other,” says White. “A complexity of social interactions and emotions greatly impact our sense of connectedness to the world around us. For many of our students, this sense of belonging is the single most significant feature that defines their school experience.”

White has observed that the importance attributed to belonging and connectedness has reached an unprecedented level partly due to the realization that any situation in which a youth feels isolated can result in tragic outcomes. In the North Vancouver School District, social and emotional learning has been



Dr. Vince White with students at Sutherland Secondary
Photo by Robyn Moore

identified as one of four pillars, situated alongside curriculum design, instruction and assessment. “That’s giving it a pretty significant profile,” says White, who is also the counsellor of the Choices program at Sutherland. Choices is now offered in every North Vancouver Secondary school to support students who are experiencing social, emotional and/or behavioural barriers to their learning. The very foundation of Choices is built on the need for youth to have a sense that they are meaningfully connected with others in their school community. But Choices is only one of a multitude of initiatives happening in the School District to help support social and emotional learning for all students. “We all need to become more self aware of how our thoughts, words and actions can impact a sense of belonging for ourselves and others,” says White.

White’s 15 years of experience working in both Elementary and Secondary schools as a counsellor, vice principal and classroom teacher has led him to the realization that children are ultimately “hard-wired” to take care of one another.

“You see it on the playground everyday. Someone falls or gets hurt, and a swarm of children immediately race over to help. Everyone wants to accompany that child to the office, and be there for them until they feel better.”

White highlights this as evidence of the myriad of positive social interactions taking place in schools on any given day. “Students show caring and kindness to one another with a frequency that far exceeds the negative social experiences we most often hear about,” White says. “Encouraging children and youth to be more mindful of their capacity to help each other feel connected is the best way to ensure that our schools are first and foremost places of belonging.”

Exemplary approaches to supporting social emotional learning are happening everywhere in the School District and they are as

diverse and distinct as the school communities that develop them. At Seymour Heights Elementary, foundational self-awareness is encouraged through a variety of activities that help children to be calm, focused and alert for learning.

“Different students need different strategies,” says Seymour Heights’ principal Gowa Kong. “For some kids who find self-regulation particularly challenging, they may need to sit on an energy ball to be able to bounce a bit, take a walk-break, or practise some mindful breathing. These are some of the ways we acknowledge sensory needs as a factor in successful learning.”

Simple breathing exercises or classes that take “energy breaks” (for example, going for a quick run between lessons) not only address individual needs, they can also help the whole school dynamic. Breathing exercises are particularly powerful, says Kong. “They bring our energy back down so we can focus. They also tie in to our efforts to be a Mind-Up school – constantly working on teaching mindfulness and compassion.”

With such foundational behaviours in place, the school community can take on bigger belonging initiatives like school-wide random acts of kindness, and developing and promoting the school code of conduct to encourage students an awareness of MOP—that is: “taking care of myself, taking care of others, and taking care of this place.” Creating unique celebrations of learning (once-a-month “Rock on!” and “Keep Rocking!” assemblies celebrate project-based learning at Seymour Heights) and discovering how to strengthen students intrinsic motivation to do well and do good are some of the ways that “the negative narrative” can change and shift everyone’s perspective to seeing schools for what we want them to be—places of belonging.



Seymour Heights Elementary Principal Gowa Kong
Photo by Robyn Moore

Progress and Accomplishments Highlights



Mountainside Secondary students create a Biology 12 animation on the respiratory system
Photo courtesy Ian Powell

GOAL

Strengthen and expand reciprocal community relations

Results

- Board of Education actively engaged the community in a series of “Land, Learning and Livability” public meetings and discussions related to the future use of lands identified as surplus to the long-term needs of the School District
- Family Friendly Charter signed with our partner groups to support family friendly communities
- Implementation of a new Community of Learning project at Ridgeway through partnership with North Shore Neighborhood House to provide free pre-school for several new families in the community



Practicing for a band concert
Photo courtesy Lasse Leslie

Snapshot

2012/2013 North Vancouver School District Snapshot



Boundary Elementary's 2012 Cross Country runners
Photo by Alexa Smyth

- 15,843 students enrolled in Kindergarten to Grade 12
- 8,907 Elementary and 6,936 Secondary students
- \$157 million operating budget for 2012/13
- \$55 million capital budget for new construction, renovation and improvements
- 2,363 employees (full-time and part-time)—1,095 teachers, 222 ToCs, 767 non-teaching staff, 159 casual staff, 85 administrative staff and 35 management staff
- A comprehensive K–12 education program consisting of over 200 provincial and locally developed educational programs and services in the Humanities, Mathematics/ Sciences, Physical Education, Fine Arts and Applied Skills
- Early French Immersion and Late French Immersion enrolling 2,389 students
- Digital Media, Hockey Skills, Soccer, Volleyball and Artists for Kids Studio Art Academy and VCC Culinary Arts Level 1 for Secondary students

- Locally developed programs and resources, including Band and Strings, Our Turn to Talk, Reading 44, Firm Foundations, Writing 44, Math 44, and the ELF (Early Learning Foundations) affiliation with pre-school and child-care providers
- Summer School providing comprehensive programming for Elementary and Secondary remediation, full credit senior Secondary school courses and courses for ESL and French language learners
- A variety of support services and programs for students with special learning needs
- An International Education Program, attracting over 500 learners from around the world
- Continuing and adult education programs, providing a full complement of high school completion courses and academic upgrading classes

- The Artists for Kids Trust housing a collection of contemporary Canadian art and providing award-winning fine arts enrichment programming and scholarships
- 25 Elementary schools
- 7 Secondary schools (including one alternate Secondary school)
- An environmental outdoor education centre, the North Vancouver Outdoor School, located near Squamish, BC
- The North Vancouver Distributed Learning School, working in partnership with our mainstream high schools, to provide 34 academic and elective courses for both youth and adults requiring credits in Grades 10, 11 and 12
- 7 StrongStart BC Centres with over 740 registered early learners



Sutherland students at CBC Food Bank Day



International Baccalaureate students
Photo by Lotte Bond



Seycove students on work experience field trip
Photo by Zachary Anderson

About the features...



After school means Artists for Kids
Photo by Rika Sakaibara

Every year, we facilitate work experience opportunities for over 650 Secondary students interested in exploring a wide range of career pathways. Business, fitness, tourism, trades, health and science are just a few of the areas where work experiences are created. Employers on the North Shore are essential partners in offering these opportunities and we greatly appreciate their support of our students.

As the largest employer on the North Shore, the School District also provides direct work experience opportunities for students. For the second year in a row, the NVSD *Annual Community Report* has provided a work experience opportunity for Grade 12 students interested in pursuing careers in journalism, photography or communications. Five students, Esmée Colbourne, Lucy Fox, Glenn McIntyre, Robyn Moore, and Alex Smiciklas, were chosen to join our editorial team to create content for this report. We're very proud of their contributions and the professional approach they took to their writing and photography assignments. We thank the work experience facilitators, teachers and district administrator Marcia Garries, who manages the Work Experience Program (www.nvsd44.bc.ca > Programs), for their support and assistance in connecting this project with some very talented and hard-working students.

The Album



Windsor Secondary's "Magic Ghoul Bus"
Photo by Olga Woodland



Argyle Secondary students at the 2013 Vancouver Model United Nations
Photo courtesy Iren Herr




French Immersion students at Sherwood Park Elementary
Photo by Gretchen Tolfo




We're pleased to be able to share here a number of the photographs we've received from staff and students that highlight student activities from the past year. Together, the photographs illustrate the range of interests and activities our students engage in, their leadership in the community, and the diversity and inclusivity that distinguishes our school district.

To request copies of this report, or for more information, please contact:

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The teaching garden at Mountainside Secondary
Photo by Janice Rodger



North Vancouver Outdoor School Youth Leadership students
Photo by Garry Cotter



Students in the Culinary Arts Program
Photo by Chef Ysabel Sukic



Soccer match between Argyle and Sutherland Secondary
Photo courtesy Argyle 2011 - 2012 Yearbook Class



Senior Girls Volleyball - Argyle vs. Handsworth Secondary
Photo by Bryan Lockless



Grade 5 "Windows to Canadian Art" AFK visit
Photo by Luke Potter



Hockey Academy at Windsor Secondary
Photo courtesy Argyle 2011 - 2012 Yearbook Class



A student in Mountainside Secondary's Integrated Studies Program presents a work in progress
Photo by Sharaya Hamm


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