

North Vancouver School District
SCHOOL PLAN
2009-2010

School: Sutherland Secondary
Address: 1860 Sutherland Avenue
North Vancouver, BC V7L 4C2
Phone: 604-903-3505

Principal: John McGowan

School/Community Context:

Sutherland Secondary is a comprehensive secondary school offering a full range of electives including fine arts and applied skills. Sutherland has two specialty programs at the grade ten level: Social Studies Explorer which melds the curriculum for both Social Studies 10 and Physical Education 10, and Science Co-op, which combines Science 10 and 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. Sutherland students have acted as mentors for the younger students through peer counselling, guiding reading projects and peer tutoring. Sutherland worked 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 begins at the waterfront and extends as far north as 27th Street. The community within this catchment is large and diverse. Sutherland is one of two secondary schools located in the City of North Vancouver.

Sutherland has 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 field.

Census data indicates that 16% of families within the Sutherland catchment have an annual income of less than \$30K. Census data also indicates that 83% of residents have a high-school graduation certificate and 23% have a Bachelor's degree or higher. Both of these numbers are lower than the District average. Census data also shows that 15% of the children in the catchment live in "lone-parent" families.

Sutherland continues to be a Safe and Caring school. In addition to a student assembly at the beginning of each semester, guest speakers present to the student body on themes like drinking and driving. The school sponsors a 24 Hour Famine to raise funds for social projects. Our peer counsellors continue to provide assistance in school safety matters and this year our school



participated in the "Wear Pink" to support the "say no to bullying" initiative. Other events include the "Inside Out Day" to raise promote body awareness and a school wide Health Fair.

With such a tolerant and diverse student population, Sutherland is proud of creating, revising, and implementing a diverse curriculum. Sutherland strives to develop strong leadership, responsible citizens, and life long learners. We wish to instill in our students a sense of their own worth and their responsibility to a broader community.

Data collected for the first semester of the 2008-2009 school year showed that Sutherland had 98.6% of classes with <30 students compared to a district average of 91.9%.

Demographics:

Total number of students: 985 Male: 506 Female: 479

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

Grade	8	9	10	11	12
English	188	148	191	235	223
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
49.589	2.74	7.1	4.67	7.51

Progress Analysis:

Review of School Goals – Previous Year

School Plan Goal 1: To improve student literacy

Objective 1.1: To improve student success rates in English 10, Communications 12, and English 12.

A review of available data suggests that targets for 08/09 in English 10 are being met. Data from 07/08 indicates that 96% of students received a C- or better. However, preliminary data from the January 2009 Provincial exam indicates that only 90% of students are receiving a C- or better in English 10. Since Sutherland is a semestered school, a final analysis of the 2008/2009 year can not be made until August.

Final Pass rates for English 12 suggest that targets are not being met. The Final Pass rate for English 12 in 07/08 decreased by two percent with a target established at 98%. Results from January 2009 continue this trend indicating a Final Pass Rate of 96%.

Objective 1.2: Conduct a thorough evaluation of the Bring on the Books (B.O.B.) program.

Information obtained by the administration and staff through informal conversations with students and parents indicated general support for the program. Consultations with staff indicated that the program was of benefit and supported literacy goals. It was decided to continue the program through the 09/10 year.

Objective 1.3: To minimize gender disparities in English 10 and English 12.

A review of available data suggests that gender gap differences continue to persist. In 07/08, all female students (100%) passed English 10 and 92% of males achieved the same standard. However, a review of the English 12 results for the same year shows that 97% of males and only 95% of females passed the course. This is contrary to previous years when females had a higher pass rate than males. However, an analysis of both the English 10 and English 12 pass rates indicate that males consistently have a pass rate percentage below females.

School Plan Goal 2: To ensure a safe and positive learning environment

Objective 2.1: To increase students' sense of pride in their school.

A review of Satisfaction Survey results from 07/08 indicates that some progress has been made with respect to this objective. In response to the question, "do you like school?" Grade 10 results increased from 83% to 84% and Grade 12 results increased from 88% to 94%. The targets set for this question are 85% and 90%. In response to the question, "Are you satisfied the school is preparing you for post secondary education?" Grade 10 results increased from 70% to 85% and Grade 12 results increased from 69% to 74%. The targets for the 08/09 school year are 80% and 80%. This is a noticeable increase in a positive way with respect to these two questions and suggests that the school is moving towards meeting the targets.

Objective 2.2: To improve students' sense of safety in the classroom.

Baseline data for the question "At school, are you bullied, teased or picked on?" was 9% of Grade 10 students and 3% of Grade 12 students responding "many times or all of the time". At the Grade 10 level, this decreased to 1% by 07/08. Student response to this question was significantly below the district (7%) and province (8%). At the Grade 12 level, student responses increased to 6% in the 07/08 year after remaining the same in the 06/07 year. This is the same as the District (6%), but below the Province (7%). Discussions with the Student Services Department anecdotally imply that there has been a positive change in this area. It is their impression that students feel safer and are willing to deal with issues proactively. One factor that was mentioned was the move to the new school; there is a renewed sense of pride in the student body.

Objective 2.3: To improve students' respect of others thereby reducing incidences of bullying, harassment, teasing, etc.

There was no qualitative or quantitative data used to set baseline, actual, or target measures for this objective. A review of the proposed strategies and structures indicate that the school is currently in the implementation phase and has completed some of the targets as outlined.

School Plan Goal 3: To improve achievement and participation in Mathematics

Objective 3.1: To increase the number of students in Grade 8-10 succeeding in "mainstream" Mathematics (Principles of Mathematics).

A review of the available data indicates that the success rate(%) in Principles of Math 10 has remained static at 90% for the past two years. The number of students enrolling in Principles of Math 10 has decreased since 05/06 with only 78% of students taking the course in 07/08. Results for 08/09 are needed to make a statement on whether this is a trend or an anomaly.

Objective 3.2: To reduce the disparity between First Nations students and the general population in mathematics achievement.

The relatively small cohort size makes it difficult to determine if strategies and structures currently in place are making a difference. A review of school based marks and a comparison of the percentage of First Nations students taking higher level math courses may provide some information. The district has provided an itinerant teacher to work with FN students on a weekly basis, however this support did not start until the second semester.

Opportunities for Further Development:

The transition to the new building has provided unique opportunities for the continued development of Sutherland with the vision of becoming the top comprehensive secondary school on the North Shore.

- Focus on the use of technology to enhance student learning and engagement.
- The Learning Together Program has undergone a review. Changes to the delivery model will support young mothers through a self-paced, supported schedule using technology.



- The Math Department will be implementing the new math program over the next three years. The SPC feels that the implementation will allow for new goals and objectives to be set for student achievement in mathematics.

School Goals:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Sutherland Secondary School Plan for 2009-2010 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 reading comprehension and written expression, is 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.
- Continue to implement and encourage B.O.B. in order to increase the number of students reading for pleasure.
- Continue to review Provincial Exam results at Department Head Meetings and Department Meetings.
- Continue to implement and use Reading 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.

Evidence: (Quantitative)

Key Performance Measure:	Baseline (07/08)	Target (08/09)	Actual
English 10 Provincial Exam (percentage)	56.33	74.00	
English 12 Provincial Exam (percentage)	44.78	64.96	

Evidence: (Qualitative)

Qualitative Baseline:

- A review of the data from the past four years shows that Sutherland students score higher than the provincial average in English 10 but below the district average in the same measures. By Grade 12, Sutherland students are scoring below the district average and are often below the provincial average as well.

<p>Qualitative Target:</p> <ul style="list-style-type: none"> - The target goal is to increase results in these two areas so Sutherland students are consistently achieving above the provincial average and at least equal to the district average.
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Click here to type qualitative ACTUAL comments

Objective 1.2:

To improve the gender gap between male and female students in English 10 and English 12 as measured by the percentage of students passing the course (Final Pass Rate).

Strategies/Structures:

- English Department will meet on a yearly basis to review data related to gender differences on the Provincial exam and discuss strategies to improve.
- School librarian will support male readers by actively seeking reading materials that will engage male readers.
- Assess specific areas in the curriculum where gender gap is more evident.
- To use the school web site and library to promote reading for pleasure.

Evidence: (Quantitative)

Key Performance Measure:	Baseline (07/08)	Target (08/09)	Actual
Gender Gap on English 10 Exam	8%	4%	
Gender Gap on English 12 Exam	2%	1%	

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Gender gap differences are also noted in other key subjects. Examples include Principles of Math 10 (6%), Science 10 (9%), and Social Studies 11 (7%), A more comprehensive statistical analysis is required to determine if the difference is significant.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - A realistic target would be to reduce gender gap differences to less than 5% or alternatively the school should align with the Provincial average.

Qualitative Actual:
 - Click here to type qualitative ACTUAL comments

Objective 1.3:

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

Strategies/Structures:

- Continue to 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.
- Use the notes from the Grade 7 Transition Meetings to identify students that do not meet expectations in English.
- Investigate hosting a Grade 8 Parent Night in the fall to support school and parent dialogue relating to curriculum.
- Continue to directly contact parents of students who are not meeting expectations and request they attend the Parent/Teacher Nights.

Evidence: (Quantitative)

Key Performance Measure:	Baseline (07/08)	Target (08/09)	Actual
English 8 Final Letter Grade (C+ or better)	81.3%	86%	

Evidence: (Qualitative)

Qualitative Baseline:
 - Click here to type qualitative BASELINE comments

Qualitative Target:
 - Click here to type qualitative TARGET comments

Qualitative Actual:
 - Click here to type qualitative ACTUAL comments

School Goal 2:

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

Goal Rationale:

Students need to feel safe at school in order to engage in their learning and to improve their achievement. Schools must establish a safe and caring environment in order to foster intellectual and personal growth. The adults in the building clearly play a crucial part in developing a positive culture. Both the Safe Schools & 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 11 students who feel that adults within the school community are responsive, tolerant, and respectful by their Grade 12 year as measured by the Safe Schools and Social Responsibility Survey and the Satisfaction Survey.

Strategies/Structures:

- Utilize a Staff Development morning to work with staff on creating an inclusive environment.
- Highlight the results of the Safe and Caring Schools and Satisfaction surveys to inform staff on our progress in this area.
- To provide a safe and caring school environment.

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline (07/08)	Target (09/10)	Actual
The adults in my school treat student fairly. (agree/strongly agree)	50%	60%	
My ideas and opinions are important to at least one adult in the school. (agree/strongly agree)	72.7%	80%	
My feelings are recognized by at least one adult in the school. (agree/strongly agree)	47.9%	58%	
I can get extra help from adults at my school if I need it. (agree/strongly agree)	84.3%	90%	
Adults in my school respect me. (agree/strongly agree)	60.9%	70%	
Adults in my school really care about students. (agree/strongly agree)	46.6%	56%	

Objective 2.2:

To increase the number of First Nations students who feel that adults within the school community are responsive, tolerant, and respectful by the end of next year as measured by the Safe Schools and Social Responsibility Survey and the Satisfaction Survey.

Strategies/Structures:

- To meet with all FN Students at the start of the year to start the connecting process.
- Continue providing curricular support through the FN Literacy and FN Math teachers.
- Continue to provide cultural and emotional through the FN Support Worker.
- Facilitate dialogue and increase understanding of aboriginal issues.
- Continue to work with staff and the First Nations Community on creating an inclusive school environment.
- Analyze data from surveys to determine FN Students feelings of safety.
- Identify at-risk students and provide interventions.

Key Performance Measure:	Baseline (07/08)	Target (09/10)	Actual
The adults in my school treat student fairly. (agree/strongly agree)	68.5%	78%	
My ideas and opinions are important to at least one adult in the school. (agree/strongly agree)	63.2%	73%	
My feelings are recognized by at least one adult in the school. (agree/strongly agree)	47.4%	57%	
I can get extra help from adults at my school if I need it. (agree/strongly agree)	68.5%	78%	
Adults in my school respect me. (agree/strongly agree)	68.5%	78%	
Adults in my school really care about students. (agree/strongly agree)	57.9%	68%	

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- The results from the satisfaction survey will be reviewed as well. The small sample size limits its use as a quantitative measure.
<p>Qualitative Target:</p> <ul style="list-style-type: none">- Based on the available data, the SPC has determined that appropriate targets would ensure that FN students respond the same as or greater than non aboriginal students.

Qualitative Actual:

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

School Goal 3:

To improve achievement and participation in Mathematics at the junior and senior level.

Goal Rationale:

Proficiency in Mathematics and its application to the "real world~ is a critical life-skill. Sutherland is proud of its organizational structure that places students in Principles of Mathematics at the grade 8 and 9 level and meets the needs of struggling students through curricular adaptation and modification (when indicated by an *Individualized Education Plan*).

Objective 3.1:

To increase the number of students meeting expectations in Mathematics by the end of Grade 8 as measured by their final letter grade (achieving a 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 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.

Key Performance Measure:	Baseline (07/08)	Target (08/09)	Actual
Math 8 Final Letter Grade (C+ or better)	53.3%	58%	

Objective 3.2:

To increase the number of First Nations students meeting or exceeding expectations in Principles of Math as measured by their final letter grade (achieving a C+ or greater).

Strategies/Structures:

- Continue to provide targeted support in mathematics through a FN Math teacher.
- Track FN students and inform their mathematics teacher on their progress.
- Continue to develop connections with our FN students so they feel connected to the school.

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Targeted math support at Sutherland has been sporadic for approximately one year. The possibility of direct staffing to provide math support will be of particular benefit to FN students. The tentative plan is to offer one block each semester within the timetable, and combine it with one block of tutorial time throughout the year.
<p>Qualitative Target:</p> <ul style="list-style-type: none">- The goal is to have FN students meeting or exceeding in Mathematics by the end of 2009/2010 school year as measured by the letter grade they receive in Mathematics.
<p>Qualitative Actual:</p> <ul style="list-style-type: none">- Click here to type qualitative ACTUAL comments

Objective 3.3:

To increase the number of students taking Principles of Mathematics in Grades 11 and 12.

Strategies/Structures:

- Have counsellors promote the benefits of taking Principles of Math.
- Work with counsellors and parents to ensure appropriate course selection at the Grade 10 level.
- Investigate the creation of a Math Study Group to provide support and intervention to ensure students complete these two courses.

Key Performance Measure:	Baseline 08/09	Target (09/10)	Actual
Principles of Math 11 (school enrolment)	77.3%	80%	
Principles of Math 12 (school enrolment)	58.7%	65%	

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Enrollment in Principles courses ensures that a student has options when pursuing post secondary opportunities. Enabling a majority of senior students to take Principles of Math courses ensures this option.
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Qualitative Target:

- Changing demographics in the student population at Sutherland suggests that a greater number of students should consider the Principle of Math stream.

Qualitative Actual:

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

Connections:

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

The Sutherland Family of Schools has worked collaboratively over the past twelve months to ensure greater connections are made to support all learners. Instead of viewing the elementary and secondary schools as distinct units, an approach has been taken to view the schools as an integrated K-12 system located at different sites. Of particular interest over the next few years will be Mathematics education. This is an area of improvement where a collaborative effort between elementary and secondary schools will be needed. In light of this initiative, each school within the Sutherland FOS has set a goal specific to Mathematics achievement. The hope is to increase student achievement at the secondary level by doing the foundational work at the elementary level.

The administration of the four schools also met on a regular basis to discuss the school planning process. This allowed for a greater understanding of each school plan and allowed for greater connection between goals at the four sites.

Consultation Process of Sutherland Secondary School Planning Council:

- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- A summary of the approved Sutherland School Plan will be posted on the school web site by October 31, 2009.

School Planning Council Approval of Proposed School Plan:

Date: Click to type date

	Name	Signature
Chairperson (Principal)	John McGowan	
Teacher	Click to type name	<i>Teachers have declined the opportunity to be part of the school plan.</i>
Parent	Sara Knapp	<i>Original Document signed by SPC Members</i>
Parent	Ann Sotres	
Parent	Andrea Winterbottom	
Student <i>(Gr 10, 11, 12 schools only)</i>	Elliott Squire	

Board Approval of School Plan:

Approved by:

**Bryn Roberts, Assistant Superintendent
June 15, 2009**

