

North Vancouver School District
SCHOOL PLAN
2010-2011

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

Principal: John McGowan

School/Community Context:

School District #44 comprises schools (seven secondary, 1 junior secondary, and 15 elementary) in both the City and District of North Vancouver and is administered by a Board of Trustees elected proportionately from both municipalities.

Sutherland Secondary is a comprehensive "high" school offering quality academics and 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. Our students have acted as mentors for the younger students through peer counselling, guiding reading projects and peer tutoring. We 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 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.

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 University Bachelor's degree or higher. Both of these graduation numbers are lower than the School District average. Census data also shows that 15% of the children in the catchment live in "lone-parent" families.



Parents are invited to participate in the life of our school through a **Parent Advisory Committee** that both advises on school operations and assists staff and students via events that promote school spirit and raise funds to supplement various programs.

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 presentation to our students on themes like drinking and driving. The school sponsors a "24 Hour Famine" event 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 also a school wide Health Fair. We also promote connections between students and staff outside the classroom through the various clubs we offer.

Sutherland is proud of creating, revising, and implementing a diverse curriculum that connects with the needs of each student and responds to the high expectations of our parents and the general community. Data collected for the first semester of the 2008-2009 school year showed that Sutherland had 98.6% of classes with less than 30 students compared to a district average of 91.9%. A comprehensive and high quality learning environment is our mission but equally, we strive 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.

Demographics:

Total number of students: 961 Male: 500 Female: 461

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	173	187	167	216	218
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
48.793	2.08	8.84	5.72	4.16



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 and English 12 as measured by the percentage of students achieving a C+ or better on their Provincial Exam.

Improving student literacy remains a key long-term objective. The 2009/2010 School Plan shifted to looking at a C+ grade or better as a means to determine improvement. In previous plans, the pass rate was used, but the high percentage of students achieving a pass rate no longer provided a meaningful target for improvement in this area. Actual student results in 2009/2010 did not meet Targets. The percentage of English 10 students receiving a C+ or greater increased to 59.6 % while the percentage of English 12 students receiving a C+ or greater decreased to 43.9%. The school will continue to implement and refine strategies to meet our target that students at Sutherland achieve at the same level as their peers in the other schools in the District.

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).

While gender gap differentials remain a common measure for review and planning, the SPC feels that satisfactory strides are being made to reduce this gap. The gender gap differential in English 10 decreased 1% and the English 12 gender gap decreased to an actual difference of only 1% between males and females.

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.

The SPC set an ambitious target to increase the percentage of students achieving a C+ or better at 86% of the Grade 8 class. Actual results indicate that the percentage of students achieving a C+ or greater decreased to 77%. Of note however was that the number of students achieving an A letter grade remained constant at 23%. The SPC is supportive of the school goal of implementing a work habits rubric at all grades and in all classes; it is believed that this will have a positive effect on this goal.

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 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 Satisfaction Survey.



Two main sources of data were used to determine progress, the Satisfaction Survey and the Safe Schools and Social Responsibility Survey. This year, the District was unable to financially support the SSSRS and it was not administered. Inferences about progress on this goal had to be based on the Satisfaction Survey. The data suggests that there are areas for improvement and growth in key social factors relating to how students perceive the support they receive from adults at the school. Of note however, is data obtained from Grade 10 students on the Satisfaction Survey. In the majority of responses, Grade 10 students responded in a more positive fashion and also agreed/strongly agreed at a higher percentage than the District average. This year, the Satisfaction Survey will be the only quantitative tool used. The SPC is unsure if the SSSRS will be administered in future years.

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.

As mentioned previously, the SSSRS was not administered this year. The small sample size and the lack of Satisfaction Survey data for FN students due to the small sample size (Gr. 10 n=4 and Gr. 12 n=5) makes it unrealistic to use this data except to make generalizations.

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 students meeting expectations in Mathematics by the end of Grade 8 as measured by their final letter grade (achieving a C+ or better).

The SPC feels that definite progress has been made in relation to this goal. A target of 58% of students achieving a C+ or greater was met.

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 C+ or better).

The school has made some strides towards this goal, but the small cohort of FN students makes it difficult to make more than inferences. The addition of a Math teacher on staff to provide tutorials to students appears to be helping students increase achievement in Math.

Objective 3.3: To increase the number of students taking Principles of Mathematics in Grades 11 and 12.

Targets set by the SPC were not achieved. Actual enrolment in Principles of Math 11 and Principles of Math 12 for 09/10 were 74.5% and 50% respectfully. Discussions at SPC meetings have revolved around the idea that an increased participation rate in these two courses may not be a key measure that the SPC wants to use to determine student achievement. Using participation rates in Principles of Math 12 may not align with the philosophy of ensuring students have taken the courses they need to meet their post secondary goals. The SPC reviewed the entrance requirements for post secondary institutions in BC and decided that Principles of Math 11 is a key course for meeting these requirements.

The SPC has decided to no longer include the participation rate in Principles of Math 12 as a measure. Principles of Math 11 will be maintained as a measure until the Ministry mandated change in Math curriculum is fully implemented.

Opportunities for Further Development:

Sutherland continues to look for ways to leverage our new facilities to enhance and improve student learning. School-wide initiatives to improve student achievement have been a focus this year.

- We continue to look for new ways to incorporate technology into student learning and have initiated a guest wireless network to allow students to access the internet. Our Technology Committee is meeting to discuss strategies in this area.
- Staff worked to develop a work habits rubric based on the Ministry criteria. We will be using this rubric to provide formative feedback to students. We believe that helping students develop learning skills will correlate to improved achievement.
- A Principal's and Vice Principal's List has been created to recognize student achievement, work habits, and attendance. Positively reinforcing behaviours and attitudes toward achievement will also support student learning.

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 2010/2011 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 the 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, and oral language 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.
- Maintain the school-wide silent reading program (B.O.B.) in order to increase the number of students reading for pleasure.
- Continue the practice of reviewing Provincial Exam results at Departmental Meetings.
- Continue to implement and use Reading 44 Strategies in all classrooms.
- Implement and 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.

Evidence: (Quantitative)

Key Performance Measure: (% of students achieving C+ or higher)	Baseline (07/08)	Target	Actual
English 10 Provincial Exam (percentage)	56.3	58%	
English 12 Provincial Exam (percentage)	44.8	47%	

Evidence: (Qualitative)

Qualitative Baseline:

- Currently, students enrolled in English 10 and English 12 are scoring lower on Provincial Exams than their peers at other North Vancouver Schools.

<p>Qualitative Target:</p> <ul style="list-style-type: none"> - The Sutherland SPC has set the target the students at Sutherland achieve the same as or higher than the District average on English 10 and English 12. Since this number varies from year to year, no specific number can be assigned.
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> -

Objective 1.2:

To improve the gender gap between male and female students in English 10 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.
- Access specific areas in the curriculum where gender gap is more evident.
- Use the school web site and library to promote reading for pleasure.

Evidence: (Quantitative)

Key Performance Measure:	Baseline (08/09)	Target (09/10)	Actual
Gender Gap on English 10 (Final Pass Rate)	7%	5%	

Objective 1.3:

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.
- 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.

- Contact the parents of at-risk students directly and request their attendance at yearly Parent/Teacher Nights.
- Have Counsellor and Grade Administrator meet with the parents of students not meeting expectations in Humanities based courses and require attendance at weekly tutorials.

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline (08/09)	Target (09/10)	Actual
English 8 Final Letter Grade (C+ or better)	77%	86%	
Social Studies 8 Final Letter Grade (C+ or better)	59%	86%	

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.

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.
- Develop and promote a network of extra curricular activities (athletics, clubs, etc.) to connect students to adults in the building.

Evidence: (Quantitative)

Key Performance Measure:	Baseline (09/10)	Target (11/12)	Actual
Do the teachers and staff at your school support healthy behaviour?	56%	61%	
At school, do you respect people who are different from you (for example, think, act, or look different)?	89%	94%	
At school, do you participate in activities outside of class hours (for example, clubs, dance, sports teams, music)?	40%	45%	
Are you satisfied that school is preparing you for postsecondary education (for example, college, university, trade school)?	57%	62%	
Do you feel safe at school?	78%	83%	
At school, are you bullied, teased, or picked on?	6%	5%	
Do you like school?	48%	53%	



Does staff treat all students fairly at school?	36%	41%	
Do your teachers help you with your schoolwork when you need it?	69%	74%	
Do you know what your school's expectations are for student behaviour?	73%	78%	
I would like to transfer to a different school.	8%	5%	
Do you feel welcome at your school?	69%	74%	
How many adults at your school care about you? (1 or more)	78%	83%	

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 the next year as measured by an feedback from interviews by FN teaching staff.

Strategies/Structures:

- Continue providing curricular support utilizing the FN Literacy and Math teachers.
- Continue to provide cultural and emotional support to FN students in the Learning Together program.
- Continue to work with staff and the First Nations community on creating an inclusive school environment.
- Identify at-risk students and provide interventions.

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Teachers directly involved with First Nations students will ask students questions similar to those used on the SSSRS to determine progress towards meeting the targets established in the 2009-2010 School Plan.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Improved responses to the same questions next year.
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> -

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 the IEP).

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 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.

Key Performance Measure:	Baseline (08/09)	Target (09/10)	Actual
Math 8 Final Letter Grade (C+ or better)	58%	60%	

Evidence: (Qualitative)**Qualitative Baseline:**

- Inferences can be drawn by also reviewing results in Science 8. In the 2008/2009 academic year, 71% of Grade 8 students received a letter grade of C+ or greater.



<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Corresponding improvements in Science 8 when compared to Math 8.
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> -

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 C+ or better).

Strategies/Structures:

- Continue to provide targeted support in Mathematics with a FN Math teacher.
- Track FN students and inform their Mathematics teacher of their progress.
- Continue to develop connections with our FN students so they feel connected to the school.
- Have Counsellors meet with FN students to explain the importance of completing Principles of Math through the Grade 11 year to support a range of Post Secondary opportunities.

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Progress was made last year through classroom based instruction in terms of student pass rate. Only two FN students out of a total of eighteen students failed Math. This includes students in Elementary or other Secondary schools last year.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Increase the number of FN students taking Principles of Math courses and achieving a grade of a C+ or greater.
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> -

Objective 3.3:

To increase the number of students taking Principles of Mathematics in Grade 11.

Strategies/Structures:

- Have counsellors promote the benefits of taking Principles of Math 11 and 12.
- Work with Counsellors and parents to ensure appropriate course selection at the Grade 10 level.
- Have the Math Department explain to students the importance of mathematics education.
- Continue to offer and promote Math Contests to support Math.

Key Performance Measure:	Baseline (08/09)	Target (10/11)	Actual
Principles of Math 11 (school enrolment)	77%	80%	

Evidence: (Qualitative)

Qualitative Baseline: <ul style="list-style-type: none">- Comparison to Seycove & Argyle Secondary: Principles of Math 11 = 54% and 87%- Principles of Math 12 enrolment at Sutherland = 50%; at Seycove Secondary = 44%; at Argyle Secondary = 69%
Qualitative Target: <ul style="list-style-type: none">- Maintain a similar enrolment pattern in Principles of Math 11 and Principles of Math 12 as other North Vancouver schools.
Qualitative Actual: <ul style="list-style-type: none">-

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 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 Click to type school name School Plan will be posted on the school web site by October 31, 2010.

School Planning Council Approval of Proposed School Plan:

Date: Click to type date

Name		Signature
Chairperson (Principal)	John McGowan	<i>Original Document signed by SPC Members</i>
Teacher		
Parent	Sara Knapp	
Parent	Kevin Pike	
Parent	Meghan Friesen	
Student <i>(Gr 10, 11, 12 schools only)</i>	Emily Bridge	

Board Approval of School Plan:

Approved by:

**Bryn Roberts, Assistant Superintendent
June 14, 2010**

