North Vancouver School District

SCHOOL PLAN *for* 2011-2012

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. Next year, Sutherland will be the pilot site for a new Community Learning Program that will be developed to support at risk learners within the school community context.

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.

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 presentations 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 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 and teams we offer.

Demographics (*2010-2011 school year*)**:**

Total number of students: 999 Male: 517 Female: 482

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

Grade	8	9	10	11	12
English	197	187	210	189	216
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
46.7	**2.1**	**9.21**	**5.9**	**6.4**

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.

The SPC views student literacy as a foundational goal of school improvement. After shifting to a target of increasing the number of students achieving a C+ or higher in 2009/2010, the school has been developing strategies to assist in the long term improvement of literacy results. Another measure of improvement is the achievement of students compared to the District average. Strategies will continue to attempt to increase student achievement so that students achieve at or above the District average.

An analysis of Provincial Exam results from 2009/2010 indicate that the actual results for English 10 were that 55.13% of students achieved a mark of C+ or better. This result is below the target of 58%. English 12 results in comparison were that 51.61% of students writing the exam scored a C+ or better. The target established by the SPC was 47%.

Students writing the English 10 and English 12 exams continue to score below the District average however. In English 10, the average was 68.62% compared to 69.08% for the District; in English 12, the average was 66.28% compared to the District average of 69.53%.

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)

Actual data from 2009/2010 indicate that the gender gap in English 10 based on the final pass rate was 10%. The target was a 5% difference. An analysis of these results by reviewing individual student results shows that a number of the male students are designated as Special Needs or faced exceptional circumstances last year that interfered with their academic success. The SPC has decided that this objective will not be included in the plan for 2011/2012 as it satisfied that the school is appropriately dealing with the success of all students.

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.

While targets were not met in this area, the SPC feels that the school is moving in a positive direction with respect to this objective. The actual results for students achieving a C+ grade or better in English and Social Studies were 76% and 65% respectively. While this did not meet the ambitious target of 86%, it shows that acheivement was consistent or slightly improved in the case of Social Studies 8 (Baseline 08/09: 59%).

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

The SPC determined that it would be informative to track a cohort group longitudinally to determine if strategies are improving student perceptions. The Grade 10 cohort was selected and an analysis will be completed during their Grade 12 year. Staff has focused on the socio-emotional aspect of the school and a number of targeted events were initiated this year to connect our ESL, International, and First Nations students with peers and the school. There has also been a focus on increasing student empathy and tolerance for one another.

A review of Satisfaction Survey results for the Grade 10 and Grade 12 cohorts was reviewed this year. Results from this cohort exhibit a similar trend in results but the pattern of responses is dissimilar in a number of questions. A comparison to District results was also conducted; responses at the school level were similar to the District. In a number of questions related to the socio-emotional domain, our students responded more positively than the District percentages (students responding many times or all of the time).

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

The addition of direct FN Support by assigning school staff to support student learning appears to be making a positive difference. Feedback from FN students supports the impression that our FN students are connected and have a positive impression about their school. However, there is a continued downward trend in First Nation student enrollment; only fifteen FN students are projected to be in attendance next year. This means that the school will need to look at this issue on a case by case basis in the future.

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).

Actual results did not meet the target results. Forty six percent of students achieved a C+ or better compared to a target of 60% percent. The baseline established in 08/09 was 58%. While this may on the surface appear disconcerting, a deeper analysis and the disaggregation of other sources of data detail another interesting positive trend. In Math 9, first semester, the data for the same cohort of students indicates that 63% have a C+ or better.

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 better).

Continued decline in enrollment in our First Nations student population makes it difficult to draw any inferences from the data and the school needs to look at this objective at an individual student level. Percentages can fluctuate greatly with a small sample size. The addition of a FN Support Math Support teacher has proven beneficial.

The Ministry has mandated a new curricula for Math 10, 11, and 12 that started at the Grade 10 level last year and is being phased in a three year plan. Principles of Math courses will no longer be offered after next year with this being the final year of Principles of Math 12.

The SPC identified this objective as a long term focus and is concerned about the differences that can occur when comparing different cohorts of students.

Opportunities for Further Development:

The SPC has determined that it would like to shift towards attempting to track a cohort of students longitudinally in order to make better inferences about strategies and school improvement. Differences in cohorts make it difficult to make inferences about the success of specific strategies. The SPC would also like to support initiatives involving the use of technology to enhance learning and engage students. The implementation of a guest wireless system has provided the opportunity to foster the use of personal devices in the classroom.

School Goals for 2011-2012:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Sutherland School Plan for 2011/2012 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.
- Maintain the school-wide silent reading program (B.O.B.) in order to increase the number of students reading for pleasure.
- 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:	Baseline (09/10)	Target (10/11)	Actual
English 10 Provincial Exam (percentage)	55	58	
English 12 Provincial Exam (percentage)	52	55	

Evidence: *(Qualitative)*

Qualitative **Baseline**: - Students are scoring below the District and Provincial averages in English 10 and English 12.
Qualitative **Target**: - Students will score at or above the District and Provincial averages in English 10 and English 12.

Qualitative **Actual**: - Click here to type qualitative ACTUAL comments

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.
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Evidence: *(Quantitative)*

Key Performance Measure:	**Baseline (09/10)**	**Target (10/11)**	**Actual**
English 8 Final Letter Grade (C+ or better)	76	86	
Social Studies 8 Final Letter Grade (C+ or better)	65	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.
- 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.
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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 any feedback from interviews by FN teaching staff.

Strategies/Structures:

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

Qualitative **Baseline**: - 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 2010-2011 School Plan.
Qualitative **Target**: - Improved responses to the same questions next year and positive anecdotal comments from FN staff.

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 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.
- Establish 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.

Key Performance Measure:	Baseline (09/10)	Target (10/11)	Actual
Math 8 Final Letter Grade (C+ or better) percentage	46	-	
Math 9 Final Letter Grade (C+ or better) percentage	-	60	

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 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.
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Key Performance Measure:	**Baseline (09/10)**	**Target (10/11)**	**Actual**
Math 10 Final Letter Grade (C+ or better) percentage	57	60	

Connections:

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

The Sutherland FOS has aligned school goals with the District Achievement Contract. Literacy, the importance of socio-emotional learning, and First Nations student achievement overlap in both documents. Likewise, collaborative meetings with the administrative teams from all schools have allowed for a greater degree of dialogue and collaboration between schools. An example of this collaboration was the Curriculum Implementation Day in May that brought our Family of Schools together to explore the theme of Engaging Students in the 21st Century Classroom. Digital and Information Literacy were main topics of the day.

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 Secondary School Plan will be posted on the school web site by October 31, 2011.

School Planning Council Approval of Proposed School Plan:

Date: May 6, 2011

	Name	**Signature**
Chairperson (Principal)	John McGowan	
Teacher	Declined to Participate	
Parent	Kevin Pike	
Parent	Sara Knapp	
Parent	Jacqueline Sinclair	
Student *(Gr 10, 11, 12 schools only)*	Aiden Sotres	

Board Approval of School Plan:

	Name	**Signature**
Assistant Superintendent	Bryn Roberts	

Date: