

# Prince Andrew High



WWW.PAHS.EDNET.NS.CA

## School and Community Context

Prince Andrew High School (PA) first opened its doors in 1959. Although enrollment has declined over the years, the school is still home to approximately 1100 students and 80 professional and support staff.

Throughout its history, PA has been an important part of the community, meeting students' educational needs and providing them with learning opportunities in sports, visual and performing arts, and both local and international development projects. Student achievement is supported through a number of activities and initiatives, and success is recognized in a number of ways. Strong and varied extracurricular programs enhance the school experience and student success.

Our student body is representative of our diverse community and is further enriched each year as a host school to a large number of Interna-

tional students. Students and staff work to ensure a positive and welcoming learning environment.

Staff demonstrate a culture of collaboration and sharing, while delivering a wide array of Public School Programs, including Options and Opportunities and the International Baccalaureate program. The full course offerings are available on our school website: [www.pahs.ednet.ns.ca](http://www.pahs.ednet.ns.ca) under the quick link to guidance. Courses are organized under the departmental categories of: Business/Social Studies and Technology Education, Fine Arts, Languages, Mathematics, Personal Development, and Sciences. Staff is dedicated to meeting the needs of all of our learners, and are committed to our planning for improvement (PFI) goals listed on the last page of this report.



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## Family and Community Involvement

There are a number of programs and activities that involve parental/community participation such as fundraising events, Parents as Career Coaches, and student recognition celebrations.

Our School Advisory Council (SAC) provides valuable input to the school administration.

Over 87% of parents feel their involvement is valued and 91% of parents feel welcomed at the school. We plan to further assist parents in supporting student learning at home.

## Safe and Orderly Environment

Strategies and practices are in place at Prince Andrew High School to ensure a positive learning environment in classrooms and hallways. Additional plans will be put in place to minimize disruption to classroom learning. Our staff is committed to Positive Effective Behaviour Supports (PEBS) and has developed a code of conduct matrix, which can be found in the student handbook. Our most recent PFI student survey

indicates that 84% of our students follow the school's expectations for behavior.

Our emergency management plan ensures that staff and students are prepared and know what to do in case of an emergency.

Over 91% of parents agreed with students that their learning environment is a safe and inviting place.

## Provincial Assessment Results

Nova Scotia examinations (NSE) in Mathematics 12, Advanced Mathematics 12, English 12 and English/Communications 12 are designed and administered by the Nova Scotia Department of Education. These examinations are administered at the end of each semester in January and June. As with all provincial examinations, the pass mark is 50 percent. The examination counts as 30 percent of the students' final course mark. Classroom assessment makes up the other 70 percent. Please note that the percentages used throughout this report are rounded to the nearest whole number.

Assessment	School Results: Percentage of students who had an exam mark of 50% or above	Board Results: Percentage of students who had an exam mark of 50% or above	School Results: Percentage of students who had a course mark of 50% or above	Board Results: Percentage of students who had a course mark of 50% or above
Grade 12 DOE Nova Scotia Exam: Mathematics	46%	45%	84%	83%
Grade 12 DOE Nova Scotia Exam: Advanced Mathematics	72%	62%	92%	93%
Grade 12 DOE Nova Scotia Exam: English	94%	94%	96%	97%
Grade 12 DOE Nova Scotia Exam: English Communications	70%	88%	96%	95%

International Baccalaureate (IB) Programme
Percentage of students enrolled in IB programme that achieved IB diploma. . . . . 77%

## Classroom Assessment

Assessment is no longer limited to testing what students have learned at the end of a lesson or unit. Now there is an increased focus on what is called "assessment as learning" and "assessment for learning."

Assessment as learning means students learn what they need to know, and understand how they are going to be marked. Assessment for learning means teachers get the information they need to change their teaching so students get a chance to learn the same material in a different, more effective way. In both cases, teachers use regular classroom assessments to gather important information and communicate valuable feedback.

Prince Andrew recognizes the importance of "assessment as learning" and "assessment for learning." That is why every teacher at Prince Andrew High School has included in his or her professional growth plan an assessment and evaluation goal to improve success.

Most students at Prince Andrew report that their teachers let them know how their work is going to be marked, and what work they have done well. Their teachers also let them know how to improve their work.



## Student Engagement

At Prince Andrew we are proud to offer a large number of extracurricular programs and activities that keep students connected to school and learning while meeting the social and personal development needs of students.

In addition to their participation in extracurricular activities, 80% of our students want to try their best and 98% report that they want to get good grades. Students report that their school work is challenging and they feel confident about their ability to learn in most subject areas.

## Time to Learn

Prince Andrew High School follows the Time to Learn requirements set by the Department of Education. With 80 minute classes at our school, we exceed the required number of minutes for each course.

We also recognize the tremendous value of learning opportunities outside the classroom and include field trips, assemblies, visiting speakers, etc.

Teachers meet in Professional Learning Communities (PLCs) outside of class time. This approach provides teachers with a vehicle to inform instructional practice and content through collaboration.

## Professional Development

Teacher learning results in improved teaching practice and student learning. Specific teacher learning is outlined in our school's PFI focus. A large number of Prince Andrew teachers are enrolled in post-secondary courses and have recently upgraded certification levels. 98% of teachers report that they use the skills and knowledge from professional development (PD) to improve classroom practices.

Assessing mathematics and literacy in all subjects is an area our school needs to improve upon. Our school is committed to addressing this through our new Planning for Improvement goals and strategies. Literacy and mathematics coaches have already provided professional development for 2008/2009 and will continue to support our literacy and mathematics goals for 2009/2010.

## Additional School Supports

- peer tutoring
- In-School support room
- differentiated instruction
- Grade 10 library orientation/research session
- credit recovery
- English as a Second Language support
- youth health centre
- literacy support planning
- half-credit courses
- school program planning team
- online attendance
- African Nova Scotian support worker
- Grade 9 transition planning
- parents as career coaches
- student recognition through academic achievement awards night
- pawssitive panthers
- resource supports
- library seminar room
- literacy success resources
- at-risk phone calls

## Graduation Rates

School Year	Rate
2008-2009	83.3%
Destination after high school	Rate
Community College	19%
University	52%
Other education or training	5%
Join work force	13%
Unknown	11%

# Planning for Improvement

The school community of Prince Andrew High School takes pride in our students' success and recognizes we have a great deal to celebrate. However, we also know we can do even better, and we are committed to demonstrating our continued improvement. The Halifax Regional School Board's Planning for Improvement process has helped us identify what our students are doing well, and indicated what areas need improvement. Our school staff have chosen goals for improvement in literacy and mathematics.

We have discovered from looking at a variety of student achievement data that our students need to improve in the area of reading comprehension. We want students to better understand information texts. This is an important

skill that will improve their ability to succeed in school subjects and in life.

In mathematics, we have chosen to work on improving our students' ability in problem solving. This skill is not limited to mathematics and will improve students' success in a variety of subjects.

We are pleased to present Prince Andrew's Plan for Improvement. You will find details about what teachers will be learning (professional development) in order to help students learn. Many of the strategies outlined involve teachers learning in groups, or PLCs. The work accomplished in these PLC groups will then be used in daily classroom practice to make achievement of our school goals a reality.

## School Goals

### Literacy Goal:

Students will demonstrate improved comprehension of information texts.

#### Strategies:

- Teachers, supported by curriculum leaders and the literacy coach, will develop a common understanding of information text and identify skills necessary to improve reading comprehension.
- Teachers will work with the literacy coach and in PLCs to develop common literacy pre-tests and post-tests for each grade level.
- Teachers will work departmentally and with the literacy coach to develop, implement, and analyze formative assessments – the results of which will be shared in the PLC.
- Teachers will regularly contribute to PLC, departmental, and staff meetings to: develop and implement subject specific instructional strategies and share ideas and report results

### Mathematics Goal:

Students will demonstrate improved ability in problem solving.

#### Strategies:

- Teachers, supported by curriculum leaders and the math coach, will develop a common understanding of what problem solving looks like in a lesson, activity, and classroom practice.
- Teachers will provide, and identify for students, learning opportunities to problem solve.
- Teachers will establish common expectations for students' ability to demonstrate communication and problem solving strategies.
- Math teachers will work with the math coach and in the PLC to develop common pre-tests and post-tests for each math course.
- Teachers will regularly contribute to PLC, departmental, and staff meetings to: develop and implement subject specific instructional strategies and share ideas and observations.



**Every Student Can Learn. Every School Will Improve.**

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