

Prince Andrew High



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School and Community Context

Prince Andrew High School will see a number of changes in the 2011-2012 school year, both in terms of its physical space and the people it is home to.

2011 marks the second year of Prince Andrew's "Additions and Alterations" project. In addition to improvements begun last year, we expect over 2 million dollars in renovations through the Department of Education as the next stage of this upgrade continues in 2012, including a much-anticipated Production Technology Lab and facilities.

A warm welcome is extended to several new teachers joining the Prince Andrew staff this year as others recently retired. Also, we are pleased to welcome two new vice principals, Mr. Sohael Abidi, and Mrs. Lee Anne Amaral. Mr. Abidi joins us from his previous role as a Mathematics leader with HRSB, and Mrs. Amaral from her role as O2 Co-ordi-

nator and long-standing member of Prince Andrew's teaching staff.

Prince Andrew continues to deliver quality programming to its 1050 students - meeting students' educational needs and providing them with learning opportunities in the classroom through a wide variety of course offerings at many levels. This includes the International Baccalaureate (IB) Programme, Options and Opportunities (O2), and a wide variety of Public School Program courses and levels.

In addition, Prince Andrew supports students outside of the classroom, including a healthy start to every day with a fantastic, student-run breakfast program and continued commitment to extracurricular programs, providing opportunities in athletics, sports; the visual and performing arts, local and international community-based projects.



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Family and Community Involvement

At Prince Andrew we welcome all members of our community. 91.6% of our parents reported they feel welcomed and 87% reported they feel the school invites them to participate. Parents\ guardians volunteer to work in the Learning Center, student services and on class trips.

We have always enjoyed an overwhelming support from the school alumni. This year the classes of 1950-55 donated over \$18, 000 to enhance our school auditorium.

Safe and Orderly Environment

A positive learning environment is key to academic success. At Prince Andrew our Positive Effective Behaviour Supports (PEBS) team and classroom teachers have continued to promote our expectations matrix, encouraging respect for self, others, learning, and the environment. The success of these efforts is evident in the results of our most recent Planning for Improvement Survey (PFI), with over 84 percent of students

indicating they follow the school's Code of Conduct and expectations for student behaviour. This is an increase from last year, where only 75 percent gave this response.

Also, there was an increase from 90 percent in last year's survey to over 95 percent of parents/guardians who report that they feel that their child's school is a safe place.

Provincial and Board Assessment Results

HRSB students participated in Nova Scotia examinations (NSE) that are designed by the Nova Scotia Department of Education and 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 in the table below that exam results are the percent of students whose results were 50% or higher (% passed) and the course mark is the percent of students whose mark was 50% or higher (% passed). Also note that all percentages used throughout this report are rounded to the nearest whole number.

Assessments	School (%)		Board (%)
	Baseline	2010-11	2010-11
English Exam	94%	89%	92%
English Course	96%	96%	97%
English Communications Exam	70%	84%	88%
English Communications Course	96%	95%	92%
Mathematics Exam	46%	68%	46%
Mathematics Course	84%	93%	89%
Advanced Mathematics Exam	72%	82%	64%
Advanced Mathematics Course	92%	94%	93%

International Baccalaureate (IB) Programme	
Percentage of students that achieved IB diploma	100%

Classroom Assessment

This has been a very important year at Prince Andrew High School regarding the assessment and evaluation continuum. All departments in the school have made significant strides towards employing common assessments.

The teaching staff continues to participate in professional development with a view of improving student achievement through outcome-based feedback. We have used a variety of assessment strategies and tools including rubrics, conferencing, and peer feedback. The staff at PA has committed several professional development sessions to using Power Teacher, a web based classroom management tool, to record and report student grades since September 2010. Through Power Teacher, communicating student progress to both students and parents is easy, accurate, and timely.

In accordance with our school wide goal to improve students' problem solving abilities, our Mathematics Department has developed a rubric that is designed to easily measure student achievement and provide feedback, to both students and teachers, about how to improve. The rubric measures student success in two distinct and important areas: problem solving and communication. Measuring both of these areas allows teachers to specifically target student needs when designing subsequent instruction and assessment. The rubric has been used to score numerous problems spanning the entire curriculum in all math courses. All questions are directly linked to the outcomes being taught in that specific time frame. This has helped us to plan together as a teaching cohort and to make problem solving a real focus for our students.

To move towards meeting our literacy goal of improving students' abilities to comprehend information text, we have employed a systematic cross-curricular means of data collection. We decided that in order for the data that we collected to be meaningful, it was essential that each course area administer literacy assessments specific to those courses, using the texts that would be studied in those courses already. In this manner, we were able to ensure that the literacy assessments in each course would be authentic assessments that would give individual teachers information that would be related to course outcomes, and meaningful to teachers in their instruction and assessment planning. Pre and post tests were administered each semester in as many course areas as applied. The data taken from the testing results was used to inform classroom teachers on the literacy needs of students in their classes.

The PA staff is looking forward to continuing to hone best assessment and evaluation practices next year.



Student Engagement

At Prince Andrew High School we are proud to offer close to 80 extracurricular activities that keep students connected to school and learning while meeting their social and personal development needs.

In addition to their participation in school activities, 98% of students indicate that they want to achieve good grades and 80% of students report putting forth their best effort in school. This is an increase over 2010 where 73% of students reported that they tried their best in school. In addition, 95% of students believe that their teachers expect them to do their best in school.

Time to Learn

With 80 minute classes at Prince Andrew, we exceed the required number of minutes per class set by the Department of Education. During each 80 minute class, we continue to minimize disruptions to learning such as visitors at classroom doors, PA announcements, and student discipline.

Teachers continue to meet in Professional Learning Communities to develop shared approaches to learning, working on PFI goals, and course alignment. Many teachers offer extra help classes after classes end, and serve as extra curricular advisors on clubs and teams to further extend learning opportunities.

Professional Development

A large number of Prince Andrew teachers continue to work on their upgrading and Masters Degrees programs. This year we focused our PD days working on strategies that best supported our Planning for improvement goals and our literacy and math coaches helped to support the implementation of these strategies.

Teachers, literacy coaches, math coaches and other school staff also participated in Professional Learning Communities at least once a week. This collaborative approach involved the sharing of ideas and strategies to improve student learning through assessment and evaluation. As a group we focused on assessments for learning and aligned our assignments posted in the new Power School grade book system with the expected outcomes.

Additional School Supports

- power school: online attendance & grades
- student career fair
- parents as career coaches
- "at risk" interventions
- peer tutoring
- Grade 10 library orientation/ research session
- credit recovery
- English as a Second Language support
- youth health centre
- literacy success planning & resources
- school planning team
- guidance
- breakfast program
- African Nova Scotian support worker
- police liaison officer
- Grade 9 transition planning
- academic achievement awards night
- positive panthers
- teacher librarian & library support specialist

Graduation Rates

School Year	Rate
2010-2011	89.3%
Destination after high school	Rate
Community College	15%
University	59%
Other education or training	2%
Join work force	17%
Unknown	7%

Planning for Improvement

The school community of Prince Andrew High School takes every opportunity to recognize and celebrate student success. However, we know we can always do better and we are committed to improving. In recent years 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. This year saw the Prince Andrew staff refocus on the meaningful use of data to inform both assessment and instruction with regards to our two goals. A course and goal specific initial assessment was given in each subject area at the beginning of each semester, followed by reflection on test results, targeted instruction, and a final assessment at the end of each semester. Following this process allowed us to

view specific and comparable data that could be used to inform instruction and further assessments. Throughout the year, focused PD on the construction of assessments and interpretation of the data gleaned from such tests was made available to staff. We are pleased to report that the staff worked diligently this year on our Planning for Improvement plan and, as we stay the course, our students will reap the benefits across all curriculum areas

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 pretests 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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