

2015-16 Sackville High School Community Report

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<u>Literacy Assessments</u>		
Grade 10 Provincial		
Reading	78%	78%
Writing - Ideas	64%	69%
Writing - Organization	61%	65%
Writing - Language Use	59%	65%
Writing - Conventions	57%	60%
<u>Math Assessments</u>		
Grade 10 Provincial		
Mathematics	65%	72%
Mathematics At Work	64%	54%

Graduation Rates	
School Year	Rate
2015-16	99%
Destination after High School	Rate
Community College	15%
University	46%
Other Education or Training	1%
Join Workforce	13%
Unknown	14%

The data in the above charts reflect year one of Sackville High School's Student Success Plan (SSP). As a school community we are continuously looking at how our teacher practice relates to best practice and how this impacts student achievement. Over the course of this year, the teaching staff committed to engaging in deep reflection on what we do well as a school and in what areas we need improvement. Through this process we have realized that we need to focus on the following goals:

Goal 1. Cultural Proficiency - improving student achievement through incorporating the principles of anti-bias education. In order to achieve this goal, we plan to provide students with the skills, tools and opportunities to create work that positively values the diversity of their own experiences. Teachers will examine their own values and beliefs and provide explicit instruction on how to critically respond respectfully to forms of bias.

Goal 2. Culturally Responsive Pedagogy - improving student achievement through the use of instructional practices that are informed by knowledge of our students' diverse backgrounds and experiences. In order to achieve this goal we will need teachers to build authentic relationships with students and provide opportunities for students to build relationships with each other. Teachers will use these relationships to build upon their prior knowledge to ensure that they are positively impacting instruction and learning.

We know through our *Getting To Great* survey results that students want to do well at school but they don't always like the content of what they are learning or see how it relates to them personally. As teachers, the more we learn about our students the better we can direct our instructional practices to issues and content that they find meaningful in their lives.

Our teachers have engaged in various professional learning opportunities over the course of the 2015-2016 school year. Each week teachers read an educational article made available in the Principal's Monday Memo. This article parallels relevant and timely issues for educators. Additionally, our teachers take part in professional development (PD) that causes them to reflect on their own practice and how their own biases may impact those who they are teaching - this helped develop our SSP goals. We had teachers take part in PD around restorative approaches (RA); project-based learning in science; teaching strategies for new Canadians; mentoring teachers; and helping schools with improvement strategies. An in-school PD opportunity on Google Apps allowed teachers to be trained on how this program could be used within the learning environment. Many teachers embraced this technology to engage students and give them responsibility and accountability in the learning process. Google Apps has enabled teachers to change the way they assess students and provides students and teachers with a visual of exactly what they are being assessed on with timely feedback. Teachers can readily see what their students have completed.

Although our teachers have been engaged in outcomes referenced assessment for a number of years, this year found more departments collaborating and providing common assessments across the curriculum through their Professional Learning Communities (PLCs). We continue to create assessments that are relevant to the students based on their history, background and experiences.

From our PLC work we have noticed that we need to look closely at the relationships that staff have with students. Knowing more about our students allows us to plan for the different needs that exist within our classrooms. Therefore the content becomes more meaningful for students and they in turn become more engaged in classroom activities. There is a corresponding increase in student success with the increased comfort the student has with their teacher.

With Year 1 of our SSP behind us, the foundation appears set for next year. We have our goals set and have the strategies to attain them. Having our teachers know more about the interests and needs of our students will help them instruct our students more effectively with relevant topics. Ongoing PD has provided new strategies and tools to encourage, teach, and mentor all our students so that greater success will be attainable.

When the Provincial Assessments are looked at, the data indicates that there has been an improvement in reading from the year before. School results now mirror those of the Halifax Regional School Board (HRSB) at 78%. In all areas of writing there has been significant improvement from the year before. Although the improvements do not reflect the HRSB levels, through the use of PLCs we are challenging and encouraging our teachers to improve on their practices and strategies until we meet and exceed those levels.

In Math at Work, the school results went from 31% in 2014-15 to 64% in 2015-16 which is 10% better than the HRSB average. We attribute much of this improvement to having the Grade 9's in the building and being in a better position to place students based on their programming needs. In Math 10, school results have moved from 47% in 2014-15 to 65% in 2015-16. This in part may result from the fact that teachers have had a year to learn the new curriculum and to develop effective strategies in teaching it.

Graduation rates continue to be high. They are up from 94% in 2014-15 to 99% in 2015-16. More students are seeing post-secondary education as an option as opposed to directly joining the workforce. Increasingly, students are graduating with firm career goals in mind due to the many career planning opportunities afforded them. This has allowed them to gain confidence and look to expand their horizons as they move forward.