

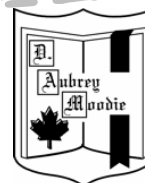
School Profile 2011-2012



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

D. Aubrey Moodie Intermediate School

Grades 6 to 8 English/EFI/MFI



595 Moodie Dr.
Nepean, Ontario
K2H 8A8

Phone: 613-829-4080
Fax: 613-828-1569

School hours:
9:30 a.m. - 4:00 p.m.

daubreymoodieis.ocdsb.ca

Principal
Paul Parmelee

Vice Principal
Caretta Williams DeAveiro

Office Administrator
Donna Cooke

Chief Custodian
Christopher Trotman

School Council Chair
Alice Kozculab

*Superintendent of
Instruction*
Jill Bennett

School Trustee
Pam FitzGerald

Chair of the Board
Jennifer McKenzie

*Director of Education/
Secretary of the Board*
Jennifer Adams

*General Board
Information*
613 721-1820

www.ocdsb.ca

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Our School

- Our school was named after D. Aubrey Moodie, who was Reeve of Nepean Township from 1954 to 1969 and was known as the "Father of Nepean". Mr. Moodie, a farmer, was first elected to council in 1950 and was also a member of Nepean Council from 1973 to 1976. He lobbied for the creation of the Queensway-Carleton Hospital and sat on its first board of directors. Sadly, Mr. Moodie passed away in 2008 at the age of 99 years.

Our Students

- D. Aubrey Moodie has an enrolment of 371 students from very diverse linguistic, cultural and faith backgrounds. Almost half of our students speak languages other than English and French. Arabic, Chinese, Urdu, Farsi, Hindi, Russian, Bosnian and Somali are some of the first languages spoken in the homes of our students. When our students leave D. Aubrey Moodie, most move to Bell HS as their community school. Some go to Sir Guy Carleton, Woodroffe or Earl of March.

Our Staff

- D. Aubrey Moodie has a dedicated staff comprised of teachers, educational assistants, office staff, custodial staff, a library technician and a multi-cultural liaison officer. Most of our teachers are responsible for a homeroom class with blocks of literacy times built in. Language Arts, Social Studies/History/Geography and Science are taught in this integrated model. Some of our teachers also teach in their areas of specialty such as Special Education, English as a Second Language, Physical Education, Visual Arts, Music and Drama. Our staff is committed to the belief that each student should be given every opportunity to learn and to grow. As a staff, we believe that we all have a responsibility to ensure that our school functions as a cooperative, collegial community which reflects the universal values of honesty and integrity in all its policies and practices. Our staff enhances school life for our students by offering a wide range of lunch hour and before school co-curricular activities.

Educating for success – Inspiring learning and building citizenship

Our Community

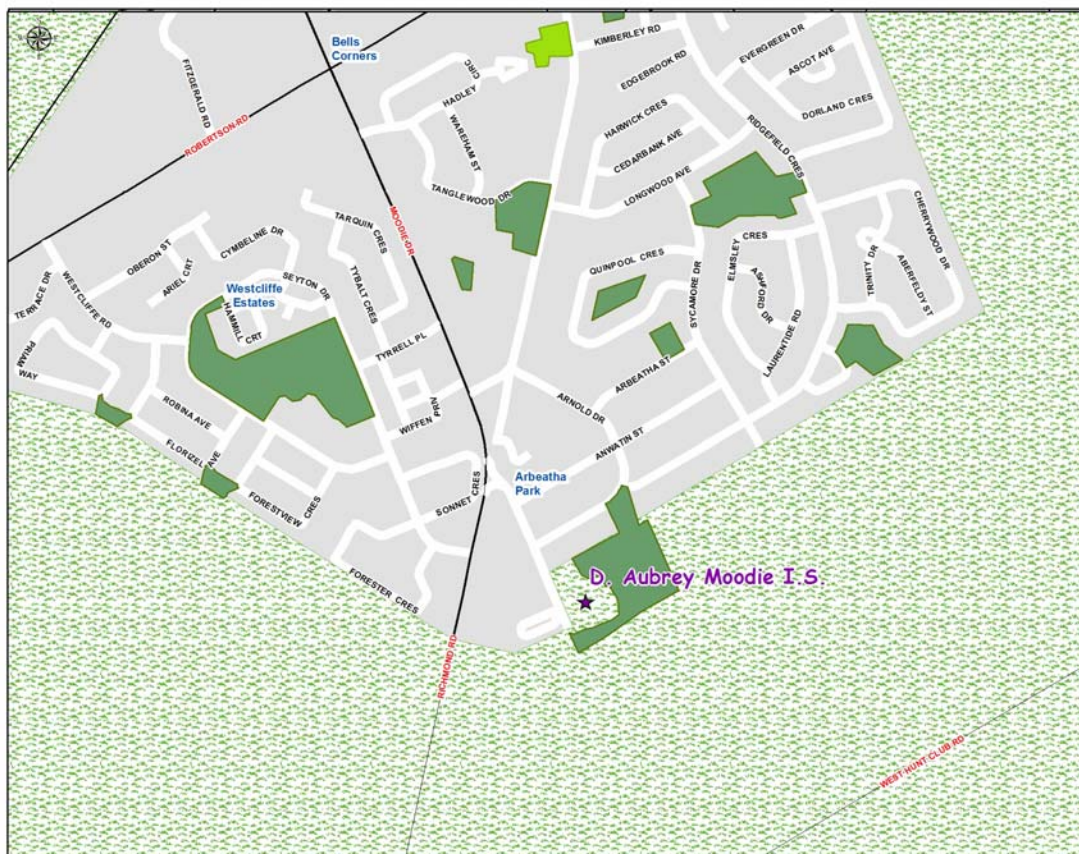
Parents and Community

- Our School Council meets the third Wednesday of every month in the school library at 7:00 p.m. In its capacity as an advisory body, School Council is a valuable liaison helping link the community and the school in achieving common goals. We have many parents who offer their services to help supervise students on field trips, provide transportation to athletic events, and accompany students on excursions during the year. All volunteers are welcome in our school!



Mission Statement

D. Aubrey Moodie Intermediate School's mission is to provide a variety of learning opportunities for every student to achieve academic and personal success in a culturally diverse environment.



Programs and Services

Academic Programs

- D. Aubrey Moodie is a triple track school, offering students a program of studies in the Regular Program, Middle and Early French Immersion. There are three feeder schools that send their students to us: Bayshore PS, Bells Corners PS and Lakeview PS.
- We offer a full range of academic programs and are proud of our traditions in physical and health education, as well as in integrated arts. Through balanced, differentiated and specialized instruction in these areas of the curriculum, our students are exposed to the widest possible range of academic experiences.

Classroom Organization

- Our English Program includes three grade 6 classes, three grade 7 classes and three grade 8 classes.
- The Early French Immersion Program includes one grade 6 class, one grade 7 class and one grade 8 class.
- The Middle French Immersion Program has one grade 6 class.
- Grade 6 students spend most of the day with their homeroom teacher but have the advantage of specialized teachers for Arts and Physical Education. Our Grade 7 and 8 students are on a rotary schedule for half of their day whereby they work with specialist teachers in different subject areas.

Special Education and ESL Programs

- Exceptional students at D. Aubrey Moodie are well served in several different programs. Classroom teachers and our Learning Support Teachers monitor our students and provide support for those who are experiencing challenges in an integrated model. In addition, we also have two system classes: a program for pupils with developmental disabilities and a General Learning Program. We address the needs of gifted students in grades 6, 7, and 8 through a variety of differentiated activities. D. Aubrey Moodie offers ESL a combination of withdrawal and integrated support to those students who are designated for the program. We also have the support of a Multicultural Liaison Officer for our ESL students and their families.

Clubs and Activities

- Our dedicated staff provides a range of experiences to help our students extend their horizons, and to develop skills and leadership qualities. Our Intramural Program offers a variety of sports at recess and we also offer a wide range of co-curricular sports activities.
- We have school teams in a wide variety of sports (Grade 6, and Grade 7/8 teams) including cross-country running, soccer, volleyball, basketball, touch football, and track & field. Students have the opportunity to develop leadership skills in a number of ways, including working with our Healthy Snack program, Student Council, Orientation Week, EarthCare and World Care/Character Education Team. Other activities include homework club, talent shows, choir, band, musical/drama productions and a Terry Fox Run.

Safe Schools Initiatives

- D. Aubrey Moodie has a code of behaviour that was developed jointly by staff, students and our School Council.
- We believe in the importance of maintaining a positive school climate, and work hard to ensure that our school is one in which all students feel safe, and where instructional time is maximized.
- Our school uses mike phones during recess times so that staff can communicate quickly with the office. Staff members wear brightly-coloured sashes when on duty so that they can easily be identified by our students.
- Our Crisis Management Plan and Emergency Plan are reviewed and updated annually.
- We have a close working relationship with our School Resource Officer from the Ottawa-Carleton Regional Police.
- Positive school discipline is the focus at D. Aubrey Moodie Intermediate School. Staff members work with students to solve problems by teaching them to communicate effectively with each other. We use our own problem-solving strategy called D.A. Hearts. Progressive school discipline includes: teachable moments, student workshops, conflict resolution, reconciliation agreements, restorative practices, mediation, in-school sanctions, while suspension and expulsion are usually last resort.

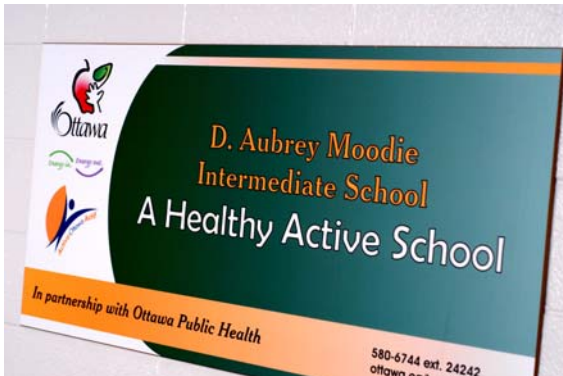
Facilities and Resources

- D. Aubrey Moodie has a large library and we continue to purchase new resources to meet student and staff needs. In addition to print resources, computers are located in the main library for research purposes. The library also has a computer lab annexed to it, where more than 30 computers are available to the students. There are also smart tablets, which were purchased by School Council in use in several classrooms as well as elmos, media carts, and all classrooms have at least one computer in them.
- Our large double gymnasium enables us to schedule many indoor physical education and daily physical activity classes each day. We also have a wonderful outdoor playground, which features two soccer fields, baseball diamonds and six outdoor basketball hoops.
- D. Aubrey Moodie Intermediate School is situated on the Greenbelt, and is bordered by forest walkways.

Achievement and School Improvement Planning

Measures of Student Achievement and Success

- Our grade 6 students participate in the EQAO provincial testing program in reading, writing, and mathematics. All students write a CASI test (Comprehension, Attitudes, Strategies, and Interests) every term. The results of these tests are used for school improvement planning and for teacher instruction in the classroom.
- Students are assessed and evaluated by teachers on an ongoing basis to determine to what extent they are able to achieve the learning expectations as outlined in the provincial curriculum. Daily observation using professional judgment, rubrics, cooperative work, self and peer assessments, tests, projects and assignments are some of the ways in which we measure student learning and achievement. Students receive a progress report during the fall which indicates how well they're progressing as a learner, as well as on their academic ability. Overall results are formally reported two times a year, in the winter and late spring on the Provincial Report Card. Parents are invited to school to conference with teachers in order to develop action plans to maximize student learning and to view student portfolios through Student-Led Conferences.
- Students are regularly encouraged to participate in a variety of enrichment activities in specific subjects as they occur throughout the school year.



School Improvement Plans and Initiatives

- The current focal point at D. Aubrey Moodie is in the area of Problem Solving in math. This year's goal is to improve our students' ability to solve problems arising from real-life contexts. Our staff endeavours to achieve this through instructional strategies in areas such as providing students opportunities to engage in oral language (accountable talk) to support and deepen their mathematical understanding. Teachers also incorporate purposeful focused questioning throughout the problem solving lesson to engage students in higher order thinking. Staff members also work on differentiating the curricula for students of all levels. The staff meets on a regular basis to examine student data, to review our goals in these areas and to discuss best practices.
- Our staff provides numerous math manipulatives that are actively used within their classrooms to enhance learning.
- Our focus in Literacy continues to be on balanced literacy, improving students ability to make inferences and support their interpretations of materials read. Personal academic growth, responsibility and communication skills are facilitated through the use of the personal planner.
- We also continue to focus on school-wide initiatives in the area of positive school climate. Our World Care and Community of Character teams have partnered to contribute to our positive climate. Each month staff award recognition certificates to students who exemplify the meaning of any of the OCDSB's ten character attributes, and give out rewards such as Ottawa 67's vouchers, gift certificates from local businesses, sports wear from donors, and free lunches.
- Our staff is committed to providing learning opportunities for our students that go beyond the classroom, therefore many curriculum-related field trips are planned in order to broaden our students' perspectives.

Leadership Recognition

"Leadership in the OCDSB is the demonstration of personal initiative to achieve a positive outcome."

Students

- Our students show leadership in athletics, where they have met with regional, Board and national success. Our students also take part in Public Speaking. In addition to informal recognition on a regular basis, we also acknowledge their contributions in our classrooms, through school announcements, in our newsletters, in assemblies, through our staff reports to school council, and at our end-of-year awards ceremonies. As well, we recognize student leadership by incorporating their suggestions into our planning. Additionally, we have a dedicated team of 23 student leaders who serve the school, and another group of 80 students who volunteer in our Healthy Snack program throughout the year.
- Students from our Developmental Disabilities class are leaders in our school recycling program. The students and staff from this class coordinate the collection of the recycling materials and are key to ensuring that D.A. Moodie School remains an active participant in EarthCare initiatives. Our GLP class oversees the school's Milk Program. One of the ways in which we recognize good citizenship is by giving deserving students Ottawa 67's tickets.
- Our students contribute to the community and help others in need through fundraisers such as World/Earthcare initiatives. This year, we will continue our participation in the Snowsuit Fund, and have already gathered funds for Cancer Research through the Terry Fox Run.

Staff

- Our staff members have a wealth of professional qualifications including Bachelors and Masters degrees in Arts, Education, Fine Arts, Physical Education and Sciences, and Child/Youth Worker Diplomas, as well as additional qualifications in Special Education, English as a Second Language, Music, Visual Arts, Guidance and Computers in Education. We actively participate in numerous professional development activities in literacy and numeracy. We meet on a regular basis as a professional learning community. Our staff members are involved in the Mentoring Program for new teachers and for staff new to the school. We work with co-op students and with student teachers as we embrace the learning opportunities for students and staff that these types of relationships are fostering within our school community.
- A dedicated team of staff members takes part in the Run for the Cure each year and raises funds for cancer research.

Parents/Guardians/Volunteers

- As invaluable partners, we thank our parents, guardians and volunteers on an on-going basis, and look for opportunities to acknowledge them such as through school announcements, our principal's report to school council, school newsletters, and our annual volunteer appreciation event.
- The grade 8 year end trip fundraising is coordinated by an active parent volunteer who devotes hours to this service that is greatly appreciated by students, staff and parents.
- D. Aubrey Moodie has arguably the best Healthy Snack program in the entire OCDSB serving over 170 students each day. We have a dedicated team of parent volunteers, and one parent monitor who provide an important nutritious meal for our students.

Community

- We recognize our community partners through our school announcements, school newsletters, school web site, principal's report to school council, and thank you cards. We also invite them to events such as our annual musical, awards ceremonies, grade 6 and 7 awards assembly and the grade 8 celebration. We also have a partnership with Big Brothers and Big Sisters of Ottawa.

Results of EQAO Junior Assessment

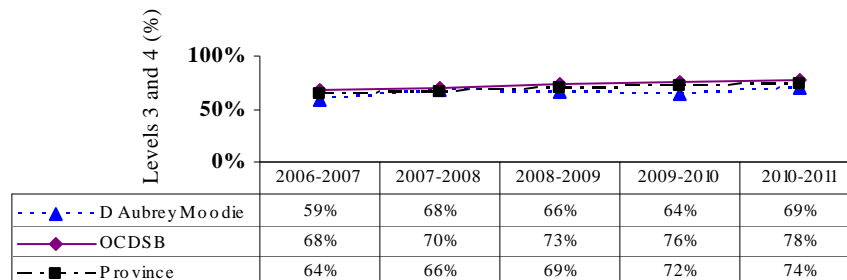
Each year, students participate in the province-wide assessment of reading, writing, and mathematics. This assessment by the Education Quality and Accountability Office (EQAO) is based on the Ontario Curriculum and is one way in which student achievement is measured. Results from these assessments should be viewed with caution since the achievement of a few students, particularly in small schools, can have a large impact on overall results. Further, it is important to view student achievement in the context of other available information, some of which is contained in this profile.

The following table describes grade 6 students in this school for the 2010-2011 assessment:

	Number of Students	ELL	Fully Exempt	Receiving Special Education support (excluding gifted)	First language learned at home other than English
Grade 6	103	28%	1%	17%	49%

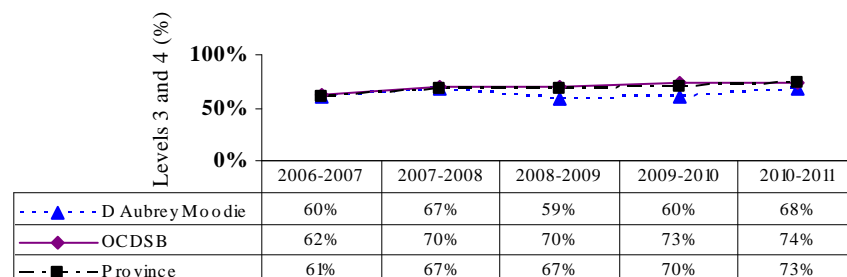
Results for *all grade 6 students* in this school, compared to those for the district and province, are presented below. More detailed information about student performance on these assessments can be found at www.eqao.com.

Grade 6 Reading: Percentage of Students at Levels 3 and 4 (Method 1)



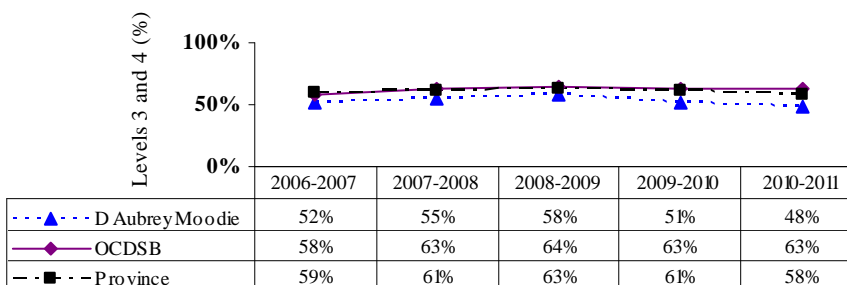
1% of the students were exempt, 1% had no data.

Grade 6 Writing: Percentage of Students at Levels 3 and 4 (Method 1)



1% of the students were exempt, 1% had no data.

Grade 6 Math: Percentage of Students at Levels 3 and 4 (Method 1)



1% of the students were exempt, 1% had no data.