

School Profile 2011-2012



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Rockcliffe Park Public School

JK-6 English/French Immersion



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Ottawa, Ontario
K1M 1C1

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School hours:
8:30 a.m. - 3:00 p.m.

[www.rockcliffeparkps.o
cdsb.ca/](http://www.rockcliffeparkps.o
cdsb.ca/)

Principal
Marianne Harvey

Vice Principal
Deb Woods

Office Administrator
Della Urquhart

Chief Custodian
Pierre Constantineau

School Council Chair
Elise Zarkadas

*Executive Officer of
Instruction*
Susan MacDonald

School Trustee
Bronwyn Funicello

Chair of the Board
Jennifer McKenzie

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

*General Board
Information*
613 721-1820

www.ocdsb.ca

Accessibility Information

http://www.ocdsb.ca/ab-ocdsb/mak_our_scho_cess/Pages/default.aspx

Our School

Rockcliffe Park Public School is a JK-6, dual track school that opened its doors in 1941. The name reflects the adjacent neighbourhood, a beautiful Ottawa suburb rich in history and character, and also home to a number of embassies and diplomatic families from all over the globe.

Our mission statement reflects a commitment to maintaining a safe and caring community of learners in partnership with the greater school community to help our students become strong, contributing citizens of the world. Students are encouraged to always strive for academic excellence, physical fitness, an appreciation of the arts and healthy respect for the environment.

Students are provided with many learning opportunities to pay it forward, through their participation in charitable and community activities such as the Terry Fox Run. Donations to various charitable organizations are made on an ongoing basis with money raised from many different student activities. The caring focus of these activities has strengthened our community and provided many authentic learning opportunities for students.

Over the past few years, Rockcliffe Park Public School has had the privilege to be involved in a partnership with an international school. We are honoured to be the first Canadian school twinned with a school in Lesotho, Africa. Our students have had several presentations about school life in Africa and in the past they've shared letters with penpals and our staff have exchanged teaching practices. We are proud of this partnership and on an annual basis we raise funds to support various initiatives in our twin school. Our students definitely benefit from this rich exchange of culture, which serves to broaden their global perspective.

Parents and staff work together to build a stimulating learning community – one that fosters self-respect, care for others and the rewards of a job well done!

Our Students

Rockcliffe Park Public School has an enrollment of 441 students, representing over 20 countries and languages. When our students graduate from Rockcliffe Park Public School, they go to Queen Elizabeth Public School and York Street Public School for grade seven and eight. Three quarters of the student population are enrolled in the French immersion program.

Our Staff

Rockcliffe Park Public School is comprised of approximately 30 teachers, including one Learning Support Teacher, a half time Learning Resource teacher and a half time English as a Second Language teacher. We also have Educational Assistants, a Library Technician, office and custodial personnel and administrators. Our staff is a highly-skilled, hard-working and dedicated group of professionals who endeavour to provide child-centered and authentic learning experiences based on the Ontario Curriculum, while ensuring that literacy and numeracy continue to be a primary focus for our school. The staff at Rockcliffe Park works collaboratively in a team-based approach, always striving for effective program delivery. Teachers at Rockcliffe Park Public School hold additional qualifications in Reading, Math, Computers, French as a Second Language, Special Education, English as a Second Language, Physical Education and Primary/Junior Education.

Educating for success – Inspiring learning and building citizenship

Our Community

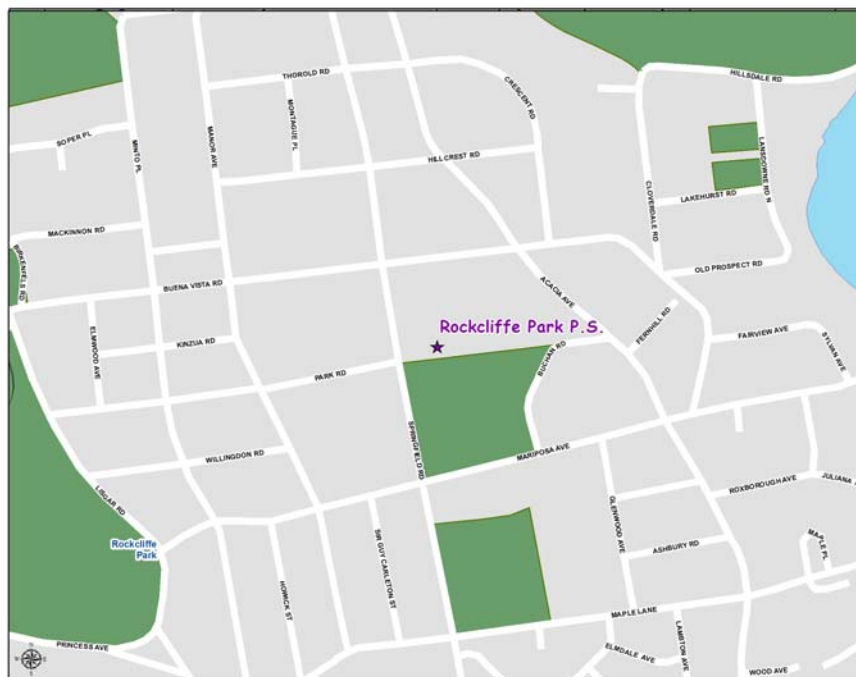
Parents and Community

- Rockcliffe Park Public School draws from the Village of Rockcliffe, Lindenlea, New Edinburgh, Sandy Hill and Lower Town.
- We welcome volunteers. Last year our parents and community partners accumulated more than 3000 volunteer hours in various school activities. These included helping students with reading, organizing fund-raising events, accompanying students on field trips and sporting events as well as our legendary Book Fair.
- The connection with the community is a strong one. The school office is located adjacent to the Village Police station and the Library. The Village and the school share the use of the grounds and the ice rink in winter. The Rockcliffe Child Care Center which opened in 1998 is attached to the school.
- The Rockcliffe Park Public School Council is a volunteer group of members of the school community, parents/guardians, dedicated to strengthening educational opportunities and partnerships with the parents, teachers, staff and community.



Mission Statement

Rockcliffe Park Public School is a safe and caring school, where all students are encouraged to strive for academic excellence, physical fitness, an appreciation of the arts and respect for the environment. RPPS provides a learning environment where dedicated staff, parents and the community work together to develop responsible, productive citizens of the world.



Programs and Services

Academic Programs

Regular English with Core French – Junior Kindergarten to Grade 6

Early French Immersion – Senior Kindergarten to Grade 6

Regular English students receive Core French instruction, 200 minutes per week

Early French Immersion Senior Kindergarten and Grade One receive no English instruction

Early French Immersion – Grades 2-3 receive 300 minutes of English per week (Language Arts)

Early French Immersion – Grade 4-6 receive approximately 600 minutes of English per week (Language Arts and Math)

Classroom Organization

This year Rockcliffe Park Public School has 6 Regular English classes and 16 Early French Immersion classes.

Special Education and ESL Programs

- Learning Support Teacher (LST)
- Learning Resource Teacher (LRT)
- Educational Assistants for one-on-one and in-class support
- In-class support from Special Education team (English and French)
- English as a Second language (Kindergarten to Grade 6)
- All Special Education and English Language Learners are fully integrated into the regular classrooms



Facilities and Resources

- Wheelchair Access
- A library/resource center.
- Computer technology in every class
- A computer lab with 27 PC computers as well as three mini labs throughout the school.
- Two gyms
- A soccer pitch and running track
- A primary play structure

Safe Schools Initiatives

We are proud of the students, teachers and parents at Rockcliffe Park Public School. Through partnerships between home and school, teacher and student, students will acquire the skills and attitudes that will help them to meet with success in a safe school setting. In keeping with the OCDSB policies and procedures surrounding Safe and Caring Schools, our expectations for student behaviour will contribute to their success through the development of positive attitudes towards learning and interaction with others. A progressive discipline approach to classroom management is applied by all staff and parents are always viewed as partners in the implementation of our behavioural expectations.

Clubs and Activities

- Intramural sports (Cross-Country Running, Soccer, Volleyball, Basketball and Track and Field)
- Skating
- Spirit Days
- Fund-raisers for charitable organizations
- Monthly assemblies
- Book Fair
- Play Day
- Winter Olympics
- Concerts
- Volunteer Appreciation Day
- Grandparents Reading Day
- Chess Club
- Plays
- Choir

Achievement and School Improvement Planning

Measures of Student Achievement and Success

The measures of student achievement and success are continuous and ongoing. Primary teachers formally assess the reading abilities of their students and submit the results to the board, in the fall and in the spring using PM Benchmarks and La Trousse d'évaluation en lecture de GB+. Grade 3 and 6 students participate in the provincial testing (EQAO) on an annual basis every spring, and our Junior teachers assess students using the CASI reading comprehension assessment tool in English, and the Evaluation Rapide in French.

Other measures of achievement include classroom tests, projects and assignments, observations, checklists, qualitative rubrics, self and peer evaluations. All sources of assessment and evaluation combined with progress reports, report cards and a variety of demographic factors give us a sound base from which we can better determine the direction and focus of our School Improvement Planning.

School Improvement Plans and Initiatives

Our School Improvement Plans primarily focus on Mathematical Literacy. Last year, we worked on increasing our Math resources to allow our students access to a variety of math manipulatives. We also began working with the Three Part Problem solving model of teaching mathematics. This year we will continue the focus on problem solving and the use of Bansho as an instructional strategy that captures the development of students' individual and collective thinking. Bansho allows students to:

- solve problems in ways that make sense to them
- build understanding of tools, strategies and concepts by listening to, discussing and reflecting on their peers' solutions
- build understanding of concepts through explicit connection-making facilitated by the teachers and peers (Capacity Building Series #17 Feb. 2011)

Our Math focus includes initiatives such as the implementation of Bansho math activities and integration with our literacy strategies and universal design. Assessment and Evaluation is also a key component of our plan as teachers use assessments to inform their instructional practice.

Initiatives:

- Our Literacy Resource Room is evolving to include Writing resources, Mathematics resources, as well as Character Education related literature.
- In support of our School Improvement Plan, the annual Rockcliffe Book Fair provides the school with funds to support a variety of school initiatives including technology in the classrooms, curriculum resources, out of school activities and field trips, guest speakers and workshops. During the Book Fair, we are fortunate to have a variety of children's authors who visit the classrooms and present their published works to our students.
- Our School Improvement Plan would not be complete without mentioning the importance of School Culture. Here at RPPS, we believe that an in-school emphasis on character building, health, and active participation both in and out of the classroom will help support our students' achievement in all areas.

Leadership Recognition

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

Students:

Our students are provided with many opportunities to develop their leadership skills. Older students will pair up with younger students as reading buddies and read to children. Classes take on certain initiatives to raise funds for our friends in Lesotho, for the Ottawa Humane Society, for the Food Bank and other charities. Often it is the children who organize craft or bake sales, or donate money from their own birthday presents. Every month we hold a school-wide Character assembly where one or two students from each class are awarded a “Gotcha” award for leadership in one of our Character attributes. This year, each class has volunteered to organize a short presentation on the character trait of the month to further support our Character development initiatives. Also, we are implementing Rockcliffe Radio for our morning announcements, where students from Grade 6 are responsible for leading our school in Oh Canada as well as the daily news.

Staff:

Our staff members have a wealth of professional qualifications including Bachelors and Masters degrees in Arts, Fine Arts, Physical Education and Sciences, as well as additional qualifications in Special Education, English as a Second Language, Music, Visual Arts, Science, Reading, Guidance, and Computers in Education. They have actively participated in numerous Board-wide professional development activities in literacy and numeracy, and we recognize their initiative by providing and supporting opportunities for further professional growth. Our teachers share their expertise welcoming student teachers and high school coop students into their classrooms.

We also recognize staff leadership via personal interactions with one another, letters of thanks, school announcements, school newsletters, assemblies, performance appraisals, and our principal's report to school council.

Parents/Guardians/Volunteers:

Our school council meets monthly and provides financial support to the school through their fundraising initiatives, as well as countless hours of volunteer assistance. Parents are always willing to assist in supervising on field trips, organizing special events, working in classrooms and in the library, and offering their expertise as speakers and presenters on many topics. Parents also provide the school administration with their input regarding School Improvement Planning and the ways in which parents can support the learning of our students. We are fortunate to have an active parent community that so enriches the lives of our children.

Community:

Rockcliffe Park Public School's community links are extremely strong, given its 70 year history within the community. These ties are enhanced by a series of annual activities including the Terry Fox Run, fund raising for various relief efforts and charitable organizations, and of course, the Rockcliffe Park Book Fair. This year our Book Fair will be celebrating its 50th year and we are very excited to be celebrating with a variety of events. We also host the International Languages program in our school, as our students learn to speak Spanish in an after school program. We recognize our community partners through our school announcements, newsletters, school web site, principal's report to school council, and thank you cards. We also include them in our events and award ceremonies.

Results of EQAO Primary Assessment

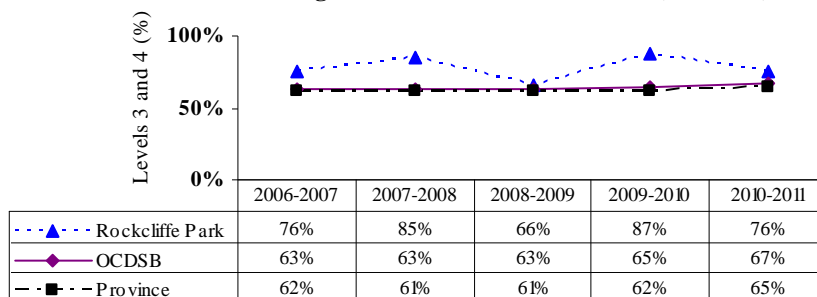
Each year, students participate in the province-wide assessment of reading, writing, and mathematics. This assessment by the Education Quality and Accountability Office (EQAO) is based on the Ontario Curriculum and is one way in which student achievement is measured. Results from these assessments should 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 3 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 3	72	18%	0%	11%	25%

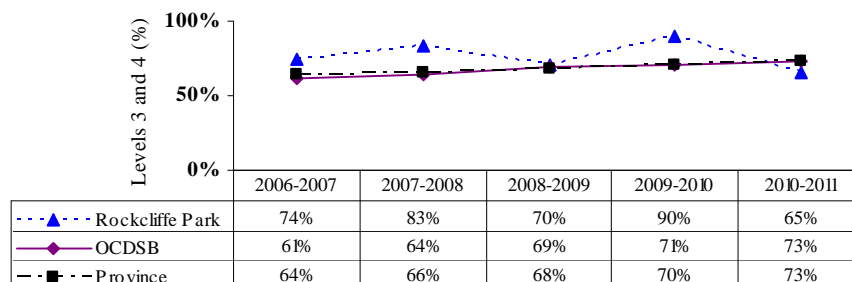
Results for *all grade 3 students* in this school, compared to those for the district and province, are presented below. More detailed information about student performance on these assessments can be found at www.eqao.com.

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



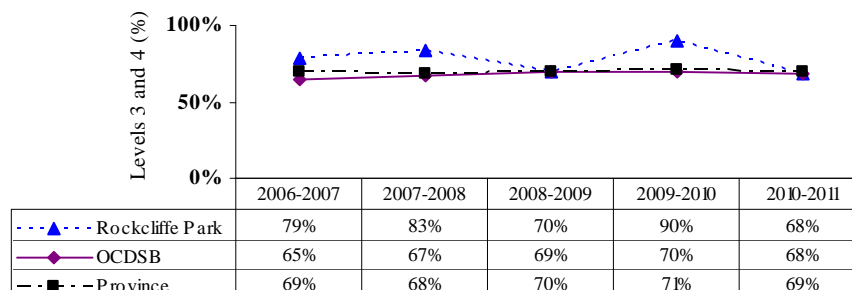
1% of the students were exempt, 3% had no data.

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



0% of the students were exempt, 3% had no data.

**Grade 3 Mathematics:
Percentage of Students at Levels 3 and 4 (Method 1)**



0% of the students were exempt, 1% had no data.

Results of EQAO Junior Assessment

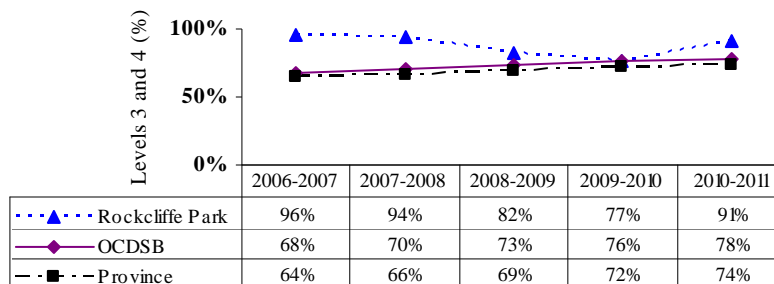
Each year, students participate in the province-wide assessment of reading, writing, and mathematics. This assessment by the Education Quality and Accountability Office (EQAO) is based on the Ontario Curriculum and is one way in which student achievement is measured. Results from these assessments should 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	67	13%	0%	6%	21%

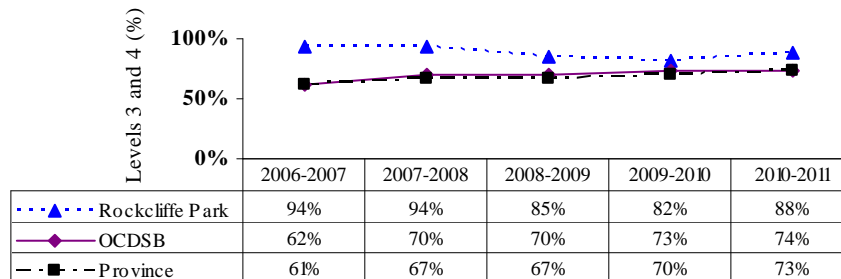
Results for *all grade 6 students* in this school, compared to those for the district and province, are presented below. More detailed information about student performance on these assessments can be found at www.eqao.com.

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



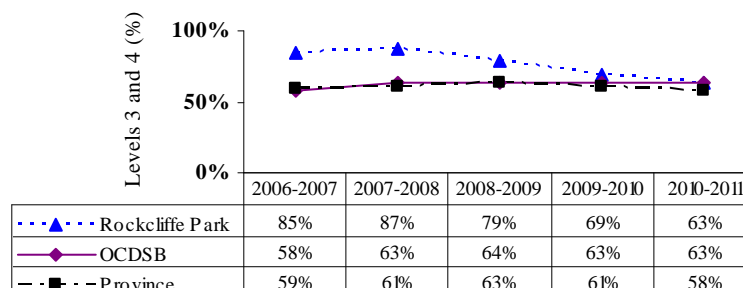
0% of the students were exempt, 1% had no data.

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



0% of the students were exempt, 1% had no data.

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



0% of the students were exempt, 1% had no data.