

School Profile 2011-2012



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Woodroffe High School

Grades 9 to 12 (semestered)



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Ottawa, Ontario
K2B 7M8

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School hours:
9:00 a.m. - 3:10 p.m.

www.woodroffehs.com

Principal

Renald Cousineau

Vice Principals

Tracy Shapiro
Sam Laggis

Office Administrator

Lorraine Demers

Chief Custodian

Dalton Cluff

School Council Chair

Diana Prosser

Superintendent of Instruction

Frank Wiley

School Trustee

Theresa Kavanagh

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_access/Pages/default.aspx

Our School

Home of the Tigers for over 50 years, Woodroffe High School is a progressive community which values respect, diversity and the pursuit of excellence. Students develop a global perspective and a sense of social justice through an interconnected and inclusive curriculum designed to facilitate critical thinking, problem-solving and articulation of thought.

Our vibrant secondary school has high academic standards, extensive Technological Studies and Co-operative Education programs, a strong athletic tradition, and a wide range of extracurricular activities. The staff is energetic, highly qualified and dedicated to excellence in the classroom and beyond. Many academic and cross-curricular initiatives highlight the uniqueness of our diversity and inclusiveness.

We present students with opportunities to balance academic pursuits with a variety of school clubs, teams, and individual experiences. Woodroffe High School is an innovative and exciting place to learn and grow, embracing instructional strategies that show consideration for the characteristics of the 21st century learners.

Our Students

- Woodroffe High School has an enrolment of 860 students.
- Our students are from over 70 different countries, with more than 57 languages spoken at the school. This provides an incredible richness in diversity for everyone in our school community.
- Every year, Woodroffe hosts international students to be part of our school community.
- Elementary schools within our family of schools include D. Roy Kennedy P.S., Pinecrest P.S., and J.H. Putman M.S. At Woodroffe, students are given the opportunity to learn with and from each other in a diverse learning environment.
- Our students are learning how to be citizens of the world through a Pay it Forward approach embedded in the curriculum and opportunities for excursions.
- 30% of our graduates received entrance scholarships or bursaries to college or university. The increasing number of international students choosing Woodroffe as their Canadian "home" school is evidence of our inclusive climate and diverse population.

Our Staff

- Our staff is friendly and proficient in their duties and is committed to the academic and personal growth of students. In order to better respond to the diversity of our school community, members of our staff have participated in cultural proficiency workshops at the Tools for Tolerance Institute hosted by the Simon Wisenthal Centre in California.
- For several years, we have hosted international teacher delegations interested in learning more about the Ontario education system. These experiences enrich our collective knowledge and our appreciation for diversity. One third of the teachers have earned a post graduate degree.
- The caring and inviting atmosphere of Woodroffe High School is created through the investment of each staff member. Our dedicated teachers, administrative/support staff and custodial staff work tirelessly to ensure that Woodroffe offers the best facility and program. They constantly upgrade their proficiencies by participating in Board sponsored workshops and training sessions. Our Custodial staff is an important part of our team. Their attention to detail provides our students and staff with a clean, healthy, and safe environment.

Educating for success – Inspiring learning and building citizenship

Our Community

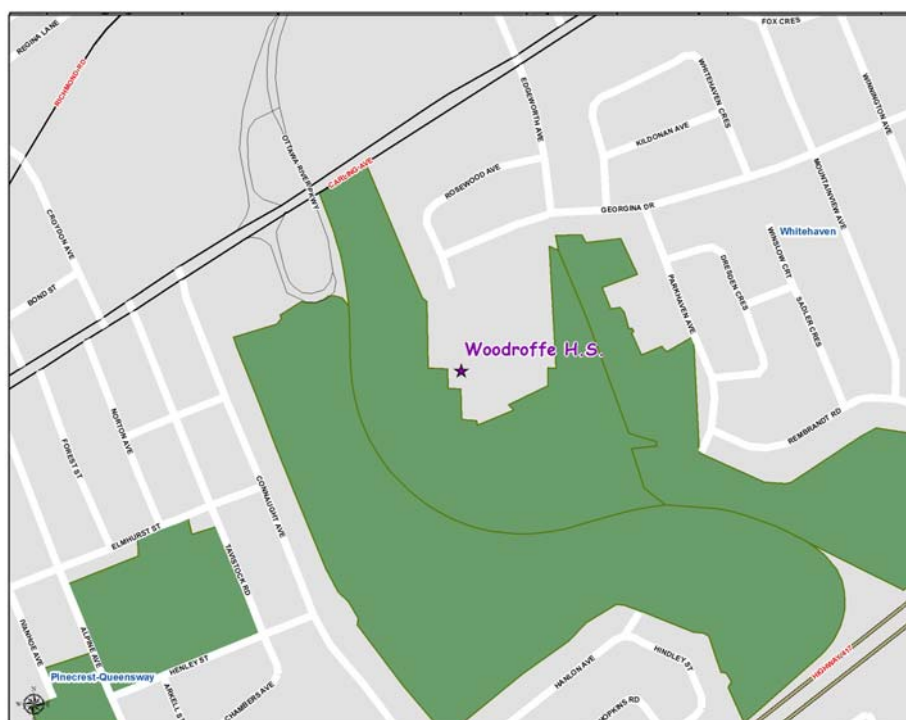
Parents and Community

- Woodroffe High School is a diverse community with a multi-cultural perspective and a welcoming atmosphere.
- Staff and community volunteers contribute to a dynamic extra-curricular program of clubs and activities.
- WHS School Council Chair Diana Prosser invites you to join us on the first Tuesday of every month. The council is a strong advocate for equity and is involved in many school and community initiatives. In disbursing the funds it has raised, the council provides opportunities for all students and members of the school community. Your participation can make a difference!



Mission Statement

Woodroffe High School is a progressive community which values respect, diversity and the pursuit of excellence. Students develop a global perspective through an interconnected and inclusive curriculum designed to facilitate critical thinking, problem-solving and articulation of thought.



Programs and Services

Academic Programs

- Full Selection of courses
- ESL & ELD Courses of Study
- Extensive arts (dramatic arts, music, music theatre, visual arts, dance)
- Enriched English & Mathematics courses
- French Immersion grades 9-12
- Computer Science
- Technological Studies in the areas of Transportation, Design/Construction and Communications
- Extensive Co-operative Education
- International Studies
- Leadership Class
- T-Crew (Link Crew Program)

Classroom Organization

- Woodroffe High School provides grade 9 to 12 English and French Immersion programs.
- Semestered Program: four full courses per semester.
- Daily Timetable: 9:00 a.m. start, four 75 minute periods, 60 minutes for lunch, 3:10 p.m. dismissal. Support mechanisms (Student Success Staff, Learning Support Centre & Helping Paw Health Centre) balance the many growth opportunities to further develop the talents of Woodroffe students.

Special Education and ESL Programs

- Learning Support Centre
- General Learning Program (GLP)
- Dual Support Program (DSP)
- Homework/tutoring club
- Student Success Teachers & Program
- Partnership with Pinecrest-Queensway Health & Community Centre: "Pathways to Education" program



- WHS Helping Paw Health Centre (on-site medical and counseling services)
- Variety Daycare (licensed child care centre)

Facilities and Resources

Woodroffe High School features:

- Library Resource Centre
- Two Visual Arts Studios and a Mystery Painting Room
- Dance Studio
- Music and Drama Rooms
- 800-seat auditorium
- Dedicated Technology rooms for Transportation, Design/Construction and Communications
- Four computer labs
- Three gyms, tennis courts, two regulation playing fields, track, baseball diamond and access to the Ottawa River Parkway green space

Safe Schools Initiatives

- Character Education has provided a framework for all school activities including school assemblies and the promotion of the character traits as widely demonstrated when the entire staff wears their character T-shirts.
- The code of behaviour is based on showing "Respect and Dignity for All People".
- Staff, students, parents and community partners work together to promote and maintain a safe and caring learning environment.
- Early Intervention and counseling programs are available to identified students.
- Peer Leadership promote student responsibility

Clubs and Activities

- Active Student Council
- Woodroffe Athletic Association (WAA)
- Tradition of Athletic Excellence
- Music, Music Theatre, Drama and Dance productions
- Model U.N. Club
- Mystery Painting initiative
- Black History and Asian Month
- Annual Multicultural Potluck and Fashion Show
- Award winning entries in Adobe's "Youth Voices"
- Annual international excursions
- Dozens of sports teams and so much more...

Achievement and School Improvement Planning

Measures of Student Achievement and Success

The school follows the guidelines set out in the OCDSB Policy and Procedures for Student Evaluation, available on the board's web site (www.ocdsb.ca).

- Over the last 4 years, WHS has seen an increase in all major academic indicators and staff is committed to ongoing improvement.
- 40 percent of the graduates earned Ontario Scholar ranking. 8 percent of our graduates earned the Silver Standard for maintaining better than 90% average.
- Approximately 75 percent of our graduates go on to post-secondary studies.
- Over 175 students were honoured at our Junior Awards Evening in November.
- WHS student leadership development program continues with peer tutoring, peer leadership, and student organized retreats and conferences such as the annual district-wide dance symposium.
- Each year, WHS sends student representatives to universities' mini-enrichment programs.
- As an extension to our award-winning Musical Theatre program, WHS students also participate in the popular Cappies initiative – a theatre critics and awards program in partnership with The Ottawa Citizen newspaper.
- Woodroffe also offers a thriving Co-operative education program which supports student achievement in a flexible and very effective way. Students continue to pursue academic credits while simultaneously gaining valuable workplace experience.
- Each year, our students demonstrate an acute sense of social justice by raising awareness and money for various charities and initiative of humanitarian relief. Some examples include building homes in Guatemala with Habitat for Humanity, providing financial support for the construction of a school in Kenya and traveling to Costa Rica to enhance their understanding of sustainable living.
- Outstanding AP results in French with many students scoring at top levels.
- Our interscholastic teams are highly competitive, bringing home numerous NCSSAA championships and going on to represent the National Capital Region in provincial (OFSAA) championships.

School Improvement Plans and Initiatives

- The WHS Vision Statement has been revised to reflect the dynamic nature of our rapidly changing school community. Students, staff, parents, and community partners contribute to the ongoing improvement of school tone and program delivery.
- The overarching goal driving Woodroffe's school improvement plan for student achievement focuses on critical thinking across the entire curriculum. The WHS school improvement plan considered results from EQAO testing of literacy and numeracy, system-wide assessment of exams in senior English and Math courses, as well as other measures of student achievement. School improvement initiative will be monitored within the school's Professional Learning Communities.
- Program improvements include the continued development of unique WHS Certificates. Students may choose course packages that reflect their interests in International Studies and/or Fine Arts.
- Further development and enhancement of our website (www.woodroffehs.com) to ensure up-to-date, relevant information is available to our community.
- Continuous improvements in the area of technology. Staff has received training and continue to be supported in the implementation of Google Education Applications. We are currently expanding our use of interactive technologies and training on these tools, including Smartboards, student responders and wireless netbooks. A growing number of teachers are shifting to a blended mode of delivery whereby student access part of the content and submit assignments via an interactive website.
- Continuing to upgrade and modernize our physical facility, including redesigning the physical space of learning. In order to achieve this goal, the school has embarked on a multi-year furniture renewal program. The new furniture is more conducive to 21st century learning and provides greater flexibility in terms of interactive groupings. The school's library is also being transformed to meet the needs of our learners.
- Staff meets regularly in Professional Learning Communities to discuss implementation strategies that will lead to greater use of critical thinking across the curriculum.
- Working with all staff on the continued implementation of new assessment and evaluation practices.

Leadership Recognition

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

Students:

Woodroffe High School celebrates the diversity of our community and similarly our student body. We are proud past recipients of the OCDSB's Isis Officer Ethnocultural Equity Award. This award recognizes the many activities that give Woodroffe HS a welcoming climate. Along with being inviting, the students, staff and community focus on ensuring that the voices of all groups are heard and represented in the many events and opportunities at the school, in the neighbourhood and beyond. Representation is part of the structural make-up of the school, while developing the strength to articulate ideas, feelings and goals is part of the formal and informal curricula of the school. Leadership skills are developed in conjunction with this emphasis on bettering articulation and demonstrating a desire to better the lives of others. Whether as part of Students' Council, Woodroffe Athletic Association, music recitals, Model U.N. Club, or the many other organizations and teams, the focus is on improving ourselves in order to better the lives of others. Our peer tutoring program is growing as a result of students wanting to invest in the lives of fellow students. This extends beyond our school environment as we also focus on global awareness and participation in social justice initiatives. For example, we have been active participants in a Habitat for Humanity building project in Guatemala, a "Pay it Forward" initiative to New Orleans, raising funds to help build a school in Kenya, completing the Duke of Edinburgh's Awards, the Adobe Youth Voices, and the city's Thanksgiving Dinner for those in need. The school has been involved in video conferencing partnerships and is currently pursuing new international partners. Students have been instrumental in planning and hosting the OCDSB Character Education Conference for the high schools in the district. These are a few examples of WHS Tigers becoming global citizens. This is how we view success. This is why we say that Woodroffe HS has a world of possibilities to offer each and every student.

Staff:

The staff members of Woodroffe High School (WHS) have a wealth of professional experiences including Bachelors and/or Masters degrees in Arts, Education, Fine Arts, Mathematics, Physical Education, Sciences and Engineering, as well as additional qualifications in Special Education, English as a Second Language, Music, Visual Arts, Guidance, and Computers in Education. But the academic talents of our staff "Tigers" are only part of the puzzle in the development of a faculty who can meet the challenges and demands of a rigorous curriculum and the ever changing challenges of our world. WHS has world-class athletes, world travelers, bright and accomplished staff who balance the nurturing of our youth with the ability to instill self-discipline and pride through personal/collective accomplishments. The population of WHS continues to grow as more students choose to grow as Tigers. The number of academic and professional staff wishing to join the Woodroffe team continues to increase as school staff members view WHS as the place to grow professionally and collegially. We have managed to build upon our existing staff leaders and recruit many scholastic experts. These adults are excellent role models and nurturing authorities. Regularly, WHS staff members are recognized for various awards of excellence both at a district and regional level.

Parents/Guardians/Volunteers:

The School Council of Woodroffe HS is involved in the many aspects of school life. At the annual International Potluck, students, parents and staff get together over food to celebrate diversity! The School Council works with staff, students, parents and the broader school community to target initiatives to support school and community priorities. Our parent e-mail database is administered through our School Council Communications Coordinator, Mrs. Becky Hughes-Cloutier. Weekly notifications are sent to our parents inviting them to consult our website to learn more about upcoming school events and activities. Our new website, developed with input from parents, acts as a portal of information for all members of the school community. Consistent with the philosophy of Woodroffe HS is the inclusive nature of our School Council.

Community:

Woodroffe High School has numerous community partners. We are most fortunate to have expert personnel from the Pinecrest-Queensway Community Health Centre (PQCHC) available at school at various times throughout the week. A nurse practitioner assists students and their families. Through the Pathways Canada™, a growing team of PQCHC staff members work every week with approximately 130 students, providing ongoing school and family support. In September, PQCHC's Board recognized Woodroffe HS with the Organization Award. The Ottawa Community Immigrant Services Organization provides WHS with a Multicultural Liaison Officer on Mondays, Tuesdays and Thursdays. Strong community partnerships also exist with Rideauwood, Ontario Works and our First Nations Community. Along with our OCDSB Social Worker and Psychologist, Woodroffe High School is well staffed to support all students and address issues to ensure continued success.

Along with support mechanisms, the efforts of our students in making the community a better place must also be recognized. To mention only a few -- our talented musicians perform throughout the school year at various venues and celebrate spring with our annual Concert-in-the Park, our Senior GLP class has set-up a leadership initiative involving several elementary schools, our students assist in community centres, Boys' & Girls' Clubs and neighbourhood homework clubs!

Woodroffe HS is both a part of our community and a hub within our community.

Results of EQAO Grade 9 Assessment

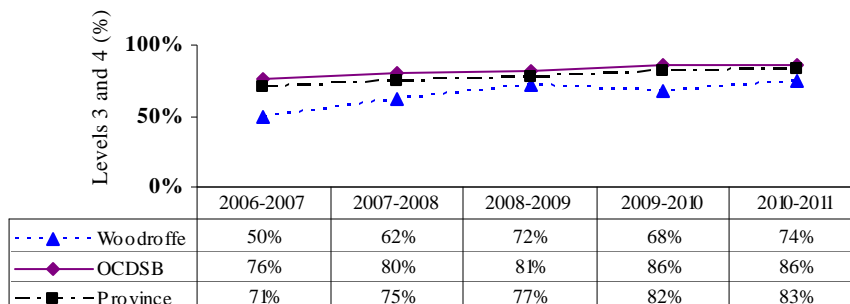
Each year, students participate in the province-wide assessment of mathematics. This assessment by the Education Quality and Accountability Office (EQAO) is based on the Ontario Curriculum and is one way in which student achievement is measured. It is given at the end of the academic and applied courses in January and/or June, depending on whether or not a school is semestered. 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 9 students in this school for the 2010-2011 assessment:

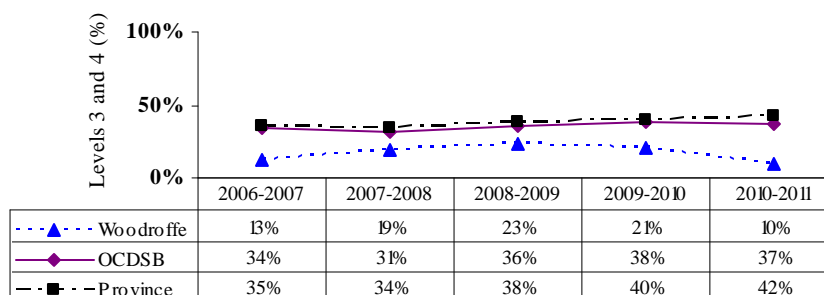
	Number of Students	Exempt/ No data*	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Academic	132	2%	12%	22%	6%	19%
Applied	82	13%	44%	40%	15%	27%

Results for *all grade 9* 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 9 Academic Mathematics:
Percentage of Students at Levels 3 and 4 (Method 1)**



**Grade 9 Applied Mathematics:
Percentage of Students at Levels 3 and 4 (Method 1)**



* EQAO has combined "exempt" and "no data" categories for grade 9 assessment.

Results of the Ontario Secondary School Literacy Test

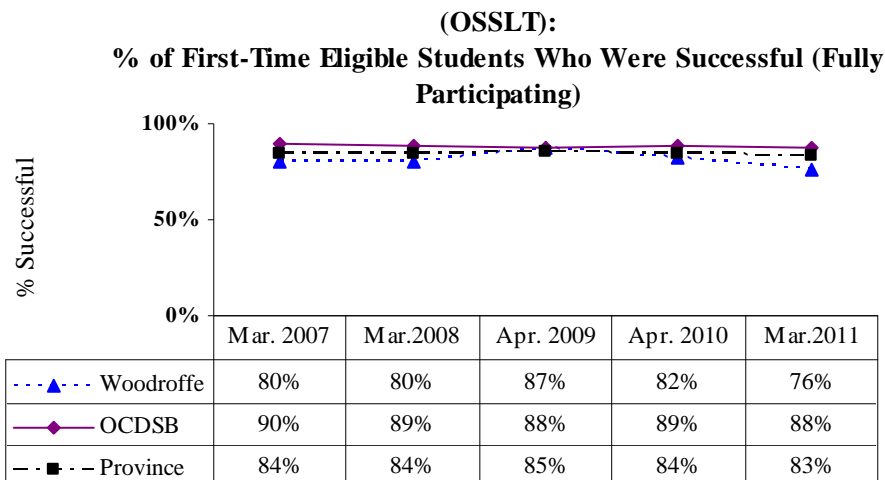
Each year, students participate in the Ministry mandated Ontario Secondary School Literacy Test (OSSLT). This assessment by the Education Quality and Accountability Office (EQAO) is given to Grade 10 students to determine if they can successfully demonstrate the reading and writing skills that apply to all subject areas in the provincial curriculum up to the end of Grade 9. Receiving a secondary school diploma depends on passing the OSSLT – i.e., this is a “credentialling test”. Exemptions and deferrals are given only under certain circumstances and in accordance with policies and procedures established by EQAO. Students who are not successful on the test are able to attempt it again in a future administration, or enroll in the Ontario Secondary School Literacy Course (OSSLC).

EQAO reports results only in terms of whether or not a student passed/was successful on the test, rather than levels of student performance.

The following table describes the students in this school who were eligible to write this test for the first time (FTE) in 2010-2011:

	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Woodroffe HS	196	16%	6%	23%	22%	11%	25%

Results for *first-time eligible students who fully participated* in the testing (i.e., not deferred or absent) compared to those for the district and province, are presented below. More detailed information about student performance on this assessment can be found at www.eqao.com.



Next Steps

During the 2011-2012 school year, the following strategies will be employed to further advance student learning:

- continued implementation of an integrated 100-minute literacy block (language and history/geography, or language and science) for all students in grades 7 and 8;
- the expansion of the definition of literacy to connect across all subject areas, as well as the broadening of its scope to include the use of diverse textual forms in order to support creative and innovative higher order thinking;
- the provision of differentiated levels of instructional coach support to identified schools, based on a comprehensive needs analysis and aligned to SMART goals outlined in the School Improvement Plan. The remaining schools will receive support through professional learning networks that will be established based on priorities outlined in the 2011-2012 BIP (K-12) and the corresponding school improvement plans;
- a heightened focus on achievement of English language learners and students with special needs (e.g., student survey, expansion of ELD sites); and,
- the enhanced role of parents and community members in improving student achievement in schools and at the district level.

Results of District-wide Assessments

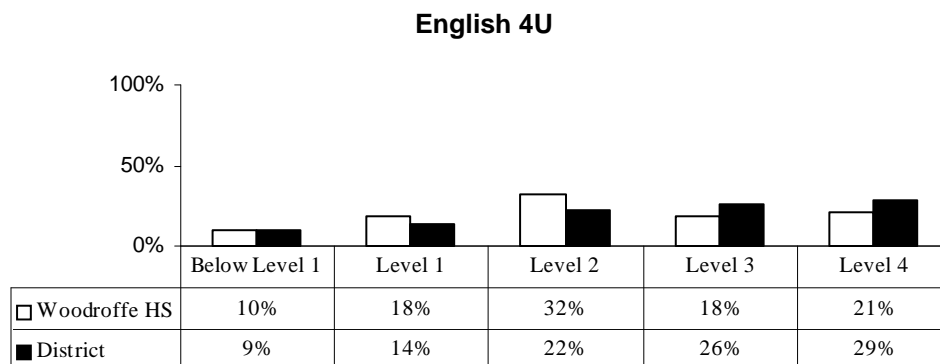
In 2010-2011, all schools participated in the ENG4U, ENG4C, MPM2D, and MFM2P District-wide evaluation projects.

These projects aim to create consistent evaluation of student performance by providing:

- a common examination;
- a detailed marking scheme for the examination;
- conference marking;
- exemplar booklets to show students and teachers the criteria for, and examples of, successful performance;
- workshops for teachers; and
- reports of school and Board results.

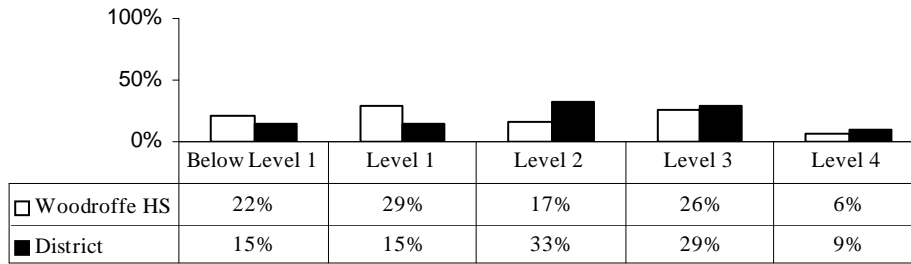
Heads of English and Mathematics would be pleased to discuss examination preparation, procedures, and marking with those who are interested. Please contact the school for further information.

Students in semestered schools write the exams at the end of each semester in which they take the course. For reporting purposes, results for the January and June exams have been combined in the charts below.



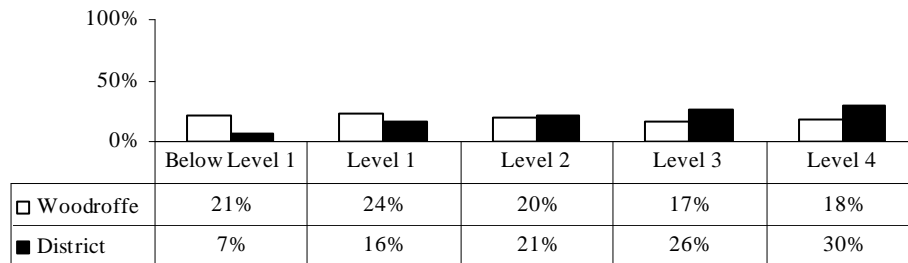
In 2010-2011, a total of 3560 students across the district wrote this exam; 103 of whom were from this school.

English 4C



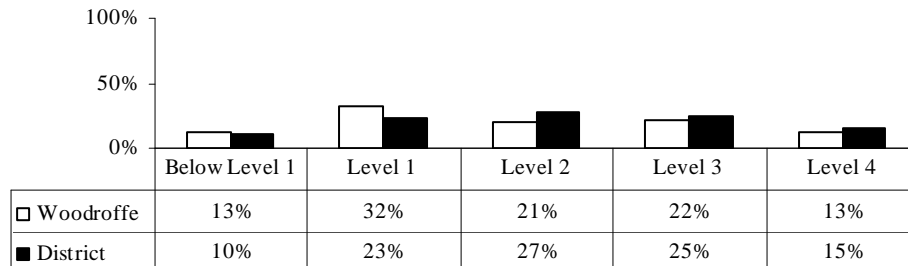
In 2010-2011, a total of 1341 students across the district wrote this exam; 65 of whom were from this school.

Mathematics MPM2D



In 2010-2011, a total of 3833 students across the district wrote this exam; 114 of whom were from this school.

Mathematics MFM2P



In 2010-2011, a total of 1393 students across the district wrote this exam; 63 of whom were from this school.