

# report

## to the community



Westwood Collegiate

2016-2017



WESTWOOD COLLEGIATE  
POWER & RESPONSIBILITY

### Power & Responsibility

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*The Senior Years in the St. James- Assiniboia School Division provide a varied curriculum to meet the needs, interests, and abilities of students. The programs provide a sound basis for further education or immediate employment setting. Hands-on, active participation is encouraged in all subject areas and especially in courses such as: Performing and Fine Arts, physical education, career exploration and independent studies.*

### Last Year's School Accomplishments (2015 -2016)

Westwood Collegiate continues to build on the previous goals to enhance numeracy and literacy in our students. Along with these two goals, our school will continue to promote global environmental awareness. Our school continues to be led by DRIVE, the student leadership team with representation from each grade level. "DRIVE" represents Westwood Collegiate's values: (Diversity, Respect, Integrity, Vision and Effort).

Westwood's professional staff continued to work with students on the development of number sense, reasoning and mental math abilities.

- Students completed consistent ongoing mental math activities.
- Students were encouraged to develop automaticity of basic facts, without the use of technology. Adaptations for students were implemented, when necessary.
- Technology programs were used as additional tools to support the development of foundational numeracy skills.
- Data was collected from our transition meetings on incoming Middle School students.
- Common math assessments continue to be implemented in grades 9 and 10.
- Take home math activities were sent home on a regular basis.
- Mental math skills were developed in other subject areas, whenever possible.
- Opportunities for enrichment were provided across all grades, when appropriate.
- The Mathematics Department worked collaboratively with the Divisional Numeracy Coach and Coordinator team to continue to develop best practices for instruction.

### Our Vision Statement

At Westwood Collegiate, we aim to develop responsible citizens who will demonstrate confidence, curiosity, and creativity.

### Our Mission Statement

Students will value the concept of **social justice** and recognize its importance for the betterment of an ever changing world. Students are **active learners** able to demonstrate a high level of academic, intellectual and social engagement. Schools will nurture and promote a **positive relationship** with families and the local community.

### School Profile

Number of teachers: 44  
Number of students: 625  
Grade levels: 9-12

### School Highlights

These include:

- International Baccalaureate
- Visual and Performing Arts
  - Regular and Advanced programs
- Practical Arts and Human Ecology
- Aquatic Sciences
- Graphic Technology
- Youth in Philanthropy
- Full year Math and English class for grade 9 students

**Westwood’s professional staff continued to focus on improving literacy skills across all subject areas and at all grade levels.**

- Common assessments, in subject areas, were implemented in order to identify standard expectations for students.
- Staff met to discuss transition information related to our incoming middle school students.
- The Science department focused on increasing scientific literacy through real world experiences, including guest speakers, field trips and authentic learning experiences.
- The Math department created ongoing opportunities for students to explain and share their reasoning related to problem solving.
- The Physical Education department focused on the creation of more application based assessments.
- The English department provided regular reading and writing opportunities.
- The Arts Department implemented strategies from a variety of resources including *Making Thinking Visible* to support student progress.
- The Humanities department emphasized Literacy and Critical Thinking abilities through day-to-day lessons and summative assessments.
- Professional Learning Communities, in all departments, analyzed student results on an ongoing basis and made adjustments to instruction based on the needs of the students.
- All staff continued to implement the most effective strategies for improved literacy development for all students.
- All staff supported students with vocabulary instruction and development specific to each subject area.

**Westwood’s professional staff continued to integrate the use of technology to support student learning, when appropriate.**

- The Science department regularly used the Vernier probes and logger pro software to monitor scientific experiments. Aspects of coding were introduced and students participated in the day of code
- Digital mathematics programs were used on a consistent basis as a supplement to foundational numeracy skill development.
- In Physical Education students were introduced to the *Fitbit and Polar Heart Rate Monitors* as a way to monitor their individual training. *Tabata* and interval timing technologies were used for fitness assessments and class workouts. Video analysis software such as *Dartfish* or *Hudl* were used to analyze movement patterns and breakdown skills.
- Digital citizenship instruction was provided to all grade 9 students, which included topics on Internet safety, digital footprint, and the respectful use of technology. Language arts teachers continued to encourage use of technology in their everyday teaching including use of *Google docs*, storyboards, and *PowerPoint* presentations.

**A Quick Snapshot of the Classroom**

**Mathematics**

- All grade 9 students will receive double time mathematics instruction, seeing a math teacher for the entire year.
- An additional section of math for grade 9 students has been created to include intervention strategies that will allow students to close gaps in prior mathematics learning.

- Elite Fitness
- Athletic Academies:
  - Hockey
  - Basketball
  - Volleyball

**Extra-curricular Activities**

- Intramural sports
- Cross Country, Track and Field, Volleyball, Basketball, Curling, Indoor & Outdoor Soccer, Fastball, Badminton, Rugby, Water Polo, Hockey, Golf, Ultimate, Lacrosse
- AAAA Athletics program, with addition of Field Lacrosse
- Hockey Academy
- Drama and Improv,
- Enhanced Dance Program
- Musical, Show Choir
- Yearbook committee
- Student Advisory
- Envirothon
- Photography Club
- Tech Club, Debate Club
- Peer tutoring
- Peer support network
- TADD, GSA

- Enrichment activities and lessons have been created for students that are achieving above grade level and need to be challenged beyond the curriculum. In addition, Westwood participates in the annual Waterloo mathematics contests.
- Students in grades 9 through 12 will develop and communicate a strong number sense by engaging in activities that require students to think logically about the development of number patterns. Students will think visually about the patterns in numbers and will be encouraged to use manipulatives as needed to assist in any solutions. In the higher levels of math, graphing calculators are used throughout lessons in order to provide visual support to algebraic solutions.
- Math teachers will continue to utilize math programs to enhance the curriculum including Mathletics and various websites that provide alternative methods or processes to solutions.
- Mental math and logic problems are presented regularly in all levels of mathematics in order to increase student confidence in their sense of numbers.
- Communication with our feeder middle schools has led to new strategies to bridge gaps for students coming to high school related to basic math skills.
- Teachers at all levels will meet regularly in order to achieve common math assessment timelines, common activities, and parallel programming in order to encourage and achieve common teaching practices for our students throughout their mathematics education.

**English:** The English department's focus continues to revolve around the idea of common assessments and increasing literacy across the grades. Over the past year, the English department focused on skills of analysis and improving student learning by implementing several techniques that encourage higher level thinking in all students. Teachers also focused on a variety of assessments dealing with social justice, engaging students and building community. This year's focus involves the department PLCs (Professional Learning Community), which includes a project focused solely on developing teaching strategies to increase the writing skills of our students. Exposing students to all types of writing forms and developing a bank of exemplars for all teachers to access will be one of the main objectives this year.

Teachers continue to use strategies to engage students through the use of technology, and in the grade 9 year the focus is on increasing digital literacy and competency. Students are exposed to a mindset surrounding their digital footprint and ensuring they protect and use this privilege responsibly.

We continue to act collaboratively as a department and discuss effective teaching practices. The English department has always placed an emphasis on improving student reflections in regards to their writing skills as this has been a weaker area for students in the past. More day-to-day tasks are requiring students to review and continue to self-reflect to grow and improve in all areas of their skill development.

**Science:** The Westwood science department will continue to review and evaluate teaching strategies and assessment techniques. Our department will focus on collaborative efforts in assessing labs, tests, and related assignments among the science disciplines. We will encourage students to expand on classroom learning by providing opportunities for students to participate activities beyond the classroom. An example of this is the aquatic sciences SCUBA training, field trips to the Zoo and Fort Whyte, as well as participation in the Envirothon.

Strong mathematical skills are a requirement for students to succeed in the sciences. Our department has renewed its commitment to ensuring our students have the math skills necessary for achieving their science goals both today and in their futures. A return to promoting automaticity in

mathematics is a focus in our department. Automaticity has been shown to increase student knowledge acquisition and deeper understanding by reducing the cognitive load brought on by struggling through the math associated with a science concept.

A continuing initiative for the department this year will be science literacy. Students are asked to think about major modern societal issues in a critical matter, such as those surrounding vaccination, global warming, and genetically modified foods and pesticides; a scientifically literate population being the end goal.

A new initiative this year is to help students with personal resiliency. Science courses tend to be some of the most difficult for students as the concepts are often abstract and tackled in the language of mathematics. A struggle often challenges student's perceptions of themselves and their ability levels, especially if they are finding topics difficult for the first time. Through class discussion and one on one counselling, the teachers in our department will help our students become more resilient by staying in science courses long enough to overcome their initial struggles. The skill of trying, failing, learning, and trying again; rather than trying, failing and quitting, is an ideal that we hold in high esteem. Resiliency is a learned skill and will serve our students in all facets of their lives.

The teachers in the department embrace technological teaching tools and have looked at the available technology to enhance classroom learning for their students. Some examples of these are the use of SMART boards, *Edmodo*, *YouTube* and *Socrative*. We are judicious with our use of technology and realize that technology is an aid to teaching and not a substitute for it.

A STEM based "Maker" club has recently been founded at the school focusing on practical engineering, coding, and robotics projects. The club has built a maker space which includes access to electronics equipment, a CNC cutting machine and two 3D printers. The major project completed last year was a student made wood and 3D printed plastic tri-copter drone. This type of hands on experience is valued both at the high school level and is a benefit for students moving on to post-secondary training in science, engineering, and the trades.

**Arts:** The Arts department continues to challenge students to set performance goals throughout the school year. Not only do top-notch educators teach our programs, but experts from the community are invited into the studios and classrooms as guest clinicians to work with our students. The Arts department also ventures out into the community to take part in a variety of festivals, workshops, competitions, performances, exhibits, conferences, and field trips. The arts department comes together once a year, with the help of the parent Westwood Collegiate Arts Advisory Group, to host "For the Love of the Arts", an arts extravaganza with performances and exhibits showcasing the talented students enrolled in the performing and visual arts programs at Westwood.

The **Band** students competed at the Optimist International Band Festival winning top honors, accolades and invitations to represent Manitoba at the National Music competition in Niagara, Ontario. The Westwood Jazz Bands, along with two of Westwood's Vocal Jazz Ensembles attended the Brandon Jazz festival and truly enjoyed the three-day immersion in this fantastic event. The Westwood Collegiate Music Department hosted the 2nd annual Family of Schools concert here at Westwood. Participants included ensembles from: Phoenix, Robert Browning, Sansome, Lincoln and Westwood.

**Dance** students performed in the Heart Beats Dance Convention, Dance Manitoba Members Showcase and the Emergent Expressions Chorea Show. Students took part in the Manitoba Provincial Dance Festival and also attended several RWB performances. A joint choir/dance trip to Orlando was undertaken where the students performed to rave reviews! At the end of the school year, the dance staff and students hosted their DanceScapes (Year End Recital) at the Manitoba Theatre for Young People where they included dancers from Lincoln Middle School and performed to a sold out audience.

**Visual Arts** Students in the Visual Arts program were working hard to master a wide variety of two- and three-dimensional media. The Visual Arts students made a fieldtrip to Plug In Gallery for a tour and art making workshop in the autumn. They also went on a full day field trip to the Forks where they completed a series of landscape, architectural and figure studies. Ten pieces of student work was selected to be exhibited in the St. James-Assiniboia School Division Art Show in the spring of 2015. In the spring of 2016 the Visual Arts, Graphic Tech and Photography students and staff traveled to Minneapolis, Minnesota for three days of workshops and visits to a variety of traditional and digital art venues.

**Graphic Technology** Students expanded their creativity with digital arts using Adobe Creative Cloud software and digital output equipment to make various products such as printed t-shirts, mugs, hats, signs, buttons, and bags. Students who do not take GT classes can join the Digital Arts Club taking place after school. Participants of the Advanced Photography course learned the creative and technical aspects of capturing memories and events using modern digital SLR cameras. The participants of the Studio Photography course learned the techniques and studio equipment use to create expressive portraits and product shots.

**Advance Drama** Classes held their annual Coffeehouse and the audience sizes continue to grow, establishing this event as a yearly must see. The year-end production of Bertolt Brecht's "The Caucasian Chalk Circle" was also a success. The Drama Advanced classes held workshops for Lincoln Middle School in May. These workshops were very popular with the students at Lincoln and plans are being made for another workshop this coming December.

**Physical Education** The Westwood Phys. Ed department will continue to reflect on past policies and practices and collaborate to come up with strategies to improve for the future. Our goal is to expose every student to a wide range of health, fitness and sport activities so that they will be well suited to continue a healthy and active life beyond high school. Our grade 9 and 10 focus will be on physical literacy and fitness appreciation. We believe that students who have better basic physical skills will have more confidence, and thus be more willing to participate in physical activity. We also want students to have an appreciation for and understanding of their own personal fitness. Each year we will scaffold on previous knowledge and skills so students can achieve their fitness goals on their own. In grade 11 and 12 we will continue to push for more "In Class" PE options. Our Elite Training, Female Fitness, Volleyball and Basketball classes are some examples of the types of courses that are being offered. We will continue to look at different options to have the health portion of these courses covered in class as well. Our IB Exercise Sports Science course will be putting it's second group through the IB Exam process and preparing them well for many different branches of the health and wellness field.

Our extracurricular and intramural programs continue to be excellent social and physical outlets for many students. Our Leadership Program is taking on a bigger role, planning and implementing our intramurals and we are excited to offer excellent guidance and expertise in all of our sports teams. 2016/17 we see the return of Warrior Field Lacrosse.

**International Baccalaureate:** The IB Diploma Programme is a challenging two-year pre-university curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification (the IB diploma) that is widely recognized by the world's leading universities.

The curriculum contains six subject groups together with the DP core: creativity, activity, service (CAS); the extended essay (EE); and theory of knowledge (TOK). This is illustrated by the below Diploma Programme model.



In the 2015 – 2016 school year, students at Westwood had the following IB course options:

Group 1 → Language A Literature

Group 2 → Language B Spanish or French

Group 3 → Psychology or History

Group 4 → Biology, Physics, Chemistry and Exercise Sports Physiology

Group 5 → Mathematics

Group 6 → Visual Arts, Theatre, Film

In addition those looking for the full diploma also needed to complete a 4000 word extended essay , a Community Service requirement and successful completion of a Theory of knowledge course.

Last year Westwood had 58 total students who were registered as certificate candidates (those looking to complete just individual course requirements). As well as 6 students that attempted the full IB Diploma (course requirements & extended essay & CAS & TOK). Depending on a students' final mark many Westwood students chose to use their IB course marks to obtain certain University equivalent transfer credits at various Universities across Canada.

### **Planning & Goal Setting**

*School goals are created using the Divisional Strategic Plan as the guideline ([www.sjsd.net/planning](http://www.sjsd.net/planning)). The goal setting process begins in early spring and includes input from students, teachers, parents and the community. Goals are developed around the needs and direction of the various departments with student progress and achievement and our mission and vision statement as our focus.*

### **This Year's School Goals and Priorities (2016-2017)**

**Westwood Collegiate will continue to concentrate efforts towards;**

**1. All students will use and strengthen the skills of effective writing and reading comprehension, across multiple content areas, to critically articulate thinking, deepen understanding and communicate ideas.**

- Students will write in personally authentic and unique ways.
- Students will choose to write frequently for a variety of reasons and to personalize their craft.

- Students will demonstrate more confidence when reading, interpreting and communicating information from non-fiction texts.
- Students will demonstrate increased ability in public speaking demonstrations and performances.
- Language rich classroom libraries with a wide variety of reading genres will continue to be a focus and will be supplemented throughout the year.
- Time, choice and structure will be provided for students to explore and write independently.
- Students will use conventions and form appropriately to ensure clarity of message.

**2. All students will demonstrate an increased ability to interact with numbers flexibly, through problem solving, mental math and cross-curricular connections in multiple content areas.**

- Students will demonstrate increased confidence and ability as a mathematical/numerate thinker
- Students will show an increased ability to persevere in exploring and reasoning through tasks.
- Students will show an increased ability for making sense of tasks independently.
- Students will present and explain ideas, reasoning, and representations to one another in pair, small-group, and whole class discourse.
- Students will use multiple forms of representations to make sense of and understand mathematics.
- Students will seek to understand the approaches used by peers by asking clarifying questions, trying out others' strategies, and describing the approaches used by others.
- Students are able to use manipulatives and resources effectively.
- Students are able to listen to, comment on and question the contributions of their classmates.
- Students can describe and justify their understanding and reasoning through various representations.
- Students will persevere in solving problems and realize that it's acceptable to say "I don't know how to proceed here" but that it is not acceptable to give up

**3. All students will demonstrate personal growth in resiliency, independence and critical thinking.**

- Students will demonstrate increased confidence and ability in learning, across subjects.
- Regular attendance, in all classes, for all students
- We will see less examples of students "giving up", "making excuses", and "avoiding" difficult or challenging situations.
- Students will make attempts at all learning experiences
- Students will begin to ask clarifying questions.
- Students will demonstrate increased responsibility in their personal and social interactions as well as with academic, arts, and athletic performances.
- Students ability and confidence with public speaking performances will increase.
- Students will be capable of engaging in deep thinking debates, justifying opinions, and opportunities for problem solving/critical thinking.
- Students will be engaged in all aspects of school life.

