

report

to the community



Westwood Collegiate

2019-2020



WESTWOOD COLLEGIATE
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 (2018-2019)

Westwood Collegiate's staff worked with students on the continuous improvement of their literacy and numeracy skills. In addition to results (listed below) the school met broad outcome goals.

THE ARTS AND ELECTRONICS

Specific and measurable Exam success statements:

- In Grade 10 Electronics, the theory portion of the exam mark average was within 2% of the theory section of the course.
- In Visual and Graphic Arts, the exit slips regarding the marking and comments on the portfolios were in-depth and pinpointed areas of improvement.
- The technical aspects of the Dance program exam were reflected in their performance at the year-end dance showcase.
- The technical aspects of the Band program exam were reflected in their performance at the year-end concerts and corroborated with their portfolio written reflections.
- In the Choral program, the students scored 90% note accuracy in their note test.

Specific and measurable Literacy Strategy/Achievement statements:

- In Band, the students completed written reflections in their portfolios. Students also focused heavily on musical literacy

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: 43

Number of students: 648

Grade levels: 9-12

School Highlights

These include:

- International Baccalaureate
- Visual and Performing Arts
- Advanced Fitness Training
- Practical Arts & Human Ecology
- Aquatic Sciences
- Graphic Technology
- Youth in Philanthropy
- Full year Math & English in Grade 9

Extra-curricular Activities

- Intramural sports, Cross Country, Track and Field, Volleyball, Basketball, Curling, Indoor & Outdoor Soccer, Fastball, Badminton, Rugby, Hockey, Golf, Ultimate, Lacrosse
- Drama, Improv, Hip Hop Dance, Musicals, Show Choir
- Yearbook, Grad Committee
- Student Advisory/DRIVE, WSU, Sources of Strength, Culture Club, Smudging
- Envirothon
- Photography Club, Make Club

for the first month and a half.

- In Choral, the students completed a collaborative written reflection. Students focus mainly on the acquisition of musical literacy.
- In Dance, the students use a wide variety of dance literacy and terminology in their written reflections (scrapbook lessons).
- In Drama, students are using dramatic terminology on a regular basis, in reflections and discussions. Grade 10-12 students are all working on monologues.
- In Electronics, the students complete a research project on early electrical experimentation.
- In Visual and Graphic arts, the students start each project with a research component and end the project with a personal reflection. They also complete the artist statements and exit slips for their portfolios.

Specific and measurable Numeracy Strategy/Achievement statements:

- In the performing arts, students are exploring a wide variety of spatial and geometric relationships, and are learning musical numeracy.
- Students in the music and dance programs work on song mapping, which is breaking down a song into its components by identifying time signature, beat, bars, and phrases.
- In Drama, the students in scenes and drama activities use spatial awareness and timing to enhance their performance.
- In Electronics, students analyze circuit properties, such as voltage, current, resistance, capacitive reactants, and inductive reactants in order to identify solvable faults.

Specific and measurable Personal Responsibility (Character) success statements:

- Currently, many of the dance students receive assistance in developing their costumes for their upcoming performance. They are responsible for the acquisition of materials and the creation process.
- In music, students are responsible to the group. All parts must learn to work together and are responsible for the success of the group.
- In the performing, visual and graphic arts, all students are held accountable for their own and their group's performance.
- Students in all disciplines (electronics included) are expected to develop resilience when facing imperfections and to learn and improve from those imperfections.
- As far as cell phones are concerned, each teacher is using and monitoring their usage in their own classroom. In some instances, students are instructed to use them for course content, and in the instance of misuse, students are being disciplined. In extreme cases, parents are made aware of the misuse and students may or may not be asked to stop bringing cell phones into that class.

ENGLISH

Specific and measurable Exam success statements:

- Grade 9 – literary essay for novel study, short story writing, midterm assessment, costume/tattoo symbolism design for Shakespeare, letter/poetry writing for novel study
- Any PEA assignment – answering a long answer question.
- Things to work on – sharing/comparing common assessments, working together to create rubrics, score and evaluate tasks, and making sure that evaluations are consistent.

Specific and measurable Literacy Strategy/Achievement statements:

- Students have been given more choices for both what they read, and what they choose to do for some of their final assessments.
- Grade 9 - Short story final assignment – students can choose to write a story based on any idea they choose. Essay – choice between a character and a motif as their thesis. Costume/tattoo final assessment – choice between characters and which style to do. Letter/poem final assessment – choice of book, and choice of form to write their final assessment.
- Grade 10 – choice of form for final assessment for Shakespeare, choice of stories to use for their essay final assessment.
- Grade 11 Transactional – choice of ideas for a goals presentation, choice of topic and website builder for their online magazine project (and even within this unit, many choices of articles, forms, ideas, etc).
- Grade 11 Literary – creative project related to both Shakespeare and novel study, choice of form to create for The Hero Journey/Coming of Age Unit, choice of novel in mystery genre.
- Grade 12 Comprehensive – Choice of novel, long answer extended responses with choice of story to complete response, practice exam with choice of writing form.
- Grade 12 Transactional – choice of non-fiction for independent project, choice of fundraising activity and charity for group project.
- Grade 12 Literary – choice of form for final project of novel study.

Specific and measurable Numeracy Strategy/Achievement statements:

- An area that we need to work on for English.
- Law – calculation of percentages of drug and alcohol use among teens.

Specific and measurable Personal Responsibility (Character) success statements:

- Bathroom button – students are able to decide for themselves if they need to use the washroom, turn the light on, leave the classroom one at a time. Rules established when it is/isn't appropriate to leave.
- Still see that students need work on homework completion, attendance, phone use.

Specific and measurable Deep Learning success statements (character, citizenship, collaboration, communication, creativity, critical thinking):

- Created and beginning to use our checklist for group work/collaboration. Need to create a rubric that can be used with the checklist.
- Continued choice throughout all courses. Use of Edmodo for communicating due dates, handouts, etc.
- 30ST – creation of online magazine/blog; 40ST – group project around a charity; 20F – human rights/social justice public awareness activity.

PHYSICAL EDUCATION DEPARTMENT

Specific and measurable Exam success statements:

- No formal written exam for most of our courses
- We are experimenting with a practical fitness-based course exam. It went well the 1st semester. We will run it again this semester and evaluate its effectiveness.

Specific and measurable Literacy strategy/achievement statements:

- Grades 9 and 10 (Substance Use and Abuse and CPR) units have been modified to include oral presentations and assessments.
- Rubrics have been created to assess these.
- Public speaking skills and strategies are discussed beforehand.
- Common physical literacy, activity, fitness and anatomy vocabularies are being emphasized in all grades and courses.

Specific and measurable Numeracy strategy/achievement statements:

- A class set of Polar HR monitors was ordered and is being used consistently in most classes. Students are improving their ability to predict, estimate and analyze workouts in relation to THR and % of maximum HR.
- Students are required to calculate MHR, HRR and THR using various methods.

Specific and measurable Personal Responsibility (character) success statements:

- Improvement:
- A defined schedule and system of tracking “make up” classes along with using the HR monitors as a way of quantifying the “make up” class is decreasing the number of classes owed at the end of the semester.
- Needs to improve:

An increase in students requesting alternate ways of earning their grade 9 and 10 credits (online etc.)

HISTORY**Specific and measurable Exam success statements:**

- Students will be tested for basic knowledge of concepts in history and specific content that has been looked at throughout the year.
- Students will use their analytical skills from the Internal Assessment paper to analyze speeches, political cartoons, and other documents used to understand history.
- Unseen study critical evaluation component added to Psychology 321B exam.

Specific and measurable Literacy Strategy/Achievement statements:

- To continue to challenge and have students analyze and assess primary and secondary documents, in relation to the discipline of history.
- Referencing authors / historians to express or support a point of view.
- Create classroom libraries to which the students have access.
- Allow “choice” during assessments – long answer responses and multiple-choice questions.
- Incorporate critical thinking skills.
- Use of primary documents in class and on assessments.
- Overt linkage to TOK concepts during each unit.
- Implementation of writing lab component to Paper 1 and Paper 2.

Specific and measurable Numeracy Strategy/Achievement statements:

- Students will analyze and interpret charts, graphs, etc. in relation to demographics in history as well as create timelines for the era that is being studied.
- These types of documents will also be included in their unit tests and final exams.
- Use charts and graphs where students are asked to analyze and interpret numerical data.
- Use timelines to demonstrate sequential events, which allows the students to visualize historical patterns and trends.
- Use maps with scale, compass points and climatic data.
- Assess timelines using relative scale items on Western Civ assessments.

Specific and measurable Personal Responsibility (Character) success statements:

- Students will need to keep track of their tasks and make checklists for their internal assessment to keep them organized and focused.
- Student independent option portion of final mark in Western Civ.

SCIENCE

Specific and measurable Exam success statements:

- All science courses in first semester had a formal summative exam in the gym. Student results were as expected with most students scoring within 10% of their T2 grade. As expected, most students scored slightly below term grades as summative exams by their nature require students to have mastery of an entire semester's worth of content.

Specific and measurable Literacy Strategy/Achievement statements:

- PLC time is used effectively to communicate strategies between members of the department. Teachers discuss grade books, exam results and ensure that where courses overlap, common assessments are used.
- Several classrooms have implemented classroom libraries to encourage students to read more often, and for pleasure. One pagers are used as communication tools, encouraging clear technical writing by their limited space.
- Teachers have moved on from case studies and they are not regularly implemented in Biology courses anymore. Non-permanent vertical learning spaces have been implemented and are regularly used in the classroom.

Specific and measurable Numeracy Strategy/Achievement statements:

- Intro to Mathematics of Science for various levels done by teachers of all science courses. All teachers work to help students improve numeracy and number sense. This includes working on mathematics without calculators.
- Each teacher has used one-pagers at least once per semester; this helps students get used to technical writing with an emphasis on brevity.
- Mathematics is an inextricable part of science and is a major part of all science courses. Mental math exercises are purposefully used in all science courses.

- Teachers implemented many opportunities for students to experience problem solving activities and tasks.
- Fermi problems are used and all teachers have implemented the use of one-pager activities in science classes.

Specific and measurable Personal Responsibility (Character) success statements:

- Implementation of Yondr phone bags in two classrooms was a successful measure in student self-management.
- Student self-management in classrooms using the bags became the norm. Students and teachers appreciate the interruption-free class time. Classroom environment have become noticeably more interactive.

Specific and measurable Deep Learning success statements (character, citizenship, collaboration, communication, creativity, critical thinking):

- Students have many opportunities to take their learning beyond the classroom including Make Club, Science trips, field trips, SCUBA, etc.

Specific and measurable Deep Learning success statements (character, citizenship, collaboration, communication, creativity, critical thinking):

1. Throughout the Internal Assessment process, students will need to be able to work with other students in peer-editing, and discussing their topics at length.
2. Students will also practice assessing their papers using the IB rubric and using constructive criticism to be able to give advice for to their peers.
3. The Internal Assessment will challenge students to come up with their own topic, thesis statement, and use leading historians' perspectives to prove their argument.
4. Multiple sources will be required to complete this assignment at a high level of comprehension.
5. Students participate in a Community Take Action project
6. Assessment options encourage creativity
7. Current issues are discussed to encourage discussion and debate

A Quick Snapshot of the Classroom

Mathematics

Grade 9 students were given the option taking math all year, instead of on a semestered basis. Some students choose Transitional Mathematics in Semester One and grade 9 Foundations Mathematics in Semester Two. These students may

have struggled with math in the past and were given the opportunity to improve their skills in the first semester in preparation for grade 9 math in the second semester. Other students choose grade 9 mathematics in Semester One and a grade 10 mathematics course in Semester Two. As a result, we have several students in Grade 10 currently taking grade 11 math classes, so they are effectively enriching their mathematics education. This will open extra options for students who are achieving above grade level and need to be challenged beyond the curriculum. In addition, Westwood participated in the annual Waterloo and Caribou mathematics contests. Students in grades 9 through 12 developed and communicated a strong number sense by engaging in activities that require students to think logically about the development of number patterns. Students were encouraged to think visually about the patterns in numbers and to use manipulatives as needed to assist in mathematical solutions. In the higher levels of math, graphing calculators continue to be used throughout lessons in order to provide visual support to algebraic solutions. Math teachers continued 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 were presented regularly in all levels of mathematics courses in order to increase student confidence in number sense. Teachers at all levels met 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 high school 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 continue to use a variety of assessments that bring relevancy to the learning and engage students. This year involves the department PLCs (Professional Learning Community) which includes a focus on deeper learning and continuing to challenge students daily. Teachers and students will use vertical spaces and other techniques to bring students together in collaboration as well as to focus on their own individual skills.

We also continue to act collaboratively as a department and discuss better teaching practices. The English department has always placed an emphasis on student engagement and using texts that allow for more choice and daily reading opportunities for the grade 9 and 10 students most specifically. All four levels of students are being challenged, and regardless of grade or course, teachers are continuing to work on the speaking and presentation skills of all their students. This can come in a variety of forms, whether they be formal or informal presentations, but the intent is to increase the confidence of all students.

Science

The Westwood Science department focuses on providing students with a mix of traditional and modern teaching and learning methods. The department focuses on constantly evaluating and updating teaching, learning and assessment strategies.

Deeper learning is an important part of the philosophy of the science department at Westwood Collegiate. Opportunities for students to pursue their individual interests in science are paired with an adherence to traditional curricula. A 10-day science-based trip to Belize this March will include many ecological and geological learning experiences for the students and teachers participating. Westwood offers an Aquatic Science course in which students can become SCUBA certified. Annually, Westwood students compete in numerous competitions, such as the Envirothon where they regularly place amongst the top teams, both nationally and internationally. A large group of students spent a weekend in September studying and experimenting with working chemists and ecologists at the National Experimental Lakes region in western

Ontario. This is the second year for this program, and it has proved to be an invaluable experience for our science students. Providing opportunities to study alongside working scientists fits into the department's pursuit of deeper learning and varied student experience, and is just one example of many of the science department's pursuits of excellence.

The IB program allows highly motivated science students to pursue an enriched track and enables them to obtain certain university level science credits while in high school. IB versions of each of the core science courses are offered at Westwood with our students consistently scoring well based on worldwide averages, with several perfect 7s scored in May 2019.

The Westwood approach to science teaching and learning strives to create scientific thinkers, rather than just scientific doers. Many Westwood graduates move on to careers in the sciences, medical fields, engineering, and education. This is a fact that all Westwood science teachers take pride in and feel a part of. Many of these former students feel an affinity to the program. They are willing to come back and speak to current classes about their endeavours in scientific and related fields and are often the most ardent spokespeople for Westwood science.

Physical Education

The Westwood Phys. Ed department continues to reflect on past policies and practices and collaborates 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 are well suited to continue a healthy and active life beyond high school. Our Grade 9 and 10 focus continues to 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. We began to review our assessment practices to ensure consistency in both lesson design and student expectations. In Grade 11 and 12 we continued to push for more "In Class" PE options. Our Elite Training and Female Fitness sections have increased in enrolment and our "School Based" model has doubled in size. Students who are taking the school-based model choose 7 of 9 activity blocks to participate in and are taught the "core" health component in class. We are excited about these changes and choices and believe the increased contact time will be beneficial for everyone. The "out of school" model for grade 11 and 12 phys. ed is also seeing some improvements with the core health component being offered in class. This will increase engagement, conferencing and quality discussion around curricular topics. Extracurricular and intramural programs continue to be excellent social and physical outlets for many students. Our daily intramural league gives students a low stress outlet to socialize, exercise and compete during the school day. Our extensive extracurricular program continues to offer a wide range of quality programming for student athletes in many different sports. We are excited about the resurgence of our boys' soccer program this year.

The Arts Department

The arts department is made up of Band, Choral, Dance, Drama, Graphic Tech, Musical Theatre and Visual Art. The department head, Catharine Rivard, was invited to a meeting at the Board Office regarding spending time during the 2019-2020 school year on a Deeper Learning project. The project was approved, and the work will begin during the Professional Learning Community time each Tuesday morning. The Arts staff will be investigating the "6 Competencies" of the Deep Learning philosophy and will connect them to learning and teaching in the arts. This will be an interesting and challenging project that will improve student learning in the arts.

Dance

Students performed in the Dance Manitoba Members Showcase and the Emergent Expressions Choreography Show. They also took part in the Maximum Impact Dance Showcase and attended several RWB performances. At the end of the school year, the dance staff and students hosted our year-end recital, *DanceScapes*, at the Manitoba Theatre For Young People. This division-wide celebration highlights performances in ballet, jazz, hip-hop, lyrical, contemporary, and included dancers from Lincoln Middle School, Hedges Middle School, Stevenson Britannia Elementary, and John Taylor Collegiate.

Drama

Westwood's Arts department welcomes Mr. Loewen, who will be teaching drama at Westwood. The drama classes are off to a successful start to the school year. The classes are already building their community with activities focusing on respect, commitment, and trust. The students will be reading aloud to elementary school students in the coming weeks at Sansome School. Theatre professor from the University of Winnipeg, Aaron Frost, will be presenting to all drama students about the different elements of putting on a production, from sets, costumes, and props. The 32/42IB theatre class will also be performing at the upcoming Remembrance Day ceremony. Select students will also be choosing a piece to perform at the Drama Coffee House in November. Some students have also applied to the Manitoba Theatre Centre to be a part of the Youth Program for roles as a Teen Critic or Student Intern.

Visual Arts

Students are working hard to master a wide variety of two- and three-dimensional media. The Visual Arts students went on a full day field trip to the Forks where they completed a series of landscape, architectural, and figure studies. The 9/10 Advanced students completed a year-long study of figure studies seen in a variety of environments. The General and Advanced students displayed their work in the annual "For the Love of the Arts" evening at Westwood Collegiate, as well as in the divisional art show. The coming school year will see many new art-making materials and experiences, so drop by and take in one of the visual arts showcases in early 2020!

Band

All three of our concert bands and all three of our jazz bands competed at the Optimist International Band Festival for the 20th year in a row and continued to win top honours, numerous awards, and accolades. Invitations were received to represent Manitoba at the National Music competition in Ottawa, Ontario where they performed alongside with Westwood's vocal jazz with great success. In addition to our fantastic adventures in Ottawa, the three 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 sixth annual Family of Schools concert here at Westwood. Participants included ensembles from Phoenix, Robert Browning, Sansome, Lincoln and Westwood. The Band program continues to have a fun time and loves to model their motto of: "We Play Here!" Check out all the wonderful music-making through our various social media platforms: Instagram and Twitter @bandatwestwood or jump right into our website: www.bandatwestwood.com. You can also continue to catch all our concerts live on our YouTube channel: [band@westwood](https://www.youtube.com/channel/UC...).

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. They also developed their graphic design skills to make business cards, brochures, posters, flyers, ads, mini-yearbooks and magazines. A part of each course is

devoted to developing digital drawing and painting skills using Wacom drawing tablets, and Adobe Photoshop and Illustrator software. Many of those pieces had been displayed at the annual FLOTA event at the school, the divisional Art Show, and the Board Office. Participants of the Advanced Photography course learned the creative and technical aspects of capturing memories and events using modern digital SLR cameras. Students taking the Studio Photography course learned the techniques and studio equipment use to create expressive portraits and product shots.

Choral

The Westwood Chamber Choir was honoured to be invited to perform with the Royal Canadian Air Force Band and Doc Walker for their Christmas Gala at the Centennial Concert Hall in December, and also to sing Lux Aeterna with the Winnipeg Symphony Orchestra in March. The Creative Music Production Class continued its connection with San Vito Coffee, in presenting two Coffee House evenings. The Vocal Jazz program travelled to Brandon Jazz Festival and MusicFest Canada in Ottawa, where it was recognized with a Gold award for an outstanding performance. The vocal jazz ensemble received an invitation to be featured as a demo group at the Manitoba Music Teachers S.A.G.E. in October.

Musical Theatre

Our Musical Theatre program presented two excellent shows in 2018-19; *Mamma Mia* and *The Addams Family*.

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 Diploma core: creativity, activity, service (CAS); the extended essay (EE); and Theory of Knowledge (TOK). This is illustrated by the Diploma Programme modeled below:



In the 2018 – 2019 school year, students at Westwood had the following IB course options:

Group 1 Language A Literature HL

Group 2 Language B Spanish or French SL

Group 3 Psychology HL or History HL

Group 4 Biology HL, Physics SL, and Chemistry SL

Group 5 Mathematics SL

Group 6 Visual Arts SL

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 48 students who were registered as certificate candidates (those looking to complete just individual course requirements). As well, four students attempted and successfully completed the full IB Diploma (course requirements & extended essay & CAS & TOK).

In 2018-2019, Westwood Collegiate students averaged above World Average in 7 out of 9 subject areas. Highlights include six scores of 7 out of 7, which is the highest mark that can be awarded in a subject area. These scores took place in Mathematics and Physics.

Depending on final marks, many Westwood students chose to use their IB course marks to obtain equivalent transfer credits at various universities across Canada. The International Baccalaureate® (IB), and the Diploma Programme (DP) in particular, enjoys a high level of respect and recognition among the world's higher education institutions. For students, success in the IB often results in advanced standing, course credit, scholarships, and other admissions related benefits at many universities.