

report

to the community



Westwood Collegiate

2021-2022



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 (2020-2021)

Westwood Collegiate's staff worked with students on the continuous improvement of their literacy and numeracy skills, with a focus on critical thinking, character, collaboration, and overall mental wellness. In addition to the results listed below, the school met broad outcome goals to assist students with earning credits through responsive learning.

BAND FESTIVAL RESULTS JUNE 2021 (VIRTUAL)

All three of our concert bands and all three of our jazz bands competed at the Optimist International Band Festival for the 21st year in a row and continued to win top honors, numerous awards, and accolades. In fact, it is worth noting that Westwood won trophies in all categories. Along with the awards, Mr. Edwards and his students were presented with a broom for their "Sweep" of the festival by the president of the Manitoba Band Association, Ms. Chelsey Hiebert. As well, three of the bands represented Manitoba at the National Music Festival where they also received numerous accolades and awards. In an exciting twist, the percussion section of Symphonic Band was named the top percussion section in Canada at the festival.

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: 37

Number of students: 637

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 Offered

- 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 Council/DRIVE, WSU, Sources of Strength, Culture Club, Smudging
- Envirothon
- Photography Club, Make Club

THE ARTS, HUMAN ECOLOGY AND ELECTRONICS

Specific and measurable success statements:

- 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 were assessed through jazz barre, ballet barre, progression, and center examinations.
- In the Choral program, students were assessed on their knowledge of music theory and notation.
- In Electronics, the theory portion of the exam mark average was within 2% of the theory section of the course.

Specific and measurable Literacy statements:

- In Band, the students completed written reflections in their portfolios. Students also focused heavily on musical literacy and numeracy for the first month and a half.
- In Choral, the students completed collaborative written reflections. Students focused on musical literacy and terminology through score study and rehearsal discussions.
- 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 Visual 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.
- In Human Ecology, the Foods and Nutrition students completed a summative on-line portfolio which demonstrated their knowledge of food preparation techniques in both written and pictorial formats. Reflections of growth in their skill development were part of the completed portfolio. Family Studies students completed a portfolio of their experiences with the Real Care Baby Simulators which also included a reflection piece.

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 Human Ecology, students use numeracy concepts for clothing measurement configurations, practicing measurement and recipe adaptations. Foods and Nutrition students are tasked with analyzing spatial allotment when using the “plate” method for Canada’s Food Guide and when practicing plating of prepared foods. Family Studies students apply principles of numeracy when assessing growth and development using percentile charts, nutrition requirements during pregnancy, maternity and paternity leave and budgeting for independent living.
- In Electronics, students analyze circuit properties, such as voltage, current, resistance, capacitive reactance, and inductive reactance to identify solvable faults.

Specific and Measurable Personal Responsibility (Character) success statements:

- Students work collaboratively to rehearse dances and work in peer cooperative groups. They receive assistance in developing costumes for upcoming performances. Students are responsible for the acquisition of materials and for 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 arts and graphic arts, all students are held accountable for their own and for their group's performance.
- In Human Ecology, students are often tasked with both individual and group projects, where they must demonstrate independence and the ability to work collaboratively in a group setting.
- Students in all disciplines, human ecology and electronics included, are expected to develop resilience when facing imperfections and to learn and improve from those imperfections.
- Each teacher is using and monitoring cell phone usage in their own classrooms. 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 be asked stop bringing cell phones into that class.

ENGLISH

Specific and measurable 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 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 decide for themselves if they need to use the washroom, turn the lights on, leave the classroom one at a time. Rules established when it is/isn't appropriate to leave.

- Students need support with homework completion, attendance, monitoring 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 success statements:

- No formal written exam for most of our courses.
- The practical fitness-based course exam went well. We will continue this programming and evaluate its effectiveness.

Specific and measurable Literacy strategy/achievement statements:

- Students became comfortable using a variety of online learning platforms including Microsoft Forms and Teams.
- Students learned online meeting basics and etiquette while learning and presenting with various platforms.
- Common physical literacy, activity, fitness, and anatomy vocabularies are being emphasized in all grades and courses during remote and in class learning.

Specific and measurable Numeracy strategy/achievement statements:

- During at home and in class learning students continued to improve 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:

- Students were flexible at adapted to change from remote learning to in school learning.

HISTORY

Specific and measurable 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 32IB 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 Theory of Knowledge 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 of 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 Civilization 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 organized and focused.
- Student independent option portion of final mark in Western Civilization.

SCIENCE

Specific and measurable success statements:

- Most science courses continued to deliver curriculum at a normative pace during the COVID hybrid teaching model. Students continued to be assessed to previously established standards.

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 to see science in a different light.
- One-pager poster lab write ups are used as communication tools, encouraging clear technical writing.
- Non-permanent vertical learning spaces have been utilized to increase collaborative learning. We hope to implement these again in accordance with public health recommendations.

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 mental math and estimating techniques.
- 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. Science teachers reinforce mathematics concepts and encourage students to sharpen math skills in order to find greater success in science.

- Teachers implemented many opportunities for students to experience problem solving activities and tasks that incorporate math skills.

Specific and measurable Personal Responsibility (Character) success statements:

- Science requires ongoing practice and in class engagement for mastery to be achieved. Teachers encourage responsible use of devices and in some cases have implemented cell phone bags to help students remove the distraction of phones during class time.
- Some homework is an essential part of honing science, and general scholarship skills, and homework is therefore a part of all core science courses at Westwood. This often takes the form of problem-solving practice or reading assignments.

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

- Learning beyond the classroom in the form of ~~some~~ field trips, and SCUBA, were paused due to COVID. We hope to reestablish our tradition of science beyond the classroom as soon as possible.
- Collaboration is a large part of science learning and communication skills are key. Students are often asked to work in groups for labs, presentations, and other tasks.
- Students may be asked to self-assess their work at times and will often be presented with exemplar work in order to clearly identify the qualities of good work in the sciences.
- Westwood students are often involved with outside organizations, such as the Caring for Our Watersheds program, Envirothon, Let's Talk Science, and so on. This establishes their connection to both their local community, and the larger world.
- Students are made aware of environmental and societal problems and the role of science in solving them. Systems thinking is encouraged

MATHEMATICS

Specific and Measurable success statements:

- There were no exams written in either semester of the 2020-21 school year. However, our mathematics department continued to prepare quality assessments for their classes to ensure preparation of students for exams in the future.
- In addition, final assessments and midterms were written in both semesters to chunk the assessments into smaller amounts to alleviate stress while incorporating a final assessment.
- Classroom assessments involve mental math, problem solving, logic and basic knowledge and content applications.

Specific and measurable Literacy Strategy/Achievement statements:

- Mathematics teachers continue to include word problems and specific mathematical terminology in all grades and levels of the mathematics curriculum.
- Some teachers also include journal writing and all teachers require students to explain their thinking on various assessments in class.
- Students are expected to demonstrate their understanding in words, not just mathematical statements.

Specific and measurable Numeracy Strategy/Achievement statements:

- Numeracy is developed naturally in all grades and levels of mathematics. Students are continually encouraged to understand the processes and not just memorize rules to achieve answers.
- During all classroom activities students are encouraged to use mathematics in a several different

situations.

- Numeracy in the classroom involves recognizing and understanding the role of mathematics in the world and having the capacity to apply the knowledge acquired in class to a wide range of real-life situations.

Specific and measurable Personal Responsibility (Character) success statements:

- Students in all classes are encouraged to attend class on time and regularly.
- Teachers monitor student homework completion with the understanding that students are expected to learn to monitor their own good work habits.
- Teachers collect samples of student work to be kept in folders in the classroom. Students are encouraged to make corrections to their work and review their errors for upcoming tests.

A Quick Snapshot of the Classroom

Mathematics

Grade 9 students were given the option taking math all year, instead of on a semester 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 to increase student confidence in number sense. Teachers at all levels met regularly 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 this year will be on continuing to bridge the gaps in student learning due to the sudden departure from in class learning near the end of the 2021 school year in June. Teachers are now focusing on the day-to-day routines of students back attending full time in the classroom but using the Teams option to keep students informed of current and upcoming work and assignments.

We also continue to act and discuss collaboratively as a department for 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. Grade 9 students do focused choice reading to start off their classes daily and get exposure to more literacy opportunities. 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 and increase resiliency.

English teachers are using content collecting strategies such as charts, research material etc. to better prepare students prior to collecting written responses in class. Literacy is our main objective with all students and continuing to challenge them with tasks, skills, and opportunities to explore their literal side as well as their

creative side.

Science

The Westwood science department is proud of our work during the uncertain schooling that occurred over the past year and a half. COVID disrupted normal routines, but members of our science department leveraged technology to the best of our ability to deliver curriculum mostly intact. This year our department will focus on finding and addressing learning gaps that may have arisen during at-home schooling to ensure that students are ready for future science courses.

Deeper learning continues to be an important central 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. With a cautious optimism, the department hopes that we can re-institute the many opportunities that we have traditionally provided to our students. We have had a STEM club which included robotics, 3D printing, and coding. Travel abroad opportunities such as science focused trips to Belize, the Galapagos islands, Iceland, and Costa Rica have run in the past. Field trips to local wetlands, museums, and experimental lakes have been a major part of the science programming at Westwood over the years.

Many Westwood graduates move on to careers in the sciences, medical fields, engineering, and education. Many of these former students feel an affinity to the program, and many come back to speak to students about their work at the university level and beyond. We look forward to the opportunity to offer some enrichment programming for students looking for advanced science programming moving forward

Physical Education

The Westwood Phys. Ed program used the unique challenges provided by a blended in class and at home remote learning model to increase the consistency and accessibility of its programming. A website, including calendars, outlines, workouts, videos and gifs was created for all fitness based classes. Health lessons and assignments are all available electronically and can be shared on many different learning platforms. Our fitness room has expanded to use the stage as a cardio studio, including treadmills, bikes and rowers. This allowed for proper social distancing and increased safety in both spaces. Westwood combined with the True North Foundation to pilot their Project 11 mental health high school curriculum. We introduced individual lessons throughout the year at each grade and are excited to teach more of the curriculum in the upcoming years. All grade 9-12 physical education classes began to implement a “2 week” activity programming schedule. This includes 6 activity days that promote movement, skill acquisition, safety, rules and personal and social management. It also includes 4 fitness days that will rotate between circuit, aerobic, anaerobic and restoration/yoga/wellness activities.

The Arts Department

Dance

Students performed in the Emergent Expressions Choreography Show. They also took part in the virtual Maximum Impact Dance Competition and attended an online RWB performances of “Visions of Swan Lake”. Throughout the year, multiple videos were produced and uploaded to various social media platforms such as Instagram and Youtube.

Drama

Students performed a Collective Creation on the theme “Coming of Age” which was a compilation of their performances throughout the year. This year, the drama classes are off to a successful start to the 2021-2022 school year. The classes are already building their community with activities focusing on respect, commitment, and trust. Students are currently working on Tableau performances which will be performed and recorded. Numerous Drama students are working and volunteering in the community as character at “Six Pines Haunted Attractions” and “Boo at the Zoo.” 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. Classes will also be performing at the upcoming Remembrance Day ceremony.

Visual Arts

Students are working hard to master a wide variety of two- and three-dimensional media. The 9/10 Advanced students completed are working on theme and media-based projects which are examining various social issues. All students will be working with the theme of reconciliation throughout the year alongside the SJASD Indigenous Team. The General and Advanced students displayed their work in the annual “For the Love of the Arts” at Westwood Collegiate, as well as in the divisional art show. The coming school year will see many new art-making materials and experiences.

Band

All three of our concert bands and all three of our jazz bands competed at the Optimist International Band Festival for the 21st year in a row and continued to win top honours, numerous awards, and accolades. In fact it is worth noting that Westwood won trophies in all categories. Along with the awards, Mr. Edwards and his students were presented with a broom for their “Sweep” of the festival by the president of the Manitoba Band Association, Ms. Chelsey Hiebert. As well, three of the bands represented Manitoba at the National Music Festival where they also received numerous accolades and awards. In an exciting twist, the percussion section of Symphonic Band was named the top percussion section in Canada at the festival. In our class we were deep into the technology and were able to cover some really dynamic enrichment topics through this new online medium. One of the student’s favorites was our massive Rock History Unit... loads of first-time listeners to groups like: Martha and the Vandellas to the Beatles and Pink Floyd. 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, bags, wooden and metal laser engraved products. 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. Students will also explore frame by frame animation and special effects using Adobe software. 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

Westwood Choral students participated in a recording of ‘Sisi Ni Moja’ for the virtual Remembrance Day Service. Singers also submitted recordings of their vocal parts for our virtual performance of, ‘Walk Through Life’. They worked on improving their theory knowledge and sightreading skills through score study and assessments. Students also furthered their knowledge of various choral genres such as carols, sea shanties, spirituals and gospels.

Musical Theatre

Our Musical Theatre program worked diligently this year and was able to produce two rounds of digital lip sync videos, that helped students gain a deeper understanding of stage productions.

Human Ecology

This past year the Westwood Human Ecology program worked very hard to maintain a “hands-on/practical” approach to learning while working within pandemic restrictions. Grade 9 Human Ecology students worked on charitable sewing projects to be donated to local causes. Foods and Nutrition students

focused on food preparation at home and learned about the effects the pandemic had on world food issues. Family Studies students successfully completed the Real Care Baby Simulator experience and learned about challenges of independent living.

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 2020 – 2021 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 2020-2021, 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.