

# School Profile 2006-2007



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

## Glebe Collegiate

Grades 9 to 12 (semestered)



212 Glebe Ave.  
Ottawa, Ontario  
K1S 2C9

Phone: 239-2424  
Fax: 239-2655

School hours:  
8:50 a.m. - 3:00 p.m.

[www.glebeeci.ca](http://www.glebeeci.ca)

*Principal*  
Patricia Kulka

*Vice Principal*  
Peter Campbell  
Steven Massey

*Office Administrator*  
Phyllis Benson

*Chief Custodian*  
Greg Boyd

*School Council Chair*  
Gerry Ohlsen

*Superintendent of  
Instruction*  
Cathy Nevins

*School Trustee*  
Rob Campbell

*Chair of the Board*  
Rob Campbell

*Director of Education/  
Secretary of the Board*  
Lorne M. Rachlis

*General Board  
Information*  
613-721-1820

[www.ocdsb.ca](http://www.ocdsb.ca)

### Our School

Glebe Collegiate Institute, located in the beautiful Glebe neighborhood, has developed a rich tradition over its eighty-year history. Many of our students have acquired national and international recognition and we are proud of the educational foundation that Glebe has given to its students. It continues to offer a wide range of challenging academic and extra-curricular programs, including a robotics club. Our successful sports teams, outstanding music program and the Immersion Gifted Program are hallmarks of the Glebe tradition. Glebe is the only Immersion Centre offering the Gifted Immersion Program in central Ottawa. It is a school where multicultural students find a safe, stimulating environment and where an atmosphere of mutual respect for all cultures of Canada is cultivated. Emphasis is placed on academic excellence and personal character development, respect for all individuals, and the importance of honesty. Glebe is the OCDSB's largest school and was selected as one of Canada's Best Schools in the August, 2004 edition of MacLean's news magazine.

### Our Students

- Our student body of over 1400 reflects a wide mix of ethnic, cultural and religious backgrounds. One third of our population speaks one, or more, of 32 languages other than English. In 2006, Glebe welcomed 70 International Students from across the world.
- Glebe strives to provide a variety of curricular and extra-curricular experiences to encourage social, emotional, intellectual and physical growth for the students.
- Our active Student Council focuses on issues relevant to the improvement of governance and student life in the school and in the community. Numerous clubs conduct fundraising activities for various local and national charities.

### Our Staff

- The Glebe staff is highly qualified and is sincerely dedicated to helping students achieve their potential in a safe and positive learning environment.
- Our enthusiastic teaching staff includes a mix of new and experienced teachers. All strive to nurture the growth of our students' potential through the development of knowledge, skills, attitudes and love for learning.
- A number of our staff have been given special awards for their professional expertise and excellent teaching abilities. Glebe has established a strong Professional Learning Community, in which teachers continue to develop professionally in order to improve student learning.
- All staff members are accessible through various methods of communication such as email, telephone and face to face conferencing.

*The Ottawa-Carleton District School Board challenges all students to achieve personal excellence in learning and responsible citizenship within a safe, equitable, diverse and caring environment.*

# Our Community

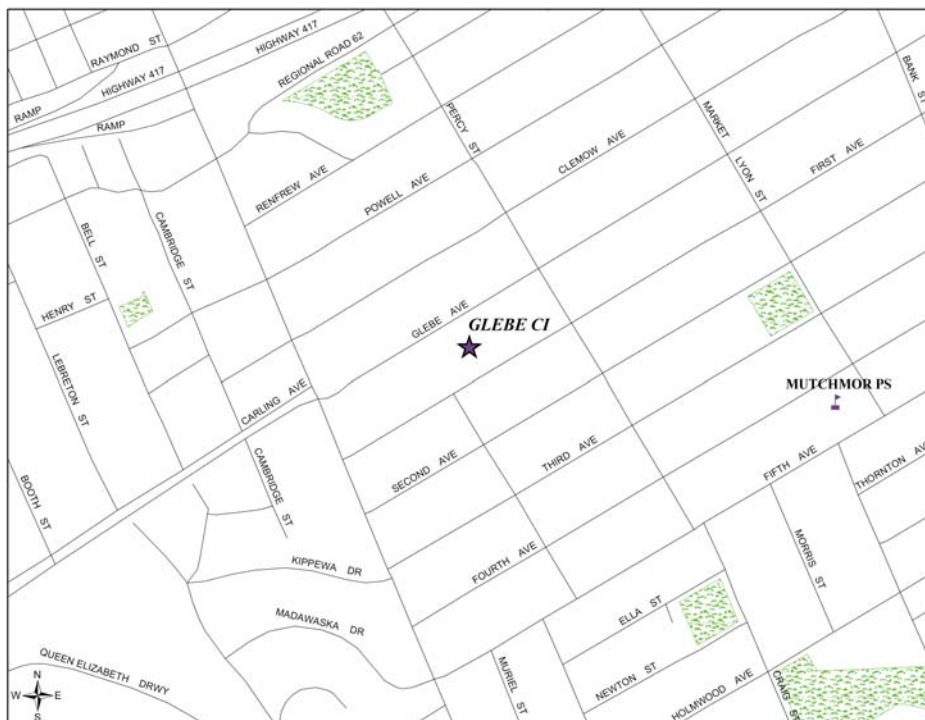
## Parents and Community

- Glebe draws students primarily from the local vicinity for its English program, but from larger areas for the French Immersion, English as a Second Language, and French Immersion Gifted programs.
- Parents play an important role in shaping Glebe's vision for its students and support student and staff initiatives.
- Our School Council is an advisory body representing all parts of the community. Meetings are scheduled on the second Monday of most months at 7:30 p.m.
- The School Council also organizes a website, newsletters, formal and informal meetings, workshops, discussions and speakers on topics of concern to parents throughout the school year.



## Mission Statement

Glebites - "Strive for the Heights" by celebrating human diversity in a culture of mutual respect and by seeking to improve the world through leadership, integrity, compassion and commitment to learning.



# Programs and Services

## Academic Programs

- Grades 9 – 12: Regular English, English as a Second Language, Extended French, Immersion French, Gifted Immersion French
- International languages: German, Spanish, Latin
- Visual Arts, Drama, Music (Band, Vocal)
- A Home Construction Program to provide students hands-on, relevant experience in the home construction industry.
- A Cabinet Making Program.
- Co-operative Education
- Credit Recovery and Student Success Initiatives

## Classroom Organization

- Glebe Collegiate is a grade 9 – 12 community program school as well as a Gifted French Immersion Centre. Gifted French Immersion and English as a Second Language are delivered as program packages. Our school also engages students in the House Construction program.

## Special Education and ESL Programs

- Immersion Gifted program package with congregated classes in English, Mathematics, Social Sciences and Science. Special Education Resource Teachers provide remedial help, monitoring and educational support. English as a Second Language program package with congregated classes in English, Mathematics, Social Sciences and Science. Glebe also has a Developmentally Delayed class, who are very much a part of our school community, and a Deaf and Hard of Hearing Program.



## Facilities and Resources

- Centrally located on #3, 14, & 99 bus lines
- Large, modern library, with an up-to-date computer resource area, multi-media labs
- Four Design and Technology shops
- Five fully-equipped computer resource rooms
- Technology lab for graphing calculators and computer graphing
- The only secondary school with an indoor swimming pool, and many other sport facilities.

## Safe Schools Initiatives

- Provincial and School Codes of Behaviour.
- Early Intervention Program for students at risk.
- Peer Helpers and Peer Mediation Program.
- Outside Video Surveillance.
- Emergency Procedures and Tragic Event protocols in place.
- At-risk initiatives to support students' academic success.
- Various assemblies on topics relevant to teens.
- Health programs for medical, psychological and addiction related issues.

## Clubs and Activities

- A wide variety of intramural and interscholastic sports are offered.
- Glebe Robotics Club competes successfully in the Canada One Competition.
- Our percussion group, Offbeat, a stomp-like group, has received national and international recognition.
- Glebe is vibrant with activity from early morning practices for students involved in band and athletic teams to early evening auditions for school performances.
- Glebe is a community that celebrates diversity.

# Achievement and School Improvement Planning

## Measures of Student Achievement and Success

- The Robotics Team has a long 14 year history, 9 of those years we competed in Canada First, capturing two firsts, three seconds, and three thirds. For the past 5 years the team has been competing in the FIRST Canadian Regional, in Mississauga, one of 37 US FIRST Regionals. During this short time the team has placed anywhere from 72nd out of 80 teams, having to rebuild the robot due to damage in shipping, to qualifying for the semi finals and one year winning a fastest robot award. These competitions allow the students to gain hands-on experience in science and technology while working alongside industry professionals. We are proud that last year one of our graduates was fifth in his third year engineering class at U of T and this year five of our graduates have entered engineering programs, one winning a full scholarship at the University of Ottawa.
- One of our students scored number 2 in all of Ontario for the Ontario Association of Physics Teachers' Grade 11 University level provincial physics contest in May, 2004.
- Glebe has an outstanding tradition in interscholastic sports. With over 30 sports to participate in, Glebe offers the largest variety of sports in the Ottawa Carleton region. In 2005-06, City Championships were won by the Junior Boys and Senior Girls Volleyball teams, Girls' Softball, Cross Country Running, and Senior Boys Soccer. Rowing is a unique sport we are proud to offer at Glebe and once again our athletes won several medals. Glebe also competes in swimming, water polo and girl's field hockey.
- The arts are an integral component of Glebe life. The drama productions called "Mainstage" and "Backstage" - a series of one-act plays - are a yearly phenomenon. Throughout the year, Glebe displays student artwork in our main halls. In late spring, artwork of the senior Art graduating classes is highlighted. Glebe is well represented at the Kiwanis Music Festival. In April, 2002, our Senior Choir won first place and Junior Band received a silver certificate. In 2003, our Chamber and Concert Choirs placed first and Junior Band received a gold certificate. Our special 'OFFBEAT' percussion group took gold three consecutive years in Calgary, Toronto and Montreal. In 2006, 4 of the graduating students went on to study vocal music at the university level. Also in 2006, the Choir produced a CD which included 4 different vocal ensembles. Last spring our Madrigal group performed at The Leading Note's busking space and received rave reviews on CBC radio.
- Glebe also has a strong tradition in the language arts. In 2005 – 2006 14 out of 19 students who wrote the Advanced Placement exam obtained the highest mark of 5, the other students received a 4 (also excellent). Glebe students have participated in the Concours de Français, sponsored by Carleton University, receiving ninth, seventh and third place finishes. In September of 2006, several of our graduating students decided to continue their study in French in the new bilingual program offered by the University of Ottawa.

## School Improvement Plans and Initiatives

- In the EQAO grade 9 assessment, Glebe students do very well. Glebe's results are above the provincial and OCDSB averages for academic levels 3 and 4. For the applied courses, we were above the provincial averages in level 3. The mathematics department implemented a plan to ensure that our students were well prepared for the grade 9 EQAO assessment in 2006 and the students' standing on this assessment is included in the summative results for the course.
- Our English 4U district-wide results were significantly above the average board-wide results in January, 2004 and slightly under in June, 2004. The English 4C were also above the board average in June, 2004. The Ontario Secondary School Literacy test, which is a mandatory test that all students must pass before they receive a graduation diploma, is written annually. The percentage of eligible students passing in October, 2002 was above the OCDSB average. A plan has been initiated to ensure that our students are well prepared for this test.
- A number of school initiatives have been implemented to affirm the actions and accomplishments of our students. The Gryphon of the Week is singled out as a person who has done something special in the week that we would like to recognize as being exemplary. The person receives a Glebe t-shirt and their picture is displayed in one of the showcases in the main foyer. This year 2006-07, Glebe will embark on the development of a set of Exit Outcomes for graduates. This will be done in consultation with staff, students, and parent community.



# Leadership Recognition

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

## **Students:**

As representatives of the student population, our School Leadership Team provides input for our school-wide events and fundraising for the community; for example, in 2006 the school raised over \$20,000 in the First Annual Cancer Drive, as well as raising funds to purchase over 60 goats for developing countries. Our students also showed leadership in sports, where they were regional football and volleyball champions. In addition to informal recognition on a regular basis, we also acknowledge their contributions in our classrooms, school announcements, newsletters, assemblies, our principal's report to School Council, and end-of-year awards ceremonies. As well, we recognize student leadership by incorporating their suggestions into our planning.

## **Staff:**

- Our staff members have a wealth of professional qualifications including Bachelors and Masters degrees in Arts, English, Law, Fine Arts, Physical Education and Sciences, as well as additional qualifications in Special Education, English as a Second Language, Music, Visual Arts, Technology, Guidance, and Computers in Education. They have actively participated in numerous Board-wide professional development activities in literacy and numeracy, and we recognize their initiative by providing and supporting opportunities for further professional growth. We also recognize staff leadership via personal interactions with one another, letters of thanks, school announcements, school newsletters, assemblies, performance appraisals, and our principal's report to school council and the local community newspaper.

## **Parents/Guardians/Volunteers:**

- Last year, our volunteers contributed hundreds of hours of support for the benefit of students in our school. Our active TWIGS groups contribute greatly to environmental issues in the school and its community. The School Council honours all Staff members twice a year with a holiday luncheon and a spring strawberry social. As invaluable partners, we thank our parents, guardians and volunteers on an on-going basis, and look for opportunities to acknowledge them such as school announcements, our principal's report to School Council, school newsletters, and our annual volunteer appreciation event.

## **Community:**

- We recognize our community partners through our school announcements, school newsletters, school web site, principal's report to School Council, and thank you cards. We also invite them to events, awards ceremonies, and graduation. We believe in strong community partnerships, working closely with the Glebe Community Association, our feeder schools, and other social agencies to provide a safe, caring, supportive school community focused on student learning.

# Results of EQAO Grade 9 Assessment

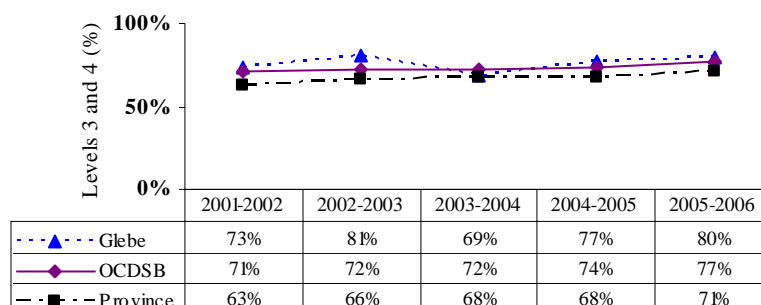
Each year, students participate in the province-wide assessment of mathematics. This assessment by the Education Quality and Accountability Office (EQAO) is based on the Ontario Curriculum and is one way in which student achievement is measured. It is given at the end of the academic and applied courses 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 2005-2006 testing:

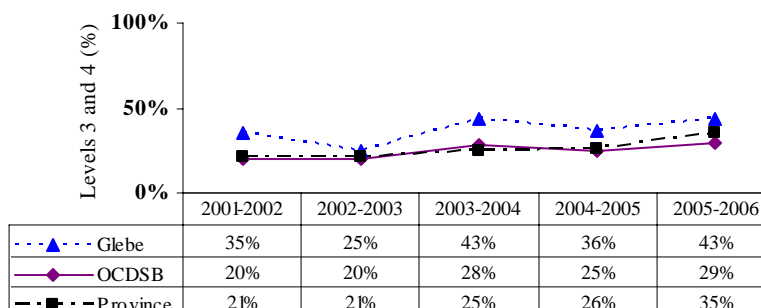
	Number of Students	Exempt	No data	Receiving Special Education support (excluding gifted)	ESL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Academic	306	0%	2%	13%	13%	19%	20%
Applied	49	0%	10%	33%	6%	11%	16%

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](http://www.eqao.com).

**Grade 9 Academic Mathematics:  
Percentage of All Students at Levels 3 and 4**



**Grade 9 Applied Mathematics:  
Percentage of All Students at Levels 3 and 4**



# 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).

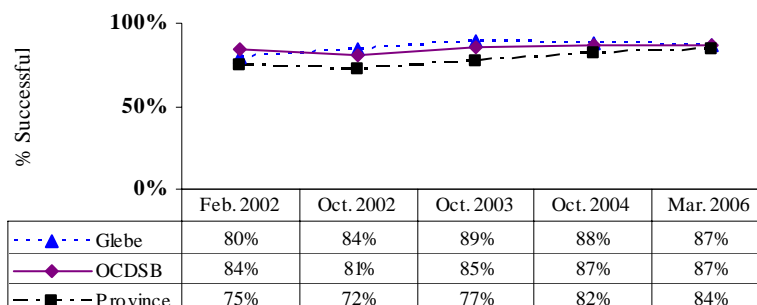
EQAO reports results only in terms of whether or not a student passed/was successful on the test, rather than levels of student performance.

The following table describes the students in this school who were eligible to write this test for the first time in 2005-2006:

	Number of first-time eligible students	% Deferred	% Absent	Receiving Special Education support (excluding gifted)	ESL/ELD	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Glebe CI	350	3%	3%	13%	12%	15%	21%

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](http://www.eqao.com).

(OSSLT):  
% of First-Time Eligible Students Who Were Successful  
(Fully Participating)



## Next Steps

- Student achievement will be improved and monitored through the Student Success initiative, providing supports to students across the District, and at the school level supported by the school literacy team.
- Students who are not successful on the OSSLT have been, and will continue to be, provided with appropriate remedial help. Such remediation will be guided by individual student diagnostic feedback provided by EQAO. Each school will continue with its own school improvement plans concerning literacy.
- Students who have been unsuccessful on the OSSLT may obtain their literacy graduation requirement by successfully completing the OSSLC (Ontario Secondary School Literacy Course)
- The District and schools will continue to provide a variety of strategies to assist in supporting students, including:
  - Workshops and resources for grades 7, 8, and 9 teachers to help students with low literacy skills
  - School-based preparation for students taking the OSSLT
  - Workshops for teachers to promote best practices in reading and writing instruction, balanced literacy, and literacy across the curriculum
  - Workshops for teachers of grades 7-10 to introduce the requirements of the OSSLT

# Results of District-wide Assessments

In 2005-2006, all schools fully participated in testing for the ENG4U, ENG4C, MCR3U and MCF3M District-wide evaluation projects.

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

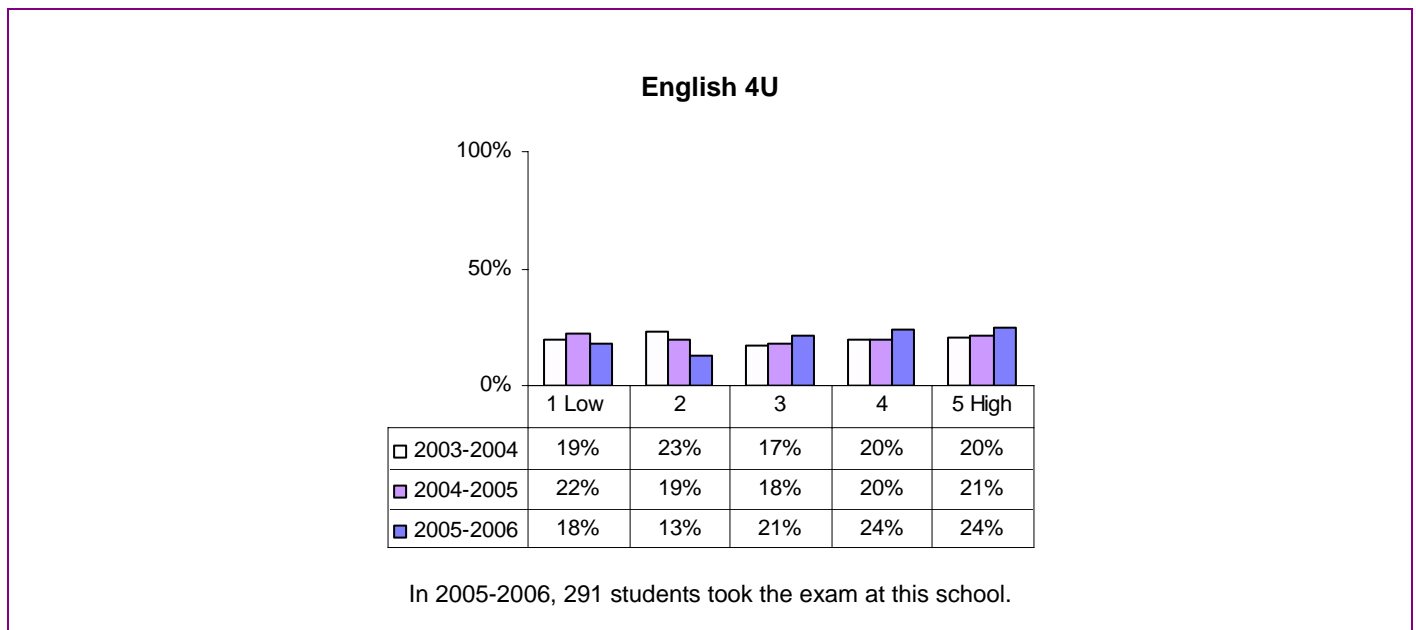
- a common examination;
- a detailed marking scheme for the examination;
- conference marking;
- exemplar booklets to show students and teachers the criteria for, and examples of, successful performance;
- workshops for teachers; and
- reports of school and Board results.

Quintiles divide the marks of all students who took an examination into five equal groups. This means that one-fifth (20%) of all students who took an examination scored in each quintile. For semestered schools, results in the January and June exams have been combined for reporting purposes.

The following charts show the percentages of our participating students whose marks fall within each of the five quintiles. The closer to 20% of students a school has in each quintile, the closer the school's results are to the results for all students in the Board. Please note that in small schools, the achievement of a few students can have a large effect on the percentages reported in each quintile.

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.

Results by quintiles for participating students are shown below:

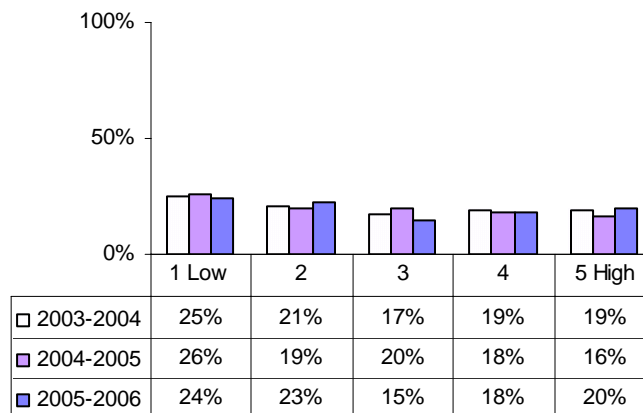




## English 4C

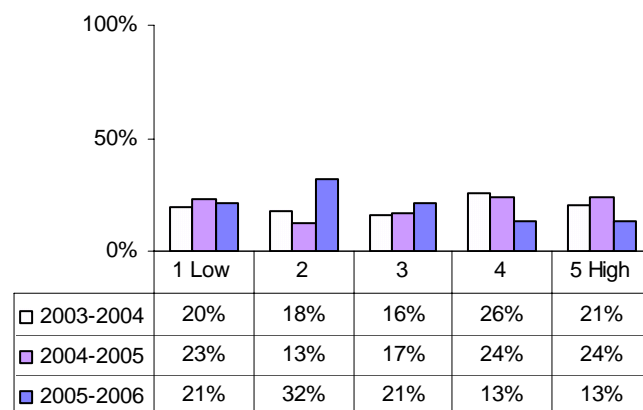
Results are not available for the 2005-2006 school year for this assessment.

## Mathematics MCR3U



In 2005-2006, 141 students took the exam at this school.

## Mathematics MCF3M



In 2005-2006, 91 students took the exam at this school.