

School Profile 2012-2013



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

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Gloucester, Ontario
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School hours:
9:20 a.m. - 3:25 p.m.

[School Website¹](#)

Principal
Alan Johnson

Vice Principals
Christine Kessler
Larry Ruch

Office Administrator
Joanne Tanner

Chief Custodian
Kevin Gadde

School Council Chair
Dan Rambo

Superintendent of Instruction
Neil Yorke-Slader

School Trustee
Katie Holtzhauer

Chair of the Board
Jennifer McKenzie

**Director of Education/
Secretary of the Board**
Jennifer Adams

General Board Information:
Phone: 613-721-1820
[OCDSB Website²](#)
[Accessibility Information³](#)

Gloucester High School

Grades 9 to 12 (semestered)



Our School

Gloucester High School, home of the Gators, is a secondary school in the east end of the Ottawa-Carleton District School Board. It operates on a semester system from grade nine through to graduation, and provides many program opportunities in addition to the Provincial Curriculum. Our School is a large, fully-networked facility located beside a public library, arena, wave pool, and outdoor athletic facilities. The school is easily accessible by public transportation.

The Mission Statement of Gloucester High School is to provide each student with a learning program of the highest quality that is developed and delivered by an effective and caring staff.

Our Students

Seven and thirty hundred students bring a range of interests to Gloucester High School. They come from many local schools and from many other nations, helping to make our school diverse and dynamic.

Our students demonstrate academic excellence within the school, and in provincial, national and international forums. We have an excellent reputation for athletic involvement with approximately 25 school teams and weekly intramural activities. In addition, there are a wide variety of clubs and activities, and our students are known for their community involvement, and support of charitable causes. Our 2010 Reach for the Top Team won the Provincial Championship.

More than 80% of our students pursue post-secondary education in Canada and the United States, in addition to those who pursue apprenticeships and entry to the world of work.

Our Staff

Our staff is professional, knowledgeable, enthusiastic, and dedicated to students. Gloucester staff members have been recognized by universities in the city and the Governor General, for their achievement, as the school strives for excellence in education. Annually, members of our staff are recognized at the Capital Educators' Awards. Our staff appreciates the strong support of parents and community partners.

Staff has actively participated in numerous District-wide professional development activities in literacy and numeracy, and we recognize their initiative by providing and supporting opportunities for further professional growth.

Our Community

Parents and Community

The Gloucester High School Council provides advice and assistance to the staff and administration of the school. Recent endeavours include developing school partnerships, resolving transportation issues and strengthening educational opportunities. Council members are also involved in committees as part of the Ottawa-Carleton Assembly of School Councils (OCASC). Our School Council meets in room 101 at 7PM. A list of Council meeting dates can be found on our school website. Contact can be made electronically through the school principal at alan.johnson@ocdsb.ca for more information.

Mission Statement

"Gloucester High School provides each student with a learning program of the highest quality that is developed and delivered by an effective and caring staff."



Programs and Services

Academic Programs

Gloucester offers a wide variety of courses in many different streams including locally developed, applied, academic, immersion, college, mixed and university, as well as a number of open level classes. We expect our students to do their best each and every day, in each and every class, shop, lab or gymnasium. More than 30% of our graduate students were Ontario Scholars last year (having an average of 80% or higher), and a third of our non-graduating students reached Honour Roll status. Our Student Services Department works with parents and students to help make the best choices for individual students. Each year our graduates earn scholarships, subject awards, bursaries and special awards recognizing their significant academic accomplishments.

Classroom Organization

The school is organized to provide a complete academic program leading to a full range of opportunities for post-secondary education, apprenticeships and the world of work. The semestered structure offers many opportunities for special course work in areas such as Cooperative Education, Fine Arts and specialized Transportation and Construction Technology programs.

All classrooms are networked with Internet access and have audio-visual capabilities. In addition, the school is now a wireless environment. Computers are widely available for class and individual student use. Both GHS's Mathematics Department and Canadian and World Studies Department are using the latest Smart Board Technology to deliver curriculum.

Special Education and ESL Programs

Five levels of English as a Second Language are available (ESLAO through ESLEO) at Gloucester High School. Our Special Education Department offers support to a wide range of students with special learning needs including our Special Education Learning Centre, and our Developmental Disabilities classes.



Clubs and Activities

A strong athletic program offers a wide range of interscholastic sports and intramural activities for students with diverse skills and interests. Participation points can lead towards a GHS letter. Special events are another area of enthusiastic student involvement including school plays/musicals, Leadership Camp, visual arts shows and many extra co-curricular programs. New opportunities arise each year.

Safe Schools Initiatives

A Gator education supports the safe schools policies and directives of the Board. Students focus on leadership, citizenship, and involvement in clubs, activities and teams as well as academics.

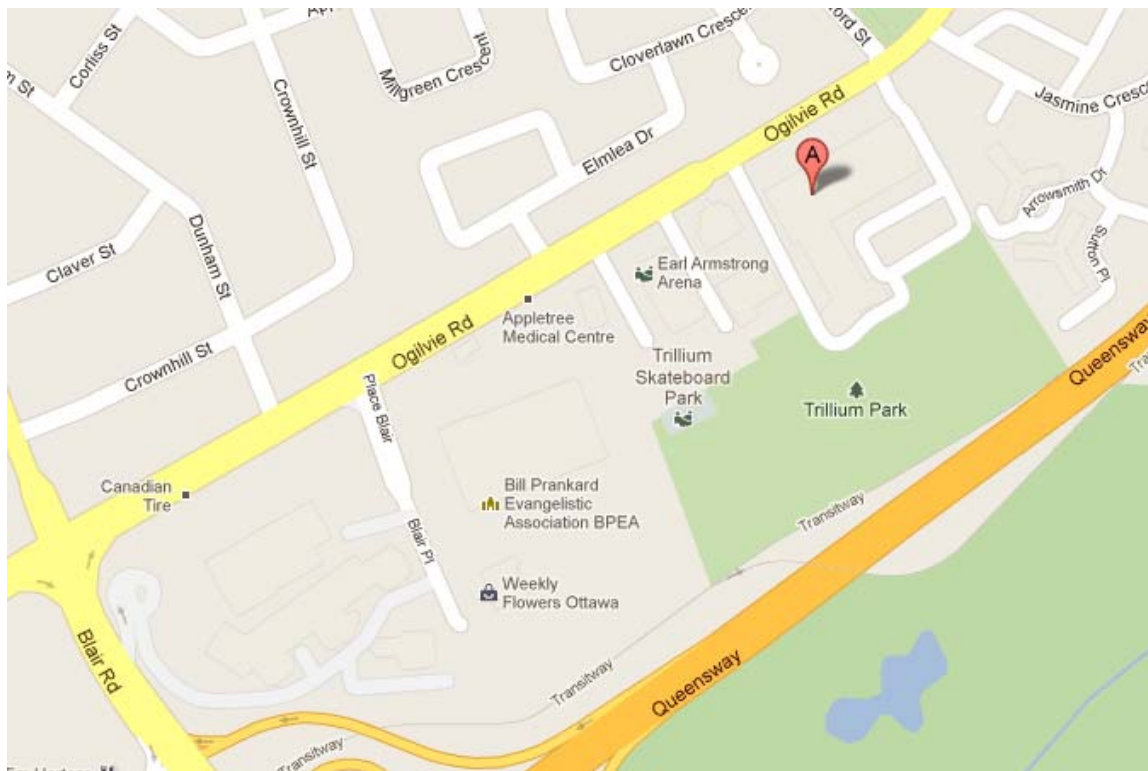
Project Smile, Peer mediation training, Gator Power, Leadership GHS, Peer Action, International Cultures United and the recycling program are some examples of educational tools to help students focus on their responsibilities within the school and the community at large. Pride in our school, its people and programs are an asset in our school being a safe and caring place.

Facilities and Resources

The school has the many advantages of a traditional building. These include a large auditorium, a spacious lobby, several studios for the arts, a darkroom, oversize classrooms, dedicated science labs, three gyms, a weight room, a dance studio and a cafeteria.

Specialty technology resources such as eight computer labs and hard technology shops (transportation and construction) support the delivery of curriculum.

Our Business Department offers a full capability multimedia conference room.



[Google Map of Gloucester High School](#)

Achievement and School Improvement Planning

Measures of Student Achievement and Success

Our school follows the guidelines set out in the OCDSB Policy and Procedures for Student Evaluation, available on the [Board's website²](#).

All grade 9 Math students write an Education Quality and Accountability Office (EQAO) assessment at the end of the course (January or June). Grade ten English students write the EQAO Ontario Secondary School Literacy Test (OSSLT) during the second semester of grade 10. The specific date for the OSSLT can be found on the school's website (gloucesterhs.ocdsb.ca). Successful completion of the OSSLT meets the literacy requirement for graduation. Senior students write district wide examinations in 4C and 4U English and junior students write a district-wide mathematics examination in grade 10.

Student achievement is also measured through the many contests and other competitions in which the school participates. French language oral and written competitions, physics, chemistry and University of Waterloo Mathematics contests are examples.

Our results on the International Advanced Placement examinations in May are a significant achievement. These exams are written in competition with students from around the world and are used by students for university credit and scholarship.

Arts students continue to produce great results. Our senior band is recognized nationally at level 5 Gold and our choral groups have been invited to perform at numerous local and international events. Annually our student productions have been recognized by the city-wide Cappies program.

Student achievement is measured in product as well as award. 'Students as producers of authentic work' is an important concept to Gloucester High School. From yearbook and stage productions, to painting ceiling tiles, from letters and newspaper articles to a recycling program, student initiative is encouraged and recognized.

Each student should measure his/her achievement against their capabilities and work to enrich and strengthen themselves using the four Gator foci of academics, leadership, civic responsibility, and activities.

School Improvement Plans and Initiatives

Gloucester High School's School Improvement Plan for 2012-2013 was developed in consultation with stakeholders using available data and recommendations. The two main areas of focus embedded in our School Improvement Plan relate to written communication and the development of learning skills and work habits.

We will continue to monitor results on International Advanced Placement, EQAO, and Board-wide testing and look to improve. The school recognizes resources influence achievement. Development of our library as an electronic resource centre, strengthening partnerships, and seeking additional community-based initiatives, are initiatives found in the School Improvement Plan.

A system focus on numeracy and literacy is also a school focus. District-wide and provincial testing provides a basis to review, develop and implement change at both intermediate and senior levels.

The 2007-08 school year witnessed the start of our very successful LINK Program. This program pairs each grade nine student with two senior student mentors. Gloucester was the first secondary school in eastern Ontario to implement this innovative program aimed at connecting all students to their school. Gloucester's success has led to the implementation of the LINK Program in all of the secondary schools in the OCDSB.

Our plant, the environment we work in, is important to improvement in student achievement. From upgrades, and renovations, to repairs and aesthetics, we will continue with renewal.

Staff professional development at all staff meetings has been a major focus for improvement as we recognize the needs of teachers new to the profession and those that have years of experience to share. An expanded teacher mentoring program and student teacher program in association with Queen's University and the University of Ottawa are two projects we are continuing to emphasize this year.

Leadership Recognition

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

Students

Gloucester High School is very proud of every student and recognizes their achievements. Our Reader Leader program with local elementary schools promotes early literacy initiatives. The annual Canned Food Drive donates to our community Food Bank via a human student chain from GHS. In a school-wide Terry Fox Run, the \$3 000 raised this year has enabled Gloucester to donate over \$53 000 to the Canadian Cancer Society over the last eight years. Our students also show leadership in sports, where they continue to earn school letters for every year they participate and play a sport. We also acknowledge our students’ contributions in our classrooms, school announcements, newsletters, assemblies, our Principal's report to school council, and awards ceremonies.

Staff

Our staff members have a wealth of professional qualifications including Bachelors and Masters degrees in Arts, Fine Arts, Physical Education and Sciences, as well as additional qualifications in Special Education, English as a Second Language, Music, Visual Arts, Guidance, and Computers in Education. In addition, our outstanding support staff continues to develop initiatives to benefit all members of our Gator community. We 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. Our staff believes strongly in the development of future educational professionals and to this end the GHS Staff was recognized by the Queen’s University Faculty of Education as the Associate School of the Year for the 2009-2010 academic year. For 2012-2013, a member of the GHS Faculty is an instructor in the Faculty of Education at the University of Ottawa.¹

Parents/Guardians/Volunteers

Our school council meets monthly and has contributed financial support for items such as the electronic sign and showcase in our main foyer. Former students are volunteering to share their athletic expertise with our students. We wish to thank our parents, guardians and volunteers on an on-going basis for their strong support and attendance at our parent-teacher interviews, musical concerts, sporting events, drama presentations and awards and graduation ceremonies. We look for opportunities to acknowledge our parents’ contributions through the Principal's report to school council and school newsletters. We thank our community for their immense help with our Co-op program with an appreciation breakfast held every year in the school library.

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 work in conjunction with the NRC, the NAC, more than 100 co-operative education employers, the public library, Carleton University and the University of Ottawa to provide innovative learning opportunities for our students.

Results of EQAO Grade 9 Assessment

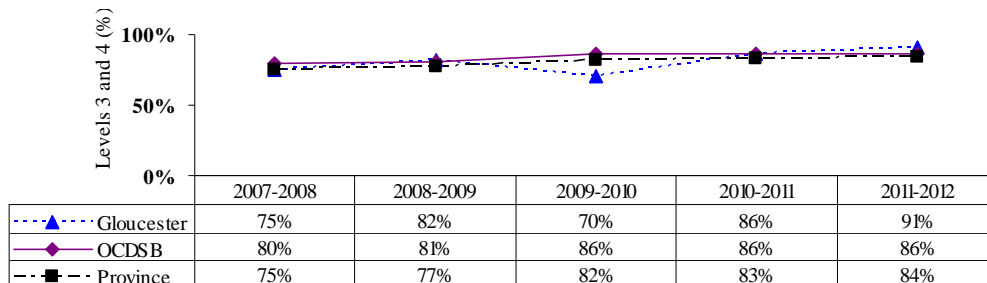
Each year, students participate in the province-wide assessment of mathematics. This assessment by the Education Quality and Accountability Office (EQAO) is based on the Ontario Curriculum and is one way in which student achievement is measured. It is given at the end of the academic and applied courses in January and/or June, depending on whether or not a school is semestered. Results from these assessments should be viewed with caution since the achievement of a few students, particularly in small schools, can have a large impact on overall results. Further, it is important to view student achievement in the context of other available information, some of which is contained in this profile.

The following table describes grade 9 students in this school for the 2011-2012 assessment:

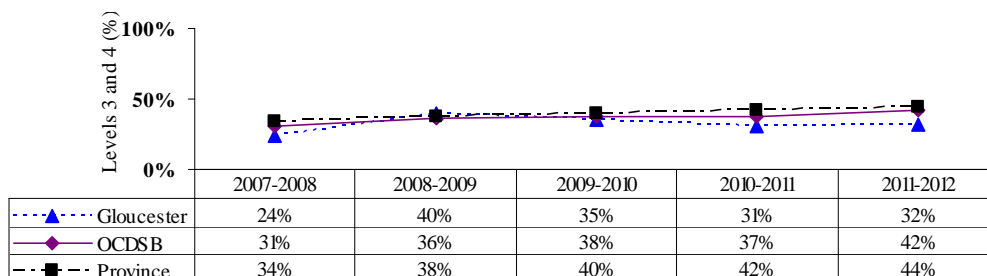
	Number of Students	Exempt/ No data*	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Academic	104	0%	4%	25%	12%	30%
Applied	53	9%	40%	25%	15%	21%

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 [here](#)⁴.

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



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



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

Results of the Ontario Secondary School Literacy Test

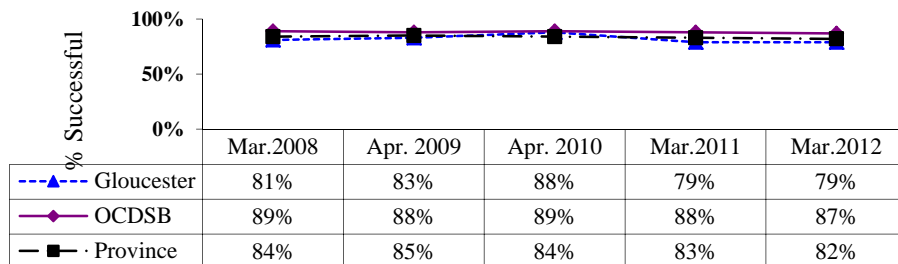
Each year, students participate in the Ministry mandated Ontario Secondary School Literacy Test (OSSLT). This assessment by the Education Quality and Accountability Office (EQAO) is given to Grade 10 students to determine if they can successfully demonstrate the reading and writing skills that apply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

The following table describes the students in this school who were eligible to write this test for the first time (FTE) in 2011-2012:

	Number of FTE students	Deferred	Absent	Receiving Special Education support (excluding gifted)	ELL	Only/mostly speak language other than English at home	Speaks as often in English as another language at home
Gloucester HS	161	7%	2%	19%	24%	9%	33%

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 [here](#)⁴.

OSSLT: Percentage 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 and workshops for teachers to promote best practices literacy instruction.

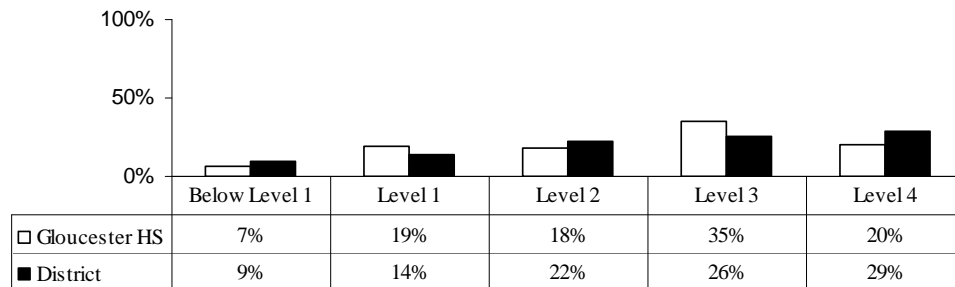
Results of District-Wide Assessments

In 2011-2012, all schools participated in the ENG4U, ENG4C, MPM2D, and MFM2P District-wide evaluation projects. These projects aim to create consistent evaluation of student performance by providing:

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

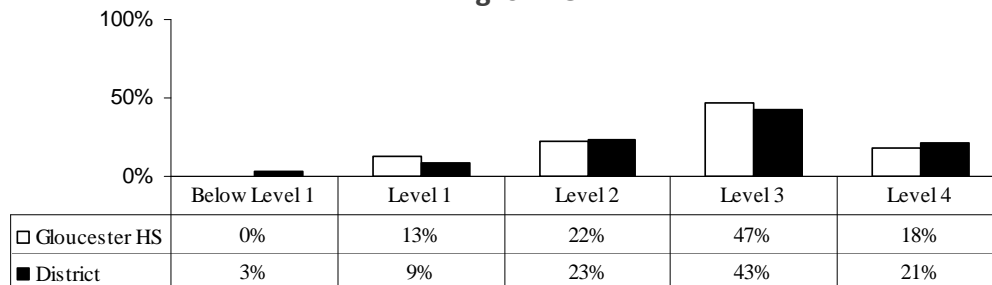
Heads of English and Mathematics would be pleased to discuss examination preparation, procedures, and marking with those who are interested. Please contact the school for further information. Students in semestered schools write the exams at the end of the semester in which they take the course. For reporting purposes, results for the January and June exams have been combined in the charts below.

English 4U



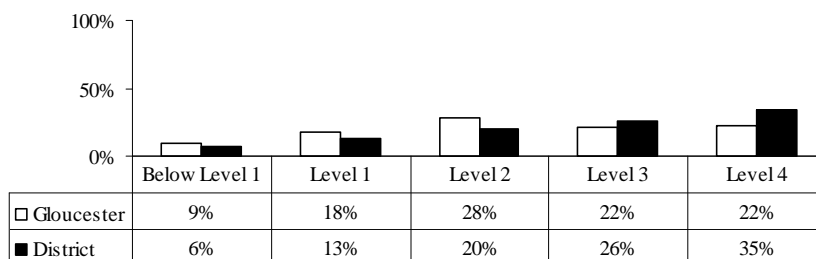
In 2011-2012, a total of 3612 students across the district wrote this exam; 103 of whom were from this school.

English 4C



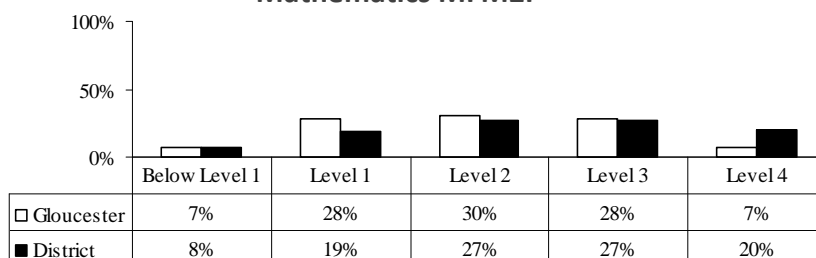
In 2011-2012, a total of 1350 students across the district wrote this exam; 45 of whom were from this school.

Mathematics MPM2D



In 2011-2012, a total of 3718 students across the district wrote this exam; 116 of whom were from this school.

Mathematics MFM2P



In 2011-2012, a total of 1330 students across the district wrote this exam; 46 of whom were from this school.

URL References

¹ <https://sites.google.com/site/gloucesterhs/home>

² <http://www.ocdsb.ca/>

³ <http://www.ocdsb.ca/ab-ocdsb/>

⁴ <http://www.eqao.com/>