

EXTERNAL EVALUATION REPORT
COLLINGWOOD SCHOOL, West Vancouver

October 24-27, 2011

INTRODUCTION

An External Evaluation Committee (EEC), consisting of Sandra DeJong Barthel, curriculum coordinator at Abbotsford Christian Middle School; Mike Boreham, principal of St. Patrick's Elementary School in Vancouver; Mary Cameron, principal of the senior school at St. Margaret's School in Victoria; Dennis deGroot, principal of Surrey Christian School: Secondary Campus; Marian McDermott, principal of St. Mary's School in Chilliwack; and James W. Beeke, retired Inspector of Independent Schools, was appointed by the Inspector of Independent Schools to visit Collingwood School (termed the School in this report). **This External Evaluation Committee has been appointed in accordance with Section 3 of the *Independent School Act*, which authorizes the Inspector of Independent Schools to appoint external evaluation committees and to specify their duties.**

Collingwood School is a K-12 Group 2 independent school operated under the authority of the Collingwood School Society. It is a co-ed school and member of the Independent Schools Association of British Columbia. The School is housed in two campuses. K-6 is currently housed at the Wentworth Campus located at 2605 Wentworth Street, West Vancouver and grades 7-12 are at the Morven Campus, located at 70 Morven Drive, West Vancouver. The head administration offices are located at the Morven Campus. The School currently enrolls 1157 students in K-12, of which 35 are international. No home-schooled students are registered.

The EEC spent Monday, October 24, through Thursday, October 27, 2011 at the School interviewing the Headmaster; meeting with administrators and teachers; visiting classrooms; and investigating school facilities, administrative policies and procedures, instructional resources, curriculum structure, learning outcomes, teacher planning and student assessment.

Pre-evaluation meetings were held with the administrative and teaching staff on Monday morning on both School campuses. A post-evaluation meeting took place on Thursday afternoon with the Headmaster and administrators and teachers from both campuses at a combined meeting at the Morven Campus.

The EEC expresses its appreciation to the Board, Headmaster, administration and staff of Collingwood School for their preparation for the external evaluation

and the professionalism, hospitality and cooperation shown throughout the EEC's visit to the School.

1. GENERAL INFORMATION

Collingwood has implemented some program, facility and administrative changes since its previous EEC report six years ago (2005); examples include: grade 6 moved to the Wentworth Campus (next school year grade 7 will also be housed at Wentworth); Telfer Wing was constructed and the old playfield was replaced with a new artificial turf field; a Director of Instructional Growth has been added to the administrative team and the Wentworth Campus has co-Heads of School.

The School operates under the governance of the Collingwood School Society (the Society). The Society is registered under the *Society Act* and is in good standing with the *Registrar of Companies*. Its official registration number is S-18700. Its last Annual Report was filed on June 30, 2010 (2011 annual meeting scheduled for November).

The Society has registered a Business ID with BCeID.

In addition to its K-12 program, the School also operates a Junior Kindergarten program for 4 year-olds.

The School authority has not entered into an agreement with the Ministry to offer instruction by means of distributed learning (DL). Some students earn a limited number of credits via DL courses in order to meet their respective programming needs.

The School does not provide a formal ESL Program or extensive ESL support.

The School operates on a linear calendar of five days per week from September – June with approximately 5 ½ hours per day and approximately 925 hours per year of instructional time.

2. FACILITIES

The School is housed on two campuses, the Wentworth Campus and the Morven Campus. The Wentworth School is located on a 17.1 acre property. The original wing of the Wentworth school was constructed in 1997 with the Telfer Wing added in 2009. The two-storey building is of concrete, steel and glass construction. It includes 24 classrooms, three Kindergarten rooms, two Junior Kindergarten rooms, computer lab, art room, two music rooms, gymnasium, offices, washrooms and common areas.

The Morven School is located on a 5.2 acre property. The original wing of the Morven School was constructed in 1957. The “Parents Wing” was added in 1990 and the cafeteria in 1993. The two-storey building is of wood, concrete, steel and glass construction. It includes 25 classrooms, four art rooms (in portable classrooms), three computer labs, two language labs, two middle school science rooms, biology lab, chemistry lab, physics lab, drama/dance theatre, library, lecture theatre, band room, gymnasium, offices, washrooms and common areas.

A letter dated October 25, 2011 from the District of West Vancouver indicates that the District does not have any compliance related issues regarding the Morven or Wentworth campuses.

All School mechanical systems are inspected weekly by the Head of Buildings and Grounds and quarterly by the School’s mechanical contractor. The main areas of the buildings, playgrounds and perimeters are inspected twice a week by the Head of Buildings and Grounds.

The School uses paper towel dispensers for hand drying. The fire alarm system, including fire extinguishers, is inspected by the West Vancouver Fire Department and the School’s fire system contractor. The latest fire inspection was completed on August 17, 2011 and boiler inspection on August 15, 2011.

The Vancouver Health Authority inspects the School. This inspection includes such items as: food services and kitchen, water supply, washrooms, gym change rooms, art classrooms, janitorial areas, indoor air quality, school interior, playground areas, and emergency preparedness procedures. The latest inspection was completed on November 3, 2010.

The EEC commends the School on the high standard of cleanliness and maintenance observed throughout its buildings and grounds.

3. EDUCATIONAL PHILOSOPHY AND PRACTICE

Collingwood School describes its mission, philosophy, objectives and special features as follows:

Preparing Young People to Thrive in Meaningful Lives

Our mission is “preparing young people to thrive in meaningful lives” in this demanding and wonderful world. To thrive, our students must be adaptable, resourceful critical thinkers, armed with the fortitude to choose between right and wrong. They must have the confidence to handle what life throws at them, embracing the unexpected, rejoicing in learning from new experiences and welcoming each new challenge with courage and compassion. Every program and practice at Collingwood School is aimed at weaving into the very soul of every Collingwood student the determination to lead a meaningful life – a life that strives to make a difference that embraces responsible citizenship, and seeks to influence others positively.

Collingwood School operates on an open entry policy and accepts students of all levels and abilities. The school was founded as a coeducational private alternative to both the public school system and the independent, single sex schools that existed at the time of our founding.

We operate on a four stranded approach and require that all students be involved in academics, the arts, athletics and service as part of their educational experience. This approach is integrated into all aspects of the school.

One of the key features of our programming is what we call "a focus on the individual". We look to meet the individual learning needs of each and every student. This is accomplished through a variety of methods and programs that are designed to ensure that we meet each student's real needs.

We are in the second year of a school wide (pre K to 12) goal of ensuring that thinking skills are infused into each and every classroom and activity of the school. This is a far reaching professional development and educational goal that is all aspects of the school are involved in. We have integrated many current educational philosophies (for example, assessment for learning) into this goal. We offer a full range of visual and performing arts programs as well as multimedia. We are developing a full range of life style programs, and currently offer courses in yoga, strength and conditioning and dance.

We offer a program for students with diagnosed learning disabilities (KEY) that offers students extras and specific support both individually and within their mainstream programs.

All students in grades 7, 8 and 9 participate in our outdoor education program (EXPLORE). Each year of the three years has specific outdoor education learning outcomes associated with the year. The program is run by a dedicated staff of 4 teachers and 1 administrative assistant. We hire on a contract basis if more teachers are needed.

We have recently introduced a Leadership 11 aspect to the EXPLORE program. This course is run outside of the school schedule on a "module" approach. Our previous attempts to fit the program into the regular schedule had come up short, and we have found the module, out of school program to be extremely successful. We have 3 dedicated, state of the art, language computer labs that are a critical part of our language program. These labs are utilized by every language class.

The stated philosophy and activities observed by the EEC suggest that the School is fulfilling the requirement of Section 1 of the *Schedule to the Independent School Act* regarding school programs.

The School describes its Master Campus Plan and future construction as follows:

- We are building a 16,000 square foot classroom and gymnasium project at Wentworth to ensure that we have the facilities required for grades 6 and 7
- We are planning major uplift to our Morven (grades 8 to 12) facility
- This uplift will include a 77,600 square foot new building to replace the old, original Glenmore elementary, and a renovation of the existing Parents Wing.
- The details (planning of space, financing) are almost in place and we anticipate going to our membership for approval in November 2011.
- Our planned date to start construction is July 2012, with completion for September 2014.
- The details of this plan are available on our website (www.collingwood.org)

4. SCHOOL ADMINISTRATION

The Headmaster is an experienced teacher and administrator who provides inspirational leadership to the School. He has 37 years of experience in education, 9 years of teaching and 28 years of school administration, including 7 years at this School. The Headmaster receives 100 percent time for administration. This time allotment, with his administrative team, appears to be sufficient to care for the School's administrative responsibilities.

The School's governing and administrative structure includes the following: The Board of Governors consists of 16 members. Fourteen are elected and two are appointed (the President of the Alumni Association and the Chair of the Parent Council). The Headmaster serves as an ex-officio (advisory) member. The Board holds approximately eight scheduled meetings per school year. Additional meetings are called if necessary. The Board's responsibilities include oversight of management, fiscal health and direction. The Board hires the Headmaster who is accountable to the Board. The Headmaster serves as chief administrative officer and is responsible for the day-to-day operation of the School.

The School describes its administrative structure and key administrative responsibilities as follows. All report to the Headmaster.

- Deputy Head, Dean of Academics
- Director of Finance
- Executive Director of Advancement
- Director of Instructional Growth
- Head of Senior School (grades 10 to 12)
- Head of Middle School (grades 6 to 9)
- Co-heads of the Junior School (Pre K to grade 5)
- Director of Grounds and Maintenance
- Director of Risk Management
- Head of Technology
- Head of Technology Integration, Morven Campus
- Head of Technology Integration, Wentworth Campus
- Head of Library

All items in the permanent student record (1704) are current and complete. Student records contain all required items as specified in the Inspector's document entitled *Student Records: Requirements and Best Practice Guidelines for Independent Schools*. The School's records are stored in a locked file room and the Permanent Student Record Cards in a fireproof cabinet.

The School implements its written policies regarding access, disclosure, transfer and storage of sensitive information and student records, as well as information collected by the School in compliance with the *Personal Information Protection Act (PIPA)*. Medical and legal alerts are flagged and teachers and staff duly

notified and trained. Verification that students are legally in Canada and parents or guardians are resident in British Columbia is documented.

The School is in compliance with Section 12(3) of the Act specifying that grants may only be used for operating expenses, and Section 12(4) of the Act specifying that grants may not exceed the total operating cost. The School undergoes a financial audit on an annual basis. Most recent audit was performed by KPMG on September 14, 2011.

The School did not participate in the Ministry's *Ready, Set, Learn* program and therefore did not receive a conditional grant for this purpose.

Staff communication includes: email, morning staff meetings, staffroom notices, online school calendar meetings, subject coordinator meetings, minutes from administrative meetings and teacher portals.

Communication with parents includes: email, school website, parent-teacher-student portals, report cards, parent-teacher conferences, information meetings, e-magazine (Collingwood Connects), print materials and phone conversations.

The School produces handbooks for staff, students and parents. These handbooks are also posted as PDFs on the School website.

Parent-teacher conferences are scheduled twice per school year. One written interim and three complete report cards are issued during a school year.

The Ministry of Education's Independent Schools' e-Board is checked weekly and information is forwarded to the appropriate recipients. The same applies to emailed communication received directly from the Office of the Inspector of Independent Schools. Staff members are also on appropriate Ministry listserves.

The School's policies governing appeals reflect the principles of procedural fairness as outlined in the FISA/Ministry of Education document entitled *Procedural Fairness: Best Practice Guidelines for Independent Schools*.

The School's child abuse policy is based on the *Supporting Our Students: A Guide for Independent School Personnel Responding to Child Abuse*. The School's policy is reviewed yearly with all staff. Discussions took place with administrators regarding the need to update the policy's reference to the *BC Handbook for Action on Child Abuse and Neglect* and to verify that the checklist of items accompanying the Minister's September 2010 letter (located on the Ministry's Independent School E-board) are in place.

The School employs a .6 FTE Director of Risk Management, Health and Safety. He is responsible for the development and implementation of critical incident protocols and procedures, as well as any necessary training. A School

handbook has been produced for use by administration and staff. Policies and procedures are in place to deal with accidents or medical alert situations. These include such items as:

- Employment of a full-time RN and 2 part-time LPNs assigned to the Health Centers at each campus
- Critical Incident Management Team to deal with major incidents
- New staff training in fire, earthquake and lockdown procedures
- Staff are informed of all students with medical alerts and emergency procedures to implement if required

The EEC commends the School on its implementation of procedures that demonstrate due diligence regarding student safety.

The School also has written policies regarding ant-bullying, anti-violence, harassment and discrimination, electronic devices, substance abuse, student discipline, supervision, field trips, admissions, tuition, achievement and reporting, academic dishonesty, graduation and school uniforms,

The School conducts and logs six fire drills, three earthquake practices and two lockdown drills per school year, including some that are supervised by the local fire department.

The School operates a combination of School and subcontracted bus services for transporting a limited number of students to and from school on a daily basis, shuttling students between campuses before and after school to facilitate parent drop-off and pick-up, and for class trips and other special events. Ministry of Transportation vehicle inspections for the four busses owned and operated by the School are completed regularly and are on file (most recent completed on April 19, August 20, 21 and 22, 2011).

The EEC commends the School on its administrative leadership in providing a well-organized, safe, professional and energetic environment for meaningful and exciting learning to take place.

5. TEACHER CERTIFICATION

The principal of the School is a BC-certified teacher, as required by Section 8 of the Act.

Collingwood School employs 138 teachers (134.4 FTE), including the Headmaster and Heads of School Campuses. In addition the School employs 18 associate faculty members who serve in various teacher assistant and extra-curricular roles, of whom most are also BC-certified teachers. In total teacher certification is distributed as follows:

- 134 teachers hold valid BC College of Teachers Certificates
- 14 teachers hold valid BC Professional Independent School Teacher Certificates
- 5 teachers hold valid Subject-restricted BC Independent School Teacher certificates
- 0 teachers hold valid School and Subject-restricted BC Independent School Teacher Certificates

Copies of teachers' certificates are included in the School's teacher files. Proof of current valid membership for those certified by BCCT was obtained from BCCT's website. Teachers with subject restricted certificates were teaching within their respective restrictions.

Teachers employed by the School as of September 30, as reported on the Ministry I-2001 forms and in the Evaluation Catalogue, were found to be BC certified as required by Section 3(1)(d) of the *Schedule to the Independent School Act*.

The School has updated its October 15 Employers List data to the BC College of Teachers and Office of the Inspector of Independent Schools.

In addition to the administrators and teachers referred to previously in this Report, the School also employs a controller, two accounts receivable and payable clerks, director of admissions, two admissions and constituent relations staff, director of communications and marketing, director of special events, human resources, eleven administrative assistants and receptionists, two data management people, two IT help desk staff, website administrator, three nurses, a transportation manager, five maintenance workers, bus driver, and a lunch coordinator.

There is evidence on file that criminal record checks have been completed for all employees or contractors working with children. The School's administration has procedures in place to ensure that satisfactory criminal record reviews are secured every five years. All volunteers must submit satisfactory criminal checks prior to commencing volunteer services at the School.

The School provides 3 professional development and non-instructional work days for all teachers. In addition professional development occurs on each campus and teachers are provided with release time and pro-d funds as needed.

Teachers are evaluated in an on-going manner. Primary responsibility for teacher assessment and subsequent growth plans resides with the Director of Instructional Growth. The senior leadership team is evaluated annually by the Headmaster using a growth plan model. The Headmaster is assessed annually by the Board via its Human Resources Committee.

Thirteen teachers are new to the School in the last two years; nine this school year.

The EEC commends the School for the positive student learning environment it observed throughout the School K-12; one that radiates mutual care and respect for all. The EEC also commends the School for the professional staff atmosphere; one that displays a dedicated working together to move every student forward.

6. EDUCATIONAL PROGRAM: CURRICULUM AND INSTRUCTION

Collingwood School's instructional program is delivered on two campuses: the Wentworth Campus (KG-Grade 6) and the Morven Campus (Grades 7-12). The curriculum section of this report is divided into elementary (KG-Grade 6), middle school (Grade 7-9) and High School (Grades 10-12) sections.

The School's educational philosophy and objectives are based on a four-strand approach that requires all students to be involved in academics, the arts, athletics and service.

Collingwood School's instructional program is organized within a Junior School (Kindergarten-Grade 6) and the Senior School (Grades 7-12).

Junior School: K-6 Wentworth Campus

The Wentworth Campus consists of 26 single-grade classrooms, and two combined grades. There are three kindergarten and three grade 1 classes; and four classes in each grade from grades 2-6. There are also two "Key" classes consisting of a grade 3/4 and a grade 5/6 combination.

The Wentworth Campus is a bright spacious, well-equipped school facility. This building includes classrooms, library, computer centre, art room, gymnasium, music suite, before and after school care space (which also doubles as the grade 6 lunch room), office spaces and many learning support areas. The EEC observed purposeful, on-task, whole class, small group and 1:1 activities throughout the classrooms, as well as in many multi-purpose spaces provided within the building.

A number of elements are common to all grades in the Primary (K-3) and Early Intermediate (grades 4-6) Programs at the Wentworth Campus. Learning is student-centred, using research-supported methodology. In lessons observed, students were challenged to think for themselves, make decisions about their learning and choices about activities to pursue. The EEC observed a positive, encouraging, supportive atmosphere throughout the School. Staff care, concern and support for students personally, and as learners, were consistently observed.

Independence in personal care, problem-solving, choice-making and learning was apparent. Personal integrity and community responsibility, the two keystones of Collingwood's Honour Code, was evidenced in the respect shown in all interactions observed.

Collingwood's junior school student discipline policies are based on the premise that every successful community involves a high degree of adherence to commonly shared beliefs and practices. Collingwood believes that personal integrity and community responsibility form the *bedrock* of their community and base their *Honour Code* on these two ideals.

The School's discipline protocol is designed to judiciously remind students of the honour code and teach them the life-long lesson of accountability.

The junior school has implemented a conflict-resolution management curriculum, Kelso's Choice Management for Children. Designed around *Kelso the Frog*, the program is based on the premise that all children can learn to become peacemakers. They learn nine options (choices) that they can use to resolve conflicts, and that they are accountable for the choices they make.

Student discipline includes policy, practice and procedure relating to *Bullying, Harassment* and *Discrimination*; as well as a *Bystander* rule which affirms that failure to act is tantamount to being actively involved and may result in consequences.

Due to varying start and end times the school provides from 854 hours of instruction at the Kindergarten level to 966 hours at the grade 6 level. **The educational program in Kindergarten through grade 6 meets the time requirements as specified in the Educational Standards Order (Section 2, 3, 4).**

The Ministry of Education's Integrated Resource Packages (IRPs) are the foundational documents upon which the School's curriculum is developed. The EEC observed that the scope and sequence for all courses taught is derived from the IRPs. Subject coordinators at each Grade level, along with core subject overall coordinators, have gone to great lengths to ensure that newly acquired resources address the Ministry's learning outcomes.

The EEC encourages the School to update its course overviews to ensure they are current, living documents, linked to the latest provincial learning outcomes for each subject and that current IRP terminology is employed.

Due to creative and deliberate timetabling, grade groupings of teachers are afforded the opportunity to meet once a week to plan, evaluate and assess their program. In a true model of shared leadership, each of the teachers assumes responsibility for coordinating at least one subject for their grade level. Teachers and curriculum coordinators work collaboratively in grade-level and subject specific teams to plan a learning program that strives to ensure that each student is provided an opportunity of becoming a successful learner. All teachers

provided evidence of instructional planning. The EEC observed for all subjects that: curriculum goals were established; yearly and daily plans developed; teaching strategies and learning activities specified; assessment methods identified; and a variety of educational resources implemented. The EEC commends the staff for their development of literacy and numeracy skills across the junior school and on the resources accumulated to deliver a very solid educational program in which children are challenged at their own levels. Based on classroom visits, conversations with teachers, reviews of course overviews, yearly plans and considerations of students' work, the EEC found ample evidence to suggest that the curriculum plans are being implemented and that the required learning outcomes are part of the daily learning experience of the students. Assessment for learning strategies are planned in advance of summative evaluation requirements and include; observation, conferencing, rubrics, rating scales, charts, models, diagrams and drawings, self-assessment, and peer editing.

K-6 course overviews include course content, planning for assessment (teaching strategies and learning activities) and achievement indicators (assessment and evaluation methods) and provide evidence that the Ministry prescribed learning outcomes and/or the authority-approved learning outcomes are being met as required.

Primary (K–3) Program

The primary educational program at Collingwood School includes K – grade 3. The Kindergarten children attend school full-time. Teachers have created warm, inviting, and creative learning environments for students. Rooms are well equipped with age appropriate and current materials.

Children are actively engaged in learning. Staff members circulate, monitor, correct and encourage the children in a gentle, considerate and helpful manner. Developing independence is a key goal of the primary program and staff were observed re-directing children to think through small problems on their own. Using the *Kelso's Choice Management for Children*, in use at the school for several years, is believed to increase feelings of personal competence and empower children with the ability to determine their own behaviour.

The general tone in the classrooms was respectful, friendly, calm, and caring. Students were observed to be polite, helpful to one another, and engaged in active learning. Positive interactions between students, teachers and other adults were observed. Students were confident and anxious to share their learning in responding to questions asked, often requiring higher level thinking.

Classrooms are well-equipped with appropriate furnishings and learning resources. Resources were being well utilized. School and classroom walls displayed current, curriculum-related projects.

The EEC was pleased to observe evidences of the use of Ministry rubrics and quick scales, as well as examples of peer and self assessment. Given the smaller class sizes and two teachers per class, feedback to students is immediate, there is more time for individualized teaching, and as a result of the high priority given to learning, academic success is accessible to all.

Delivery of Core Primary (K-3) Subjects

Language Arts

The primary Language Arts program provides instruction in many modalities. There are a wide variety of resources in use. As a result of collaborative effort the school has adopted *Reading Power*, as the central reading resource, inviting the author to in-service teaching staff. Other resources such as *Words Their Way*, *Writing Power*, *Handwriting without Tears* along with a series of levelled readers have also been adopted by the primary teachers. It was evident to the EEC that reading and writing progress is closely and systematically monitored and tracked in the primary grades. Primary language arts includes a rich blend of “read-alouds”, independent reading, guided reading, buddy reading, reading and writing workshops, learning the skills of spelling, handwriting and phonics and exposure to a wide variety of literature for guided and independent reading activities. The primary classrooms are rich, language-filled classrooms.

Mathematics

Throughout the primary grades the central text in use for teaching Mathematics is *Singapore Math*. Staff also worked collaboratively to carefully align this resource with the Ministry’s learning outcomes, and to supplement it as necessary. Each classroom is well-equipped with manipulatives. Teachers use differentiated learning instruction to meet the needs of students at different levels of mathematical development. From grade 3 on classes are divided into 4 sets, according to student learning styles and ability. All are taught the same curriculum, with identical tests, but with the content delivered according to the child’s needs. Mathematical literacy is also supported through problem-solving, devoting one class per week to this strand. Bulletin board displays included such math features as calendar, weather, graphing activities, place value charts, shapes and counting sequences.

Social Studies and Science

Teachers often integrate primary Social Studies and Science concepts into thematic units and other subjects, especially Language Arts. The EEC observed

students engaged in various activities designed to meet Science and Social Studies learning outcomes. The *Pan Canadian Science Framework* is the basis of Primary Science. This is supplemented with other resources, field trips, and guest speakers.

The EEC commends the School for its acquisition and implementation of a wide variety of visual and hands-on educational resources.

Intermediate Program (Grades 4-6)

Core Subject Areas

Language Arts

The Language Arts program is planned and delivered by grade-level teachers in grades 4 and 5, and a subject specialist teacher in grade 6 working with a curriculum coordinator. The EEC observed planning for assessment and achievement indicators based on Ministry prescribed learning outcomes. Collaborative planning meetings are scheduled weekly and teams publish term-by-term scope and sequence documents to ensure that provincial learning outcomes are being accomplished. A balanced literacy program is supported by Adrienne Gear's *Reading Power* and *Writing Power* which provides authentic children's literature specifically chosen to help teach and practice each of the five Reading Powers: connect, question, visualize, infer and transform. These books are used for modelling, guiding and supporting students, enabling them to successfully focus on the strategy and acquire a deeper understanding of their thinking. Meta-cognitive extension activities help the teachers meet their goal of developing critical thinking skills in all subject areas. The variety of teaching strategies observed is effective in stimulating student learning. The EEC observed students engaged in their learning through the use of written, oral and visual communication resources. Students are exposed to, and encouraged to appreciate quality literature in various genres. The EEC was also pleased to observe the implementation of classroom writing blogs; a step toward 21st Century Education.

Mathematics

The Mathematics program is planned and delivered by grade-level teachers in grades 4 and 5, and a subject specialist teacher (assisted by homeroom teachers) in grade 6 working with a curriculum coordinator. The EEC observed planning for assessment and achievement indicators based on Ministry prescribed learning outcomes. Collaborative planning meetings are scheduled weekly and teams publish term-by-term scope and sequence documents to ensure that provincial learning outcomes are being accomplished.

Students are organized into three peer groupings: low, not yet meeting or approaching grade-level expectations (the Foundations Set); meeting grade-level expectations (the Standard Set); and fully meeting, exceeding grade-level expectations (the Challenge Set). Student achievement in previous years together with assessment at the beginning of each new year assists teachers in student placement. The School is implementing the *Singapore Math* program in grades 4, 5 and 6. This program encourages student to think mathematically rather than simply doing by rote. The EEC observed that assessment for learning activities focus on building efficacy and engage students in critical thinking activities.

Science

The Science program is planned and delivered by grade-level teachers in grades 4 and 5, and a specialist teacher in grade 6 working with a curriculum coordinator. The EEC observed planning for assessment and achievement indicators based on Ministry prescribed learning outcomes. Collaborative planning meetings are scheduled weekly and teams publish term-by-term scope and sequence documents to ensure that provincial learning outcomes are being accomplished. The EEC observed that Science is being integrated with Language Arts through the use of writing rubrics for non-fiction. The Science program is supported by print and non-print learning resources, as well as a growing catalogue of internet-based materials. The EEC observed that learning activities often engage student interest and excitement through the use of smart board technology. Quizzes, tests, presentations, and reports provide ongoing summative evaluation.

Social Studies

The Social Studies program is planned and delivered by grade-level teachers in grades 4 and 5, and a specialist teacher in grade 6 working with a curriculum coordinator. The EEC observed planning for assessment and achievement indicators based on Ministry prescribed learning outcomes. Collaborative planning meetings are scheduled weekly and teams publish term-by-term scope and sequence documents to ensure that provincial learning outcomes are being accomplished. The EEC observed that the Social Studies program is also being integrated with Language Arts through the use of writing rubrics for non-fiction. The Social Studies program is supported by Oxford Press' *Outlooks* together with a growing catalogue of internet based materials. Grade-level units include a variety of individual assignments, projects, tests and quizzes that cover the prescribed learning outcomes.

French K-6

French as a second language is offered formally to students from Kindergarten to Grade 6. Kindergarten receives 90 minutes of French; grades 1-5 receive 120

minutes; and grade 6 receives 150 minutes of instruction per week. The School follows the Ministry's provincial learning outcomes. The *Accelerated Interactive Method* (AIM) approach, which incorporates gestures with kinaesthetic movement, and considerable oral interaction with an emphasis on repetition, ensures success for all. Student engagement observed during lessons was high energy and the quality of language expressed by students demonstrated high standards of vocabulary and fluency.

Delivery of Non-core Subjects K-6

Physical Education

Physical Education is taught by specialist teachers using a well-equipped gym facility. The Physical Education program includes instruction in personal fitness, healthy living, and sportsmanship. There is a well-defined progression of skills from fundamental throwing and catching in the early years to involvement in team sports. Collingwood offers students many opportunities to be involved in active living. Soccer, volleyball, basketball, swimming, gymnastics, yoga, dance, wrestling and cross country are just some of the organized activities from which students may choose. Along with several scheduled gym blocks per week, there are co-curricular clubs held before and after school and during the lunch time.

On days when students do not have PE classes, classroom teachers (who have been in-serviced by the PE staff) provide students with the required *Daily Physical Activity*. Materials from *Action Schools BC* are used to help direct this programme. Students are permitted to include their in-school co-curricular activities as part of their DPA time.

Fine Arts

The aim of Visual Arts at Collingwood is to cultivate self-expression, imagination and creativity as well as critical thinking and problem solving skills. Visual Arts instruction provides students with opportunities to express themselves artistically through a variety of media. Student-produced art is attractively displayed in classrooms and hallways throughout the School. An art specialist provides programming for grades 5-6. Each class studies a particular artist and a balance between teaching skills and free expression is sought in lessons. The EEC observed assessment rubrics, developed to provide assessment for learning, (AFL) which build student self-assessment skills and confidence.

Orff, Kodaly and choral music form the base of *Music* lessons from Kindergarten to Grade 6. Using the *Music Play* programme as a main resource, specialist teachers provide students opportunities to explore music through singing, instruments, listening activities, sight-reading music and movement. The students learn rhythm, harmony, pitch, melody, and play Orff instruments. Students perform in two major concerts per year, a large scale winter and spring musical.

Students in Grades 5-6 may choose between band and choral music. Collingwood School offers a full band programme. Grades 4-6 learn to play the recorder and ukulele.

Health and Career Education

Health and Career Education (HCE) is taught by homeroom and other teachers and supported by the school nurse, both as separate curriculum as well as integrated into other subjects where appropriate.

The EEC encourages the School in its course outline development for HCE to document when and where the various HCE units are covered and students assessed with clear linkage to the provincial or authority approved learning outcomes. This will ensure that subject time, content and learning outcomes are being met.

Course outlines in the non-core subjects of Physical Education, Fine Arts and Health and Career Education are derived from the IRPs and include course content, planning for assessment (teaching strategies and learning activities) and achievement indicators (assessment and evaluation methods).

Computers and Technology

Of particular note was the authentic and extensive integration of technology to enhance learning across the curriculum. The role of the IT department is to support this integration and to enable students to be creative users of technology, rather than just passive consumers. For example, projects observed using Prezi, Animoto and Jellycam were evidence of this creativity. Students have access to a computer centre, five computers in each class (ten in each of the KEY classrooms) two Netbook carts shared by the grade 4 and 5 classes, and two Netbook carts for the four grade 6 classes to share. A scope and sequence of technology skills such as: digital citizenship, internet use, presentation tools, graphics and so on has been created, in partnership with the high school, for Kindergarten to grade 12. Children leaving the Wentworth Campus do so with considerable skills in technology use.

Each classroom is equipped with Smartboard technology which the EEC observed being used in several subject areas. A few classrooms also have document projectors.

Students' IT creations were proudly displayed during a School assembly and outside the computer centre (using a digital picture frame which rotated student-created projects on extreme environments).

Library

Collingwood's Wentworth library is a truly wonderful learning resource centre. Significant space for student activities also accommodates a collection of approximately 18000 fiction and non-fiction, print and non-print materials.

Five computer work stations provide students with on-line access to additional resources through the schools' website. Two teacher-librarians work together to manage acquisitions, cataloguing and circulation as well as to provide instruction in library skills. The EEC is pleased to note the author visits and book talks that the teacher-librarians have been able to arrange.

Reporting to Parents

Three formal report cards are sent to parents each year. Formal parent-teacher evenings are scheduled twice a year. Each student uses a student agenda that also facilitates parent-teacher communication. Parents are able to communicate with teachers through email and access student assignments through the school's website and PCR Educator.

All course overviews are linked with the Ministry - prescribed learning outcomes. Grade-level teams meet weekly to plan and track instructional learning activities and schedule a mid-term meeting to plan a scope and sequence for the next term. Daily lesson plans were exceptionally detailed at the time of the EEC's visit, but the committee understands that this was done to facilitate the school's external evaluation.

Learning Support

Learning assistance is coordinated by the Junior School head of department (HOD) for the "Key" and "learning resource" programme in consultation with home room teachers and the school psychologist where necessary. All students from grades 1-5 are tested informally at the beginning of each school year in the areas of mathematics, reading fluency, reading comprehension, writing and spelling. The results of these tests provide the basis for intervention when individual learners are found to be *at risk*. Learning resource intervention may include writer's workshop, writing extension, math support, or math extension designed collaboratively between classroom and learning resource teachers.

Students in grade 3-6 participate in three grade-wide writes per year. These assessments are based on the BC performance standards for writing. The school continues to achieve excellent results in Foundation Skills Assessments (FSA) and shares these appropriately with parents. FSA results are used in discussion with teachers to inform school-wide writing assessments and curriculum

implementation (Singapore Math) to maintain consistently high levels of achievement in literacy and numeracy skills.

Through term by term grade level *flag meetings* and on going assessment of literacy and numeracy skills, Junior School tracks the progress of every student. When students are identified as *at risk* learners the HOD for learning resources convenes meetings to address specific concerns and to plan strategies that address the needs of these learners. Plans may range from monitoring to full psycho-educational assessments. Following the school's protocol for writing Individual Educational Plans (IEPs), the HOD is responsible for preparing, updating, and maintaining student IEPs.

Collingwood's Key Learning program supports students in Grades 3/4 and 5/6 whose psycho-educational assessments diagnose a specific learning disability well suited to the small group learning environment (1-10) that Collingwood's two Key classrooms provide. Classroom teachers design and deliver an adapted academic program to meet the needs of individual learners. Each Key student has their own IEP. Learning support teachers trained in Orton-Gillingham methodology provide additional instruction 3 to 4 times each week for students who require remediation in weak decoding and encoding skills

Middle School: Grades 7-9 Morven Campus

Middle school students are housed in the east wing of the Morven Campus. This is an "L-shaped" section on one floor with additional classes in a wing downstairs. This allows for a distinct "middle school" flavour on a grade 7-12 campus. Some of the classrooms in this section are designated as science and computer labs; as well as drama, dance and choir rooms. Other remaining classrooms vary in size and function and are used for a variety of classes. Students in the middle school run on a linear eight block schedule. This schedule allows for six 50-minute classes a day, with the exception of Monday's when full School assemblies are held and Thursdays when one block is provided for homeroom advisor time. The timetable for the Middle School is therefore different from that of the Senior School and break and lunch times do not overlap. Middle school students are organized according to homeroom advisor groups. Four classes of grade 7 students move from class to class as a homeroom group, whereas students in grades 8 and 9 move about according to their elective choices and differentiated class selection. While students in grades 8 and 9 are separated into homeroom advisor groups, they are taught by subject specialists.

The EEC finds that the educational program in grades 7 through 9 meets the time requirements as specified in the Educational Standards Order.

Pedagogy in the Middle School is geared towards increasing critical thinking skills. Students are encouraged to examine teacher-proposed problems, look for

connections, weigh the evidence, think of possibilities and then assess the value of what they have learned. In core courses of English, Spanish, French and Social Studies, students who demonstrate that they are able to meet the learning outcomes are given the opportunity to take Honours or Pre AP and AP courses in that subject area. These courses follow the Ministry prescribed learning outcomes for the subject matter, but allow for more student independence and differentiated learning within its course structure.

Students in the Middle School are presented with a plethora of elective options including Visual Art, Drama, Dance, Band, Choir and Spanish. Grade 8 and 9 students are able to choose two electives that they wish to explore. Within their regular course work, they are also provided with options such as Honours English 8, and AP courses in English, French, and Social Studies.

Student learning in grades 7- 9 is enhanced through the use of technology integration and the library program. Some classrooms are equipped with interactive technologies such as Smartboards and tablets or Easiteach interactive projectors to enhance student involvement in learning. Many students bring their own laptop computers to school to facilitate their learning, and the library has 75 computers that students are able to sign out for instructional use.

Student progress is reported formally in an electronic report card four times a year. While the first report, which comes out in early October is mostly formative in nature and highlights student work habits, the other three include core course and elective courses, the Explore program (HCE), as well as a comment for each extra-curricular activity the student is involved in. Reports also include a comment from the grade level counsellor, teacher advisor and Head of Middle School. A comment and designation is also made in regards to the school's service component.

Grade 7 students participate in Foundation Skills Assessment testing. Results are sent home to parents and used by the School to identify areas of numeracy and literacy that may warrant discussion. It is out of FSA results in past years that Grade Wide Writes have been developed.

The EEC found that course overviews include course content, planning for assessment and achievement indicators and provide evidence that the Ministry prescribed learning outcomes are being met as required.

English

The teaching of English is intentional and deliberate. The English Department has been clear in its expectation in regards to the continuum of skills expected in grades 6-12 for Writing, Punctuation, Grammar, Spelling, Vocabulary, Literary Analysis and Speaking. Unit overviews for each grade were separated by short

stories, novel studies, research assignment, literature circles (or Shakespeare/poetry), and public speaking.

In grades 8 and 9, students are guided through the English curriculum in a thematic manner. Within the study of literature there is a strong emphasis on Adrienne Gear's reading strategies of making connections, questioning, visualizing, transferring and making inferences between themselves and what they have read. The EEC commends the School on its strong focus on public speaking and its preparation for Collingwood's Public Speaking Competition.

Students in the middle school are given many opportunities to write and to improve their writing skills. Grade Wide Write's occur three times a year and give students a greater understanding of writing expectations and examples of what good writing looks like. It also allows students to become more familiar with the use of writing rubrics and to examine what they need to do to improve their own writing. It is evident that teachers within the English department have sat down and compared expectations in regards to student writing and the expectations for students at each level and are incorporating BC performance standards. English teachers have also shared this with other departments so that a common expectation for writing occurs across the curriculum.

The use of technology is seamlessly integrated in the English curriculum. Students are invited to use technology as an aid to their presentations and often respond to literature through the use of blogging and wiki's. Students learn how to create bibliographies using *Noodle Tools* and use technology such as *Turnitin.com* not only as a preventative measure for plagiarism, but to receive feedback from both teacher and peer groups.

The EEC commends the School on its use of various Quick Scale Rubrics from the BC Performance Standards and the many teacher-created rubrics observed to accompany projects and assignments. Considerable progress has been made in assessment for learning. This includes evidence of peer and self- assessment and peer and group editing rubrics and reporting. The EEC was pleased to observe the School's active participation in the Network of Performance Based Schools.

Social Studies

Social Studies course overviews in grades 7-9 clearly align the prescribed learning outcomes provided by the Ministry. Teacher and unit plans show intentional and integrated strategies to provide students with meaningful learning activities which promote traits of understanding as well as critical thinking skills. Careful thought and planning has gone into the projects and teaching strategies implemented at each grade level so that they maximize student potential, as well as meet the School's goals in regards to development of all language skills as well as higher-level critical thinking skills.

The School is well-equipped with resources such as *Across the Centuries*, *Ancient Worlds*, *Other Places*, *Other Times* and *Crossroads*. In addition to these texts, students have access to several electronic databases to which the School subscribes, as well as the *Pathfinders* of web links that the librarians put together for student use and make available on the School website.

Science

Science study is engaging and active. Collingwood's goals for Science study in grades 7-9 is to engage students by using the Ministry's prescribed learning outcomes, to: develop critical thinking interpersonal and communication skills, develop safe and proper lab techniques, increase appreciation for the natural world we live in, form a base and interest for higher level science study and to have students become life-long learners. The EEC saw Middle School students actively involved in Science learning. Students were busy presenting everyday uses of chemicals such as Hydrogen and Oxygen, creating real life models of cells, and using Smartboard technology to answer questions together in small groups.

Unit plans are designed with the intention of making Science relevant to students and to allow connections to the real world. Course overviews are separated according to Life Science, Earth Science and Physical Science and align with Ministry prescribed learning outcomes. *BC Science* is used as the principal textbook in grade 7 and *Science Probe* in grades 8 and 9.

Assessment includes such items as lab completion, tests, quizzes, projects (such as Science Fair) and homework, participation, attitude and organization. All Middle School students are involved in the Collingwood Science Fair.

Mathematics

Course overviews, yearly scope and sequence and unit plans at the Grade 7-9 levels are specific and aligned with the prescribed learning outcomes as outlined by the Ministry. Teaching strategies and assessment methods are carefully defined and designed in a way that will allow students to explore applications between math and everyday objects and patterns that they encounter in daily life.

While the Math program at the Middle School meets Ministry prescribed learning outcomes, it also exceeds them. This is part of their philosophy as a school and they intentionally surpass the requirement in efforts to prepare their students for higher level math at the senior level and subsequent university attendance. In order to meet this goal and the needs of each student, students are placed in a three to four strand Math program in which classes are grouped by ability. Students all take the same test at the end of a unit, but learning in each class is differentiated in regards to teaching strategies to help each student reach their potential. Teachers have been intentional in implementing problem solving skills

that allow students to connect math to real world situations. Each week, students are given the opportunity to grapple with math problems using manipulative and peer support to find the best solution, providing rationale for their answer.

No core text is used throughout the Middle School Math program. Resources vary according to the strand that students are in and include *Jump Math, Canada Math, Singapore Math, and New Elementary Math*.

Modern Languages

Middle School students at Collingwood are presented with options to study other languages. In Grade 7, students transition into Grade 7 French through the use of the Accelerative-Integrated Method (AIM). This program incorporates the use of gesture, drama and music into language learning. French 7 curriculum follows some of the same themes students study in English 7. No specific text is used in French 7. The curriculum is based on many teacher created materials and incorporates the use of French plays. Students in Grade 7 also receive one class a week learning the basic Spanish vocabulary. Prentice Hall's *Realidades* text is used as the basis of this course. This introductory course is taught under the "whole communication approach" incorporating speaking, listening, reading and writing skills. In Grade 8 and 9 French, students continue to build vocabulary and language skills through thematic study. The *Ca Marche* series is used as a resource for these French units and guides study under unit topics such as food, sports, cinema and friendship. Students are also required to practice their French skills using the *Tell Me More* on-line interactive program.

In Spanish 8 and 9, students continue learning Spanish and increase their grammar and vocabulary knowledge. This learning is enhanced with the introduction of the cultures of Latin America and Spain through which students learn about festivals, stories, videos, arts and crafts that are prevalent in Spanish culture. *Tell Me More* interactive software is used to provide students with practice in listening, speaking, reading and writing Spanish. The *Realidades Uno* and *Dos* textbooks are used as a resource for these courses.

Students in Middle School French and Spanish are immersed in the language. The EEC observed that students were engaged in French and Spanish learning that encouraged student dialogue in the language and that an emphasis was placed on speaking. All French and Spanish unit plans are clearly link to the prescribed learning outcomes as outlined by the Ministry.

Physical Education

All students in grades 7-9 receive three blocks of physical education per week. Physical education classes generally combine two classes with two separate teachers. This allows for gender separation with boys and girls receiving instruction from a male or female teacher respectively. In certain fitness classes

and games, students are combined in the gym to complete the task at hand (e.g. fitness testing). Physical education classes focus part of their class on core fitness and warm up activities to increase physical activity wellness and active living. The rest of the class is often spent teaching and improving student skill-set in cooperative games and major sports such as volleyball, soccer, basketball, lacrosse, field hockey, rugby, football, softball and Ultimate Frisbee.

Students are required to log their Daily Physical Education minutes using the Ministry on-line recording system. They are transitioning to this program this year, and some students still use a paper version, depending on their Advisor, the person who records and comments on DPA for reporting purposes. Students involved in extra-curricular sports programs inside and outside of the School, use these minutes as part of their DPA requirement.

In addition to the Physical Education program, many Middle School students are engaged in a varied extra-curricular sports program where they can compete in individual sports such as swimming or cross-country and team sports such as rugby and field hockey. Middle School students compete against other ISA and CAIS schools at the grade 7 level, and compete in league play in grades 8 and 9. The EEC commends the School on the assessment rubrics that PE teachers use to assess students in grades 7-9.

Health and Career Education

Collingwood's *Explore* program allows students in grades 7-9 the opportunity for experiential learning while covering many of the prescribed learning outcomes as outlined by the Ministry. Students in grade 7 spend three days at a residential camp where they engage in decision making, group work, cooking and planning skills and setting and reaching a goal. This trip serves as great preparation for their next *Explore* trip which happens in grade 8 which involves a three day backpacking trip to Manning Park or Stein Valley. Through this program, students learn decision making skills, as well as safety and injury prevention. Grade 9 students are given the opportunity to hike the Juan de Fuca trail or go sea kayaking. Through the *Explore* program, students are exposed to topographic maps and orienteering, back country safety, and avalanche awareness. While on *Explore* trips, students are engaged in readings and responses geared around themes of teamwork, self-reliance, self-esteem and attitude. Students in grades 7-9 receive a grade for their participation in *Explore* which is created and commented on by the *Explore* team.

Health and Career Education outcomes that are not met through the *Explore* program are addressed by guest speakers such as sexual health educators, health educators, ICBC and other community resources such as the West Vancouver Fire Department. This is coordinated by the grade counsellor at each level. Each grade counsellor also provides necessary study skill resources to

advisor teachers and prepares other Health and Career activities to be implemented during homeroom time.

While the EEC saw evidence that the provincial learning outcomes for Health and Career Education were being addressed creatively through the integration of *Explore* and the grade counsellor inputs, the EEC encourages the School to further develop its course overviews for Health and Career Education to clearly demonstrate what topics are taught and assessed, where and when, and by whom at each grade level. This would provide for a clearer oversight of the School's program and ensure that all Health and Career Education learning outcomes are being met.

Fine Arts

Collingwood offers students in grades 7-9 several Fine Arts options. Students may choose from Fine Arts elective courses in Dance, Choir, Band, Visual Art, and Drama. In all Fine Arts courses, unit overviews are clearly linked with Ministry prescribed learning outcomes.

Students in Band and Choir are provided with a rich choral and instrumental experience. In both Band and Choir, students enhance their musicianship in phrasing, intonation, understanding of rhythm and notation, articulation and listening skills. Middle school students are also invited to take part in extra-curricular activities such as Jazz Choir and Musical Theatre.

Visual Arts students in grades 7-9 are exposed to a variety of media and genres of art. They are led through historical components of art to help set the foundation for Senior Art study. The Middle School hallways were filled with examples of student art work that exemplifies their craftsmanship and abilities.

Drama and Dance enrich the fine arts experience for middle school students. Teachers in the performing arts area are active performers and their experience is evident in their daily lessons and pedagogy.

The EEC encourages the School to update its course overviews to ensure they are current, living documents, linked to the latest provincial learning outcomes for each subject and that current IRP terminology is employed.

Senior School – Graduation Program: Grades 10-12 Morven Campus

The EEC observed that Collingwood School offers a wide range of course options that allow students to fulfill the Ministry of Education's 2004 Graduation Program. The school offers all Ministry required courses, extensive offerings in Fine Arts and Applied Skills, Ministry Authorized courses and an extensive list of Board/Authority Approved (BAA) courses. The school's course offerings speak

clearly to the school's promise to provide a challenging learning environment which aims for holistic, well-rounded education. The atmosphere in the school is respectful and industrious and teacher-student relationships are the keystone to its dynamic learning environment. The confidence and critical thinking they wish to model, the resilience and creativity they aim for and teach, were evident throughout the school.

The EEC confirms that all courses in the Graduation Program include course content, planning for assessment (teaching strategies and learning activities) and achievement indicators (assessment and evaluation methods). Long term plans, daily lesson plans and classroom observation provide evidence that the Ministry prescribed learning outcomes are being met.

A sufficient number and selection of courses are offered enabling students to meet BC graduation requirements as specified in the *Educational Standards Order (Section 5)*.

Collingwood School follows a linear schedule with five blocks of teaching occurring each day in the Senior School Program, each meeting for 65 minutes and a total of 100 instructional hours. The EEC observed evidence of long-term planning within overviews, with links established between school curriculum and Ministry prescribed learning outcomes. All students, 7-12, meet at the beginning of each week for school-wide assembly. This provides opportunity for student performance, awards presentation and announcements.

The School has a well-developed course challenge policy and process to allow for advancement where appropriate.

Science

Collingwood School has a well-developed Science program delivered by a department of skilled teachers. They provide their students with a wide variety of courses, including Science 10, Chemistry 11 and 12, Biology 11 and 12, Physics 11 and 12, Earth Science 11, and Geology 12. In addition to this, the School provides AP Environmental Science 12, AP Biology 12, AP Chemistry 12, and AP Physics 12. The facilities are organized in such a way that toxic materials and dangerous chemicals are stored securely in the teacher preparation areas and safety equipment such as fire blankets, eye wash stations and showers are appropriately labeled and accessible. The EEC observed extensive use of laboratory assignments, hands-on learning activities and use of technology to enhance student learning. The school participates in a wide range of science fairs and competitions, allowing students to pursue individual scientific interests as well as interact with science in industry.

The EEC had ready access to course overviews from administration and teachers, and daily lesson plans were available in a consistent format throughout the science department. In each case linkages are made to the Ministry learning outcomes and achievement indicators. Daily lesson plans and teacher records indicate a variety of assessment strategies. Yearly plans indicate the overall targets for curriculum coverage for the year. From classes observed those targets are being achieved. The Science Department has also taken on the goal of increasing student critical thinking skills and having this become part of the language and practice of the students. Teachers have implemented a variety of assessment strategies and are exploring new ways of assessing student learning.

Mathematics

The Mathematics department at Collingwood School is offering Foundations of Mathematics and Pre-Calculus 10, Foundations of Mathematics 11 and Pre-Calculus 11, Principles of Math 12 and Calculus 12 and Applications of Mathematics 12. In addition the school offers AP Calculus 12, and Statistics 12. The school is making the transition to the new Ministry of Education Math program which will be completed next year. The EEC observed yearly plans, course overviews and daily lesson plans. Teachers are also making use of online resources for active student engagement with new concepts, review and enrichment. The Math department reviews the provincial exam results at grade 10 and 12 and adapts its strategies for increased student success and achievement in this area. This same process is used for the results of the Advanced Placement Exams. Students have been actively encouraged to write the optional provincial exams to enhance university entrance applications.

Social Studies

The Social Studies department offers the core Ministry programs for Social Studies 10 and 11, as well as an optional Advanced Placement (AP) Social Studies 10 course that allows students to present a portfolio and write a challenge exam for the Social Studies 10 curriculum and then complete the Social Studies 11 course and Provincial Exam in one year. Additional social studies elective course offerings are: Geography 12, History 12, Law 12, AP Human Geography, AP European History, AP Economics and AP Psychology. The Social Studies department incorporates multi-media components in their programs to enhance learning and engage their students in the material. As well, technology is used to mirror the Ministry's provincial online test taking, by accessing a computer space for the written portion of tests.

English Language Arts

The English department offers the core Ministry programs for English 10, 11 and 12, as well as an optional streamed Pre-Advanced Placement (AP) program at

Grade 10 and 11. The Pre-AP stream provides deeper learning opportunities, for an enriched program, through activity extensions that have a focus on high-level critical and creative thinking. Elective courses mirror the high calibre of student learning/achievement that the department works towards: Board /Authority Approved (BAA) Creative Writing 12, BAA Speech and Debate 12, Literature 12, AP English Literature, AP English Language. All classrooms are outfitted with LCD projectors and the English area has one classroom allocated with student computer workstations. The department utilizes the services of *Turnitin* to ensure plagiarism is minimal and as a student peer-feedback tool. Annually, the English program is in charge of *Grade Wide Writes* and a public speaking competition. The EEC noted that the department has a well developed continuum of skills that range from Grade 6 to 12, which highlights the introduction, development and reinforcement for mastery in writing, punctuation, grammar, spelling, vocabulary, literary analysis and speaking.

Visual and Performing Arts

Collingwood School offers a wide array of courses in the Fine Arts: Art 10-12, Drama 10-12, Choir 10-12, Dance 10-12, Band 10-12, Graphic Design 11-12 and BAA courses: Advanced Choreography 10-12, Advanced Hip Hop 11-12, Art Portfolio 12, Creative Writing 12, Digital Photography 11-12, Yearbook 12, Acting 10-12, Musical Theatre 10-12 and AP Studio Art 10, Jazz Ensemble 10-12, and Chamber Choir 11-12. This is a rich offering for the students of this School and it clearly has an impact on the overall ethos of the School and its place in this community.

The Fine Arts program is well integrated into the life of the school with many displays of visual arts in the rooms and corridors. Performance opportunities are available in School assemblies as well as public performances for the larger school community. The breadth of the program allows for students to pursue either a variety of courses or to focus their skills and excel in one area.

Modern Languages

The Modern Languages offered at Collingwood follow the core Ministry programs as well as provide elective options for French, Spanish and Latin. The French programs that are offered are French 10, 11 and 12, as well as optional streamed Advanced Placement (AP) French 10, and 11 courses which lead to AP French 12 and AP French Literature. The Spanish programs offered are Spanish 10, 11 and 12, as well as an optional Introductory Spanish 11 program and a streamed AP Spanish 11 course leading to the AP Spanish course. The Latin program consists of four BAA courses that are currently taught online by a teacher employed by the School: BAA Classical Civilizations 12, BAA Latin 10, 11, 12. The AP stream in the Modern Languages department provides enrichment activities and exposes students to AP materials and methodology, which will

prepare the students for the Grade 12 language course or AP language programs. The Modern Languages department uses Ministry approved resources as well as the *Soloist* language lab based program, the online *Tell Me More* program, and a wide variety of online websites that provide grammar practice, reading comprehension and interactive games.

Physical Education

Collingwood offers the Ministry Physical Education 10 course, which fulfills the Graduation Requirements. The school has developed a niche program for their Grade 11 and 12 athletic elective offerings by creating two Board Authority Approved (BAA) programs that connect students to life-long fitness possibilities: BAA Yoga 11, BAA Strength and Conditioning 11 and 12. The EEC commends the School on the facilities and playfields provided for its PE and athletic programs.

Daily Physical Activity

The school has assigned the Daily Physical Activity (DPA) program to their Advisory block teachers. The Advisor teachers are responsible for a small group of students (teacher-student ratios of 1:10-12) and see them for ten minutes prior to assembly, and for a one-hour block later in the week. Students either use a paper log report or the BC Learn Now Online system to document their 150 minutes per week of DPA activities. Students may use their Physical Education course (PE 10, Strength and Conditioning 11/12, or BAA Yoga), an athletic team sport, or the school gym before school, at lunch, or after school towards their DPA hour requirements.

Board /Authority Authorized (BAA) Courses

The school offers, based on enrollment, both elective courses and rigorous academic courses through the Board Authority Authorized framework. The BAA courses currently approved by the school authority and the Office of the Inspector of Independent Schools are: Acting 11 and 12; Advanced Choreography 10, 11 and 12; Advanced Hip Hop 11 and 12; Art Portfolio 12; Chamber Choir 11 and 12; Chess 12; Classical Civilizations 12; Creative Writing 12; Digital Photography 11 and 12; Jazz Ensemble 10, 11 and 12; Latin 10, 11, and 12; Leadership 11; Music Theatre 10, 11, and 12; Speech and Debate 11; Statistics 12; Strength and Conditioning 11 and 12; Studio Art 10 AP; Yearbook 11; and Yoga 11. A discussion took place with the EEC and the administration of Collingwood regarding the need to review the majority of its BAA sequential course offerings, as they required further development in either differentiating the learning outcomes or the assessment requirements in each sequential course.

The EEC met with teachers involved and received assurances from the teachers and administrative team that this will be corrected in the next days.

The EEC confirms that all courses in the Graduation Program include course content, planning for assessment (teaching strategies and learning activities) and achievement indicators (assessment and evaluation methods). Long term plans, daily lesson plans and classroom observation provide evidence that the Ministry prescribed learning outcomes are being met.

A sufficient number and selection of courses are offered enabling students to meet BC graduation requirements as specified in the *Educational Standards Order (Section 5)*.

The EEC encourages the School to update its course overviews to ensure they are current, living documents, linked to the latest provincial learning outcomes for each subject and that current IRP terminology is employed.

Student Counselling and Guidance Services (Grades 7-12)

Collingwood School has established a program that has each student appointed to an advisor who is the first line of contact with parents when it comes to future academic directions. There is also a registered psychologist on site each Tuesday, available for referrals by staff and administration and available to students directly as needed. There are three university guidance counsellors on staff who work with students toward successful university application, acceptance, transition and follow-up. An extensive post-secondary library is also available to students in the planning process. The EEC noted the ways in which this team was planning tours to visit potential universities and meeting with Collingwood alumni to close the feedback loop on their success in university. The school also offers Planning 11 as a noncredit course to prepare students for the application and entrance process into US universities.

Planning 10 is a course taken within the schedule and is enhanced with University Guidance and Graduation Transitions. The Graduation Transitions Program is introduced in Planning 10, in Grade 11 the students work under the direction and guidance of their grade counsellor and in Grade 12 the students work with advisors and counselors to prepare for a May presentation of their Graduation Transition plans.

Computers and Technology (Grades 7-12)

The teachers at Collingwood are working toward a healthy and purposeful integration of technology into student learning. There is a common language developing around 21st Century Learning Skills. The School has introduced an

Educated Mind Curriculum to achieve these larger goals. Students have wide access to the tools and are being taught to use these critically and thoughtfully to achieve goals in critical thinking and imaginative learning. At the Morven Campus students have wireless access; there are several labs with fixed stations and there is wide access to laptops throughout the school. There are Smartboards throughout the School and all teachers employed by the School are provided with their own laptops. The school uses PCR Educator/Campus which is fully integrated into the administration and fabric of school life. This tool is set up as a one-point data entry for all administrative and many educational needs and is being used for advancement and medical information. The School also has an extensive five-year technology plan that directs purchasing and planning. Multimedia and programming courses are also offered for technology instruction. The technology resources are being successfully used to meet larger goals of teaching research skills and critical thinking.

Library (Grades 7-12)

The library provides a hub for the research and reading component of the School's program. The teacher librarians are actively involved in the School's academic program, particularly in student research projects and research paper writing. The Noodle Tools are being used in particular to increase skill in the research paper writing area. The library has approximately 14,000 print titles (fiction and nonfiction) and it subscribes to a variety of educational data bases and learning tools. There are approximately 75 laptops that are available for student sign out. These are used extensively throughout the school. The library is transitioning from a permanent collection of nonfiction materials to more and more of its resources being available digitally. Teacher librarians are working to ensure that students graduate with high levels of competency in the area of research skills.

In addition to this, there are two computer labs that teachers have access to. In an effort to infuse technology into all subject areas, the library has also acquired technological tools such as iPads and Kindles to encourage student utilization of 21st Century learning tools. The EEC finds the teacher-librarians to be a vital resource to students and teachers. The librarians help facilitate research projects in coordination with teachers and they create Pathway sites on the School web page to help students navigate through a variety of quality online resources.

Learning Assistance/ Special Education Program

Collingwood School prides itself as a university preparatory school gearing students towards success at the university level. As such, the learning assistance model is represented in two sections: (1) Mainstream IEPs, and (2) KEY IEPs. Mainstream IEPs are managed by the Middle School IEP Coordinator and the

Senior School IEP Coordinators. KEY IEPs are managed by the Middle School KEY Department Head and the Senior School KEY Department Head. The School recommends that psycho-educational assessments be done every three years to ensure current educational needs are being met; therefore, as needed assessments are done prior to entry in Grade 7 and Grade 10. Students who have a valid psycho-educational assessment with a diagnosed learning disability are placed on a Mainstream IEP. Students who have a current psycho-educational assessment that determines a student is *At Risk* (Grade 7) or *Learning Disabled* (Grade 8-12) are considered KEY program candidates. Presently, there are two (plus one at the Wentworth Campus) provincially funded special education students. Collingwood has 72 students on IEPs: 10 students on Gr. 7-9 Mainstream IEPs, 20 students on Gr. 10-12 Mainstream IEPs, 21 students on Gr. 7- 9 KEY IEPs, and 21 students on Gr. 10-12 KEY IEP.

Additional Activities

The School has an active commitment to its service strand and organizes a plethora of service and leadership opportunities locally and worldwide. As a member of Round Square, an international association of schools who share a common belief in character development and global citizenship, the School engages its students in meaningful service and exchange opportunities using its Round Square network.

Each year senior students have access to a student-led leadership retreat that is part of the *Encounter Programme*. At the middle year's level, some charitable or environmental initiative is carried out by students outside of class nearly every week.

Collingwood School has an energetic and capable student council that exudes love and passion for their school and teachers. The goal of the group is to increase student involvement in the life of the school, give leadership in planning Grad Class activities, and participate in weekly assemblies to encourage school spirit and to help each student have a rich school experience. The group that met with the EEC spoke strongly about the ethos of caring in the School and the dedication of teachers to student success while at Collingwood and for their future beyond graduation.

7. REPORT SUMMARY

The EEC expresses its appreciation to the administration and staff of Collingwood School for the preparation for, and hospitality, helpfulness and professionalism shown during the EEC's visit to the School.

Commendations

The EEC observed a high-quality educational program being implemented at Collingwood School. The EEC especially commends the School for its:

- Positive student learning environment; one that radiates mutual care and respect for all and promotes higher-level, critical and problem-solving thinking and active independent learning in a climate of high expectations for student achievement.
- Professional staff learning community and supportive atmosphere; one that displays a dedicated working together to move every student forward in his or her personal achievements.
- Shared administrative leadership model; one that promotes a professional and energetic environment and encourages meaningful and exciting learning to take place.
- Student assessment program; one that reflects department-generated goals to improve student learning and incorporates a variety of rubrics using Ministry achievement indicators to enhance assessment for and of learning
- Development and implementation of a thorough supervision and safety program; one that demonstrates due diligence regarding student safety.
- Rich offering of elective and AP courses and extra-curricular activities; one that provides significant choices and opportunities for students.
- Extensive academic counselling and university application guidance program; one that assists students in preparing for, selecting which, and applying to institutions of higher learning.
- Comprehensive technology plan; one that implements technology across the curriculum in a meaningful way to promote student learning.

Policy Issues

The EEC concludes that Collingwood School has no policy issues that it must respond to, in writing, to the Inspector.

Statutory Requirements

The EEC concludes that Collingwood School has met all statutory requirements.

8. SUMMATIVE RECOMMENDATION

It is the opinion of the External Evaluation Committee that Collingwood School satisfies the requirements for Group 2 classification, and recommends that this classification be granted.

**APPENDIX A
SUMMARY OF TEACHER CERTIFICATION
NON-COMPLIANCE, APPLICATION(S) IN PROCESS & EXPIRING
CERTIFICATES**

1. NEW TEACHERS WHO HAVE NOT SUBMITTED A TEACHER CERTIFICATION APPLICATION

Name	Subject/Grade
NONE	

2. NEW TEACHERS WHO HAVE A TEACHER CERTIFICATION APPLICATION SUBMITTED AND ARE IN PROCESS

Name	Certification Type applied for

3. EXISTING TEACHERS WHO HAVE NOT SUBMITTED A NEW CRC APPLICATION

Name	Certificate Type	Previous CRC on file?
NONE		

4. EXISTING TEACHERS WHO HAVE SUBMITTED A CRC APPLICATION AND ARE IN PROCESS

Name	Certificate Type	Previous CRC on file?
NONE		

5. BCCT TEACHERS WITHOUT CURRENT MEMBERSHIP

Name	Certificate Type	Expiry Date
NONE		

**6. PRINCIPAL CERTIFICATION:
BC College of Teachers or Independent Schools**

Additional Certification Concerns:

**APPENDIX B
BOARD AUTHORITY AUTHORIZED (BAA) COURSES THAT DO
NOT MEET THE COURSE REQUIREMENTS**

Course Name	Ministry Code Number	Comments
NONE		