

School Profile 2011-2012



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Robert Hopkins Public School

JK-5 English/Core French, SK-5 EFI



2011 Glenfern Ave.
Gloucester, Ontario
K1J 6H2

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School hours:
8:00 a.m. - 2:30 p.m.

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

Principal
Mary Conroy

Vice Principal
N/A

Office Administrator
Kimberly Belliveau

Chief Custodian
Earla Richard

School Council Chairs
Tracey Pearson
Barbara Wong

*Superintendent of
Instruction*
Neil Yorke-Slader

School Trustee
Katie Holtzauer

Chair of the Board
Jennifer McKenzie

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

*General Board
Information*
613 721-1820

www.ocdsb.ca

Accessibility Information

[http://www.ocdsb.ca/ab-
ocdsb/mak_our_scho_ac
cess/Pages/default.aspx](http://www.ocdsb.ca/ab-ocdsb/mak_our_scho_access/Pages/default.aspx)

Our School

Robert Hopkins Public School is a well-established and beautifully maintained school in Beacon Hill North, which opened on November 26th, 1971. The school is named after Robert Hopkins (1842-1916), a Gloucester farmer, who served as School Trustee, Justice of the Peace, and Reeve of Gloucester. Robert Hopkins was professed to have "unselfish regard for the advance of the young." Our stately grounds provide a beautiful learning environment set within our well established and beautiful community of Beacon Hill North.

Robert Hopkins school is an 'open-concept' facility, partitioned into three learning areas. Within each of these 'houses', teachers work and teach as teams, sharing the responsibility for program and student success. The well-equipped gymnasium is the focus of our cultural life, which include musical, dance and dramatic presentations, intra-mural activities, the after school program, and community volleyball and basketball. A large Canadian Flag from the Peace Tower of the Parliament Buildings, awarded to the school in February 2000, is prominently displayed in the gym. Visitors to Robert Hopkins Public School quickly understand why we are considered the emerald in the necklace of fine schools in Beacon Hill North.

Our Students

- RHPS has 321 students, 211 on buses, 56% boys and 44% girls, 87 ESL students and 44 students who receive special education support.
- 42% of our students are registered in our EFI program.
- Our grade 5 students transfer to Henry Munro Middle School for grades 6 to 8.

Our Staff

- RHPS has 21.5 teachers, 2 educational assistants, 5 early childhood educators, 1.5 office staff, a 0.5 library technician, 2 care staff and 1 principal.
- Several teachers have specialist qualifications in Special Education, French as a Second Language, English as a Second Language, Computers, Guidance and Physical Education.

Educating for success – Inspiring learning and building citizenship

Our Community

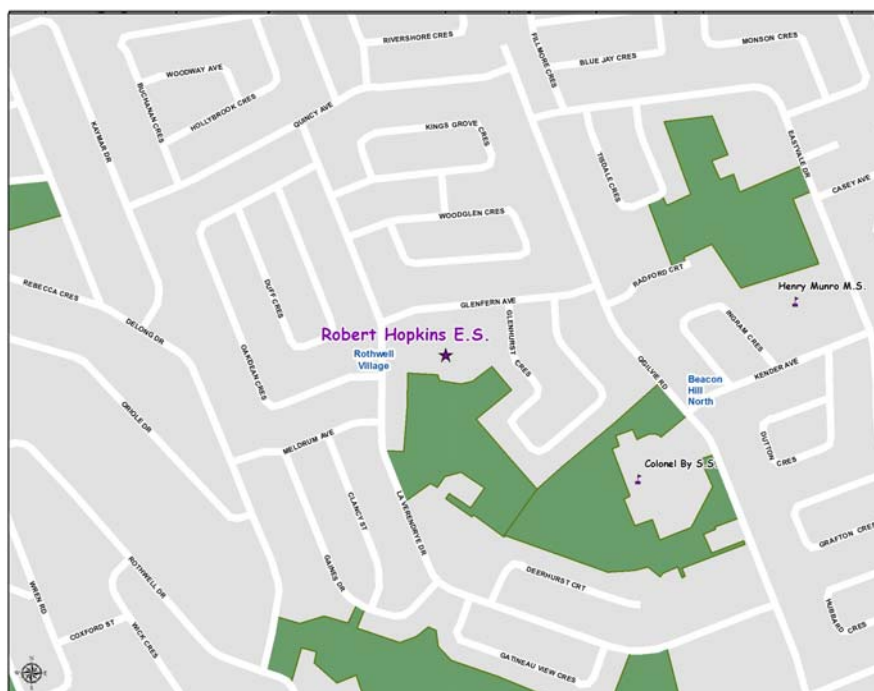
Parents and Community

- RHPS is centered in the Beacon Hill North community of Gloucester. The area is richly endowed with community associations, recreation facilities, daycares, OC Transpo, and the Ottawa Public Library.
- Beacon Hill is characterized by mixed housing from single family houses, townhouses and garden homes to large apartment buildings.
- Parents and community members are welcomed volunteers. Many are members of our School Council and participate in various activities to assist students in developing reading, writing, and mathematics skills. As well, we have volunteers on field trips and special event days. Their contributions are deeply appreciated and celebrated during our annual Volunteer Reception hosted by the staff.
- Our families represent over twenty six languages, including English and French. We are truly a multicultural community.



Mission Statement

At Robert Hopkins we recognize the worth of individuals and we respect their particular skills, talents, interests, cultural background, aspirations and special needs. We strive to instill in our students the leadership skills, attitudes and knowledge required for them to become self-directed and self-motivated problem solvers, with a lifelong love of learning.



Programs and Services

Academic Programs

- English with Core French JK – Grade 5
- Early French Immersion SK – Grade 5

Classroom Organization

- Presently we have 6 English classes and 5 Early French Immersion classes,
- 4 Kindergarten classes – 3 English and 1 French Immersion.

Special Education and ESL Programs

- English as a Second Language and Special Education support is offered within the classroom with withdrawal when necessary.



Facilities and Resources

- Computer lab, Assistive Technology hub, plus computers in each classroom.
- Superb yard, garden, and playground with three play structures.
- Excellent gym with generous equipment resources.
- Large well-stocked bilingual Library, including a Dual Language selection of books.

Safe Schools Initiatives

- Code of Behaviour developed by students, parents, and staff is distributed annually to all.
- A Community of Character and Respect Posters throughout the school.
- Safe Arrival Program.
- Character Education Program based on the OCDSB Character Wheel.
- Safe and Caring School initiatives implemented on an on-going basis.
- Junior Presentation by School Resource Officer on role of the police.
- Assemblies, presentations and special event days.
- Public Health presentations on health and healthy living.
- Process for reporting issues of concern (students/parents).
- Student Council.

Clubs and Activities

- Soccer, Cross Country/Track & Field, Basketball, Pool Noodle Hockey, Dance
- Earth Care/Recycling
- Junior Lunch Hour clubs run by the School Council noon hours from January to March (crafts, reading, sports, gardening, games, cooking, knitting)
- Fun Days, Beach Days, French Days
- Remembrance Day Ceremony
- Music Performances, Talent Show, Dance workshops
- Fall, Winter, and Spring Play Days
- School-wide monthly Recognition Assemblies
- Gardens and Bulb Planting
- End of Year Field Trip or special events in school for all students
- Grade 5 Leaving Ceremony
- Food Days and Milk Program
- Student Council
- Extended Day Care run through OCDSB

Achievement and School Improvement Planning

Measures of Student Achievement and Success

- Teachers administer diagnostic tests in September and throughout the year to assess vocabulary and reading comprehension as well as survey basic math skills.
- One Progress Report and two report cards are distributed per year in grades 1 to 5 and twice a year to kindergarten students. Teachers conduct interviews initially with all parents and then on an as-needed basis for the balance of the year.
- Students who receive extensive support follow Individual Education Plans (IEP's) for supported programs.
- Grade 3 students participate in EQAO Testing in May/June.
- Teachers use ongoing assessments including tests, quizzes, oral presentations, rubric, portfolios for assessing student progress and planning future instruction.
- PM Benchmarks and Trousse d'évaluation en lecture de GB+ are administered to Regular English classes grades 1-3 and Early French Immersion classes grades 1-3 early fall and throughout the school year.
- Comprehension, Attitude, Strategies and Interest assessments (CASI) and French Comprehension Test administered to English and French Immersion junior classes throughout the year.

School Improvement Plans and Initiatives

- Staff reviews formal testing, informal assessment, report cards, OCDSB evaluations, and a variety of demographic information to assist in formulating the annual School Improvement Plan.
- All students are following a Balanced Day timetable allowing for a 120 minute uninterrupted Literacy Block for all primary children and a 100 minute uninterrupted Literacy Block for all junior children. All students receive a 60 minute math block.
- All students registered in our English program are on blocked Literacy timetables to accommodate the inclusion of Special Education/ESL teachers in the regular classroom.
- Focus for this year is communication through writing and numeracy. Our School Improvement Team oversees steps to fully implement a supported literacy/ balanced numeric framework from a school-wide perspective.
- Educational assistants work with students who require additional academic or behavioural support.
- All students have their reading levels assessed in the Fall and again in the Spring and additionally on an as needs basis.
- Yearly in-school competition is held for the French Public Speaking Contest.
- Yearly in-school competition is held for the English Public Speaking Contest
- Borrow- a-Book Program at the primary level.
- English and French Immersion literacy room with ample resources available to all teachers.
- School database of literacy, mathematics and science resources accessible to all teachers.
- School Newsletter
- Early learning Program Initiative (Full-day kindergarten)
- Extended Day Care
- Snack Program

Leadership Recognition

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

Students:

Our students build and practice teamwork and leadership skills as demonstrated during fundraising initiatives and roles on student council, school ambassador teams, monitors for both lunch and bus, recycling helpers, and library helpers. This year, students collected close to \$500.00 in their Marathon of Hope run/walk to support the Terry Fox Cancer Research fund. Our students also collected Canadian Tire Money to help our school purchase additional resources. Many of our students participate in our annual yard clean up as well as our regular Earth Care Audits. Bravo to our student athletes who participate to the best of their abilities in inter-school competitions. In addition to informal recognition on a regular basis, we also acknowledge their contributions in our classrooms, school announcements, newsletters, assemblies, and our Principal's report to School Council. We also support student initiatives and input when developing our school annual plan of activities.

Staff:

We recognize the breadth of skill in our staff as they work towards serving our student community as EA's, E.C.E's, support staff and teachers. 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. They have actively participated in numerous Board-wide professional development activities in literacy and numeracy, and we recognize their initiative by providing and supporting opportunities for further professional growth. Staff are to be commended for their extra efforts in leadership roles such as administrative designate, literacy, numeracy and character education committee leaders, ELL/ Special Education team, Federation representative, Board and school presenters, as well as members of our various committees and as mentors who share their knowledge through our Board and school mentoring program. 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.

Parents/Guardians/Volunteers:

RHPS is fortunate to benefit from numerous vibrant and enthusiastic volunteers. Last year, our volunteers contributed approximately 750 hours of support for the benefit of students in our school! Our dedicated School Council meets monthly and contributes significant funds to enrich our music, art, and science programs, to enhance our assistive technology hub, beautify our yard, as well as, support our end of the year trip for all students. They provide a beautiful yearly luncheon for teachers and individual recognition to staff annually on October 5th, World Wide Teacher Day. Our parents help with the gardening, as well as, organizing our annual June Fun Fair and Silent Auction with over 100 contributions from School Council and local businesses. Our parents run the winter noon clubs, and the Lunch program. As invaluable partners, we thank our parents, guardians and volunteers on an on-going basis, and acknowledge their support through school announcements, our Principal's report to School Council, school newsletters, and our annual volunteer appreciation event. Working together we make a difference!

Community:

Special thanks to our generous and caring community. We have community members who help with our garden, donate books and computers and join us for activities such as the Terry Fox Run. To support our primary curriculum, we invite community members into the school to share information about their occupations. We also invite community members to events, awards ceremonies, our seasonal presentations and the Grade 5 Leaving Ceremony. Our school is fortunate to have annual Coop students from neighbouring high schools. We recognize our community partners through our school announcements, school newsletters, school web site, Principal's report to School Council, and thank you cards.

Results of EQAO Primary Assessment

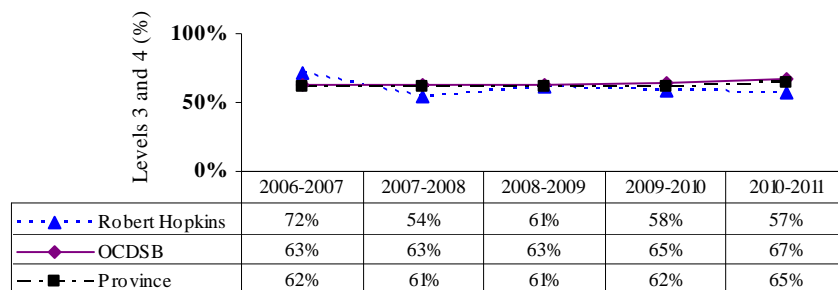
Each year, students participate in the province-wide assessment of reading, writing, and mathematics. This assessment by the Education Quality and Accountability Office (EQAO) is based on the Ontario Curriculum and is one way in which student achievement is measured. Results from these assessments should 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 3 students in this school for the 2010-2011 assessment:

	Number of Students	ELL	Fully Exempt	Receiving Special Education support (excluding gifted)	First language learned at home other than English
Grade 3	42	31%	0%	14%	29%

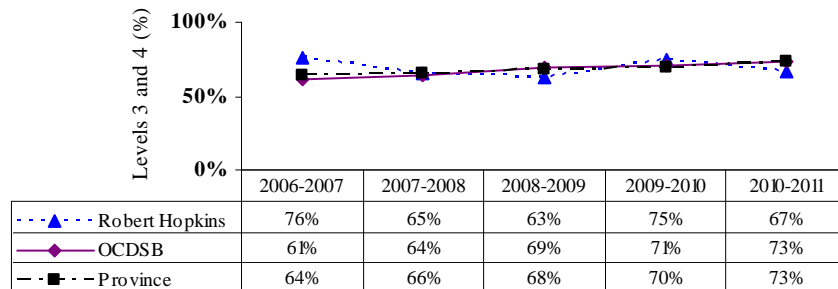
Results for *all grade 3 students* in this school, compared to those for the district and province, are presented below. More detailed information about student performance on these assessments can be found at www.eqao.com.

Grade 3 Reading: Percentage of Students at Levels 3 and 4 (Method 1)



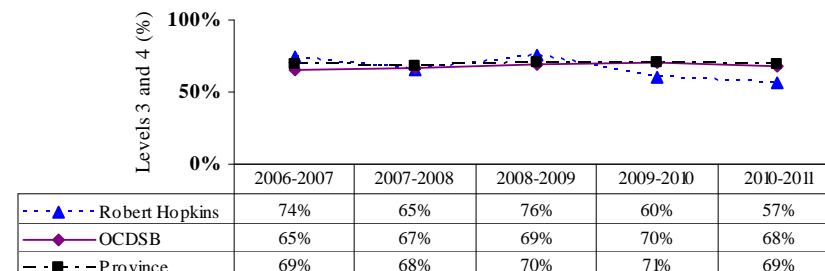
0% of the students were exempt, 0% had no data.

Grade 3 Writing: Percentage of Students at Levels 3 and 4 (Method 1)



0% of the students were exempt, 0% had no data.

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



0% of the students were exempt, 0% had no data.