

School Address

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Director of Education

Gerry Connely

OUR SCHOOL

Arbor Glen Public School, opened in 1975, is located south of Steeles Avenue East and east of Don Mills Road. The school features open classrooms surrounding the library resource centre.

- ✦ The school serves students representing more than 25 countries of birth. Approximately 70% of the students speak English as a second language. Predominant languages represented in the school include Cantonese, Mandarin, Gujarati, Korean and Persian.
- ✦ A daycare centre -- Arbor Glen Community Child Care -- is housed in the school. The childcare provides nursery programs as well as before- and after-school programs.
- ✦ Arbor Glen Public School is committed to providing quality programs in language, mathematics, science and technology, the arts, and social studies. This is accomplished within a structure that encourages team teaching and collaborative planning.
- ✦ A dedicated staff and supportive parents enable us to focus on our priorities in a safe and caring school environment.
- ✦ An important goal of the school is to help students develop self-discipline and social skills so that they can become productive, mature, and responsible members of society. Our code of behaviour stresses respect for self, others, and the environment as important contributors to academic learning. At all times, students are encouraged to take responsibility for their own behaviour and learning in order to create opportunities for growth and achievement.

OUR STUDENTS (As of spring 2006)

	<u>No.</u>	<u>Percent</u>
✦ Total number of students:	272	
Junior Kindergarten - Grade 3	128	
Grade 4 - Grade 6	144	
✦ Gender:		
Female	141	52%
Male	131	48%
✦ Primary language other than English:	234	86%*
✦ Students born outside of Canada:		
Students living in Canada for 2 years or less	13	5%
Students living in Canada for 3 - 5 years	69	25%

* Calculation does not include students for whom language information is missing.

THE SCHOOL BOARD PROVIDES:

The Toronto District School Board (TDSB), in partnership with students, parents, teachers and all our communities, is committed to taking responsibility for continuous improvement of schools. This is achieved through:

- ✦ **Relevant Curriculum**
- ✦ **Equity**
- ✦ **Accountability**

Regular Instructional Programs

- ✦ Languages - English, English as a Second Language, and French
- ✦ Mathematics, Science and Technology
- ✦ Arts - Music, Visual Arts, Drama and Dance
- ✦ Social Studies, Health and Physical Education

Special Education Programs

A variety of special education programs and services are offered to meet the needs of all students, including students with exceptionalities, such as behavioural, communication, intellectual, physical and multiple learning disabilities. Students' exceptionalities are identified through a formal review process undertaken by an Identification, Placement and Review Committee (IPRC).

OUR SCHOOL ALSO OFFERS:

Language/Literacy

- ✦ Balanced Literacy Program (includes all necessary language components)
- ✦ Book Fair(s)
- ✦ Daily independent reading
- ✦ Developmental Reading Assessment
- ✦ First Steps: Oral language, Writing
- ✦ Guided Reading
- ✦ Reading Buddies (with students from other grades)
- ✦ Remedial support from Resource Teachers
- ✦ Storytelling workshops (adult storytellers interacting with students)
- ✦ Class visits/field trips
- ✦ Focused & specific early reading program
- ✦ Letterland Phonics program K - gr.2
- ✦ Home Reading Book Bag Program
- ✦ Momentum Guided Levelled Reading Resources
- ✦ Library Partners in Action

English as a Second Language (ESL) / English Literacy Development (ELD)

- ✦ Team teaching with ESL/ELD staff (in regular classrooms)
- ✦ Translations, translators available
- ✦ ESL integrated in-class support & ESL Program Withdrawal

Other Languages and Cultural Studies

- ✦ International Language classes: Cantonese, Mandarin

Mathematics, Science and Technology

- ✦ Chess club
- ✦ Internet access
- ✦ Math Club
- ✦ Science kits
- ✦ Computer Club
- ✦ Computers in classrooms
- ✦ Class visits/field trips: Harbourfront School by the Water, Outdoor Education Centre, the Ontario Science Centre, the Royal Ontario Museum, the Toronto Zoo
- ✦ Contests: Math
- ✦ Computers in classrooms & a computer lab in the library
- ✦ Scientists in the Schools presentations

Arts Programs/Activities

- ✦ Art program(s): dance, performances
- ✦ Visual arts
- ✦ Dance and movement: performances
- ✦ In-school performances by professional artists
- ✦ Concerts and Performances: music
- ✦ Music: Junior choir, concerts/performances, primary choir, recorder, visiting artists
- ✦ School concerts
- ✦ Class visits/field trips: concerts/performances, performing companies/troupes
- ✦ Interest groups/clubs: choir performance, dance group, sports, visual arts club
- ✦ Visual Arts is integrated across the curriculum

Social Skills and Leadership Programs/Activities

- ✦ Awards
- ✦ Values, Influences, and Peers (V.I.P.) - grade 6
- ✦ Leadership Development Opportunities
- ✦ Second Step Social Skills programs
- ✦ Student recognition assemblies / Accolade assemblies

Community Activities/Supports

- ✦ Faculty of Education students: York University
- ✦ Fundraising
- ✦ Co-op students
- ✦ Seneca College ECE students
- ✦ Parent & Community volunteers

Before/After School and Co-/Extra-Curricular Activities

- ✦ Math Club
- ✦ Dance Option: Primary & Junior dance groups & Ethnic dancing
- ✦ Music: Junior choir, primary choir, recorder
- ✦ After-school activities: arts and crafts, chess, cooking, dance, science, sports
- ✦ Sports house league(s): baseball, basketball, cross country running, soccer, track and field, volleyball
- ✦ Sports team(s): baseball, soccer, track and field, volleyball
- ✦ Fitness Club
- ✦ International Language classes: Cantonese, Mandarin
- ✦ Visual Arts Club

Information about the success of our programs comes from a wide variety of student assessments. These assessments are based on clear expectations for all learners, consistent with those described in *The Ontario Curriculum*.

The primary purpose of student assessment is to improve learning. Assessment has the greatest potential to improve learning when it is an integral part of classroom activities. Teachers assess student progress towards achieving the expectations on an ongoing basis by using strategies such as projects, class presentations, homework assignments, classroom observations, portfolios of student work, and tests.

Schools use assessment information and information from other sources to make informed decisions for school improvement planning. Schools identify areas of strength as well as areas that require improvement. Input is obtained from a variety of sources such as student assessments, teacher feedback, parent feedback, and community surveys. In this way, schools monitor, celebrate and improve their efforts in providing a supportive and challenging learning environment for all their students.

WHAT OUR SCHOOL IS PLANNING FOR THIS YEAR

We have used a variety of assessments to develop our plans to improve student achievement. The following plans are based on identified student needs, feedback we have received from a number of recent student assessments, staff analysis and evaluation of data, as well as feedback from parents and our community.

Literacy

In assessing our students' achievement results in reading and writing, we have identified the need to increase our students' oral proficiency in order to improve the ability to write clearly and to apply language conventions in an effective manner. In Reading, emphasis will be placed on developing prediction and inference skills. Results of EQAO assessments of our Grades 3 and 6 students have supported these goals.

We will implement and continue to refine the following strategies:

- ♦ gathering information about student achievement in literacy in many ways - daily assignments, observation, portfolios, individual assessments, classroom testing and, at the Grades 3 and 6 levels, provincial testing
- ♦ engaging in professional development activities focussed on the First Steps Oral Language and Writing programs
- ♦ using collected assessment data to guide program development
- ♦ involving parents in the language program by sharing and reviewing student work with them
- ♦ increasing instructional time in literacy by emphasizing reading and writing skills across the curriculum
- ♦ increasing oral and reading fluency by encouraging parents to read with their child at home and engage in dialogue
- ♦ ensuring that the Learning Resource Centre is available to all students on a regular basis for research, writing, and reading support

- ♦ providing a wide range of reading and language materials including grade level reading texts and multicultural literature
- ♦ allocating teacher time to provide remedial instruction based on individual needs as well as instruction for children in the early stages of learning English

Mathematics

In response to our students' assessment results in mathematics, we plan to maintain our students' achievement in mathematics by focussing on the following strategies:

- ♦ emphasizing problem solving, data management and probability, patterning and algebra
- ♦ allocating teacher time to provide remedial instruction based on individual needs
- ♦ emphasizing the oral and written communication of mathematical knowledge
- ♦ providing homework assignments which consolidate skills through performance-based assessments
- ♦ participating in national Mathematics contests at the Junior level

We will continue to recognize student achievement and contributions to school and community life through Arbor Glen Accolade assemblies.

To develop our students' social and learning skills, we will implement the Second Steps program in the Primary division and provide information sessions for parents to familiarize them with the goals of this program.

Arbor Glen will continue to use professional arts companies and field trips into the community to enhance learning programs.

OUR COMMUNITY PARTNERS

Parent And Community Involvement

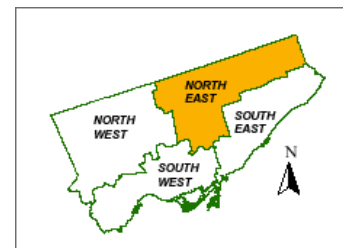
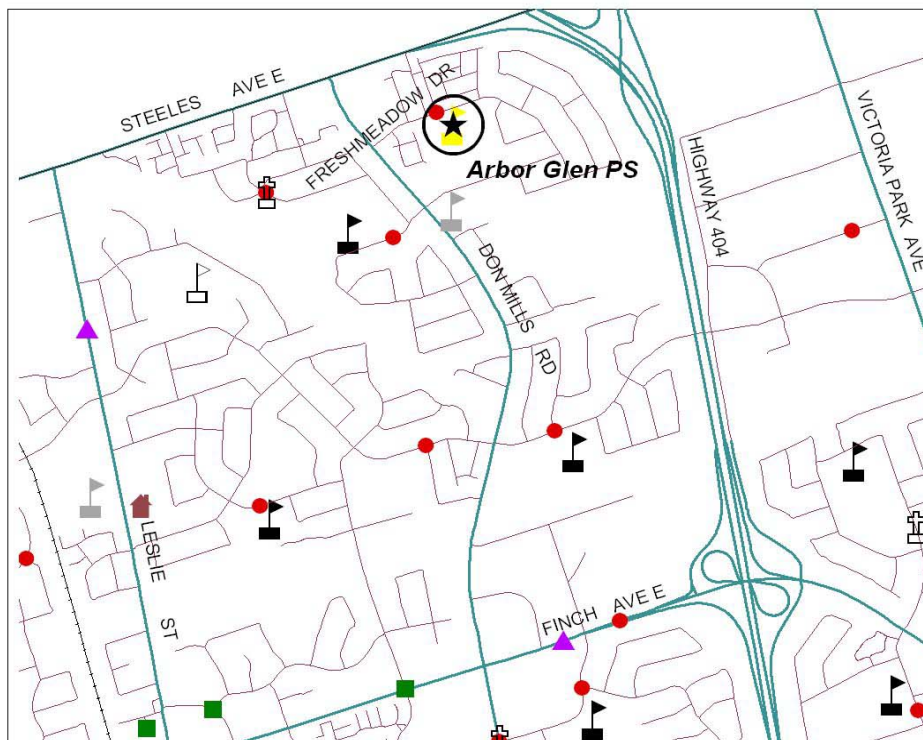
Parent Involvement:

- ✦ School Council
- ✦ Parent volunteers who assist in classrooms and on field trips on a regular basis, support Pizza lunches, organize the school book club, the Valentine's Day Bake Sale, and the Book Bag Program
- ✦ Parents' contributions to the school include the Safe Arrival Program, special events such as the concerts, holiday bake sales and parades, fundraising, creating displays which enhance our learning environment
- ✦ Attending conferences to bring information and expertise to the School Council
- ✦ Parent representatives at ward and other school-area meetings

Community Links:

- ✦ Participation in the Community Child Care program
- ✦ Liaison with Public Health - Community and Neighbourhood Services programs
- ✦ Collaborating with police to provide the Values, Influences, Peers (V.I.P.) program for older students
- ✦ Transition activities with other local schools
- ✦ Student performances for retirement residences in our area
- ✦ Student participation in charity functions
- ✦ Co-op education students work in our primary classrooms
- ✦ Welcoming junior high school students as volunteers in our classrooms
- ✦ Seneca College ECE students placed in Kindergarten program
- ✦ York University - Teacher Candidates

OUR NEIGHBOURHOOD



- ★ OUR SCHOOL
- ▀ TDSB Elementary School
- ▁ TDSB Junior High School
- ▭ TDSB Secondary School
- ⊕ Separate School
- Daycare/Nursery School
- Family Resource/Parenting Centre
- ▲ Community/Recreation Centre
- 🏠 Public Library

0 0.5 1 Kilometers

Notes: The map shows the locations of local schools, community and social service facilities. For more information about these locations please contact the school. Sources: TDSB - Academic Accountability, Facility Services; City of Toronto - Children's Services, Toronto Land Information Services.