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Rex Hagon
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Cathy Dandy

Superintendent
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Director of Education
Gerry Connelly

OUR SCHOOL

Jackman Avenue Public School is located near Danforth and Broadview Avenues. The school was opened in 1963.

- ✦ The school serves just over 700 students. While over 30 language groups are represented in the school, nearly 80% of the students are of English speaking backgrounds.
- ✦ Jackman School is a dual track school offering both regular English and French Immersion programs.
- ✦ The school houses the Jackman Community Day Care which also offers a nursery school program for 3 year-olds.

Our School Mission Statement:

The staff of Jackman Avenue Public School are committed to the tenets of the Toronto District School Board's Mission and Values Statement. In addition:

- ✦ We encourage students to develop high expectations of themselves and are committed to providing the best possible learning experiences in both English and French.
- ✦ We believe in the importance of recognizing individual abilities and learning styles and providing opportunities for success.
- ✦ We value a sense of belonging and support in a strong multicultural community.
- ✦ We value and encourage mutual respect, co-operation and honesty in an environment that is safe, positive, and nurturing.
- ✦ We value open and clear communication among staff, students and parents.

School Focus For This School Year

Jackman Avenue Public School continues its emphasis on the implementation of the Ontario Ministry of Education documents with special focus on :

- ✦ School Improvement Planning
- ✦ Early Intervention measures for Kindergarten/Grade 1 students
- ✦ Developing positive attitudes towards learning in our students
- ✦ Developing support materials in the Science and Social Studies Units
- ✦ Increasing the level of literacy skills across all grades
- ✦ Implementing the Developmental Reading Assessment program in our K - Grade 3 programs and the CASI Reading Assessment program for our Grade 4-6 students
- ✦ Anti-bullying initiatives

OUR STUDENTS (As of spring 2006)

	<u>No.</u>	<u>Percent</u>
✦ Total number of students:	668	
Junior Kindergarten - Grade 3	422	
Grade 4 - Grade 6	246	
✦ Gender:		
Female	344	51%
Male	324	49%
✦ Primary language other than English:	153	23%*
✦ Students born outside of Canada:		
Students living in Canada for 2 years or less	19	3%
Students living in Canada for 3 - 5 years	14	2%

* 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)
- ✦ Borrow-a-book Program
- ✦ Developmental Reading Assessment
- ✦ Early Intervention program
- ✦ First Steps: Writing
- ✦ Literacy resource (remedial support from Resource Teachers)
- ✦ Newsletters
- ✦ Reading Buddies (with students from other grades)
- ✦ Recognition Awards program
- ✦ Secondary co-op students: literacy
- ✦ Silver Birch Reading Program
- ✦ Storytellers Club
- ✦ Visiting authors
- ✦ Library Partners in Action

Mathematics, Science and Technology

- ✦ Math resource (remedial support from Resource Teachers)
- ✦ Pythagoras math contest
- ✦ Quest 2000
- ✦ Math / Science Investigations
- ✦ Composting program
- ✦ Environmental committee
- ✦ Outdoor Education program: Boyne River Natural Science School, gardening
- ✦ School recycling program
- ✦ School Yard Naturalization Project
- ✦ Scientists in School
- ✦ Computer classes: library

Arts Programs/Activities

- ✦ Visiting artists
- ✦ Drama and music presentations: concerts/performances
- ✦ Music: Orff, Voices and Music at the Boyne, choir(s), recorder, strings
- ✦ School concerts

Social Skills and Leadership Programs/Activities

- ✦ Anti-bullying program
- ✦ Awards
- ✦ Leadership program

Community Activities/Supports

- ✦ Adult volunteers
- ✦ Child and youth worker placements
- ✦ Co-op students
- ✦ Faculty of Education students
- ✦ Fundraising
- ✦ Parent Information Nights

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

- ✦ Interest groups/clubs: Math, chess, choir(s)
- ✦ Homework Club
- ✦ Sports house league(s)
- ✦ Sports team(s)

Staff Development

- ✦ Computer literacy
- ✦ Balanced Literacy Program (includes all necessary language components)
- ✦ Developmental Reading Assessment
- ✦ Divisional meetings
- ✦ First Steps: Writing
- ✦ In-house inservice: assessment, computer, literacy, science

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

Jackman P.S. will continue the formal School Improvement Planning process. We will be participating in the training sessions ('train the trainer model') which will assist our staff in assessing our current work within the framework of the Six Correlates of Effective Schools. From the assessment will evolve goals across our responsibilities as educators which will contribute to school improvement and improved learning for our students.

We will continue the process of implementing the Ontario curriculum in all areas. Staff will participate in regular Division meetings at the Kindergarten, Primary and Junior levels. All staff will develop their Annual Learning Plan in collaboration with the Principal. Staff will participate in workshops and professional development that supports their individual plans as well as our school wide initiatives.

Activities supporting improved Literacy in our Primary grades will be implemented during the course of the year. First Steps Writing will continue to be a focus. The Developmental Reading Assessments will occur at the Primary level. We will work together to implement the L.A.M.P. resource.

Activities supporting improved Literacy in our Junior Grade classes will continue. All staff will continue their training in the CASI - Junior Reading Assessment, and will begin to implement this teaching/assessment tool with their students.

The "A.I.R." resource materials have been introduced to staff. We will use this resource to implement excellent instruction and assessment strategies.

Our focus on mathematics will continue - both in the area of communication in mathematics and problem solving. We will begin to research new math text resource materials for purchase next year.

Implementation of the Science and Social Studies curricula continues to be a top priority this year. We

will continue to collect materials to support each topic and work together in grade groupings to discuss strategies for implementation of these Ministry initiatives.

Informational meetings for parents will be planned during the course of the year on topics related to our curriculum implementation initiatives. These topics will include: "School Improvement Planning" and "Developing Literacy Skills in the Early Years".

Our school has worked over the past school year to establish a school-wide Homework Policy which we began to implement in 2000. We will continue to review the policy on a regular basis.

Our school has set a target for communication between our classroom teachers and the parents of their students. Classroom newsletter/calendars will be distributed monthly. The school newsletter (*The Flash*) will continue to be distributed on a weekly basis. Agendas have been introduced for our grade 5 and 6 students.

The maintenance of high behavioural standards continues to be a number one priority. Peaceful classrooms are essential for good learning. Consistent and fair responses to behavioural concerns are essential in establishing a sense of respect among all people working in our school.

Anti-bullying programs are planned for our school during the year. Many activities will be implemented over the course of the year to support this initiative with our students. Theatre performances and visiting artists will continue to support our curriculum initiatives.

OUR COMMUNITY PARTNERS

Parent And Community Involvement

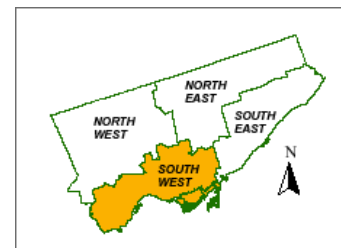
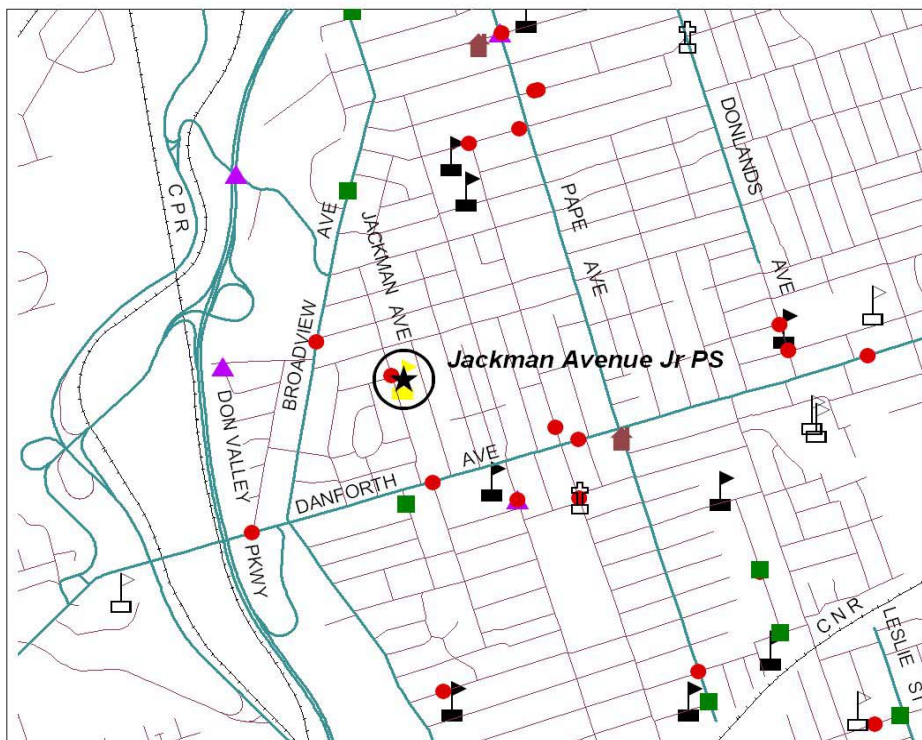
Parent Involvement:

- ✦ Strong, ongoing support and assistance of the parent community
- ✦ Active School Community Council and regular general meetings
- ✦ Many regular parent volunteers who assist in class, on field trips, with reading, fundraising initiatives, Holiday Craft Sale, Spring Fair and other support for our school
- ✦ The Jackman School Council News - a newsletter published by the Jackman School Council
- ✦ Strong community greening involvement, Millennium Garden Project and Playground renewal

Community Links:

- ✦ Intergenerational volunteers
- ✦ Community volunteers involved in Careers Education
- ✦ The Friday Flash - the school's weekly newsletter to inform the community about the weekly happenings at Jackman Avenue Public School
- ✦ Collaboration with community/social agencies - police, Hospital for Sick Children, Clarke Institute, Browning House, Greek Business Association, Danforth Business, Coda, George Brown College, U of T
- ✦ Community Police from the Youth Bureau
- ✦ Public Health
- ✦ O.I.S.E/Faculty of Education University of Toronto students

OUR NEIGHBOURHOOD



- ★ OUR SCHOOL
- ▲ TDSB Elementary 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.