

School Address

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Agincourt, M1T2V3
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Principal

Paul Harvey

Vice Principal(s)

Chris Pryde

Administrative Office Staff

Mary Bard
Anne Scott
Jennifer Quildon

*

School Council Chair(s)

Shalini Prakash

*

Ward 20 Trustee

Soo Wong
(416) 397-3066

Superintendent

Colleen Russell
(416) 396-9176

Director of Education

Chris Spence

OUR SCHOOL

Tam O'Shanter Junior Public School opened in 1971. Located just south of the municipal golf course of the same name, Tam represents the changing face of the population in Toronto. Our students come from many parts of the world and speak many languages. For a significant percentage of the school population, Tam O'Shanter is their first Canadian school. We take pride and pleasure in having a multicultural environment at Tam.

As a school, we are committed to providing a safe, supportive, and caring environment in which students will be successful in meeting the expectations of the Ontario Ministry of Education curriculum. We recognize the need to prepare our students with knowledge, skills and qualities to function well in a world of rapid technological change. At Tam O'Shanter, an emphasis is placed on academics, the arts, athletics and character, in order to develop the whole child in becoming productive citizens. We are committed to working closely and effectively with the home. A successful partnership between home and school will support our students, as we work together with families for our students' success.

The teachers and support staff at Tam O'Shanter have a wide variety of interests and experiences. For this reason, our students experience extensive opportunities to pursue many different sports, clubs and other activities. Their caring, enthusiastic approach to the students, to other staff members and to our Tam parents contribute to the positive learning environment found at Tam O'Shanter.

As a member of the Model Schools for Inner Cities initiative of the Toronto District School Board, Tam O'Shanter is one of six schools in the Forest Manor cluster. As the model school, Forest Manor shares best practices and resources in a collaborative and innovative fashion with Tam. This initiative has made possible a number of extended learning opportunities for students, staff and the community.

Our Code of Behaviour gives a comprehensive outline of the responsibilities of students, parents and staff members. It outlines the consequences that may be used by the school staff to help students become self-disciplined. Our roles and conduct are governed by the four Tribes Agreements: Mutual Respect, Attentive Listening, Appreciation with no Put-downs, and the Right to Pass and Participate.

School Focus For This School Year

Tam O'Shanter promotes the development of a strong foundation for our students in all areas of the curriculum. Beginning with our youngest students, we are involved with the Welcome to Kindergarten program through the Learning Partnership. Our main focus continues to be on English and Mathematics. The enhancement of literacy skills, as well as health and fitness are important components in supporting student academic success. Our teachers are engaged in a professional learning community (PLC), to develop effective strategies for teaching non-fiction reading and writing, focussing on identified student needs. To support health and physical fitness, our school is an active member of the Toronto Schools On the Move project and promotes our student nutrition program.

OUR STUDENTS (As of spring 2008)

	<u>No.</u>	<u>Percent</u>
✦ Total number of students:	387	
Junior Kindergarten - Grade 3	246	
Grade 4 - Grade 6	141	
✦ Gender:		
Female	185	48%
Male	202	52%
✦ Primary language other than English:	351	91%*
✦ Students born outside of Canada:		
Students living in Canada for 2 years or less	62	16%
Students living in Canada for 3 - 5 years	143	37%

* 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:

Co-Curricular

Arts Programs

- ✦ Dance:
Concert & Performances, Folk Dancing, Hip-Hop Dance
- ✦ Dramatic Arts:
Artists in the School, Drama Club, Live Production/Play
- ✦ Music:
Band, Choir, Excursions, Music Concerts / Performances, Recorder
- ✦ Visiting Artists:
Drama, Music, Visual Arts

Intramurals

- ✦ Cooperative Games
- ✦ Cross Country Running
- ✦ Volleyball

Athletic Teams

- ✦ Badminton
- ✦ Basketball
- ✦ Borden Ball
- ✦ Co ed Volleyball
- ✦ Cricket
- ✦ Cross Country
- ✦ Floor Hockey
- ✦ Kilometre Club
- ✦ Track and Field
- ✦ Volleyball

Clubs

- ✦ Art

- ✦ Arts and Crafts
- ✦ Boy's Reading
- ✦ Card Club
- ✦ Chess
- ✦ Equity
- ✦ Gardening
- ✦ Girls Reading Club
- ✦ Library Helpers
- ✦ Math
- ✦ Media
- ✦ Sewing
- ✦ Walking Club

Leadership

- ✦ Daily Physical Activity Leaders
- ✦ Kindergarten Assistants
- ✦ Lunch Monitors
- ✦ P.A.L.S. Playground Activity Leaders in Schools
- ✦ Toronto Schools On The Move Leaders

Competitions

- ✦ Chess
- ✦ Mathematics Competitions:
Math League (Grades 4 and 5), Gauss Math Contest (Grade 6)
- ✦ Speech Arts

Curricular Enhancement

- ✦ Borrow a Book Program
- ✦ Developmental Reading Assessment
- ✦ First Steps: Reading, Writing, and Oral
- ✦ Healthy Learning Communities (Ryerson)

THE SCHOOL BOARD PROVIDES:

- ✦ Science Kits
- ✦ Scientists in the School
- ✦ Toronto Schools on the Move

Community, Culture and Caring

Community - Tutoring

- ✦ School Based:
Homework Clubs, Literacy & Numeracy Tutoring
(Cont. Ed)

Culture/Caring

- ✦ Camps:
Outdoor Education
- ✦ Caring:
Hearing/ Vision Screening Service, Settlement
Education Partnership Toronto (SEPT)
- ✦ Fundraisers:
Book Fair, Jump Rope for Heart, M.S.
Read-a-thon, Pizza Days
- ✦ Nutrition Programs:
Snack Program
- ✦ Safe & Caring Schools:
Let's Stop the Bullying: Bully Prevention
Program, Recognition Assemblies, Recognition
Awards Program, Safe Arrival Program
- ✦ Social Skills:
Adopt-A-Grandparent, Character Development
Program, Second Step, Social Skills Group

Equity

- ✦ Equity Committee
- ✦ Recognition Awards Program

Student Success

Transitions

- ✦ Welcome to Kindergarten

Remedial Activities

- ✦ Early Reading Intervention
- ✦ Reading Recovery

Specializations and Other Programs

Other Programs (Not deemed specialized)

- ✦ ESL
- ✦ Early Reading Intervention Program
- ✦ LEAP
- ✦ OFIP



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

The goal of Tam O'Shanter Junior Public School is to develop the potential of each student in the areas of academics, the arts, athletics and character. Plans have been developed based on input from the students, the staff and the community as well as from feedback we have received from recent student assessments (Primary and Junior EQAO assessments, DRA/CASI data).

We will be putting in place the following strategies:

- ♦ use a variety of programs and special events to assist students in achieving the expectations outlined in the Ontario curriculum
- ♦ use Developmental Reading Assessment Program in the primary grades
- ♦ use CASI reading assessment at the junior level
- ♦ provide students access to computer hardware and software in order to develop computer literacy
- ♦ make the school a welcoming, visually appealing environment for students, staff and members of the community
- ♦ celebrate the multicultural nature of our community through special events, announcements, curriculum connections and workshops for parents
- ♦ enhance the students' personal and social responsibility through the implementation of a variety of recognition awards, character development, clubs, and special programs
- ♦ encourage students to take an active part in a variety of extra-curricular activities
- ♦ provide opportunities for staff members to attend professional workshops and in-services which will assist them with the implementation of the Ontario curriculum policy documents
- ♦ have all students and staff actively participate in the Tribes and Toronto Schools On the Move initiatives
- ♦ imbed character education, through class and school-wide activities, special announcements, recognition awards
- ♦ celebrate classroom and school achievements at

assemblies

- ♦ develop partnerships with businesses in the community

In response to our students' assessment results, we will focus on the following strategies:

- ♦ develop effective non-fiction reading and writing strategies
- ♦ implement school-wide programs to encourage regular home reading
- ♦ ensure that the Learning Resource Centre (library) is utilized by each class in the school on a regularly scheduled basis, to develop a love of reading, as well as research skills among all students
- ♦ dedicate budget funds for the purchase of additional resources in mathematics and literacy
- ♦ support continued participation by staff in staff development opportunities related to literacy and numeracy at a school and family of schools level

In addition, we will specifically:

- ♦ initiate a professional learning community (PLC) of teachers, focussing on developing effective strategies for teaching non-fiction reading and writing
- ♦ implement the Early Reading Intervention Program for our primary students at risk
- ♦ provide opportunities for our student population to learn about the rich cultural and religious diversity through school-wide and class based activities
- ♦ improve reading fluency by providing blocks of 100 minutes dedicated to literacy
- ♦ develop problem solving by modelling effective strategies by teachers, through "thinking out loud", providing opportunities for students to talk about the problem solving process
- ♦ develop leadership among our grade 5 students and promote positive behaviour through the Young Men's and Young Women's Clubs, led by the Principal and Vice-Principal
- ♦ celebrate students' successes in all areas of the curriculum

Our School Plan



OUR COMMUNITY PARTNERS

Parent And Community Involvement

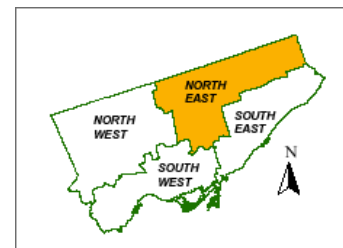
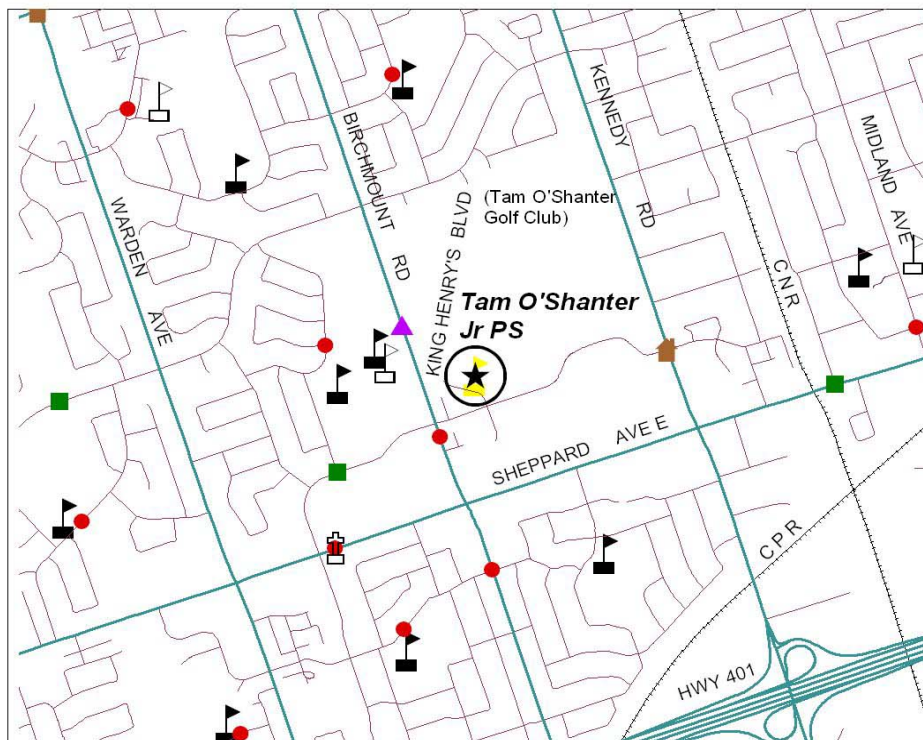
Parent Involvement:

- ✦ assist in the classrooms and the library
- ✦ provide assistance with Scientist in the Schools programs
- ✦ participate in the Tam Community Cafe
- ✦ help with supervision on excursions and/or driving
- ✦ attend parenting programs sponsored jointly by the school and community agencies (SEPT)
- ✦ participate actively on the School Council
- ✦ assist with special events such as Water Day and Playday
- ✦ participate in school-wide celebrations
- ✦ share special talents or experiences in the classroom

Community Links:

- ✦ Grandparenting program establish between Shepherd Lodge and the grade 5 classes
- ✦ class visits to Agincourt Library
- ✦ support received from community businesses for fund raising initiatives
- ✦ establish business/education partnerships
- ✦ involvement with The Learning Partnership of Toronto
- ✦ support for and from Agincourt Community Services (e.g., Kindergarten Readiness Program; food drives)
- ✦ Settlement Project
- ✦ Tam O'Shanter After School Program

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.