

School Address

2 Gledhill Ave.
Toronto, M4C5K6
Tel: (416) 393-1745
Fax: (416) 393-9092

Principal

Andrew McLachlan

Vice Principal(s)

Deborah Stevens

Administrative Office Staff

Leverne Pierce
Christine Morley

*

SACA

Alisha Austin
Sheldon Ford

*

Ward 16 Trustee

Sheila Cary-Meagher
(416) 395-8413

Superintendent

Kathleen Cowan
(416) 396-9196

Director of Education

Chris Spence

OUR SCHOOL

Gledhill Public School is located on Gledhill Ave., just north of Danforth Avenue, between Woodbine and Main. Our school was built in 1917.

- ✦ Gledhill is a dual track school (English and French) with approximately 520 students. About one half of our students are in French Immersion (SK- 6). Gledhill has a culturally diverse population with many students whose second language is English
- ✦ Gledhill is a shared-use facility with the Terry Fox Recreation Centre, the Gledhill Child Care Centre, and the East End Drop-in Centre
- ✦ Our special needs students receive support through Special Education Programs, including Home School Program, Resource Support, and Primary Behavioural. We also offer English as a Second Language support for students
- ✦ Gledhill School rules are designed to promote safety and confidence for all students. They are based on three principles: respect, courtesy and common sense

School Focus For This School Year

- ✦ continue student literacy improvement through a sustained focus on reading and writing, with an emphasis on looking at 'big ideas' such as Social Responsibility and Poverty
- ✦ continue to add to our literacy room with levelled books in English and French
- ✦ maintain our status as a Gold EcoSchool through energy conservation, waste reduction, litterless lunches, Walking Wednesdays and a pro-active Environment Committee
- ✦ begin implementation of the Master Plan for the schoolyard, developed in consultation with students, staff, parents and the community
- ✦ sustain the focus on the Arts through outreach programs, professional artists in the classrooms, drama instruction and music/dance concerts
- ✦ strengthen our Safe Schools Plan through regular assemblies, Second Step, Tribes, and the involvement of our local police liaison officer
- ✦ empower students through presentations at monthly Character Education assemblies
- ✦ promote student leadership development opportunities
- ✦ promote equitable practices
- ✦ integrate information technology across the curriculum
- ✦ encourage parental and community involvement and enhance communication between home and school through the development of a school web site, use of agendas, school and class newsletters and opportunities to volunteer in the school
- ✦ promote extra-curricular activities

OUR STUDENTS (As of spring 2008)

	<u>No.</u>	<u>Percent</u>
✦ Total number of students:	516	
Junior Kindergarten - Grade 3	361	
Grade 4 - Grade 6	155	
✦ Gender:		
Female	259	50%
Male	257	50%
✦ Primary language other than English:	135	26%*
✦ Students born outside of Canada:		
Students living in Canada for 2 years or less	9	2%
Students living in Canada for 3 - 5 years	22	4%

* 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:
Folk Dancing
- ✦ Dramatic Arts:
Artists in the School
- ✦ Music:
Band, Choir, Itinerant Music Teachers, Music Concerts / Performances, Orff Program, Strings, Vocal
- ✦ Visiting Artists:
Drama, Prologue to the Performing Arts

Athletic Teams

- ✦ Cross Country
- ✦ Ice hockey
- ✦ Slo-Pitch
- ✦ Track and Field
- ✦ Volleyball

Clubs

- ✦ Chess
- ✦ Environmental
- ✦ Knitting Club
- ✦ Library Helpers
- ✦ Recycling
- ✦ Red Maple Reading Club
- ✦ Silver Birch Book Club

Curricular Enhancement

- ✦ Borrow a Book Program
- ✦ Developmental Reading Assessment
- ✦ Family Literacy Night

- ✦ Healthy Learning Communities (Ryerson)
- ✦ Scientists in the School

Community, Culture and Caring

Community - Tutoring

- ✦ Community Based:
After School Program
- ✦ School Based:
Volunteer Tutors

Culture/Caring

- ✦ Caring:
I'm a Great Kid!, I'm a Great Little Kid!,
Intergenerational Program

Student Success

Remedial Activities

- ✦ Reading Recovery

Specializations and Other Programs

Other Programs (Not deemed specialized)

- ✦ ESL
- ✦ French Immersion
- ✦ 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

Reading and Writing

- ✦ use Early Observation Survey, DRA and CASI as diagnostic and summative assessments
- ✦ focus on improving Reading achievement, through inferencing, making connections (text-to-self, text-to-text, text-to-world) and higher level questioning and thinking
- ✦ offer Family Literacy nights
- ✦ promote Reading Buddies for all grades
- ✦ add to the literacy room with more levelled books in English and French and more professional resources for staff
- ✦ encourage parents reading with their children through the Borrow-a-Book program
- ✦ support common planning for grade partners
- ✦ establish literacy block in timetable for all grade levels
- ✦ provide regular professional development for staff

Mathematics/Science

- ✦ use Math/Science Investigations and math manipulatives
- ✦ support common planning for grade partners
- ✦ provide professional development for staff
- ✦ Scientists in the School

The Arts

- ✦ Winter and Spring concerts
- ✦ Prologue for the Arts performances for all grades
- ✦ Arts for Children of Toronto -- bringing the arts and children together
- ✦ Musical theatre production

Health and Physical Education

- ✦ a wide range of extra-curricular activities is offered at Gledhill
- ✦ Daily Physical Activity (DPA) for all students
- ✦ all classes taught by a physical education specialist

Code of Behaviour

- ✦ reinforce Gledhill's School Rules through classroom teaching and recognition assemblies
- ✦ display School Rules throughout school
- ✦ continue with Year II of the Positive School Discipline Plan
- ✦ encourage parental involvement to support and reinforce Code of Behaviour
- ✦ use Second Step, Tribes, and Character Development to improve social skills
- ✦ offer leadership opportunities to students through the Recess Revival program

Partnership with Parents and Community

- ✦ publish regularly school and classroom newsletters
- ✦ add to and develop further the school web site as a communication tool
- ✦ encourage staff participation at SACA meetings
- ✦ collaborate with SACA in organizing and presenting workshops
- ✦ support fundraising initiatives such as QSP, Silent Auction, Family Fest and Dance-a-thon
- ✦ partner with Parks and Recreation to offer ARC, After School Recreation Care program
- ✦ partner with East End Children's Centre to offer Early Years literacy and math programs for parents and young children

OUR COMMUNITY PARTNERS

Parent And Community Involvement

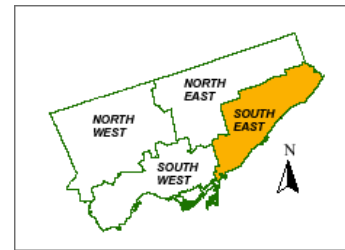
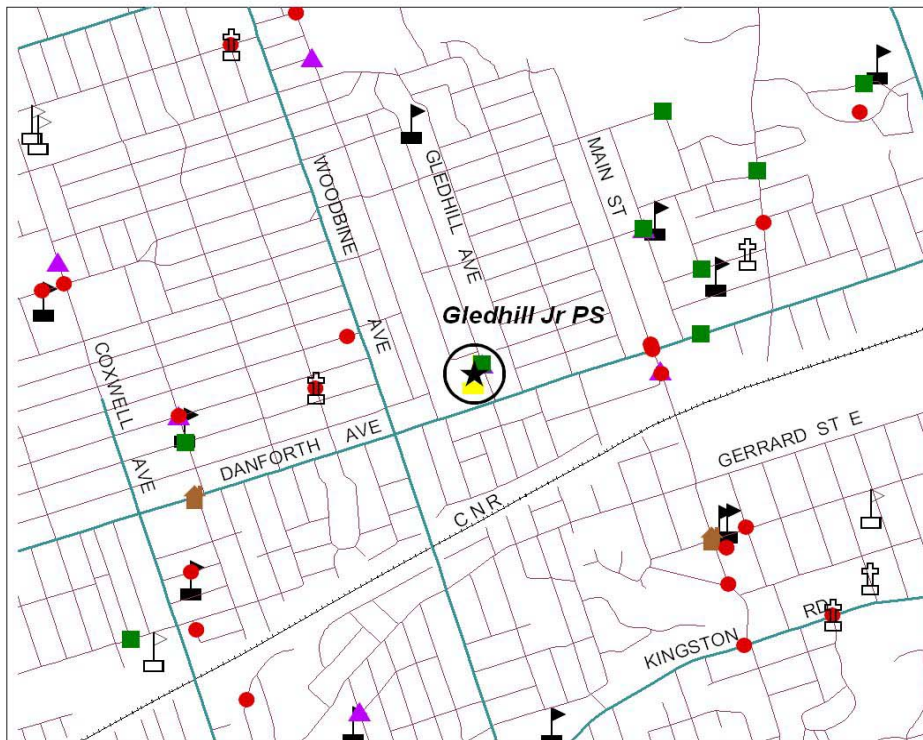
Parent Involvement:

- ✦ School and Community Association directed by our School/Community Executive Committee
- ✦ Regular parent volunteers who assist in classrooms, sports activities, choirs, and fundraising
- ✦ Parental involvement on school committees
- ✦ Parent newsletter, The Gledhill Guardian, published regularly throughout the year

Community Links:

- ✦ Public Library class visits (Gr.3-6)
- ✦ Community volunteers
- ✦ Involvement with Community Centre 55
- ✦ East End Parenting Centre
- ✦ Partnership with Parks and Recreation, including ARC, After School Recreation Care
- ✦ Partnership with Gledhill Child Care Centre
- ✦ Partnership with the Police at 54 Division
- ✦ Partnership with various Faculties of Education, to host student teacher placements

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.