

School Address

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Director of Education

Chris Spence

OUR SCHOOL

Rose Avenue Public School is a downtown inner-city school located in the centre of St. James Town. Next year will be our 125th anniversary. Our student population is drawn from the 22 apartment towers housing over 27,000 people surrounding our school within a 32 sq. acre (one quarter square kilometre) city block. It is held to be the most densely populated community in North America. Demographers advise us that people from over one hundred countries and speaking over 160 languages live here.

- ✦ The school serves a student population of over 650. 173 are in kindergarten alone. More than 85% of the students have English as their second language, representing about 50 language groups.
- ✦ The school offers Junior Kindergarten to Grade 6 programs.
- ✦ We have a large on-site Child Care Centre and a Parenting and Family Literacy Centre.
- ✦ Our School Plan supports the TDSB's mandate of providing a strong literacy and numeracy focus, as well as a safe and nurturing environment for our students.

School Focus For This School Year

In light of the diversity of our community of learners, Rose Avenue Public School puts a strong emphasis on achieving three goals: improved outcomes for all, decreased inequities in outcomes for all (child and adult alike) and increased confidence in public education. We realize these through:

- ✦ language acquisition and development of literacy and numeracy skills
- ✦ programs focusing on responsibility, social skills, independence and self-esteem
- ✦ critical thinking, problem solving, life-long learning and equitable practices
- ✦ integrated and meaningful curriculum expectations and related field trips
- ✦ fostering collaborative grade team planning and professional development
- ✦ providing a safe and nurturing learning environment
- ✦ expanding Safe School initiatives to meet community needs
- ✦ fostering collaborative parent and community partnerships
- ✦ expanding extra opportunities to include mathematics, literacy, computer, chess, homework, storytellers, leadership and yearbook clubs, ORFF and choirs
- ✦ offering a range of co-/extra-curricular sports activities and school teams including cross-country, running, basketball, soccer, track and field and house leagues

OUR STUDENTS (As of spring 2008)

	<u>No.</u>	<u>Percent</u>
✦ Total number of students:	711	
Junior Kindergarten - Grade 3	461	
Grade 4 - Grade 6	250	
✦ Gender:		
Female	338	48%
Male	373	52%
✦ Primary language other than English:	622	88%*
✦ Students born outside of Canada:		
Students living in Canada for 2 years or less	62	9%
Students living in Canada for 3 - 5 years	118	17%

* 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
- ✦ Dramatic Arts:
Artists in the School, Drama Club, Dramatic Arts Festivals, Live Production/Play, Soulpepper Theatre
- ✦ Music:
Band, Choir, Excursions, Music Concerts / Performances, Recorder, Vocal
- ✦ Visiting Artists:
Dance, Drama, In-School Performances By Professional Artists, Music, Prologue to the Performing Arts, Visual Arts
- ✦ Visual Arts:
Artists in the School, Excursions

Intramurals

- ✦ Baseball
- ✦ Basketball
- ✦ Cooperative Games
- ✦ Cross Country Running
- ✦ Ice Hockey
- ✦ Slo-Pitch
- ✦ Track and Field
- ✦ Volleyball

Athletic Teams

- ✦ Baseball
- ✦ Basketball
- ✦ Cross Country
- ✦ Football
- ✦ Ice hockey
- ✦ Slo-Pitch
- ✦ Soccer
- ✦ Track and Field

- ✦ Volleyball

Clubs

- ✦ Environmental
- ✦ Library
- ✦ Senior Citizen Club - Reading Buddies

Leadership

- ✦ Student Leadership:
Student Leadership Team, Student Ambassadors

Curricular Enhancement

- ✦ Healthy Learning Communities (Ryerson)

Community, Culture and Caring

Community - Mentoring

- ✦ Community Based:
Big Brothers/Big Sisters - In School Mentoring Program, One-on-One Mentoring Program, Toronto Police Services - School Liaison Officer, Youth to Youth - Horizons
- ✦ School Based:
Peer Mentoring

Community - Tutoring

- ✦ Community Based:
Community Homework Help Club
- ✦ School Based:
Homework Clubs, Literacy & Numeracy Tutoring (Cont. Ed), Peer Tutoring, Tutors in the Classroom (Elementary), Volunteer Tutors

Culture/Caring

- ✦ Camps:
Outdoor Education
- ✦ Fundraisers:
Local Business
- ✦ Nutrition Programs:
Nutrition Program
- ✦ Safe & Caring Schools:
Violence Prevention Committee

THE SCHOOL BOARD PROVIDES:

- ✦ Social Skills:
Character Development Program, Peer Mediation/Helpers, Second Step, The Feelings Club Project

Equity

- ✦ Assemblies
- ✦ Triangle of Hope

Student Success

Remedial Activities

- ✦ Reading Recovery
- ✦ Remedial Literacy Program
- ✦ Remedial Numeracy Programs
- ✦ Toronto Preschool Speech and Language Services

Specializations and Other Programs

Other Programs (Not deemed specialized)

- ✦ ESL
- ✦ Inner City
- ✦ LEAP



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 developed the following plans based on feedback from recent student assessments as well as from teachers, parents and the School Board.

Literacy

In response to our students' assessment results for reading and writing over the last few years and the EQAO results for our Grade 3 & 6 students, we will continue to implement the following strategies:

- ♦ Reading Recovery Program
- ♦ encourage language literacy development with whole school storytelling project
- ♦ provide ample opportunities for self-evaluation, including the use of exemplars
- ♦ ensure that the Library Resource Centre is available to all students on a regular basis
- ♦ involve parents in language program by sharing student assessment & evaluation methods, work samples, portfolios, presentations and report cards during parent-teacher conferences
- ♦ encourage parents to read to & listen to student's reading, to encourage retelling of stories, and to use book bags to encourage students to bring books home
- ♦ build upon newly purchased literacy resources for the Literacy Resource Centre
- ♦ increase the amount of time dedicated to student planning, editing, revising, self-evaluation & computer technology during literacy blocks
- ♦ encourage and provide opportunities for our teachers to attend staff development workshops in reading and writing, including First Steps Oral Language/ Reading/ Writing CASI and DRA training
- ♦ Balanced Literacy Block, which includes shared, independent and guided reading and writing

Mathematics

In response to our students' assessment & EQAO results in mathematics, as well as parental input, our staff has met to discuss ways to improve our students' achievement in mathematics. We will focus

on the following strategies:

- ♦ share teaching strategies for math/science and language in all strands (integrated) through staff-led workshops & grade team networking
- ♦ continue to provide math professional development for staff
- ♦ collaborate with our School Council to provide parents with suggestions on how to link the mathematics and related critical thinking skills learned at school with home activities
- ♦ build upon newly purchased mathematics resources and manipulatives
- ♦ family math night to increase home and school math connections

Equity

As our school community is diverse, we are committed to focusing on related equity issues. Our plans for this year include:

- ♦ emphasizing classroom practices in equity education and conflict resolution
- ♦ focusing on monthly equity themes in Equity Assemblies, Problem Solvers, grade units
- ♦ using drama as a classroom strategy to further develop co-operative skills, respect and empathy, using a variety of diverse curriculum resources
- ♦ providing social skills' & conflict resolutions' groups through school support staff
- ♦ promoting in students good health, respect, responsibility & citizenship

Safe Schools

We will continue to monitor our school's practices to ensure the provision of a safe learning environment, with the support of our partners including School Council, Safe Schools Committee, TDSB Safe Schools Advisor and the St. James Town Safety Committee.

OUR COMMUNITY PARTNERS

Parent And Community Involvement

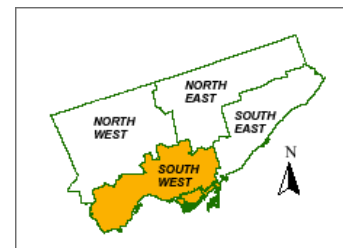
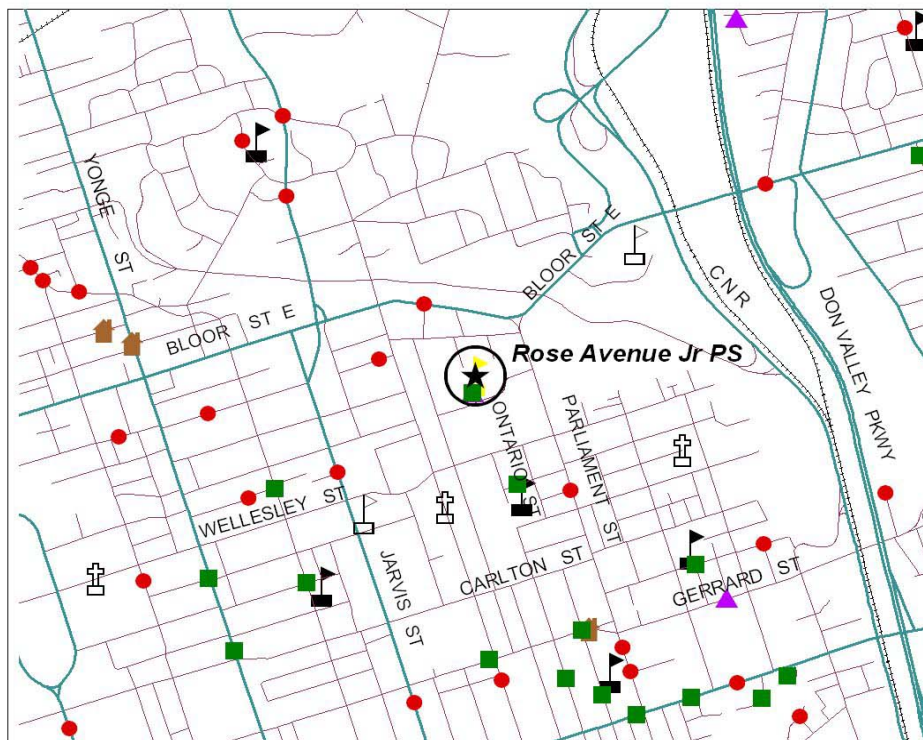
Parent Involvement:

- ✦ Regular parental involvement through participation in School Council meetings, committees & initiatives
- ✦ Representation at Monthly Ward 14 Council meetings
- ✦ Regular parent volunteers to support curriculum, mentoring, library, safe arrival and field trips
- ✦ Extensive parental participation in Curriculum Nights, inservice related to curriculum, school issues and fundraising
- ✦ Involvement in school committees: safe schools, school improvement, and budget
- ✦ Coordination with School Community Worker and Settlement Worker

Community Links:

- ✦ Placements for students from eight Universities, five Community Colleges and two Secondary School Co-op programs. Selected by Industry Canada as one of twenty schools for "Member of Network of Innovative Schools"
- ✦ Partnerships with Manulife, Branksome Hall, Upper Canada College, World Literacy of Canada and Knowledge Forum Computer Research/Professional Development program with OISE/ICS
- ✦ Settlement Worker program (SEPT in partnership with the TDSB), over 320 students participating in International Language classes, links with U. of T. Medical School and Faculty of Nursing, Pre-Service Teacher Programs from York, OISE/UT and George Brown College.
- ✦ Partnership with Parenting Centre and Family Literacy Centre, Rose Ave. and Glen Road Child Cares, Cabbagetown Youth Centre, Toronto Public Health and Growing Together (Hincks-Dellcrest)

OUR NEIGHBOURHOOD



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.