

### School Address

55 Malvern Avenue  
Toronto, M4E3E4  
Tel: (416) 393-1480  
Fax: (416) 393-1493

### Principal

Line Pinard

### Vice Principal(s)

Diane Sharpe  
Fermer Santos

### Administrative Office Staff

Nickie Lewis

\*

### School Council Chair(s)

Mark Greenfield  
Leslie Rose

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### Ward 16 Trustee

Sheila Cary-Meagher  
(416) 395-8413

### Superintendent

Anne Kerr  
(416) 396-9194

### Director of Education

Chris Spence

## OUR SCHOOL

Malvern Collegiate Institute has a long and prestigious history both in its community and in the City of Toronto. Malvern is dedicated to the development of all students' full potential in a co-operative, structured, and supportive atmosphere. Our programs ensure that students are prepared for post-secondary education. We provide a degree of flexibility to students of various levels of ability and interests. Malvern fosters a positive environment in which students can develop their intellectual, physical, and social skills. Our goal is to produce thoughtful, caring, and knowledgeable citizens who are able to cope with challenge and change in today's society.

Malvern has identified educational goals for our students, and our staff builds strong programs to support these goals. We offer our students a sound academic education with a wide range of subjects. Students are encouraged to take a full complement of courses in each academic year. To complement our strong academic program, we believe that a strong and viable co-curricular program is essential to the development of all students. Malvern provides opportunities for students to contribute to the decision-making process and to develop leadership skills through such organizations as the Students' Council, clubs, teams, and activities.

We respond to the needs of the community in parent-teacher-student decision groups. An active School Council works with Malvern staff to become aware of and address relevant issues. Students are encouraged to become involved in activities and service projects that reflect Malvern's commitment to the community's needs and concerns. Through such activities, students develop a sense of social and moral responsibility.

## Special Features

- ✦ strong academic programming with a focus toward post-secondary education
- ✦ a broad range of programs in dramatic arts, visual arts, music, integrated technology and cooperative education
- ✦ a full range of courses in Extended and Immersion French
- ✦ extra-curricular programs that provide a wealth of opportunities for student participation
- ✦ a strong school council with strong parent representation.

## OUR STUDENTS (As of spring 2008)

	<u>No.</u>	<u>Percent</u>
✦ Total number of students:	<b>996</b>	
✦ Gender:		
Female	505	51%
Male	491	49%
✦ Primary language other than English:	70	8%*
✦ Students born outside of Canada:		
Students living in Canada for 2 years or less	1	0%
Students living in Canada for 3 - 5 years	3	0%

\* 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

In addition to the regular instructional program mandated by *The Ontario Curriculum*, our school offers optional programs. Details of these programs can be found in the Choices document available on the TDSB web (TDSB.on.ca). A hardcopy is provided to students and parents in January of each year to assist them in choosing courses for the following school year.

### 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

- ✦ Dramatic Arts:  
Drama Club, Live Production/Play
- ✦ Integrated Programs:  
Talent Show
- ✦ Music:  
Band, Choir, Guitar, Jazz Band, Keyboard, Music Concerts / Performances, Orchestra, Piano, Stageband, Vocal
- ✦ Visual Arts:  
Art Appreciation, Computer/Graphic Arts, Excursions, Photography, Printmaking

#### Intramurals

- ✦ Basketball
- ✦ Dodgeball
- ✦ Floor Hockey
- ✦ Ping Pong/Table Tennis
- ✦ Ultimate Frisbee
- ✦ Volleyball

#### Athletic Teams

- ✦ Baseball
- ✦ Basketball
- ✦ Cheerleading
- ✦ Cross Country
- ✦ Dragon Boat
- ✦ Field Hockey
- ✦ Floor Hockey
- ✦ Football
- ✦ Golf

- ✦ Ice hockey
- ✦ Indoor Soccer
- ✦ Lacrosse
- ✦ Rugby
- ✦ Skiing
- ✦ Snowboarding
- ✦ Soccer
- ✦ Softball
- ✦ Swimming
- ✦ Synchro Swim
- ✦ Tennis
- ✦ Track and Field
- ✦ Volleyball

#### Clubs

- ✦ Art
- ✦ Computer
- ✦ Debating
- ✦ Environmental
- ✦ Equity
- ✦ Fitness Club
- ✦ French Club
- ✦ Library Helpers
- ✦ Photography
- ✦ Robotics
- ✦ Social Justice Club
- ✦ Sound, Light and Stage Crew
- ✦ Yearbook

#### Leadership

- ✦ Arts Council

## THE SCHOOL BOARD PROVIDES:

- ✦ Athletic Council
- ✦ Music Council
- ✦ Principal's Council
- ✦ Student Announcers
- ✦ Student Leadership:  
Leadership Council, Peer Leaders

### **Curricular Enhancement**

- ✦ Advanced Broadband Enabled Learning (ABEL)
- ✦ TDSB VirtualSchool
- ✦ The Fourth R

### **Community, Culture and Caring**

#### **Community - Mentoring**

- ✦ School Based:  
Peer Mentoring

#### **Community - Tutoring**

- ✦ School Based:  
Bilingual Tutors, Peer Tutoring, Volunteer Tutors

#### **Culture/Caring**

- ✦ Caring:  
Food Drives
- ✦ Fundraisers:  
Adopt a Village, Terry Fox Run
- ✦ Safe & Caring Schools:  
Amnesty International, ECO Schools, Recognition Assemblies, Recognition Awards Program
- ✦ Social Skills:  
Peer Mediation/Helpers

#### **Equity**

- ✦ African Heritage Month Activities
- ✦ Assemblies
- ✦ Inclusive Curriculum and Resources

#### **Student Success**

##### **Transitions**

- ✦ Grade 9 Orientation:  
Grade 8 Visits, Grade Nine Activity Week
- ✦ Parent Information Nights

##### **Remedial Activities**

- ✦ Credit Rescue

##### **Specializations and Other Programs**

##### **Other Programs (Not deemed specialized)**

- ✦ Coop Packages:  
2 credit co-op, 4 credit co-op
- ✦ Dual Credit
- ✦ Extended French
- ✦ French Immersion

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

Malvern is continuing its school improvement planning process. Last year, our staff, students and parents reviewed school programs and initiatives in a context of the correlates of effective schools. Seven priority areas were established.

This year, additional feedback from staff and students was generated through group discussions and surveys. Two areas of focus were identified:

1. Under the Safe Schools initiative, we will target the following improvements:

- ♦ improve positive student behaviour
- ♦ improve personal responsibility
- ♦ increase respect for school property
- ♦ improve attendance and punctuality
- ♦ increase awareness of healthy choices

2. Under the Pathways initiative, we will target responding to the needs of all students:

- ♦ increase overall student achievement in applied courses
- ♦ increase the number of workplace courses offered

The school improvement planning team will continue to work with staff, students, parents and the community to develop strategies to address these issues.

## OUR COMMUNITY PARTNERS

### Parent And Community Involvement

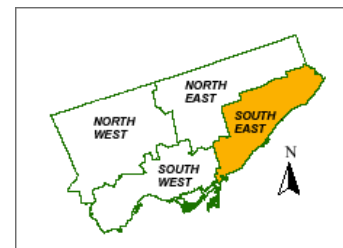
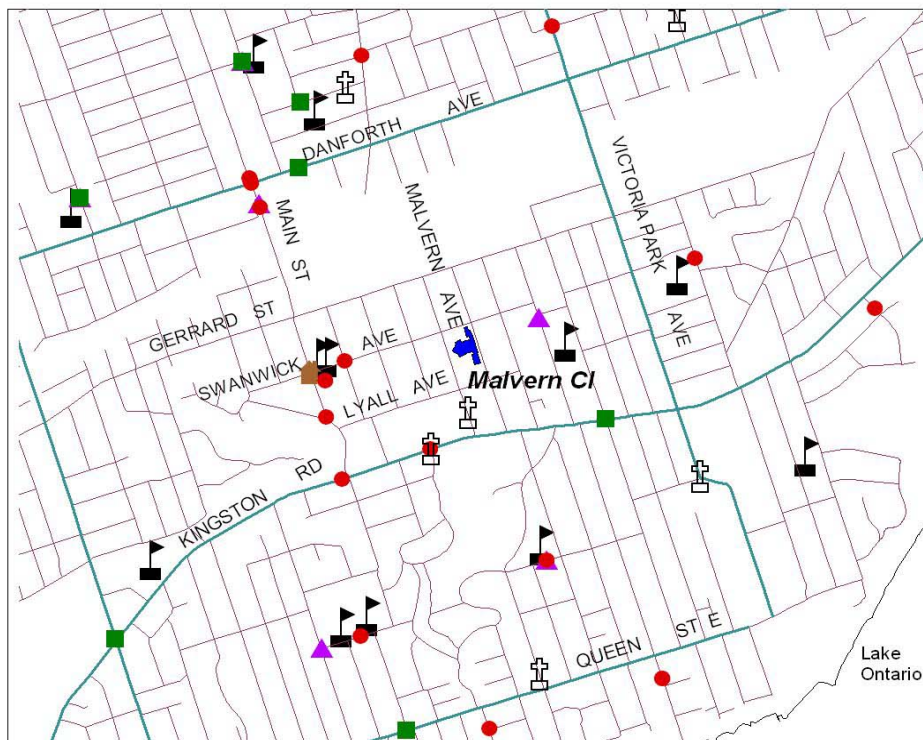
#### Parent Involvement:

- ✦ Malvern works with a very supportive parent community. It contributes directly to the operation of the school through the Malvern Home and School Council which meets on the first Tuesday of each month at 7:00 p.m. in the school library. All parents are welcome.
- ✦ Parents support the school by funding awards for commencement and attending a variety of school activities.

#### Community Links:

- ✦ Malvern maintains strong links with its alumni group: the Red and Black Society. This group meets regularly and is involved with many initiatives at Malvern.
- ✦ The Empowered Student Partnership (ESP) has many students working in collaboration with 55 Division to support Safe Schools initiatives at Malvern.

### OUR NEIGHBOURHOOD



- OUR SCHOOL
- ▧ TDSB Elementary School
- ▧ TDSB Secondary School
- ⊕ Separate School
- Daycare/Nursery School
- Family Resource/Parenting Centre
- ▲ Community/Recreation Centre
- 🏠 Public Library

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.



The mission of the Toronto District School Board is to enable all students to reach high levels of achievement and to acquire the knowledge, skills and values they need to become responsible members of a democratic society.