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Marguerite Jackson

OUR SCHOOL

Withrow Public School is situated in North Riverdale. The school has a relatively new building that was built in 1972 on an 'open-concept' plan.

- ◆ The school serves about 600 students with 80% coming from English speaking families.
- ◆ Withrow is a dual track school offering both regular English and French Immersion programs.
- ◆ The school shares space with our daycare centre, Withrow Childcare Centre. Withrow is also a focal point for the community and is used a great deal by community groups outside school hours. A Playground Re-naturalization Project is in its fourth year; all stakeholders - students, staff, parents, the Board and the community continue to be involved.

School Focus For This School Year:

In addition to promoting academic excellence and safety and security for everyone, Withrow Public School has focused on:

- ◆ Implementing The Ontario Curriculum
- ◆ Early Literacy
- ◆ Writing using the *First Steps* Language Resource
- ◆ Using computers for a variety of purposes to extend and enrich students' learning

Withrow's Mission Statement:

Withrow Public School is a dynamic community of life-long learners working together towards equity and excellence through trust, co-operation, mutual respect and critical thinking in the pursuit of knowledge... To this end:

- ◆ We accept the challenge of working for positive change.
- ◆ We foster an inclusive environment where the contributions of all are encouraged.
- ◆ We take responsibility for our actions, interactions, and learning.
- ◆ We seek ways to become confident decision makers and socially responsible citizens.

OUR STUDENTS (as of March 1999)

	<u>No.</u>	<u>Percent</u>
◆ Total number of students:	586	
Junior Kindergarten - Grade 3	383	
Grades 4 - 6	203	
◆ Gender :		
Female	276	47%
Male	310	53%
◆ Primary language other than English	73	13%
◆ Students born outside of Canada:		
Students living in Canada for 2 years or less	4	1%
Students living in Canada for 3-5 years	7	1%

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 is 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).

WITHROW AVENUE JR PS ALSO OFFERS:

Language and Mathematics

- ◆ Reading Recovery (intensive Gr.1 reading intervention program)
- ◆ Jolly Phonics
- ◆ Balanced Literacy Approach
- ◆ First Steps Writing Resource
- ◆ Excellence in Early Literacy Project (E.LL. Project)
- ◆ Logimots
- ◆ Festival d'oratoire
- ◆ Drop Everything and Read (D.E.A.R.)
- ◆ Partners in the Acquisition of Literacy Skills (P.A.L.S.)
- ◆ Reading Buddies (JK-Gr.6)
- ◆ Borrow-a-Book (JK-Gr.2)
- ◆ Math / Science Investigations
- ◆ Quest 2000
- ◆ Interactions
- ◆ Learning Centre (remedial support from resource teacher in English and French)

Arts Programs/Activities

- ◆ Music: full-time music teacher, Orff, strings, recorder, choir (JK-Gr.6)
- ◆ Physical and Health Education: full-time teacher
- ◆ Variety of school houseleagues and school athletic teams
- ◆ Library: full time bilingual teacher-resource based learning

International Languages

- ◆ Cantonese and Hebrew classes

Food and Nutrition

- ◆ Breakfast Program
- ◆ Lunch Activity Program

Other Programs and Services

- ◆ Conflict Resolution Programs
- ◆ On-going student and parent counselling supported by Local School Team and Student Support Services staff
- ◆ York University and University of Toronto teacher candidates
- ◆ George Brown Youth and Childcare worker candidates
- ◆ Secondary school co-op students
- ◆ Student Council
- ◆ School-Wide Composting
- ◆ Garden Project
- ◆ Schoolyard Renaturalization Project

Staff Development

- ◆ Excellence in Early Literacy Project
- ◆ Implementation of First Steps Writing Resource
- ◆ Implementation of The Ontario Curriculum

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 WITHROW AVENUE JR PS IS PLANNING FOR THIS SCHOOL YEAR

We have developed the following plans for this school year based on feedback we have received from recent student assessments as well as the results of class profile discussions, feedback from parents and our local community.

Improve students' Reading And Writing performance by focusing on the following strategies:

- ◆ utilize best practices for establishing a balanced approach to literacy
- ◆ use the Observation Survey to produce systematic observation measures in the early years
- ◆ use the Developmental Reading Assessment to inform our teaching practice and text selection
- ◆ support students in grade one struggling with literacy skills through Reading Recovery
- ◆ Implement *First Steps Writing Resource*
- ◆ continue displays of children's work to include exemplars of good work
- ◆ provide students with a full range of opportunities to develop literacy skills outside the classroom; for example, reading morning PA announcements, contributing to writing/Ecrits, participating in Public Speaking/Festival d'Oratoire, membership in the Student Council and other school clubs
- ◆ continue to use cross-age methods such as Reading Buddies and PALS (Partners in the Acquisition of Literacy Skills)
- ◆ implement the homework policy
- ◆ provide enrichment opportunities involving small group instruction
- ◆ reinforce learning characteristics which contribute to high academic achievement
- ◆ provide parent education on home learning, curriculum topics, learning characteristics and other topics of interest

- ◆ encourage parents to read to students at home, to listen to their children's reading and to support the schools' Borrow-A-Book program

Improve students' Mathematics, Science, And Technology performance by focusing on the following strategies:

- ◆ implement First Steps writing with an emphasis on its use across the curriculum including text forms unique to Math, Science and Technology
- ◆ use the wide variety of resource and concrete materials available in the school
- ◆ continue to emphasise oral and written communication in Mathematics through the use of Math Journals, responses, etc.
- ◆ collaborate with our Parent Teacher Association to provide parents with suggestions on how to link mathematics, science and technology with home activities
- ◆ provide parents with opportunities to learn with their children at school; e.g., Family Math, Visiting Parent Scientists, Parent Technology Coaches
- ◆ expand resources in our computer labs including additional purchase of software and hardware
- ◆ continue to use the Math/Science Investigations Room

Continue to provide Library Resource Centre support to all students on a regular basis in French and English.

OUR COMMUNITY PARTNERS

PARENT AND COMMUNITY INVOLVEMENT

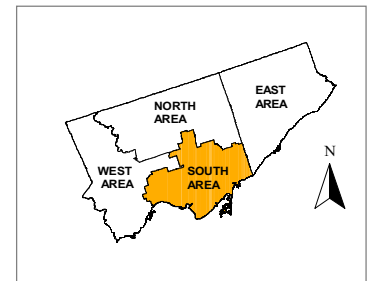
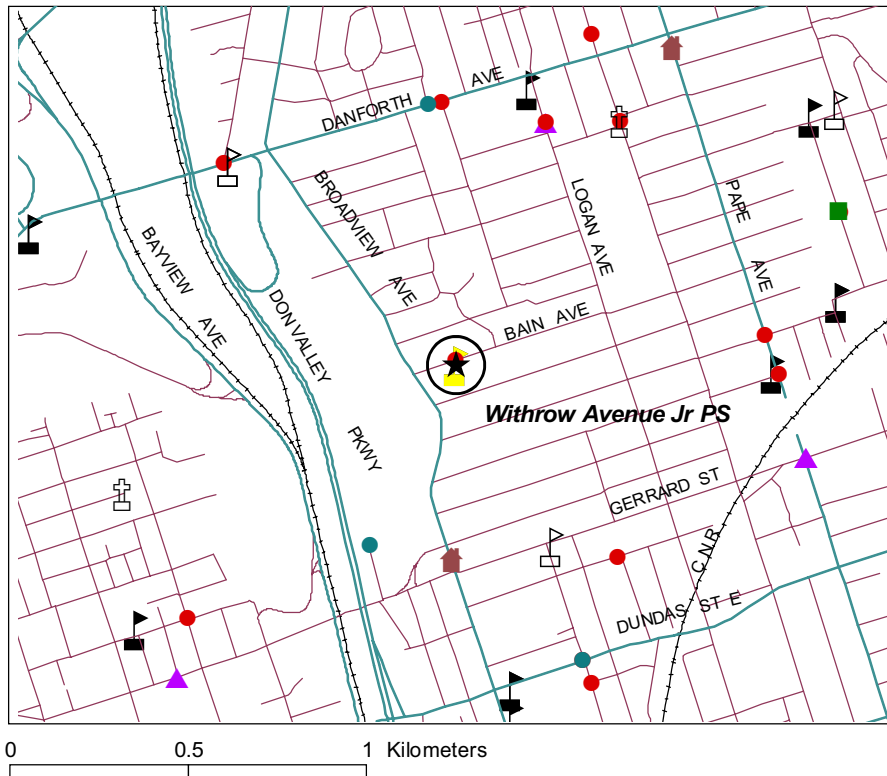
Parental Involvement:

- One of the goals at Withrow Public School is to promote partnerships and accountability between the parent community and the school.
- School Community Council with active participation of 15 to 60 parents
- A large number of regular parent volunteers assisting in classrooms, library, committee work, fundraising (e.g., for improving the school playground including re-naturalization and the PALS (Partners in the Acquisition of Literacy Skills) project
- Curriculum evenings such as Family Night, Writing at Home are well attended by the parent body
- Fund-raising organized by parents

Community Links:

- Public Library class visits
- Collaboration with community/social agencies such as the Hincks Treatment Centre
- The City of Toronto and local businesses provide financial support for the school's Playground Re-naturalization Project and computers
- Volunteers from the community participate in the PALS project, Artists in the School, Scientists in the School, Withrow Writing Weeks, and Garden projects
- Teacher Candidates from U of T, York and Youth Child Worker Candidates from George Brown
- Intergenerational storyteller performances

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 include: TDSB - Academic Accountability, Facilities Services; City of Toronto - Children's Services, Toronto Land Information Services.

In May 1998, the Education Quality and Accountability Office (EQAO) conducted the Provincial Grade 3 Assessment. All Grade 3 students in Ontario participated over a period of 5 days in an integrated unit of work on the theme of "Inventions, Investigations, and Discoveries". During this unit, students produced work to show how well they met the Grade 3 expectations in reading, writing and mathematics.

Students' work was scored using the following performance scale:

- ◆ Level 4 = surpasses the provincial standard
- ◆ Level 3 = meets the provincial standard
- ◆ Level 2 = approaches but is not yet at the provincial standard
- ◆ Level 1 = falls much below the provincial standard
- ◆ No Level = not enough information to score

Students received "No Level" if there was not enough work to assign a score. Some of these students would have been absent for more than 50% of the work in a knowledge/skill category. Caution should be exercised in interpreting the results for schools with a high percentage of "No Level" students.

In some cases, students' work was not scored for one of the following reasons:

- ◆ Exempted Students: Some students did not write the test because their teachers and parents/guardians felt that it was not advisable at that time.
- ◆ "No Data" means that these students' work was not sent to EQAO for scoring; these students would probably have been absent for most of the assessment.

The graphs on the next page show the results for students who actually wrote the test in 1997-98.

You should be cautious when comparing the results for 1997-98 and 1998-99 because:

- ◆ the nature of the students in one grade in a school can change significantly from one year to the next.
- ◆ the test has changed.

"Province-wide tests are not about passing or failing students or about comparing schools. The primary purpose of the tests is to improve student learning ---- to identify areas of strength and to address areas where improvement is needed." (EQAO Parent Handbook, 1997-1998)

The following is some information gathered by EQAO about our Grade 3 students at the time of the assessment last May:

- ◆ 30 Grade 3 students were attending the school.
- ◆ 0% were receiving ESL support.
- ◆ 20% were receiving Special Education support.

Student Attitudes

When students wrote the test they also answered some questions about their attitudes towards reading, writing and mathematics. This chart shows the percentage of girls and boys who said "yes" to each statement. Results are given for the school, and for all students in the Toronto District School Board and across Ontario.

	School		TDSB		* Ontario
	Girls	Boys	Girls	Boys	All Students
I think reading is fun.	55%	47%	71%	61%	63%
I am a good reader.	73%	53%	55%	53%	57%
I think writing is fun.	73%	47%	66%	59%	61%
I am a good writer.	64%	37%	54%	49%	54%
I think mathematics is fun.	27%	58%	61%	68%	60%
I am good at mathematics.	45%	58%	42%	56%	50%

Please note: Because your school has a small number of Grade 3 boys and girls, these results may not be a reliable or accurate reflection of the attitudes of the student population at the school.

* Provincial results by gender were not available.

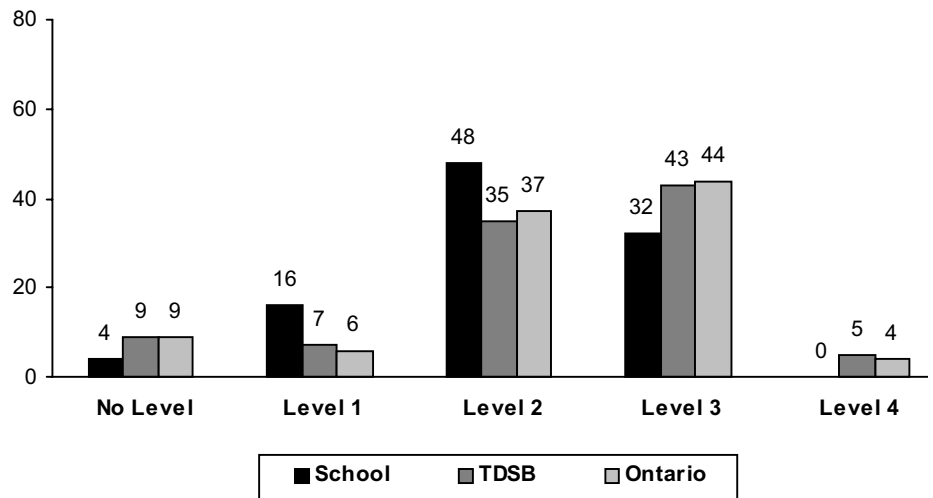
READING (1997-98)

84% of our Grade 3 students (25) participated in the reading part of the assessment.

13% of the students were exempted and 3% had "no data".

The graph shows the percentage of participating Grade 3 students who achieved each level of performance at the school, in the TDSB and across the province.

Grade 3
Percentage of Participants at Each Performance Level



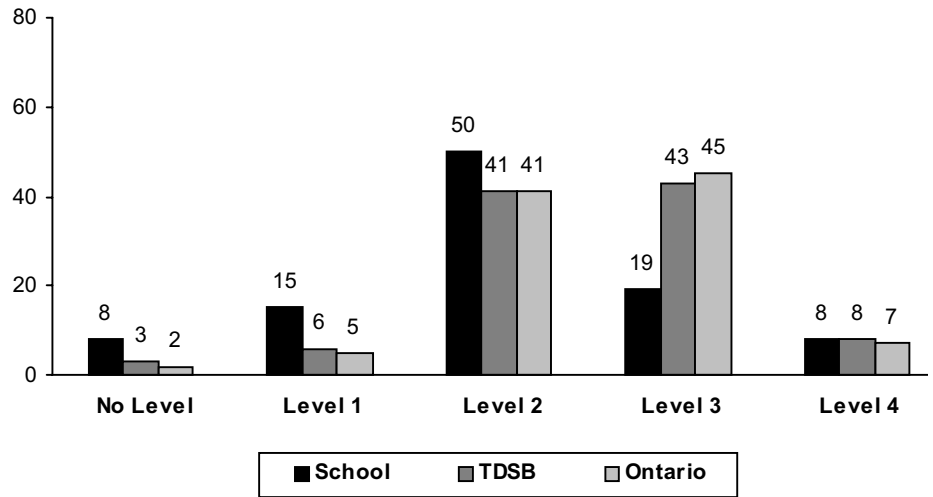
WRITING (1997-98)

87% of our Grade 3 students (26) participated in the writing part of the assessment.

10% of the students were exempted and 3% had "no data".

The graph shows the percentage of participating Grade 3 students who achieved each level of performance at the school, in the TDSB and across the province.

Grade 3
Percentage of Participants at Each Performance Level



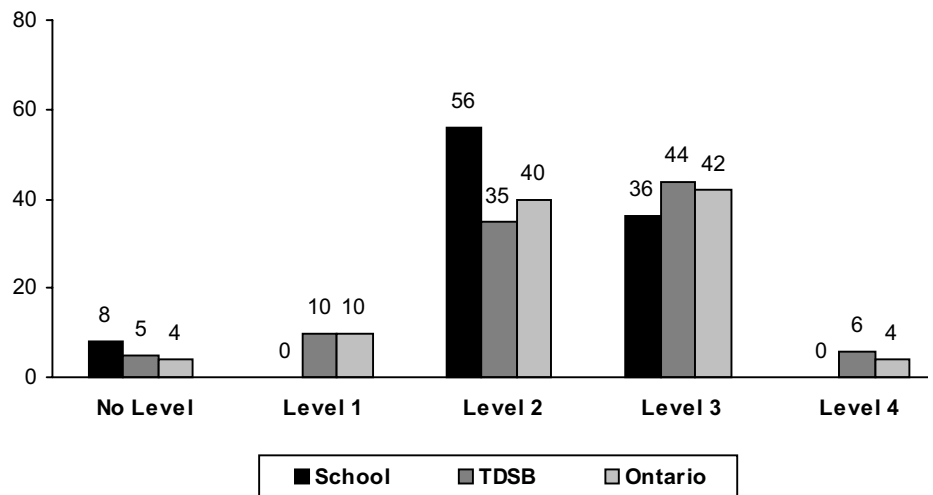
MATH (1997-98)

84% of our Grade 3 students (25) participated in the mathematics part of the assessment.

13% of the students were exempted and 3% had "no data".

The graph shows the percentage of participating Grade 3 students who achieved each level of performance at the school, in the TDSB and across the province.

Grade 3
Percentage of Participants at Each Performance Level



In May 1999, the Education Quality and Accountability Office (EQAO) conducted the Provincial Grade 3 Assessment. All Grade 3 students in Ontario participated over a period of 5 days in an integrated unit of work on the theme of "See The Change". During this unit, students produced work to show how well they met the Grade 3 expectations in reading, writing and mathematics.

Students' work was scored using the following performance scale:

- ◆ Level 4 = surpasses the provincial standard
- ◆ Level 3 = meets the provincial standard
- ◆ Level 2 = approaches but is not yet at the provincial standard
- ◆ Level 1 = falls much below the provincial standard
- ◆ No Level = not enough information to score

Students received "No Level" in reading or mathematics if they did not complete the multiple-choice test, or if they left a large portion of the booklets blank. They received "No Level" in writing if they did not complete all three pieces of writing. Caution should be exercised in interpreting the results for schools with a high percentage of "No Level" students.

In some cases, students' work was not scored for one of the following reasons:

- ◆ Exempted Students: Some students did not write the test because their teachers and parents/guardians felt that it was not advisable at that time.
- ◆ "No Data" means that these students' work was not sent to EQAO for scoring; these students would probably have been absent for most of the assessment.

The EQAO school report shows how our students did on the test. The graphs on the next page show the results for students who actually wrote the test. You can ask to see the complete EQAO report at the school.

Grade 3 students in the French Immersion Program wrote only the mathematics component of the test in the Toronto District School Board in 1998-99.

"Province-wide tests are not about passing or failing students or about comparing schools. The primary purpose of the tests is to improve student learning ---- to identify areas of strength and to address areas where improvement is needed." (EQAO Parent Handbook, 1997-1998)

The following is some information gathered by EQAO about our Grade 3 students at the time of the assessment last May:

- ◆ 76 Grade 3 students were attending the school.
- ◆ 0% were receiving ESL support.
- ◆ 16% were receiving Special Education support.

Student Attitudes

When students wrote the test they also answered some questions about their attitudes towards reading, writing and mathematics. This chart shows the percentage of girls and boys who said "yes" to each statement. Results are given for the school, and for all students in the Toronto District School Board and across Ontario.

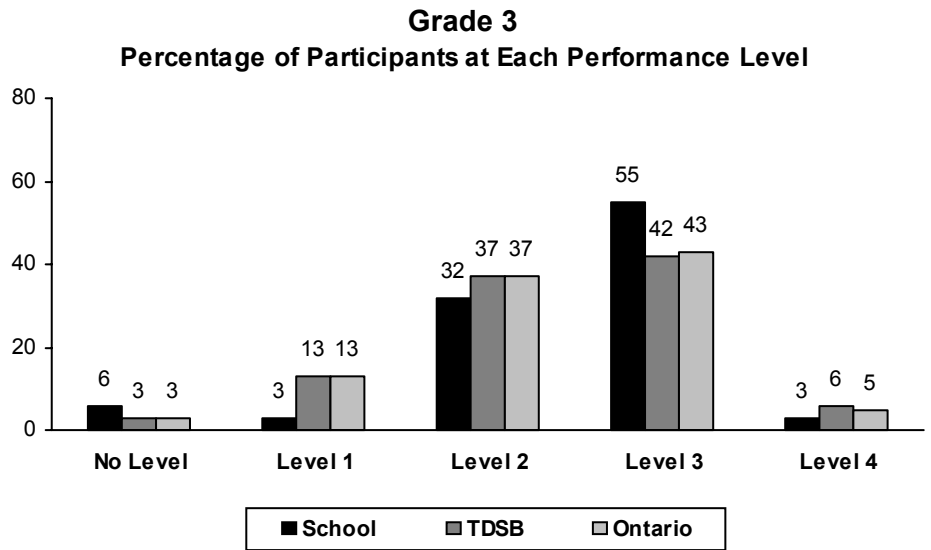
	School		TDSB		Ontario	
	Girls	Boys	Girls	Boys	Girls	Boys
I like to read.	84%	79%	84%	72%	83%	69%
I am a good reader.	61%	65%	61%	58%	65%	59%
I like to write.	66%	68%	72%	61%	72%	58%
I am a good writer.	53%	50%	55%	48%	59%	50%
I like mathematics.	50%	82%	63%	69%	60%	65%
I am good at mathematics.	37%	68%	43%	57%	44%	58%

READING (1998-99)

79% of our Grade 3 students (32) participated in the reading part of the assessment.

18% of the students were exempted and 3% had "no data".

The graph shows the percentage of participating Grade 3 students who achieved each level of performance at the school, in the TDSB and across the province.

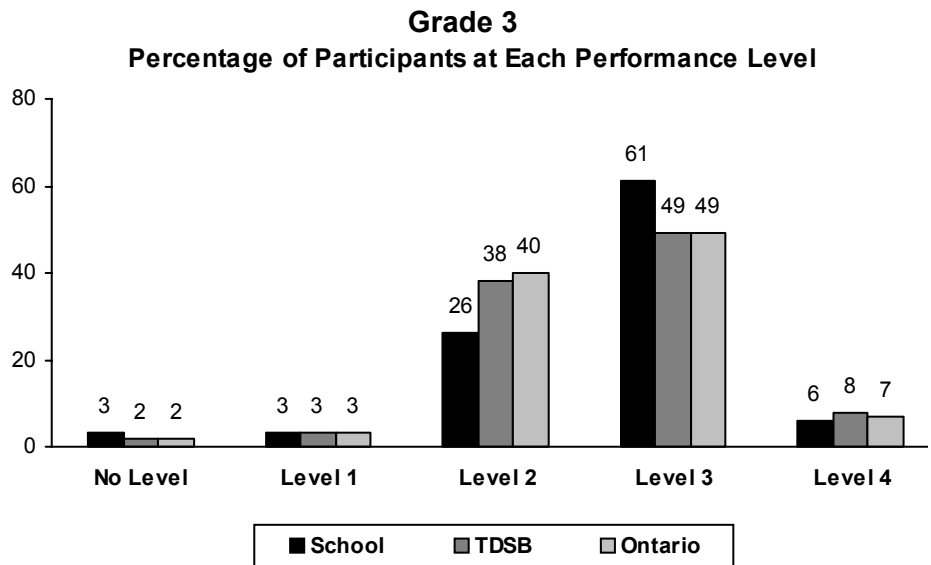


WRITING (1998-99)

79% of our Grade 3 students (32) participated in the writing part of the assessment.

18% of the students were exempted and 3% had "no data".

The graph shows the percentage of participating Grade 3 students who achieved each level of performance at the school, in the TDSB and across the province.

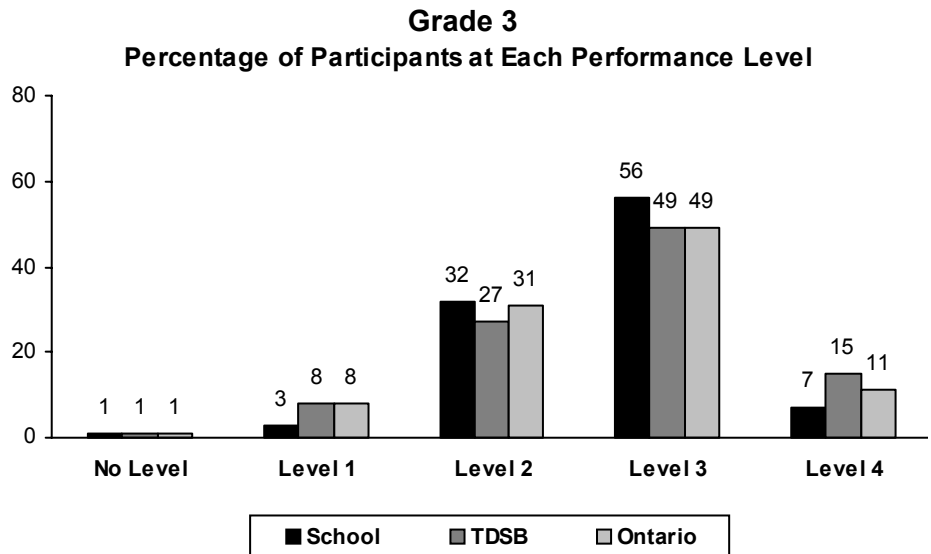


MATH (1998-99)

90% of our Grade 3 students (68) participated in the mathematics part of the assessment.

9% of the students were exempted and 1% had "no data".

The graph shows the percentage of participating Grade 3 students who achieved each level of performance at the school, in the TDSB and across the province.



54% of French Immersion students performed at level 3 or level 4.

In May 1999, the Education Quality and Accountability Office (EQAO) conducted the Provincial Grade 6 Assessment. All Grade 6 students in Ontario participated over a period of 5 days in an integrated unit of work on the theme of "Perspectives". During this unit, students produced work to show how well they met the Grade 6 expectations in reading, writing and mathematics.

Students' work was scored using the following performance scale:

- ◆ Level 4 = surpasses the provincial standard
- ◆ Level 3 = meets the provincial standard
- ◆ Level 2 = approaches but is not yet at the provincial standard
- ◆ Level 1 = falls much below the provincial standard
- ◆ No Level = not enough information to score

Students received "No Level" in reading or mathematics if they did not complete the multiple-choice test, or if they left a large portion of the booklets blank. They received "No Level" in writing if they did not complete all three pieces of writing. Caution should be exercised in interpreting the results for schools with a high percentage of "No Level" students.

In some cases, students' work was not scored for one of the following reasons:

- ◆ Exempted Students: Some students did not write the test because their teachers and parents/guardians felt that it was not advisable at that time.
- ◆ "No Data" means that these students' work was not sent to EQAO for scoring; these students would probably have been absent for most of the assessment.

The EQAO school report shows how our students did on the test. The graphs on the next page show the results for students who actually wrote the test. You can ask to see the complete EQAO report at the school.

In Grade 6, students in the French Immersion Program and students in the regular program wrote the same tests in reading, writing and mathematics. Separate results for students in the French Immersion Program were not provided by the EQAO.

"Province-wide tests are not about passing or failing students or about comparing schools. The primary purpose of the tests is to improve student learning ---- to identify areas of strength and to address areas where improvement is needed." (EQAO Parent Handbook, 1997-1998)

The following is some information gathered by EQAO about our Grade 6 students at the time of the assessment last May:

- ◆ 74 Grade 6 students were attending the school.
- ◆ 0% were receiving ESL support.
- ◆ 8% were receiving Special Education support.

Student Attitudes

When students wrote the test they also answered some questions about their attitudes towards reading, writing and mathematics. This chart shows the percentage of girls and boys who said "yes" to each statement. Results are given for the school, and for all students in the Toronto District School Board and across Ontario.

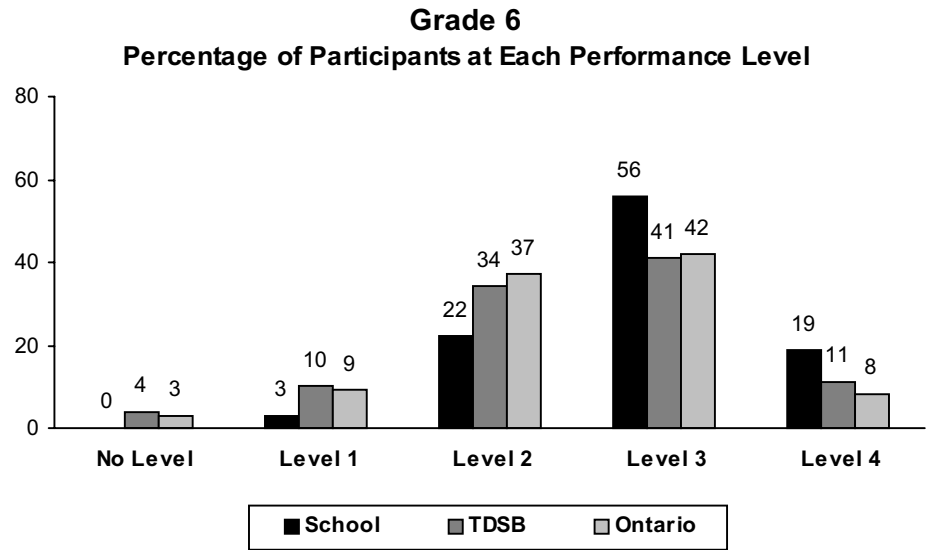
	School		TDSB		Ontario	
	Girls	Boys	Girls	Boys	Girls	Boys
I like to read.	59%	84%	72%	60%	71%	55%
I am a good reader.	59%	74%	61%	56%	64%	58%
I like to write.	50%	42%	60%	48%	58%	43%
I am a good writer.	50%	53%	48%	44%	50%	44%
I like mathematics.	41%	58%	47%	63%	41%	56%
I am good at mathematics.	36%	68%	40%	59%	37%	57%

READING (1998-99)

99% of our Grade 6 students (73) participated in the reading part of the assessment.

1% of the students were exempted and 0% had "no data".

The graph shows the percentage of participating Grade 6 students who achieved each level of performance at the school, in the TDSB and across the province.

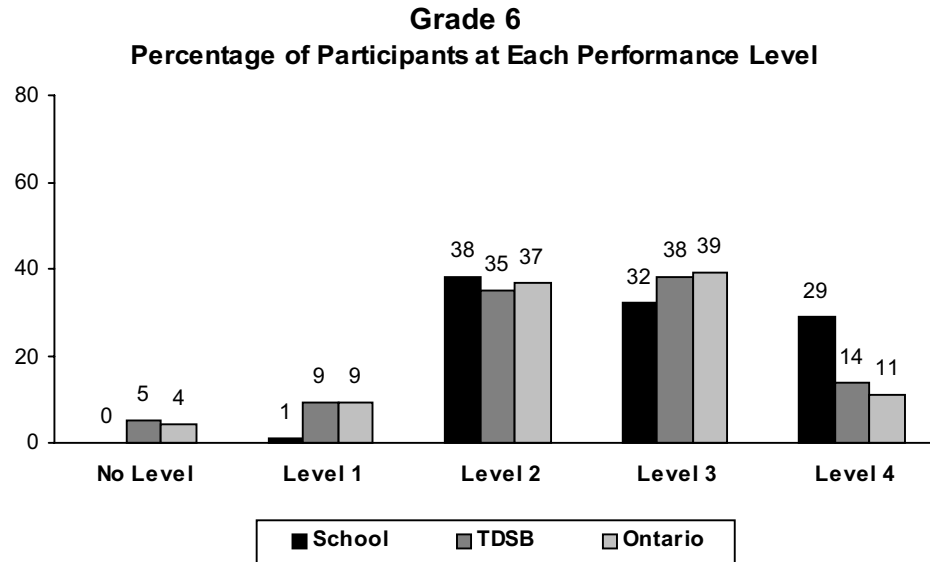


WRITING (1998-99)

99% of our Grade 6 students (73) participated in the writing part of the assessment.

1% of the students were exempted and 0% had "no data".

The graph shows the percentage of participating Grade 6 students who achieved each level of performance at the school, in the TDSB and across the province.



MATH (1998-99)

99% of our Grade 6 students (73) participated in the mathematics part of the assessment.

1% of the students were exempted and 0% had "no data".

The graph shows the percentage of participating Grade 6 students who achieved each level of performance at the school, in the TDSB and across the province.

