

St. Matthew's School

2011-12 School Development Report



Mission

THE MISSION OF ST. MATTHEW'S IS TO STRIVE TO PROVIDE AN ENVIRONMENT THAT PROMOTES THE HOLISTIC DEVELOPMENT OF ALL STUDENTS BY ENDEAVORING TO CREATE A PARTNERSHIP INCLUDING HOME, SCHOOL AND THE COMMUNITY.

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Message from the Director of Education

In December, 2011, Eastern School District approved a three-year strategic planning process which centered on developing our schools as caring, professional and purposeful places of learning and excellence. This school report for 2011-2012 highlights the activities of your school and your efforts to achieve your school-based goals, in keeping with the District's mission and its vision for the future. The information provided is very helpful as we continue to pursue excellence for our District through a planning process which emphasizes continued professional growth and development.

I would like to take this opportunity to congratulate each school on the success achieved to date as evidenced by this report. I acknowledge, with gratitude, the efforts of our teachers, administrators, support staff, parents and community representatives, particularly through schools councils. By working together, we can achieve the best possible learning environment for our students. I encourage you to dialogue with our stakeholders on this document and on our District objectives.

As we move forward with our new Strategic Plan (2011-2014), I look forward to your continued support and cooperation in the achievement of the specific goals and objectives listed in this plan. Keep up the good work!

Sincerely,

BRUCE VEY, PhD
CEO/DIRECTOR OF EDUCATION (Acting)

Message from Principal

We are very pleased to present the 2011-12 School Report which provides information to our school community in relation to our School Development Plan and reports on how students achieve on Provincial Assessments. Thank you to our students, parents and staff who contribute to creating a positive learning community.

This year St. Matthew's School became a Kindergarten to Grade Seven school. This proved to be a very successful year for our grade seven students. They performed very well in a number of extracurricular activities such as the Math Competitions, Heritage Fair, Improv Games, drama, basketball, and volleyball.

In 2011-12 we did a three year school development plan. We surveyed our students, parents and staff in preparing our internal and external review for our new School Development Plan. Our new School Development plan centers on 21st Century Learning and Safe and Caring initiatives.

Please review the school report very carefully, noting our strengths and weaknesses, and work with us to enhance the learning environment at St. Matthew's School. We welcome your comments and encourage you to contact the school with your suggestions. Thank you for your continued support and cooperation.

Kyran Dwyer
Principal

Sharon Vivan
Assistant Principal

Message from School Council

School Council had another successful year in 2011-2012.

The change of St. Matthew's School to a K – 7 school happened last year. The work of the school community made this a very smooth and successful process. The School Council was involved in the external and internal review for the new School Development plan. The plan will be in place and reviewed by School Council in September 2012. School administration reviewed and discussed Provincial Assessment results and discussed ways to support the school community in addressing achievement areas to celebrate and areas of concerns.

School council approved and monitored fundraising events, the sweat-a-thon and the Spring Fair. Both events were very successful and helped greatly with purchasing technology such as ipads which was identified in the School Development plan.

Thanks to the members of the school council for another year of hard work and dedication to the St. Matthew's school community. There has been a tremendous amount of work completed by a dedicated council to support quality education at St. Matthew's School.

Overview of School

Our School Community

Our school, St. Matthew's School, is part of the Eastern School District which has 122 schools and approximately 44,000 students. Our Board employs over 4,000 teaching staff and student-support personnel. St. Matthew's School currently has an enrollment of 475 students and offers grades Kindergarten to Grade Seven, including the Early French Immersion program and the Intensive Core French program in Grade Six and late French Immersion in Grade Seven.

Our Staff and Classes

Our school has an educational staff that includes 24 classroom teachers and 6.50 special services personnel. We have a full time guidance counselor, a half time learning resources teacher, 1.25 music specialist teachers, 1.25 physical education teachers, 2 full time administration, one quarter band teacher as well as the support of 37 hours of student assistant time and 14 hours of program assistant time. In addition to staff based at the school, we have access to District office staff including: an educational psychologist, Numeracy Support teacher, speech/language pathologist, and itinerant teachers for the visually impaired, the hard of hearing and ESL (English as a second language). The school also has the services of secretarial, maintenance and cafeteria personnel.

Key Highlights/Special Projects

St. Matthew's offers the full range of academic programs set by the Department of Education. The prescribed curriculum includes; Math, Language Arts, Social Studies, Science, French, Religion, Health, Art, as well as Physical Education and Music. French Immersion, which began in September 2004, is now offered up to Grade Six. St. Matthew's offers a number of other activities to enhance the learning environment for our students. Students are provided the opportunity to participate in the following clubs/activities; Historica Fair is available to students in grades 4, 5, 6 and 7 where 54 students took part; Public Speaking is open to all students from grades 3 through 7; the Canadian Spelling Bee Challenge is offered to students from grade 3 through 7; the Breakfast Program is available to all students and 180 – 220 students visit weekly; Drama is offered to all grade 6 and 7 students and 65 students participated; the Chess Club is open to all students in grade 3, 4, 5, 6 and 7, 135 students participated, the Choir is available to students in grades 2 through 7 and 230 students participated; the school Band is offered to Grade Five, Six and seven students and 65 students entertained us; Intramural Sports is offered to grades 4 through 7 and 92 students participated; the Basketball program is available to grades 4 through 7 and 50 students participated. Our Grade 7 Girls Basketball team won the East Coast Provincial A Championships, our grade 7 boys basketball team won the East Coast Provincial B Championships and our grade 5 girls basketball team won the East Coast Provincial A Championships; Cross Country Running is offered to grades 4 through 7 and 49 students participated; the Aikido Club is offered to students in K through 7 and 12 students participated. As well, St. Matthew's offers computer lab facilities for all grades, and a well stocked Resource

Centre. The St. Matthew's Improvisation Team received critical acclaim for their debut on the improv circuit. Our team, made up entirely of Grade 7 students, proved that they could hold their own competing against many high schools at both the Improv showcase held in November, as well as the district Improv Games held in February.

In March, the St. Matthew's School junior high drama club took part in its first Eastern School District Regional Drama Festival. Our drama club was the first of six schools to perform, putting off the locally written "Ghosts of Brigus South". For their efforts, St. Matthew's students were recognized with three individual awards and one ensemble award. Emily Dwyer and Nicolas Riou received honors for excellence in lead acting and Megan O'Leary grabbed the Gauthier/Dempsey Award for outstanding stage direction. St. Matthew's also received an ensemble award for original screenplay.

Partnerships

St. Matthew's has many community based partnerships. Our Grade Six students participated in the DARE program, which was delivered by Constable Kevin Foley of the RNC. Constable Foley led a series of classroom lessons teaching students how to resist peer pressure, live productive drug and violence-free lives.

Our school also has developed a close relationship with seniors from St. Luke's Seniors Home. Kindergarten students planned visits with the seniors, which often occurred around special occasions such as Christmas and St. Patrick's Day. Both students and seniors enjoyed these interactions and they learned much from each other.

Parents/caregivers may avail of the YMCA After School Program for their child care needs. We also have a close relationship with Little People's Workshop, a daycare which is located on our school grounds.

St. Matthew's School has partnered with Evergreen Recycling as we continue to recycle drink containers on a daily basis, and we have a number of Recycling Blitzes throughout the year that are strongly supported by our school community.

This year, St. Matthew's continued with our Breakfast Program, through a partnership with Kids East Smart Foundation. This highly successful initiative was well attended by our students, as some mornings over a hundred students would enjoy breakfast with others before beginning their school day.

Several of our students have been paired with an In School Mentor, through Big Brothers/Big Sisters. Mentors spend one lunch hour per week with a student playing games, helping out or just hanging out. Students look forward to these days as they enjoy this opportunity to spend time with a positive role model.

St. Matthew's School partnered with the Parkside Community in getting an After School Physical Activity Grant with funds to cover activities for two years. Students participated in Zumba, Hip Hop Dance, Rugby, Kickboxing, archery, Orienteering, Outdoor games, Swimming and Bowling. There were approximately 300 students who accessed this program.

Our learning garden was utilized to help with the teaching of Science curriculum. We continue to work on adding to our garden to make it more accessible for learning.

Our school participated in the Shave for the Brave in April 2012. This was a very emotional and worthy partnership. There were over 70 students, one staff member and a number of parents who participated. We donated approximately \$12,500 to this worthy cause.

Last year the school community came together to sponsor a dessert party fundraiser for a sick staff member. This was a very successful venture raising approximately \$6000.

The St. Matthew's Leadership Group had a very busy year. Guided by our first ever grade 6 and 7 students, this group had a membership of approximately 20 participants. As a club, our mandate was to raise awareness in our school community, of world issues and the needs of those around us, such as Iris Kirby House and Community Food Sharing.. They partnered with a number of non-profit organizations to build community both locally and globally. The school community went above and beyond to support this group.

Here is a summary of the activities that this motivated group of students has undertaken or participated in, during the 2011-2012 school year.

-**Thanksgiving Food Drive** for the **Community Food Sharing Association**, raising over 20 cases of food items

-The annual **Coats for Kids** campaign in cooperation with the VOCM Cares foundation

-The **Pink Mitten** campaign fundraiser in aid of breast cancer research and our African well project

-The annual Halloween pumpkin carving contest

-The Christmas gingerbread house contest

-The **Shower with Smiles** Christmas project in aid of the Iris Kirby House to raise awareness of bullying and domestic abuse

-The **Transformation Leadership Workshop** at the Intermediate Skills Canada Competition

-The **Eastern School District Leadership Conference**

As part of their Math, Science and Social Studies program, our grade 7 classes partnered with and completed a research project on careers in the Oil and Gas industry in our province. To assist them with their research Ms. Michelle Park conducted sessions on the Career Cruising program. Also, Mr. Tim Farrell, a drilling fluids specialist with Mi-Swaco, came in to do a presentation on careers within his company. For their efforts, St. Matthew's was awarded a grant of \$1000 and the chance for two of our students to attend the Oil and Gas Week Open House at the College of the North Atlantic.

Postcards for Peace provides an opportunity for youth to send postcards to express messages of thanks to those who served Canada in times of war, military conflict and peace or to still-serving Canadian Forces members. This learning activity allows youth to actively remember the sacrifices and achievements of Canadian Veterans. The Grade 3 students wrote messages of thanks and support to those who are currently serving as well as Veterans. In some instances Grade 3 students received cards and letters of thanks in return.

Operation Christmas Child provides an opportunity for people of all ages to be involved in a simple, hands-on project of Samaritan's Purse. Samaritan's Purse is a humanitarian organization that works worldwide to meet the needs of people suffering from war, poverty, disaster, disease, and famine. Each November Operation Christmas Child collects shoeboxes filled with hygiene items, toys, and school supplies and distributes them to children worldwide regardless of gender, race, religion, or age. To date, Operation Christmas Child has distributed over 94 million shoebox gifts globally. The past year St. Matthew's families filled nearly 400 shoeboxes for children throughout the world. The Grade 3 students and teachers together with the St. Matthew's Leadership group distribute and collect the boxes filled by the families of our school community.

Mrs. Bishop and her Grade 3 class of St. Matthew's Elementary began corresponding with Mrs. Julie Gahan and her Grade 3 class of Presentation Primary School in Carrick-on-Suir, Co, Tipperary, Ireland since early in the school year. Throughout the year they have sent letters, cards, crafts, and student made tourist brochures through regular mail, and they have also corresponded using email. They also participated in three Skype sessions on March 16th, March 29th, and June 13th in these sessions students in both classes asked and answered a variety of questions about the two locations, schools, how we celebrate St. Patrick's Day and other holidays, summer holidays, the Olympics and The B.F.G., a novel written by Roald Dahl that both classes read and enjoyed. It is hard to put into words the friendships that have been formed this year through this incredible experience. This project was done in partnership with the Newfoundland and Labrador Irish Connection Committee.

We are very excited to Partner with our local Rotary Club dig a well for a community in Africa. To date we have raised about \$2800 to build a well and sanitation system. Our local Rotary Club has offered to double any future funds raised to a total of \$1000 so we are getting closer to our goal of \$5000. Once we raise \$5000, local Rotary will contribute another \$5000 and then National Rotary will double again for a total of \$20 000. We will be "Pumping it UP" for our Well in the near future by having some guest speakers who have spent time in Malawi and putting off other fund raising events. Stay tuned for more information! We are thrilled that this project is moving forward to help other children have clean drinking water!

School Development Plan for 2012 -13

1 Year School Development Plan Template

| | | |
|--|--|--|
| Goal 1: To utilize 21 st century learning practices to support and improve student achievement and success in an inclusive environment | | |
| Objective 1.1: To incorporate various digital technologies to enhance teaching and learning practices | Objective 1.2: To identify, design and implement a variety of assessment strategies to inform student learning and teaching practices | Objective 1.3: To design and implement diverse teaching and learning practices in an inclusive environment |
| Strategies: 1.1.1 To provide a list of available technology and web 2.0 resources currently in our school for students and staff 1.1.2 To develop a continuum of technological skills and practices required to produce multimodal texts in each grade 1.1.3 To provide professional development in the area of implementing technology in the classroom 1.1.4 To create a staff folder comprised of technology resources 1.1.5 Students will collaboratively create digital texts for a variety of audiences and purposes | Strategies: 1.2.1 Teachers will share effective assessment strategies with colleagues. 1.2.2 To compile a list of assessment tools and strategies currently being used by teachers 1.2.3 Professional development in the area of assessment strategies 1.2.4 Co-construction of rubrics with students in relation to curriculum expectations and activities | Strategies: 1.3.1 Teachers will choose and implement a new D.I. strategy per term 1.3.2 Compile a list of D.I. strategies currently being used by teachers 1.3.3 Develop staff understanding of co-teaching practices 1.3.4 Implement co-teaching throughout the school across the curriculum |
| Indicators of Success: 1.1.1 List is provided to all teachers 1.1.2 Continuum is developed 1.1.3 Attendance at school and district PD on technology 1.1.4 Staff folder created 1.1.5 Teachers share examples of how digital technology is integrated in the learning process. | Indicators of Success: 1.2.1 Teachers share examples of new forms of assessment 1.2.2 List of assessment strategies compiled and is reviewed at grade level 1.2.3 Attendance at school and district PD on assessment 1.2.4 Teachers demonstrate use of co-construction rubrics | Indicators of Success: 1.3.1 Teachers share examples of D.I. strategies used in the classroom 1.3.2 List of D.I. strategies compiled and is reviewed at grade level 1.3.3 Attendance at school and district PD on co-teaching practices 1.3.4 Schedule of co-teaching sessions |

| Goal 1. Support Plan | |
|---|--|
| Financial | Professional Development/Time Required |
| 1.1.1 \$10 000 to purchase technology resources (I-pads, apps, digital recorders, etc.) needed to support student learning | 1.1.4 Staff Professional Development with a focus on implementing technology in the classroom |
| 1.1.2 \$500 for purchasing and developing a technological continuum (binders, paper, printing costs) | 1.2.3 Staff Professional Development with a focus on assessment for learning and D.I. strategies |
| 1.1.3 \$1 000 for school wide PD on the use of technology in the classroom | 1.3.3 Staff Professional Development with a focus on implementing co-teaching methods |
| 1.2.2 \$2 000 to purchase and organize professional literature and materials that focus on assessment for learning | |
| 1.2.3 \$1 000 for school wide PD on assessment for learning | |
| 1.3.2 \$2 000 to purchase and organize professional literature and materials that focus D.I. | |

| Goal 2: To foster leadership across our school community by continuing to provide a safe, caring and socially just environment | | |
|--|--|---|
| Objective 2.1: To increase the knowledge and participation in leadership roles within the learning community | Objective 2.2: To encourage safe and caring practices in all school environments | Objective 2.3: To further promote a socially just environment within the school community |
| Strategies: 2.1.1 To explore and expand programs which promote leadership opportunities within our school 2.1.2 Communicate leadership opportunities to school community through curriculum night, newsletters, website etc. 2.1.3 Celebrate leaders through school announcements, assemblies, newsletters, etc. | Strategies: 2.2.1 To review appropriate school wide behaviors bi-annually using behavioral matrix 2.2.2 Reassign classroom to optimize a safe and caring environment 2.2.3 Engage Grade 6 and 7's in a bi-monthly ``Talk Time`` to discuss suggestions and concerns 2.2.4 To continue to recognize and celebrate positive student behavioral achievements | Strategies: 2.3.1 To continue Breakfast Program 2.3.2 To continue to provide after school program for Grades 4-7 for year 1 2.3.3 To provide off-site activity (e.g. swimming) during school day 2.3.4 To explore the possibility of School Lunch Program 2.3.5 To continue to integrate English and French classes for various activities. |
| Indicators of Success: 2.1.1 Increased student and staff involvement in leadership opportunities 2.1.2 Increased parental and community involvement 2.1.3 Increased awareness of students, parents and community members as leaders in our school | Indicators of Success: 2.2.1 Increased positive interactions among peers 2.2.2 Classrooms are assigned to maximize a safe and caring environment. 2.2.3 Meeting times are scheduled on a regular basis. 2.2.4 Safe and caring assemblies continued. | Indicators of Success: 2.3.1 Attendance at Breakfast Program 2.3.2 Students participate in after school activity program 2.3.3 Students participate in a fitness activity outside of school. 2.3.4 Minutes of meeting to discuss pros and cons of school lunch program 2.3.5 Minutes of grade level and staff meeting indicate integration of French and English students |

| Goal 2. Support Plan | |
|--|---|
| Financial | Professional Development/Time Required |
| 2.1.1 \$1 000 To purchase materials needed to promote leadership programs 2.1.3 \$1 000 To purchase certificates and rewards that celebrate school community leadership and positive behavior 2.2.2 \$1 000 for moving costs. 2.2.3 \$ 500 for acknowledging contributions during ``Talk Time`` 2.3.3 \$5 000 to incur costs of uncollected fees for outside activity. | 2.1.1 |

Summary Report on the School's Most Current Data

One way in which we can determine how well students achieve the learning outcomes of provincial curriculum is through using Provincial Assessments (PAs). These Provincial Assessments measure what a student is expected to have learned at the end of Grades 3 and 6 in the Elementary School. Each test is made up of subtests that focus on different elements of the curriculum.

In June 2011-2012 our grade 3 and 6 students completed PA's in language arts and math. PA's are just one means schools use to "evaluate" students and to assess the course's successes and challenges. It offers the school a standardized set of scores to compare with the district and province. It is however, one assessment tool in the school's assessment package. Classroom assessment and student evaluation within the classroom make up the majority of both the formal and informal evaluation of our students and is far more individualized to provide feedback to help the student learn. That being said, it is always useful to review PAs results as they help to inform instruction and support us with program planning and implementation. The data is showing us steady improvement in most areas assessed and reinforces that the hard work of students, parents and staff and the direction of our School Development plan is paying off.

PRIMARY LANGUAGE ARTS ASSESSMENT

Grade 1: Percentage of Students Performing At or Above Provincial Benchmark

| 08-09 | | 09-10 | | 10-11 | | 11-12 | |
|--------|----------|--------|----------|--------|----------|--------|----------|
| School | Province | School | Province | School | Province | School | Province |
| N/A | 65.0% | 61.3% | 62.6% | 67.4% | 63.7% | 55.2% | 58.3% |

Grade 2: Percentage of Students Performing At or Above Provincial Benchmark

| 08-09 | | 09-10 | | 10-11 | | 11-12 | |
|--------|----------|--------|----------|--------|----------|--------|----------|
| School | Province | School | Province | School | Province | School | Province |
| N/A | 72.4% | 70.5% | 72.6% | 75.8% | 73.5% | 62.2% | 65.3% |

CRITERION REFERENCE TESTS

| Grade 3 Language Arts | | | | | | | | |
|--|--------|----------|--------|----------|--------|----------|--------|----------|
| | 08-09 | | 09-10 | | 10-11 | | 11-12 | |
| | School | Province | School | Province | School | Province | School | Province |
| Multiple Choice: | | | | | | | | |
| Reading | 87.0% | 88.3% | 91.3% | 92.1% | 80.7% | 79.7% | 68.0% | 68.0% |
| Listening | 91.7% | 95.4% | 69.7% | 80.9% | 86.0% | 88.0% | N/A | N/A |
| Constructed Response: Percentage of students achieving Level 3 or above | | | | | | | | |
| Demand Writing | 68.8% | 74.9% | 56.7% | 73.9% | 65.9% | 71.9% | 78.8% | 81.7% |
| Poetic | 60.9% | 68.8% | 73.9% | 71.5% | 76.4% | 77.9% | 48.2% | 47.9% |
| Informational | 51.1% | 55.1% | 56.5% | 63.6% | 54.3% | 52.8% | 63.0% | 64.5% |
| Listening | 64.8% | 70.5% | 42.4% | 59.9% | 52.5% | 68.9% | N/A | N/A |
| | | | | | | | | |
| Grade 3 Mathematics | | | | | | | | |
| | 08-09 | | 09-10 | | 10-11 | | 11-12 | |
| | School | Province | School | Province | School | Province | School | Province |
| Multiple Choice: | | | | | | | | |
| Number Operations | 82.7% | 85.0% | 67.0% | 76.0% | 72.7% | 74.5% | 71.7% | 72.5% |
| Number Concepts | 65.2% | 73.5% | 69.8% | 77.3% | 75.7% | 77.9% | 74.3% | 78.6% |
| Constructed Response: Percentage of students performing at Level 3 or above | | | | | | | | |
| Reasoning | 51.4% | 54.3% | 44.0% | 62.1% | 57.2% | 61.2% | 74.0% | 72.0% |
| Communication | 44.3% | 54.2% | 50.0% | 61.6% | 55.4% | 60.6% | 78.0% | 73.4% |
| Connections & Representations | 55.7% | 69.0% | 60.0% | 68.2% | 55.4% | 65.3% | 84.0% | 80.8% |
| Problem Solving | 52.9% | 68.8% | 60.0% | 68.3% | 76.8% | 77.2% | 84.0% | 82.6% |

| Grade 6 Language Arts | | | | | | | | |
|--|--------|----------|--------|----------|--------|----------|--------|----------|
| | 08-09 | | 09-10 | | 10-11 | | 11-12 | |
| | School | Province | School | Province | School | Province | School | Province |
| Multiple Choice: | | | | | | | | |
| Reading | 85.9% | 87.1% | 79.9% | 81.0% | 82.1% | 79.5% | 72.0% | 71.5% |
| Listening | 81.8% | 87.7% | 85.9% | 86.7% | 70.0% | 67.0% | N/A | N/A |
| Constructed Response: Percentage of students performing at Level 3 or above | | | | | | | | |
| Demand Writing | 72.4% | 78.7% | 72.0% | 81.4% | 71.5% | 74.7% | 83.4% | 74.8% |
| Poetic | 57.9% | 69.6% | 77.1% | 69.9% | 66.7% | 66.2% | 58.0% | 50.4% |
| Informational | 56.4% | 68.0% | 68.8% | 68.4% | 56.4% | 58.7% | 61.2% | 58.5% |
| Listening | 27.8% | 47.4% | 62.2% | 66.7% | 63.4% | 51.8% | N/A | N/A |
| | | | | | | | | |
| Grade 6 Mathematics | | | | | | | | |
| | 08-09 | | 09-10 | | 10-11 | | 11-12 | |
| | School | Province | School | Province | School | Province | School | Province |
| Multiple Choice: | | | | | | | | |
| Number Operations | 66.0% | 77.1% | 54.7% | 72.3% | 62.5% | 67.5% | 53.3% | 62.2% |
| Number Concepts | 61.0% | 67.1% | 67.4% | 76.9% | 69.0% | 75.0% | 60.0% | 67.0% |
| Constructed Response: Percentage of students performing at Level 3 or above | | | | | | | | |
| Reasoning | 14.3% | 36.5% | 24.5% | 54.9% | 37.1% | 52.3% | 50.8% | 58.9% |
| Communication | 16.1% | 30.6% | 8.2% | 46.5% | 43.6% | 44.3% | 46.1% | 56.6% |
| Connections & Representations | 26.8% | 36.1% | 8.2% | 44.0% | 41.9% | 35.2% | 58.4% | 58.5% |
| Problem Solving | 16.1% | 42.5% | 26.5% | 55.8% | 56.4% | 68.1% | 60.0% | 65.6% |

Appendix A – Summary of School Fundraising

During the 2011-12 school year, we raised approximately \$12,000 from the Sweat-A-Thon and \$ 14 000.00 from the Spring Bazaar. We are so fortunate at St. Matthew’ s to have the support of you, the parents and the community to help the school raise funds for items to further enhance and support the curriculum and activities for our students. The following is a list of purchases made from money raised. Once again, thank you for your continued support.

Technology Resources – 20 Ipads, Sound Field System

Library Resources and books

Classroom Resources such as books, games, Guided Reading materials, Art Supplies

Further resources to support School Development Plan (including: Math games, Critical Literacy Materials)

Pre-K Program – Books, Art Materials,

Physical Ed Equipment for outdoors and indoors

Music Resources