

Anthony Paddon Elementary
P. O. Box 8
Musgravetown, NL
A0C-1Z0



Vision Statement

Anthony Paddon Elementary is a nurturing community dedicated to meeting the needs of all students, striving for academic excellence and promoting life-long learning.

Mission Statement

To improve student performance in underachieving literacy strands in Language Arts and Mathematics while maintaining existing areas of acceptable achievement.

2010 – 2011
Annual School Report Card

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OFFICE OF THE DIRECTOR

*Chair: Milton Peach, B.A., B.A.(Ed.)
C.E.O./Director of Education: Ford Rice, B.A., B.Ed., M.Ed.*

Message from the Director of Education

In June 2011, Eastern School District concluded 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 2010-2011 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. Keep up the good work!

**FORD RICE, B.A., B.Ed., M.Ed.
C.E.O./DIRECTOR OF EDUCATION**

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Message From Principal

The 2010 - 2011 school year has been a wonderful year of learning. Our school community embarked on the development of our four year comprehensive school development plan. We had the opportunity to reflect on the past four years as well as validate our four year school development plan. Through a thorough collection and analysis of the data, we were able to paint a very nice picture of our school to assist us in organize learning within the 21st century. As a result of this plan, our school has identified four goals for our school for the next four years: To increase student performance in critical strands of English language Arts and Mathematics; to provide an inclusive, safe and caring environment; finally, to promote a healthy and activity living life style. To this end, our staff linked their professional growth plans with our school goals. The connectivity will ensure we will create a learning culture that celebrates our successes and sets a plan to organize learning for our school in a measurable way.

It has been quite evident that the strength of our school community comes from everyone working together. Our staff, parent support group, school council, volunteers, district personnel and partners have established a huge commitment to our school community. It is only through such cooperation that we are able to meet our goals of increasing student achievement. While many challenges exist, we must take pride in our strong learning community we have created. The ultimate challenge now is keeping it that way!

I feel that Anthony Paddon School should provide a strong sense of community, providing students with a quality educational experience in a caring and nurturing environment that is non-threatening, safe and supportive. There must be a clear understanding that the decisions we make, the distribution of resources we have, are utilized in a manner that is consistent with the School Development Plan and the Board's Strategic Plan. Maintaining this focus requires a collaborative approach, team players, and a genuine interest in providing the best possible educational experience for all students.

In closing, I would like to extend onto our entire school community a special thank you for our collective efforts in providing the best possible educational experiences to the students of Anthony Paddon Elementary.

Rodney Drover
2010 – 2011

Message from School Council

This past year has once again been a very successful one for the Anthony Paddon family. Our small group of School Council volunteers continued to support the Administration and Staff in their efforts to provide a healthy and positive learning environment for our children. We also worked very closely with the many other parent volunteers who give of their time and talents to help make this school such an active and exciting place to be.

In addition to our regular monthly meetings, we had a wonderful opportunity this past year to be a part of the School Development Review process. It allowed us to reflect on the great school we send our children to each day and also validate the great things we knew were happening at Paddon. Our involvement in this internal and external review process also gave us a clear picture of the future for our school. We truly look forward to working with the Administration and Staff as they work towards the goals outlined in the 4 year School Development Plan.

On behalf of our School Council, I wish to express how thankful we are to be part of this progressive, vibrant, safe and caring school. We look forward to another successful year.

Jean Butt
School Council Chair
2010-2011

Overview of School

School Description: Our School Community

Anthony Paddon is a K – 6 Elementary School with a student enrolment of 201. We have 21 staff members: includes 16 teachers, 3 support staff and 2 student assistants. In addition, we have itinerant services for speech language pathology, educational psychologists and hearing / visual impairment. When our grade 6 students leave our school, they attend Heritage Collegiate in Lethbridge. Anthony Paddon Elementary has a catchment area over 100 kms. extending from Morley's Siding to Sweet Bay, NL which includes a total of fourteen communities.

Our School Community

Our School Community is made up of thirteen communities: Musgravetown, Bunyan's Cove, Bloomfield, Southern Bay, Lethbridge, Cannings Cove, Jamestown, Charleston, Portland, Brooklyn, Summerville, Princeton and Sweet Bay.

Value Statements

As a learning community, we believe:

- ☛ **Lifelong learning is a partnership between home, school and community.**
- ☛ **Effective teaching involves using a wide variety of teaching strategies that meet the needs of all learners.**
- ☛ **In committing to excellence in all that we do.**
- ☛ **All students are unique learners who will receive an education which fosters responsibility and pride in their accomplishments.**
- ☛ **All students should respect themselves and others.**
- ☛ **All students should be ready and prepared for school.**
- ☛ **Our school is innovative and outcome focused striving to ensure excellence in student achievement.**
- ☛ **Our school is a safe and inviting place promoting high standards of teaching and learning.**

Anthony Paddon Elementary

3-4 Year School Development Plan

Goal 1: To increase student performance scores in English Language Arts

Year	Objectives	Strategies
2010-2011	<p>Objective 1.1: To improve student’s phonological awareness in kindergarten and Grade 1.</p> <p>Objective 1.2: To improve student achievement in all strands of written literacy with a focus on Content, Organization and Conventions. (Grades 2 and 3)</p> <p>Objective 1.3: To improve student achievement in the area of Poetic Text in the Language Arts curriculum. (Elementary)</p>	<p>Strategies will be developed on a yearly basis to achieve the objectives outlined Goal #1. Strategies will include but not limited to the following:</p> <ol style="list-style-type: none"> 1. <i>Host a parent information session on phonological awareness and writing.</i> 2. <i>Divisional meeting for teachers to focus on data analysis, assessment, resource development and teaching and learning strategies.</i> 3. <i>Development of common assessments to be used with students.</i> 4. <i>Purchase resources to be used by teachers and students.</i> 5. <i>Teachers to receive professional development in the area of differentiated instruction.</i> 6. <i>Scheduling of IRT into the classroom to support student learning.</i> 7. <i>Develop strategies based on internal/external data student data throughout the year.</i>
2011-2012	<p>Objective 1.1: To help academically at risk and gifted students through differentiated instruction.</p> <p>Objective 1.2: To analyze internal/external data for the purpose of informing instruction to meet the needs of all learners.</p> <p>Objective 1.3: To develop resources to support the needs of all learners.</p>	
2012-2013	<p>Objective 1.1: To analyze internal/external data for the purpose of informing instruction to meet the needs of all learners.</p> <p>Objective 1.2: To continue developing opportunities for students to participate in activities which support the ELA curriculum.</p> <p>Objective 1.3: To increase the use of technology in the ELA curriculum.</p> <p>Objective 1.4: To continue to support the development of inclusionary practices in the ELA classroom.</p>	
2013-2014	<p>Objective 1.1: To develop resources to be used in the teaching of the ELA curriculum.</p> <p>Objective 1.2: To analyze internal/external data for the purpose of informing instruction to meet the needs of all learners.</p> <p>Objective 1.3: To help academically at risk and gifted students through differentiated instruction.</p>	

Anthony Paddon Elementary

3-4 Year School Development Plan

Goal 2: To increase student performance scores in Mathematics.

Year	Objective	Strategies
2010-2011	<p>Objective 1.1: To improve student achievement in the areas of problem solving and number concepts in Mathematics.</p> <p>Objective 1.2: To incorporate inclusionary practices in the Mathematics classroom.</p> <p>Objective 1.3: To use co teaching practices to support students in the Mathematics classroom.</p>	<p>Strategies will be developed on a yearly basis to achieve the objectives outlined Goal #2. Strategies will include but not limited to the following:</p> <ol style="list-style-type: none"> 1. <i>Divisional meeting for teachers to focus on data analysis, assessment, resource development and teaching and learning strategies.</i> 2. <i>Purchase resources and manipulatives to be used in the classroom.</i> 3. <i>Identify a lead DI/Inclusionary teacher for the school.</i> 4. <i>Scheduling of IRT teacher into the classroom to support student learning.</i> 5. <i>Smartboards place in each grade level.</i> 6. <i>Creative scheduling of teacher timetables to allow for co teaching.</i> 7. <i>Teachers to receive PD in the area of math strategies.</i> 8. <i>Teachers to be a part of board level focus group.</i> 9. <i>Develop strategies based on internal/external data student data throughout the year.</i>
2011-2012	<p>Objective 1.1: To analyze internal/external data for the purpose of informing instruction to meet the needs of all learners.</p> <p>Objective 1.2: To help academically at risk and gifted students through differentiated instruction.</p> <p>Objective 1.3: To develop resources to help with the teaching and learning of Mathematics concepts.</p>	
2012-2013	<p>Objective 1.1: To increase the use of technology in the Mathematics curriculum.</p> <p>Objective 1.2: To continue implementing the inclusionary model in the Mathematics classroom to support students learning.</p> <p>Objective 1.3: To analyze internal/external data for the purpose of informing instruction to meet the needs of all learners.</p>	
2013-2014	<p>Objective 1.1: To help academically at risk and gifted students through differentiated instruction.</p> <p>Objective 1.2: To expand the use of co teaching practices to support students in the Mathematics classroom.</p> <p>Objective 1.3: To increase the use of centers in the Mathematics classroom.</p> <p>Objective 1.4: To analyze internal/external data for the purpose of informing instruction to meet the needs of all learners.</p>	

***Anthony Paddon Elementary
3-4 Year School Development Plan***

Goal 3: To provide an inclusive, safe and caring environment.

Year	Objective	Strategies
2010-2011	<p>Objective 1.1: To deliver an anti bullying program to the whole school.</p> <p>Objective 1.2: To have all students feel safe on the bus.</p> <p>Objective 1.3: To fund students who do not have the financial means to take part in classroom and school activities.</p>	<p>Strategies will be developed on a yearly basis to achieve the objectives outlined Goal #3. Strategies will include but not limited to the following:</p> <ol style="list-style-type: none"> 1. <i>Create time in the school schedule to deliver an anti bullying program.</i> 2. <i>Raise funds to help ensure student participation in events.</i> 3. <i>Actively involved students, staff and bus drivers in school bus safety drills.</i> 4. <i>Create a committee of stakeholders to review the schools code of conduct for the students.</i> 5. <i>Teachers to receive PD on Positive Behavior Support program.</i> 6. <i>Create a handbook for students and parents regarding student expectations.</i> 7. <i>Expand the Gotcha Program for students.</i> 8. <i>Recognize positive student behavior (Assemblies, newsletter, etc).</i>
2011-2012	<p>Objective 1.1: To review the school’s Code of Conduct for student behavior.</p> <p>Objective 1.2: To begin developing a new Code of Conduct for student behavior.</p> <p>Objective 1.3: To continue creating a socially just climate and culture for all students.</p> <p>Objective 1.4: To expand the use of Positive Behavior Supports in the school for students.</p>	
2012-2013	<p>Objective 1.1: To fully implement the new Code of Conduct for student.</p> <p>Objective 1.2: To implement a Positive Behavior Support Program in the school for students.</p> <p>Objective 1.3: To expand the use of student helpers and student mentors in the school.</p>	
2013-2014	<p>Objective 1.1: To regularly communicate student expectations to all stakeholders.</p> <p>Objective 1.2: To regularly recognize positive student behavior to all stakeholders.</p> <p>Objective 1.3: To fund students who do not have the financial means to take part in classroom and school activities.</p> <p>Objective 1.4: To continue creating a socially just climate and culture for all students</p>	

***Anthony Paddon Elementary
3-4 Year School Development Plan***

Goal 4: To promote a healthy and activity living life style.

Year	Objective	Strategies
2010-2011	<p>Objective 1.1: To have students increase their amount of outside daily activity.</p> <p>Objective 1.2: To give students an opportunity to take part in an after school sports program.</p> <p>Objective 1.3: To communicate to parents the importance of providing healthy recess and lunch to students.</p>	<p>Strategies will be developed on a yearly basis to achieve the objectives outlined Goal #4. Strategies will include but not limited to the following:</p> <ol style="list-style-type: none"> 1. <i>Parent session with Public Health.</i> 2. <i>Basketball, volleyball and outdoor club afterschool.</i> 3. <i>Send home newsletter outlining healthy lunch choices for students.</i> 4. <i>Schedule daily physical activities for students</i> 5. <i>Activity tubs for every classroom to be used.</i> 6. <i>Provide examples of healthy lunches and recess for students.</i> 7. <i>Promote the use of the wellness center with the staff.</i> 8. <i>Encourage the use of playground and soccer field by students.</i> 9. <i>Increase healthy food choices in canteen and on lunch menu.</i> 10. <i>Bring guest speakers to the school.</i>
2011-2012	<p>Objective 1.1: To expand the hot lunch program to provide more healthy food choices.</p> <p>Objective 1.2: To increase the number of active living programs available to students after school.</p> <p>Objective 1.3: To educate parents and students on healthy food choices for party lunches.</p> <p>Objective 1.4: To increase physical activity for students within the classroom during instructional time.</p>	
2012-2013	<p>Objective 1.1: To implement a Quality Daily Fitness program where all students receive at least 30 minutes of physical activity per day.</p> <p>Objective 1.2: To increase the hot lunch program for students from three to five days per week.</p> <p>Objective 1.3: To incorporate weekly physical activity for staff.</p>	
2013-2014	<p>Objective 1.1: To implement a healthy recess program for all students.</p> <p>Objective 1.2: To increase physical activity for students within the classroom during instructional time.</p> <p>Objective 1.3: To continue educating parents on the importance of a healthy life style for their children.</p> <p>Objective 1.4: To continue promoting the importance of personal wellness to all staff members.</p>	

Special Programs

Centres

Some of the curriculum outcomes in various subject areas are achieved through a “Centres” approach. Centres provide the opportunity to explore D.I. strategies allowing staff to meet the needs of all learners.

Author Studies

Works by various authors are explored. Students are introduced to an author’s body of work and are exposed to various genres (narratives, informational, poetry etc.) and styles of illustration.

Book Borrowing

Each class visits the library each cycle to borrow books of their own choosing for recreational reading. Books are also borrowed in conjunction with units of study for the various subject areas.

The “Kinderstart Students” (These are our preschoolers who will begin Kindergarten the following September.) visit the library during their monthly school visits to borrow books throughout the year.

The “Vista Family Resource Centre PRINTS Program” (This is a government strategic social plan initiative which brings communities together to share resources and meet the needs of learners in rural areas.) also borrows resources to support preschool children’s literacy.

Primary Parent Math Evening

Primary Math Curriculum was explored through interactive games developed by the Department of Education curriculum division. Parents and staff participated in a series of games centers.

Family Literacy Day

Parents were invited to our school exploring the Language Arts Program with our staff and students.

Read-At-Home Program

Students are expected to read nightly. This program pairs students, parents and books. Parents are encouraged to monitor their child’s home reading.

Buddy Reading

This program pairs students in different grade levels as reading partners.

Tutoring for Tuition

Students have the opportunity to receive tutoring free of cost provided by Heritage Collegiate

Roots of Empathy

Roots of Empathy plays an important role as the youngest teachers in the province’s classrooms who are joined by their proud parents. The program is offered to our grade 4 students which helps develop the social and emotional literacy of our students.

PRIMARY LANGUAGE ARTS ASSESSMENT

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

07-08		08-09		09-10		10-11	
School	Province	School	Province	School	Province	School	Province
100.0%	63.5%	76.0%	65.0%	68.6%	62.6%	73.1%	63.7%

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

07-08		08-09		09-10		10-11	
School	Province	School	Province	School	Province	School	Province
87.0%	68.9%	100.0%	72.4%	95.2%	72.6%	84.9%	73.5%

CRITERION REFERENCE TESTS

Grade 3 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	93.0%	88.5%	86.9%	88.3%	94.3%	92.1%	78.5%	79.7%
Listening	87.5%	85.0%	99.0%	95.4%	76.1%	80.9%	87.0%	88.0%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	69.2%	72.6%	76.9%	74.9%	85.7%	73.9%	60.0%	71.9%
Poetic	53.8%	56.1%	53.9%	68.8%	78.6%	71.5%	89.5%	77.9%
Informational	84.7%	70.8%	53.9%	55.1%	64.3%	63.6%	50.0%	52.8%
Listening	80.8%	70.2%	80.8%	70.5%	78.6%	59.9%	84.2%	68.9%
Grade 3 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	80.0%	76.0%	78.9%	85.0%	78.0%	76.0%	73.6%	74.5%
Number Concepts	75.0%	76.3%	67.3%	73.5%	76.4%	77.3%	69.3%	77.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	48.0%	65.7%	50.0%	54.3%	85.7%	62.1%	71.5%	61.2%
Communication	56.0%	59.8%	57.7%	54.2%	71.4%	61.6%	71.5%	60.6%
Connections & Representations	44.0%	61.3%	65.4%	69.0%	89.3%	68.2%	71.4%	65.3%
Problem Solving	68.0%	76.2%	50.0%	68.8%	75.0%	68.3%	71.4%	77.2%

Grade 6 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	86.1%	84.8%	89.7%	87.1%	76.7%	81.0%	82.2%	79.5%
Listening	94.0%	92.0%	89.2%	87.7%	81.3%	86.7%	60.0%	67.0%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	85.4%	85.1%	70.8%	78.7%	56.4%	81.4%	89.2%	74.7%
Poetic	85.4%	81.2%	80.0%	69.6%	51.3%	69.9%	64.0%	66.2%
Informational	80.5%	78.9%	84.0%	68.0%	67.6%	68.4%	82.8%	58.7%
Listening	84.7%	62.6%	61.5%	47.4%	68.4%	66.7%	64.0%	51.8%
Grade 6 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	72.0%	78.0%	72.4%	77.1%	72.0%	72.3%	63.8%	67.5%
Number Concepts	67.1%	70.0%	58.3%	67.1%	75.4%	76.9%	71.0%	75.0%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	53.0%	48.4%	44.0%	36.5%	61.5%	54.9%	65.5%	52.3%
Communication	46.4%	42.0%	36.0%	30.6%	53.8%	46.5%	65.5%	44.3%
Connections & Representations	47.5%	41.3%	40.0%	36.1%	56.4%	44.0%	62.0%	35.2%
Problem Solving	55.0%	55.4%	68.0%	42.5%	71.8%	55.8%	68.9%	68.1%

Report on School Development Plan 2010-2011

Goal 1: To increase student performance in critical literacy strands for English Language Arts.		
<p>Objective 1.1:</p> <p>To improve student's phonological awareness in kindergarten and Grade 1.</p>	<p>Objective 1.2</p> <p>To improve student achievement in all strands of written literacy with a focus on Content, Organization and Conventions. (Grades 2 and 3)</p>	<p>Objective 1.3</p> <p>To improve student achievement in the area of Poetic Text in the Language Arts curriculum. (Elementary)</p>
<p>Evaluation 1.1</p> <p>Our external grade 1 and 2 results are approximately 10% above Provincial level. We have exceeded the provincial bench mark. See Data.</p>	<p>Evaluation 1.2</p> <p>Our external grade 2 results are approximately 10% above Provincial level. We have exceeded the provincial bench mark. See Data. Our grade 3 external results in the area of written literacy is below the Provincial and District. This is consistent with our internal results.</p>	<p>Evaluation 1.3</p> <p>Our external results have increased over the past four years. This year we have exceeded the Provincial results by approximately 11%.</p>
<p>Recommendations 1.1</p> <p>Maintain current strategies; include all aspects of the phonological awareness throughout our primary grades.</p>	<p>Recommendations 1.2</p> <p>Maintain current strategies, We are pleased with our results in our grade 3 ELA CRT's. We feel they have moved forward.</p>	<p>Recommendations 1.3</p> <p>Maintain current strategies.</p>
<p>Commendations 1.1</p> <p>Staff purchased educational games that promoted phonological awareness. Literacy Night drew a great response from parents of preschoolers and primary students who received direction in supporting and encouraging risk taking around phonics.</p>	<p>Commendations 1.2</p> <p>Poetic and Listening were two strong areas for this group. They have demonstrated their ability to be successful in these two areas so we feel with continued interventions; this class will continue to move in a positive direction.</p>	<p>Commendations 1.3</p> <p>Well done!</p>

Goal 2: To increase student performance in critical literacy strands in Mathematics.		
<p>Objective 2.1</p> <p>To improve student achievement in the areas of problem solving and number concepts in Mathematics.</p>	<p>Objective 2.2</p> <p>To incorporate inclusionary practices in the Mathematics classroom.</p>	<p>Objective 2.3</p> <p>To use co-teaching practices to support students in the Mathematics classroom.</p>
<p>Evaluation: 2.1</p> <p>Primary CRT's indicate results were above District and Province however we are below in the area of problem solving. Elementary CRT's indicated that we are above District and Province in all strands. See Data</p>	<p>Evaluation: 2.2</p> <p>PGP / CRT indicate a positive improvement in this area.</p>	<p>Evaluation: 2.3</p> <p>We are moving toward a co-teaching practice where the numbers warrant and the teachers feel it will benefit the students. Presently, we have co-teaching happening in grades 1. 4. 5 and 6.</p>
<p>Recommendations 2.1</p> <p>We are showing yearly increase within our School. We will continue our focus in this area for the 2011-2012. We recognize that there is a correlation between Language Arts and the ability to problem solve. Provide additional support around the area of problem solving.</p>	<p>Recommendations 2.2</p> <p>Maintain current strategies</p>	<p>Recommendations 2.3</p> <p>Continue to provide support and direction in the area of co-teaching. It is a slow process that must be celebrated and supported.</p>
<p>Commendations 1.1</p> <p>Staff focused on current strategies through teachers working interdependently.</p>	<p>Commendations 1.2</p> <p>We credit the use of ongoing assessment and informed instruction as a strategy for this improvement. We also recognize that the current D.I. strategies used within our math program is catering to all learners providing a deeper understanding of all outcomes.</p>	<p>Commendations 1.3</p> <p>We presently have four grades working together in a co-teaching environment particularly in the areas of ELA and Math. I have heard very positive comments regarding the additional support many of our children are receiving as well as the professionalism of our staff that is working in such an environment.</p>

Goal 3: To provide an inclusive, safe and caring environment.		
Objective 3.1 To deliver an anti bullying program to the whole school.	Objective 3.2 To have all students feel safe on the bus.	Objective 3.3 To fund students who do not have the financial means to take part in classroom and school activities.
Evaluation: 3.1 Level of bullying incidence is quite low.	Evaluation: 3.2 Parent and student questionnaire was completed indicating that students do feel safe while on bus.	
Recommendations 3.1 Continue to provide dialogue and understanding about bullying particularly around the negative impact it has on our school and students.	Recommendations 3.2 Continue with providing the bus evacuation drills performed in school and on bus.	
Commendations 3.1 Guidance teacher provides tremendous support in this area. Our Elementary divisionals are used to bring awareness to the dangers of bullying providing the bully and victim with alternate ways of dealing with their concerns.	Commendations 3.2 Our bus drivers participate in our concerts and can be found joining our students during our luncheons, breakfast program and PSG activities. We feel this interaction with our students.	Commendations 3.3 All students participate in school activities regardless of social economic situation.

Goal 4: To promote a healthy and activity living life style.		
Objective 4.1 To have students increase their amount of outside daily activity.	Objective 4.2 To give students an opportunity to take part in an after school sports program.	Objective 4.3 To communicate to parents the importance of providing healthy recess and lunch to students.
Evaluation: 4.1 Increased the frequency of outdoor play.	Evaluation: 4.2 Increase the amount of after school programming	
Recommendations 4.1 Continue to communicate the importance of outdoor play to the overall development of play interaction, physical fitness and a healthier lifestyle.	Recommendations 4.2 Continue to encourage staff and parents to create opportunities for after school involvement.	Recommendations 4.3 Provide vegetable choice with all meals. Continue to monitor
Commendations 4.1 Staff has been very encouraging with the promotion of outdoor play during lunch.	Commendations 4.2 All grades are represented in after school activities which are sponsored by staff and parents: Primary sports, Elementary Sports (boys and girls), cooking club, outdoor club and art club.	Commendation 4.3 Communication through our Paddon Periscope, public health nurse and an evening session with parents have all contributed to an awareness of the importance of healthy recess and lunch.

Operational Issues Report 2010 – 2011

Operational Issue	Intended Action	Progress
Divisional Session: Incorporating ALL teachers including IRT into our divisional	Have two separate days for divisional. On Primary Divisional day pair the primary children up with elementary for Buddy reading activities for half an hour and choir for half an hour. On Elementary divisional day plan activities such as guidance topics, science and math Olympics, silent reading. OR Alternate divisionals on a weekly basis...one week for Primary and the other week for Elementary. Could do buddy reading activities. OR Other suggestions	Divisional day will remain on one day providing 60 minutes of uninterrupted time for staff to plan and strategize over our school development goals. Focus will be on student achievement.
Student Participation in after school activities: Late bussing	Check with school board to see if funding for a late bus could be provided.	There is no fund available however it was recommended to make application to The Canadian Tire Jumpstart program.
Students not able to transport instruments on buses.	Dept. of Transportation Issue.	Letter written and discussed at school council meeting.
Policy communication regarding homework, attendance etc.	Publish basic set of expectations in student agendas as per board policy.	Communication made through Paddon Periscope (newsletter). A set of expectations will be completed in 2011-2012
Splitting classes	Creative scheduling at the office level.	Achieved
Expected Behaviors: all on a common ground	Created by staff Safe and Caring schools	PBS committee formed and will be implemented by June 2012
Playground issue Soccer Field	School Board / Office	Ongoing
Flexibility with IRT Time	Scheduling	Achieved

Anthony Paddon Elementary School

P.O. Box 8, Musgravetown, NL

A0C 1Z0

Telephone: (709)467-2785 Fax: (709)467-4357

Parent Support Group (Fundraised)

Financial Statement 2010-2011

Balance Forward (June 2010).....\$12,053.90

Income:

Lamontagne.....	\$13,333.00
Sub Sale	3,908.00
Christmas Dinner	157.25
Book Fair Income	2,708.72
Total	\$20,106.97

Expenditures:

Lamontagne	\$ 7,395.99
Sub Sale	1,559.06
Laptops for Smartboards	940.37
Staff Appreciation	482.65
Christmas Dinner	32.88
Graphic Novels	573.22
Divisional Materials	21.01
Donation to Breakfast Program	1,000.00
Year End Student BBQ	283.41
Gotcha Prizes	143.16
Scholastic Book Fair	2,708.72
Overhead Projector	301.95
Halloween Carnival	74.85
Nelson Education – Books	1,873.04
School Speciality – Art Supplies	468.81
School Speciality – Electricity Unit Supplies..	276.55
Kidcraft – Art Supplies	194.48
3D datacomm (Smart Board)	4,849.56
Computer Desks	1,260.89
Scholastic Canada – Gr. 6 Books	187.51
Total.....	\$24,628.11
Closing Balance.....	\$7532.76