



Random Island Academy

2010-2011 School Development Report

Mission

Random Island Academy is committed to nurturing the development of every individual. Quality educational experiences will be provided in a secure, stimulating environment, challenging all to be productive members of society.

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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

Message from Principal

I would like to thank the efforts of Rodney Boutcher (former principal) for the establishment of a new school development plan for Random Island Academy. It is a solid document which reflects the needs of the school and the challenges it faces.

Given the fact that this is my first year at Random Island Academy and the new results from both the internal and external data have been received, some modifications have been made to the plan.

The external data received this year supported many of the goals and objectives as outlined in the current SDP. It is my privilege this year to work collaboratively with the Random Island School Community to foster a culture that promotes student achievement and respect for all.

I would like to extend a special thank you to the staff at Random Island Academy who continues to focus on the needs and education of the whole child. I look forward to our year together and the challenges that come forth.

Peter Hackett

Message from School Council

On behalf of the Random Island Academy School Council, I am honoured to announce the incredible progress that we have conquered in the years of 2010 and 2011 in this final report card. There was an amazing amount of help from the parents, staff and students and we couldn't have gotten as far as we did without their support.

The issues we have looked at have been taken care of and will proceed to be attended to in the near future. The priorities were well looked after and I am excited to say that we accomplished so much within the one year time period.

Everyone within the communities of Random Island have been tremendous in their help and support and we hope to see the same with the years coming. The years 2010 and 2011 will be left on an exciting note and we hope the coming years will be just as good.

Sherry Green
School Council Chair, 2010-11

Our School Community

Random Island Academy is part of the Eastern School District. In 2010-2011 the school had 181 students from Kindergarten to Level 3. It served all 11 communities on Random Island.

In the 2010-2011 school year Random Island Academy had a staff of 19 teaching units. We were fortunate to have specialists in Guidance, Physical Education, Music, Instructional Support, Pervasive Needs as well as Library Resources. We also had the services of 2 student assistants as well as secretarial, maintenance and custodial support.

Along with our regular teaching staff, administration and support staff, we had access to itinerant services for speech-language pathology, hearing impairment, visual impairment, NST and educational psychology.

Our school offers the provincially prescribed curriculum from Kindergarten to Level 3. We offer a single stream with selected multi-aging occurring at grades 1 / 2 as well as grades 5/6 and 8/9.

Though small, our school is proud to offer a complete and diverse high school program from Levels 1-3, including a range of general, academic and advanced courses. The use of CDLI allows the school to augment its offerings, particularly in academic sciences and advanced mathematics and science, as well as courses of special interest such as music, art and technology.

Key Highlights/Special Projects

This year we continued to expand our Smartboard technology into curriculum delivery. Currently our school has five Smartboards and a commitment to ordering two more through recent fundraising initiatives. Lead teachers continue to implement this technology into their classrooms and have reported that students are extremely motivated to participate in learning using this interactive teaching tool. These same lead teachers have been instrumental in providing access to this resource to other staff members while providing them with guidance and training.

Random Island Academy's co-curricular activities continue to be vibrant and varied with a high level of participation from our student body. While many of these center around athletics and active living such as volleyball, basketball and cross-country running, there are activities and programs for everyone that expand into the arts as well. Random Island Academy has held successful drama groups, arts clubs and music initiatives. All of these programs are only made possible through the exemplary dedication and involvement of the entire school community, students, teachers, parents and community members.

The school community continues to be involved in Healthy and Active School and Positive Behaviour Supports. In conjunction with Eastern School District's Healthy Food Policy and Safe and Healthy School initiatives and under the direction of our Healthy Active School team, comprised of students and teachers, our school continues to make it a priority to provide regular activity and promote healthy eating among our school community. Our very successful swimming program in primary and elementary was continued. Several times throughout the school year students were provided with healthy food buffets, usually following some form of school wide physical activity, such as walks or spirit activities.

Following the model of Positive Behaviour Supports, our school continues to implement its own model named SOAR. Based on the notion of reinforcing positive behaviours among students and using respect as the basis upon which we reinforce positive behaviours, this program is well on its way to becoming part of our school culture.

To get a taste of the many things that happen in a small school such as ours consider the following partial list of activities that occurred during the 2010-2011 school year.

- Tutoring for Tuition
- Athletics-Varsity(Volleyball, Basketball, Cross Country Running)
- Intra-mural Athletics
- Healthy School Summit Team
- Student Council
- Drama
- Breakfast Program
- Public Speaking (in-school, Lion's Club and Kiwanis)
- Literature Fair
- Historic Fairs
- Grad and Safe Grad Committees
- Healthy Active School Team
- Public Relations Committee
- DARE
- Primary and Elementary Choir

Partnerships

Random Island Academy's Breakfast Program continues to be a successful venture, largely as a result of partnerships fostered some years ago with the local Ministerial Association and the Kids Eat Smart Foundation. Many parent volunteers and staff members continue to drive this program making a healthy snack available for all members of our school community each and every day the school is open.

The local Lion's Club continues to play a key role in our school. They have also been instrumental in our efforts to promote Public Speaking from grades 4-Level 3 at our school. Along with hosting their own high school competition, they have for several years supported public speaking from grades 4-9, through the provision of cash prizes as well as judges for the school-based competitions.

These are but a few of the many partnerships that exist in our school. We look forward to continuing our partnerships with our current partners and look forward to engaging in new partnerships in the future.

3-4 Year School Development Plan

The 3-4 year School Development Plan outlines a school's **goals** and **objectives** over the life of the plan.

Goal 1: Improve student learning and achievement in Core Subject Areas (Math, ELA, Science, Français, Social Studies) from K–Grade 12

Year	Objective	Objective	Objective
2009-10	To improve student performance on demand writing.	Improve students' comprehension of Number Concepts.	
2010-11	To improve student performance on all constructed response items in all subject areas.	Improve students' comprehension of Number Concepts including a focus on multiplication facts.	

Goal 2: Improve classroom climate conducive to learning (student behaviour, motivation, and work ethic).

Year	Objective	Objective	Objective
2009-10	Implement aspects of the PBS program.	Improve student attitude toward school life and learning.	
2010-11	Promote positive parental community involvement with the school.	Improved student attitude towards school and academics.	

Goal 3: Provide an environment that promotes active and healthy living practices within the school community.

Year	Objective	Objective	Objective
<i>2009-10</i>	To expand the daily quality active living to the Senior High School level.	To improve the food choices of students.	
<i>2010-11</i>	To expand the daily quality and quantity active living to reach all students.	To education students on healthy diet choices while providing them with healthy choices at school.	

Operational Issues

Year	Issues	Issues	Issues
<i>2009-10</i>			
<i>2010-11</i>	Working teacher computer in every classroom	Network cable wired in all classrooms	Improve/upgrade second computer lab.

Summary Report on the School's Most Current Data

There has been consistent data which supports the notion that many students are struggling readers in primary. There is a need to determine where students are on the reading continuum (reading level) and produce support initiatives to improve this cycle. As a point of interest, these same students from grade 2 have met with success on the grade 3 results from 2010-11. However, the results from primary and elementary demand writing indicate that there is need for a focus in this area on the 2011-12 SDP. There is a comparable difference in the levels of achievement in Language Arts and Math at the Elementary level. This may represent a success in the support offered by the NST for the 2009-10 and 2010-11 school years. Support initiatives are needed for 2011-12 school year in Language Arts at the grade 6 level. This will be added to the area of need in the current school development plan.

The results at the intermediate level have been consistently low in all areas. The same group of students from 2007-08 at grade 6 and 2010-11 at grade 9 show similar areas of concern. More focus is required to improve the current trends. This will be another focus for the 2011-12 SDP. These students will be tracked in their level one courses to determine the impact of current initiatives in the current school development Plan.

The High School Results from 2010-11 indicate that students are experiencing success with CDLI courses. Locally, World Geography has been a consistent strong point for the school. However, all other courses have revealed a need of focus for the 2011-12 SDP. This data supports the high incidence of general graduation rates.

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
23.1%	63.5%	45.5%	65.0%	71.4%	62.6%	14.3%	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
66.7%	68.9%	40.0%	72.4%	69.2%	72.6%	77.8%	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	88.4%	88.5%	94.3%	88.3%	90.0%	92.1%	83.3%	79.7%
Listening	92.5%	85.0%	100.0%	95.4%	76.4%	80.9%	91.0%	88.0%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	84.6%	72.6%	85.7%	74.9%	42.9%	73.9%	60.0%	71.9%
Poetic	76.9%	56.1%	100.0%	68.8%	63.6%	71.5%	71.4%	77.9%
Informational	100.0%	70.8%	66.7%	55.1%	60.0%	63.6%	87.5%	52.8%
Listening	50.0%	70.2%	100.0%	70.5%	41.7%	59.9%	100.0%	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	91.0%	76.0%	87.1%	85.0%	74.4%	76.0%	88.2%	74.5%
Number Concepts	97.5%	76.3%	91.1%	73.5%	80.8%	77.3%	87.9%	77.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	73.4%	65.7%	100.0%	54.3%	61.5%	62.1%	36.4%	61.2%
Communication	80.0%	59.8%	100.0%	54.2%	38.5%	61.6%	45.5%	60.6%
Connections & Representations	80.0%	61.3%	100.0%	69.0%	69.2%	68.2%	72.7%	65.3%
Problem Solving	86.7%	76.2%	100.0%	68.8%	61.5%	68.3%	100.0%	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	68.5%	84.8%	85.2%	87.1%	78.3%	81.0%	72.4%	79.5%
Listening	86.0%	92.0%	88.9%	87.7%	94.0%	86.7%	59.0%	67.0%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	72.7%	85.1%	83.3%	78.7%	90.0%	81.4%	78.6%	74.7%
Poetic	54.6%	81.2%	47.1%	69.6%	66.7%	69.9%	50.0%	66.2%
Informational	40.0%	78.9%	58.8%	68.0%	66.7%	68.4%	36.4%	58.7%
Listening	36.4%	62.6%	22.2%	47.4%	80.0%	66.7%	0.0%	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	63.0%	78.0%	80.6%	77.1%	78.8%	72.3%	72.5%	67.5%
Number Concepts	61.4%	70.0%	77.8%	67.1%	79.3%	76.9%	83.0%	75.0%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	27.3%	48.4%	33.3%	36.5%	81.8%	54.9%	61.6%	52.3%
Communication	18.2%	42.0%	16.7%	30.6%	54.6%	46.5%	61.5%	44.3%
Connections & Representations	36.4%	41.3%	11.1%	36.1%	45.5%	44.0%	53.9%	35.2%
Problem Solving	45.5%	55.4%	27.8%	42.5%	81.8%	55.8%	84.7%	68.1%

Grade 9 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Poetic	78.3%	77.2%	64.6%	71.0%	76.2%	85.1%	54.6%	64.7%
Informational	71.7%	78.1%	64.6%	83.1%	76.9%	79.3%	59.2%	71.2%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	83.3%	86.2%	70.8%	83.0%	64.3%	85.4%	61.6%	83.3%
Poetic	66.7%	73.0%	54.6%	79.5%	7.7%	73.1%	38.5%	61.4%
Informational	91.6%	77.5%	45.5%	75.5%	30.8%	70.1%	30.8%	69.2%
Grade 9 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Number Operations	64.3%	60.3%	38.7%	55.8%	64.6%	69.5%	32.4%	59.1%
Number Concepts	70.8%	68.9%	27.1%	39.3%	61.4%	59.0%		
Patterns & Relations	62.8%	59.3%	62.5%	68.9%	67.4%	75.4%	41.2%	62.8%
Measurement	56.6%	55.1%	46.5%	59.9%	72.6%	67.6%	42.3%	65.7%
Geometry	46.9%	55.4%	45.8%	61.8%	64.3%	69.4%		
Data Management & Probability	68.8%	63.2%	39.6%	53.7%	80.4%	65.9%	63.5%	79.4%

PUBLIC EXAMS

Exam Mark	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
French 3200	62.6%	65.1%	92.0%	68.3%	69.5%	68.1%	61.5%	69.6%
Math 3204	78.8%	57.4%	51.7%	58.9%	48.0%	58.0%	45.6%	58.2%
Math 3205	N/A	78.9%	88.0%	74.9%	88.0%	75.3%	77.0%	77.9%
World History 3201	58.0%	61.7%	N/A	63.6%	N/A	61.5%	70.0%	65.6%
World Geography 3202	64.6%	63.1%	66.3%	63.2%	57.2%	58.8%	64.9%	64.4%
Biology 3201	62.5%	61.2%	66.9%	58.4%	N/A	60.7%	47.8%	60.5%
Chemistry 3202	67.5%	64.6%	66.5%	62.2%	85.0%	66.4%	58.6%	66.9%
Physics 3204	76.3%	68.3%	79.0%	67.2%	40.0%	65.5%	59.5%	70.8%
English 3201	58.8%	65.3%	49.3%	60.2%	54.9%	64.6%	62.1%	63.4%

GRADUATION STATUS

	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Honours	7.7%	25.1%	5.3%	23.1%	13.3%	25.2%	16.7%	26.1%
Academic	61.5%	35.7%	47.4%	40.9%	13.3%	39.5%	25.0%	40.6%
General	30.8%	39.3%	47.4%	36.0%	73.3%	35.2%	58.3%	33.3%

School Development Plan for Current Year

The current SDP focuses on two goals: to improve student learning and to create an environment that fosters this environment. The goal of academic achievement is greatly impeded by the need of mutual respect and responsible behaviors as outlined in the plan. However, through the combined efforts of the school community, it is hoped that a new culture of respect for self, others and learning will improve the current data as outlined in this report.

Goal 1: Improve student learning and achievement across the curriculum through enhanced learning within an inclusive environment

<p>Objective 1.1. To improve student achievement on informational text /demand writing to a level 3 by June 2012.</p>	<p>Objective 1.2. To improve student achievement in constructive response (CR) questions by June 2012.</p>
<p>Strategies:</p> <ul style="list-style-type: none"> 1.1.1 Make informational text/demand writing a focus during divisional meetings. 1.1.2 Professional Development for Constructive Response rubric 1.1.3 Administer at least one Constructive Response on informational text per term. 1.1.4 Utilize ELA Program Specialist 1.1.5 Collaboration between teachers 1.1.6 Using and modeling exemplars 1.1.7 Use of word walls 1.1.8 Ensure work is returned to students in a timely manner with constructive feedback provided 1.1.9 Organize a school marking panel 1.1.10 Direct teaching of appropriate terminology 	<p>Strategies:</p> <ul style="list-style-type: none"> 1.2.1 Focus during divisional meetings 1.2.2 Professional Development for Constructive Response rubric 1.2.3 Compile exemplars for each grade level 1.2.4 Have LNT visit school/classrooms 1.2.5 Model constructive response exemplars 1.2.6 Introduce students to the rubric and explain how it works 1.2.7 Have information sessions for parents 1.2.8 Promote CR outside of the classroom (ex: Math fairs, Math day, etc.) 1.2.9 Provide timely feedback (verbal & written) 1.2.10 Develop questions to model CRT format 1.2.11 Use of word walls 1.2.12 Direct teaching of appropriate terminology 1.2.13 Collaboration between teachers 1.2.14 Organize a school marking panel

<p>Indicators of Success:</p> <ul style="list-style-type: none"> • Internal and external assessments • Scheduled divisional meetings with a focus on informational texts • PD provided on provincial constructive response rubric and on implementation of marking panel • Compete 3 constructive response pieces before June 2012 to track student progress • Implementation of school based marking panel • Program specialist has visited school/classrooms • Exemplars have been used to model constructive response answers • Students using appropriate terminology and demonstrating it through their writing 	<p>Indicators of Success:</p> <ul style="list-style-type: none"> • Internal and external assessments • Scheduled divisional meetings with a focus on informational texts • PD provided on provincial constructive response rubric and on implementation of marking panel • Implementation of school based marking panel • Numeracy Support specialist has visited school/classrooms • Exemplars have been used to model constructive response answers • Students using appropriate terminology and demonstrating it through their writing • Binders of exemplars has been created and modeled for each grade level
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Goal 1. Support Plan		
Financial	Professional Development Sessions/ Close-out Time/Time Required	Communication
<ul style="list-style-type: none"> • Overhead projectors in each classroom • Individual student whiteboards for each class • Purchase of posters and high interest reading materials • Subscription to Bold Print Magazine • Purchase binders for classroom exemplars 	<ul style="list-style-type: none"> • Implementation of marking panel • Schedule divisional meetings to occur during the school day • Program Specialist/Numeracy Support to visit classrooms at least once per term • Program Specialist/Numeracy Support to attend at least one divisional meeting per term • Time to collaborate with teachers/ visit classrooms of other schools • PD surrounding constructive response rubric 	

Goal 2: To create and maintain a school culture that fosters a safe, healthy, caring, socially just and collaborative learning environment

<p>Objective 2.1. To create a culture of mutual respect by June 2010</p>	<p>Objective 2.2. To promote and encourage responsible behaviours by June 2012</p>
<p>Strategies:</p> <ul style="list-style-type: none"> 2.1.1 Education on individual differences through information sessions, guest speakers, etc. 2.1.2 Positive behavior reinforcements throughout all grade levels 2.1.3 Increase opportunities to build rapport between teachers, parents and students 2.1.4 Celebrate success through monthly assemblies, local newspapers, ESDNL website, etc. 2.1.5 No tolerance policy on bullying and anti-bullying program implemented 2.1.6 Continued enforcement of school discipline policy 2.1.7 Ensuring the student code of conduct is discussed and placed in every classroom 2.1.8 Include a discipline policy within each students agenda 2.1.9 Increase opportunities for student leadership within the school 	<p>Strategies:</p> <ul style="list-style-type: none"> 2.1.1 Reward students who pass assignments in on time 2.1.2 Students are reprimanded for coming to class without all their materials 2.1.3 Positive Behaviour Supports 2.1.4 Monthly award ceremonies that recognize academics, attitudes and responsible behaviours 2.1.5 Expand the use of Synervoice to remind parents to check assessments and evaluations that have been sent home 2.1.6 Teachers have websites that outline classroom expectations and assignment guidelines 2.1.7 Continue monthly reports outlining student evaluation 2.1.8 Establish a teacher/student mentor program

<p>Indicators of Success:</p> <ul style="list-style-type: none"> • A number of information sessions have been completed • Informal observations and less incident reports submitted to the office • Opportunities have been provided to build rapport • See an increased parent presence within the school • Monthly assemblies were held • the student code of conduct is discussed and placed in every classroom • The discipline policy is included in each students agenda • Provide opportunities for student leadership within the school 	<p>Indicators of Success:</p> <ul style="list-style-type: none"> • Students pass assignments in on time • Less incident reports at the office • Students seek help/ask questions • Students come to class with all materials • Have monthly award ceremonies • Use Synervoice to communicate with parents • Teachers have websites • Monthly reports are being completed and sent home • Implement teacher/student conferencing • Students approach teacher mentors within the school
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Goal 2. Support Plan		
Financial	Professional Development Sessions/ Close-out Time/Time Required	Communication
<ul style="list-style-type: none"> • Money for reward programs • Money to include the code of conduct in each agenda 	<ul style="list-style-type: none"> • PD on the implementation of student/teacher mentoring • Time during the school day for teacher advisory meetings • Time allotted for information sessions/guest speakers • Time for award assemblies (monthly) • Time to set up teacher websites 	

Operational Issues for 2010-11

Operational Issue	Intended Action
Instructional time Intermediate religious education only 50% of where it should be	In 2011 Religious Education will meet provincial requirements
One third of parents believe that the school does not offer a variety of courses or programs	Communicate to parents regarding course offerings
Guidance allocation reduced to provide instructional support	
Identified students could avail of additional SA support	Reevaluate allotments for the coming year
Specific needs identified to meet curriculum outcomes (technology, art supplies, books for library, etc.)	School is committed to purchase teacher laptops and continue to update technology within the building. Over the next 3 years all classrooms will be equipped with a Smartboard
Fire drills need to be implemented	Administrators committed to having 10 fire drills per year
Lock down and secure schools practice needs to be implemented	Administrators committed to having 4 practices per year
A critical response team needs to be actioned	Action a critical response team
Need for curriculum related meetings	Implementation of high school divisional meetings
Technology Lab access	Reevaluate lab schedule to ensure equal access for all students
Regular review of external data	Set time to have regular review external data (divisional meetings)
There needs to be fine arts curriculum at the high school level	Administration will consider different possibilities for course offering in the area of fine arts at the high school level

Fundraising (2010-2011)

Committee	Types of Fundraising	Amount Raised
Home & School Association	Catering to Level 3 Graduation	\$1500.00
Janeway Fundraiser	Coin Drive	\$226.00
Hockey Pools	Hockey Pools	\$1461.00
Student Council	Dances, candy grams	\$941.67
Music	Concerts & Bakesales	\$1800.00
K-6 Fundraising	Gift Catalogues, etc.	\$2027.00
Battle of the Brains	Battle of the Brains (Staff)	\$500.00
Breakfast Program	Donations Co-op 50/50 Draw Walk to Breakfast	\$2045.00
Office	Shanneyganock Concert	\$2260.00
Athletics	Eastern Health Grant Cold PlateSale	3492.00

Grade 4 Class	Indonesia Goat Cookie Jars	\$270.00
Athletics	Heart & Stroke Foundation	\$661.40
Drama	Lunches, etc.	\$820.00
Grad	Goods Bingo Cookie Dough Silent Wood Auction Xmas Stocking	\$11000.00