



# Rennie's River Elementary

## 2008-2009 School Development Report



### ***Vision***

*To challenge and develop the learning and achievement capabilities of each student in a safe, caring and socially just environment.*

### ***Mission***

*At Rennie's River Elementary, it is our mission to improve student learning and academic achievement through a focus on differentiated instruction and assessment while ensuring to promote a school wide healthy living culture with strong connections/partnerships to our parents and community*

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## **Message from the Director of Education**

The strategic plan of the Eastern School District identifies the mission of our District to enhance achievement and success for all students, within a healthy, active, safe, caring and socially-just learning environment. We are supported by a strong team of professionals both at the school and district level who work diligently to achieve the goals of our individual school plans.

This report is an opportunity for schools to highlight the challenges and successes experienced over the past year. It celebrates the accomplishments of the school as it works to achieve its stated goals. Success is possible when teachers, parents, and community members work together in a supportive and collaborative manner.

I encourage you to review this report, reflect upon the information and discuss with your school's administrators and teachers items of interest. It is the ongoing dialogue and engagement that maintains the commitment to our goal of enhanced learning for all.

I would like to congratulate each school for their dedication to learning and teaching as evidenced by this Annual School Report.

*Ford Rice*  
*Director of Education*

## Message from Administrative Team

It is our pleasure to present to you our Annual School Report for 2008-2009. Within this report, we have highlighted information about our students, staff, programs and school initiatives. Rennie's River Elementary continues to be a vibrant and growing school! Our School Development goals include:

- Improved academic achievement
- Strong home-school partnerships
- Focus on healthy and active living

Rennie's River Elementary School is committed to fostering the individual growth and development of each student in a nurturing, caring and socially just environment. We recognize the individual strengths and needs which exist in our school and attempt to meet these strengths and needs through our focus on differentiated instruction and assessment.

Every child and teacher in our school is an important contributing member to the overall success of our school. Our focus is on student learning and academic achievement and we recognize that this is best accomplished when students work in an environment which is caring and supportive. Our motto "*Learning with Love and Laughter*" best captures our philosophy on education. We believe that children learn best when they feel loved and supported, and have fun! Each day our staff works hard to ensure that the words of our motto become a reality in our school.

Strong home-school partnerships are also a vital component to the success of our school. We value the dedication and support of our parents and know that their involvement in a child's education is a critical factor for success.

Finally, we acknowledge the importance of having healthy and active children. Our designation as a "Healthy and Active School" enables us to continue to keep a focus on ensuring our children are engaged in healthy and physically active environments, both in and out of the classroom. Our entire staff was involved in Professional Development which provided tips and strategies for ensuring our classrooms could be as active as possible on a regular basis.

This is the last year of our four year school development plan. At the end of this year we will begin the process of determining our strengths and needs to determine subsequent goals to assist us in developing our school to be the very best that it can be.

*Cathy Finn-Pike*  
Principal

*Niki MacDonald*  
Assistant Principal

## Message from School Council

Rennie's River Elementary continues to be an active school community with the help of dedicated teachers, parents, volunteers and staff. As part of the school's development plan, it strives to improve student learning and academic achievement by focusing on differentiated instruction and assessment. Another important goal that continues to be promoted is a school wide healthy living. As well, positive efforts continue on building strong healthy partnerships with our parents and community through effective home-school communication.

To ensure academic achievement one must have a school that provides a safe and caring environment. The staff developed a school wide behavioral matrix which outlines behaviors that are expected throughout the school. This will help ensure children are working in an environment that is safe and conducive to learning. This behavioral matrix is posted around the school and accessible on the school web page.

The commitment to enhancing physical activity and health for all our students has been demonstrated with the addition of the primary basketball program and the snowshoeing and skiing outings to the previous physical activities. Healthy recess continued to be encouraged throughout the school. All classrooms have activity bags for outside play and teachers continue to integrate active living activities in daily learning in the classroom.

A parent survey was completed this year which supports building a strong healthy relationship between home and school. The results of this survey were presented at school council and will be available on the school's web page.

Students continue to learn respect and care for their environment with participation in the recycling and composting initiatives. This year Rennie's River Elementary was involved in some new initiatives such as Trashless Wednesdays. This involved all the children bringing snacks and lunches in recyclable containers each Wednesday.

We must continue to strive to make our school the best that it can be for the benefit of our children so they can continue to grow and achieve with "learning, love and laughter".

*Peggy Connors*  
*School Council Chair*

## Overview of School

### Our School Community

Rennie's River Elementary School is one of the 122 schools operating under the Eastern School District serving 44 000 students. Our school has 284 students from Kindergarten to Grade 6. The school's current population is organized in 14 classroom groupings.

Rennie's River Elementary School is a neighbourhood school serving the area of St. John's bound on the south by Empire Avenue, the north by Pippy Park and Higgins Line, the west by Bonaventure Avenue and Allandale Road and the east by Portugal Cove Road. Approximately one third of the school's population travels to and from school each day by school bus. These students live in the Mount Scio Road, Nagles Hill, Ridge Road, London Road and Brophy Place areas with two buses providing this service.

### Staff

To serve the students of Rennie's River Elementary School, our staff consists of teachers, student assistants, support personnel, assistant principal and principal. These personnel are assigned to the school in accordance with the student population and the physical size of the school. Our staffing allocation this year includes:

- Principal - Full Time Administration
- Assistant Principal - ½ Administration
- Classroom Teachers- 13 Classroom Teachers
- Special Services – 2 Teachers.
- Physical Education – 2/3 Teacher
- Music – 2/3 Teacher
- Guidance – ½ Teacher
- Learning Resources - ½ Teacher
- Student Assistant – 2½ Positions: 12.5 Total Hours
- Maintenance – 2 Full Time Positions
- Secretary – 6 Hour Position
- Cleaner – 4 Hour Position

In addition to the school-based staff, the school also avails of the services of an Educational Psychologist, Itinerant Teachers, a Speech Language Pathologist, Program Specialists, and School Board Administrative Staff.

### **Class Size/Pupil-Teacher Ratio**

The average class size for Rennie's River Elementary School for the 2008-2009 school year was 20.3. This compares to an average class size of 20.2 for our school district and a provincial class average of 18.9.

Pupil-teacher ratio refers to the total number of students in our school compared to the total number of educational staff. Our pupil teacher ratio for Rennie's River Elementary is 12.7 as opposed to 13.0 for the district and 12 for the province.

### **Highlights/Special Projects**

This year, our school was chosen to be one of the pilot school for the Department of Education's Inclusionary Model Project. Our involvement with this project and strengthened our direction in ensuring that inclusionary practices are implemented in all our classrooms. It also supports our School Development goals of Differentiated Instruction and Assessment. Our belief in inclusionary practices is founded upon the principle that inclusion benefits all students, not only special education students. It also supports the strategic goals of Eastern School Board, which are:

- To challenge and develop the learning and achievement capabilities of each student in Eastern School District.
- To provide safe, caring learning environments in all schools in the Eastern School District.

Our Grade 5 class continued its work with the Roots of Empathy program. This program, an evidence-based classroom program, has a mission to build caring, peaceful, and civil societies – child by child – through the development of empathy in children. This is accomplished by regular classroom visits with and infant and his/her parents. Through guided observations of this loving relationship, children learn to identify and reflect on their own thoughts and feelings and those of others (empathy). Independent evaluations consistently show children who receive Roots of Empathy experience dramatic and lasting effects in terms of increased pro-social behaviour (sharing, helping and including) and decreased aggression.

Due to the tremendous positive response from the last couple of years, we have decided to once again continue with our instructional swimming program at the Aquarena. All students from grades 1-6 are provided the opportunity to participate in this structured program which is designed to meet each child's specific level of instruction. This program not only compliments our Physical Education program and supports our School Development goal of healthy and active living, but also offers our students the opportunity to learn a valuable life skill.

### **Partnerships**

We continue our partnership with Computers for Schools, City of St. John's, Newfoundland Light and Power and Exxon Mobil to facilitate our goal of integrating technology in the classroom. These companies have been instrumental in providing us with donated computers which the children use on a daily basis in the classrooms. It is through the generous donations from companies such as these that we are able to further our School Development goal of improved and integrated technology in the classroom. We are currently in the process of developing a computer lab for our library, so that more students may be able to access the benefits of technology. Also, our school purchased two Smartboards this year. One was placed in a Grade 6 classroom and the other in the school's Resource Centre. Our long term goal is to continue each year to provide classrooms with Smartboards.

In addition, we partner regularly with the Royal Newfoundland Constabulary for provision of the DARE (Drug Awareness Resistance Program) program at the grade 6 level. This program has been well received by students, staff and teachers and is an important preventative measure in preparing our students in dealing with peer pressure and learning strategies to assist with positive choice making.

As well, we have built a strong and supportive relationship with St. Pius X Parish. St. Pius X Church has been generous to our school in offering the church as a facility for holding school events such as concerts and donating school supplies for children from financially challenged homes. We, in turn, have supported their Outreach projects such as the Jamaica School project.

We also work alongside "Big Brothers, Big Sisters" with our "in school mentoring program". In fact, Rennie's River Elementary has the distinction of having the highest number of mentor-mentee matches for this program. Students who spend time with a mentor gain confidence, acquire new skills and competencies, and develop an enhanced capacity to care for others. This program occurs at the school during the lunch break.

Finally, we also work hand in hand with the MacMorran Community Centre to ensure that the communities from which our students live are informed and engaged in the learning process and have a voice within our school. As an example, staff at the Community Centre use information from our individual teacher web pages to help students complete schoolwork and/or assist with transportation to special school events. We also attend special events at the Centre such as the launch of their Literacy Program and use the Centre as a meeting place for home-school conferences. As well, we have donated a number of books for their community library. Finally, the director of this centre is active in our school making regular weekly visits to our school and serving as Community Representative on our School Council.

### 3-4 Year School Development Plan

The school year 2008-2009 was the third year for our 2006-2010 School Development Plan. All school personnel were involved in some aspect of the plan. Our data indicates that we have been successful in meeting our intended outcomes and are now ready to continue with those objectives outlined in the 4<sup>th</sup> and final year of this plan. We will continue to monitor progress in each goal area to ensure continued implementation of best practices. The goals and objectives of the plan for the past school year, along with an evaluation of each objective, are outlined below. At the end of the 2010 school year, we will begin again the process of School Development and determine new strengths and needs which will provide guidance and direction for the formulation of a multi-year plan.

### Four Year School Development Plan 2006-2010

#### Goal 1: To improve student learning and achievement through a focus on differentiated instruction and differentiated assessment by June 2010.

Year	Objectives	Objectives	Objectives
2006-07	Development of a link on <a href="http://www.rennies.k12.nf.ca">www.rennies.k12.nf.ca</a> explaining differentiated assessment and learning. Highlighted in this website will be student work representing these ideas. This will be followed up by correspondence from teachers.	Teachers will be involved in regular professional development in the acquisition of questioning and investigative assessment skills. ( web site, professional articles)	Teachers will engage in professional development in Assessment for Learning by focusing on the areas of differentiated learning styles and differentiated assessment.
2007-08	Communicate the learner outcomes at the beginning of a particular unit of study to both students and parents (not just during curriculum night).	All students will have the opportunity to demonstrate their learning in a particular area through their chosen style of learning/assessment. (i.e. diorama, oral presentation, dramatization)	Staff meetings will have a regular component where teachers will share/learn pedagogy regarding differentiated assessment and learning.
2008-09	Teachers will develop a learning unit, which will incorporate the components of multiple intelligence and different learning styles.	Teachers will provide evidence of differentiated assessment throughout the year as indicated in the assessment policy.	Students will become aware of their learning styles and advocate for themselves to maximize learning experiences.

2009-10	All teacher professional growth plans will include some element of differentiated learning and differentiated assessment.	Teachers will be provided an opportunity for regular sharing/questions regarding students with special needs.	Students will focus on expanding their learning styles to enhance learning.
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**Goal 2: To continue to develop and increase a strong relationship with caregivers to consolidate the partnership between home and school.**

Year	Objectives	Objectives	Objectives
2006-07	To increase attendance at scheduled academic related events for parents; specifically Curriculum Night.	To maximize communication between home and school (i.e. student agenda, e-mail, phone calls, school web site, newsletters, etc.).	To increase caregiver awareness of the availability of family supports; specifically parenting skills.
2007-08	To increase attendance at scheduled academic related events for parents; specifically parent/teacher conferences.	To maximize communication between home and school (i.e. student agenda, e-mail, phone calls, school web site, newsletters, etc.).	To increase caregiver awareness of the availability of family supports; specifically study skills and homework tips.
2008-09	To increase attendance at scheduled academic related events for parents; specifically ISSP meetings.	To maximize communication between home and school (i.e. student agenda, e-mail, phone calls, school web site, newsletters, etc.).	To increase caregiver awareness of the availability of family supports; specifically health issues.
2009-10	To increase community membership on school committees.	To maximize communication between home and school (i.e. student agenda, e-mail, phone calls, school web site, newsletters, etc.).	To encourage parents to become actively involved in their child's education.

**Goal 3: To create a positive culture of school wide healthy living by June 2010**

Year	Objectives	Objectives	Objectives
2006-07	The school community will utilize existing program to increased knowledge of health information.	The school community will research new and available programs.	The school community will increase access to health information and health-promoting programs outside the school.
2007-08	The School community will identify healthy food choices.	The School community will participate in physical activity on a daily basis.	The School community will improve mental health.
2008-09	The School community will demonstrate a positive attitude towards healthy living, resulting in positive changes in behavior.	The school community will support and facilitate appropriate and accessible physical activity opportunities.	The school community will increase the opportunity to promote healthy eating, physical activity and their relationship to healthy weights and body image.

2009-10	The school community will demonstrate a broader perspective of what healthy living entails.	The school community will enhance collaboration and integration of healthy living approaches that address active healthy living	The school community will set up incentives to reward positive attitudes and behaviors related to healthy living.
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### ***Operational Issues***

<b><i>Year</i></b>	<b><i>Issues</i></b>	<b><i>Issues</i></b>	<b><i>Issues</i></b>
2006-07	Roof of school needs repair. Purchase of additional LCD	Ensure that those students with special needs acquire adaptive equipment/technology to ensure effective learning	To ensure maintenance service is more efficient and effective
2007-2008	Increase technology use by ensuring all classrooms have quality computers/printers	Ensure that all parents are aware of school events through effective delivery of newsletters (hard copy, internet or e-mail).	Ensure that gym is supplied with additional materials needed for a well rounded Physical Education program.
2008-2009	Remove Soundboards from gym Purchase sound system and curtains for gym	Many areas of the classroom need ballasts repaired Internet drops required for Music Room and Gym	Some railings still need to be replaced/repared within school.

## Summary Report on the School's Most Current Data

Our school's most current extrinsic data is a summary of this year's school, district, and provincial results in the Criterion-Referenced Testing conducted by the Department of Education, which is administered at the Grade 3 and Grade 6 level. This testing measures the extent to which students have mastered specific learning outcomes at the primary and elementary level. Results identify progress we have made in some of our goal areas and identifies some areas we still need to address. We use this data to determine success in some of our strategies and, where necessary, to adjust the objectives for the coming year.

### PRIMARY LANGUAGE ARTS ASSESSMENT

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

07-08		08-09	
School	Province	School	Province
NA	31.4%	39.0%	23.9%

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

07-08		08-09	
School	Province	School	Province
NA	47.6%	44.2%	42.1%

## CRITERION REFERENCE TESTS

Grade 3 Language Arts								
	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Reading	75.3%	72.6%	91.7%	89.7%	96.0%	88.5%	89.1%	88.3%
Listening	97.0%	97.7%	93.3%	93.3%	92.5%	85.0%	95.7%	95.4%
<b>Constructed Response: Percentage of students achieving Level 3 or above</b>								
Demand Writing	78.6%	82.1%	75.6%	74.5%	73.1%	72.6%	69.6%	74.9%
Poetic	33.9%	56.1%	51.2%	65.8%	50.0%	56.1%	68.9%	68.8%
Informational	63.2%	68.3%	58.5%	74.4%	65.4%	70.8%	62.2%	55.1%
Visual	45.6%	45.7%	20.5%	42.6%	73.1%	60.4%	53.5%	53.7%
Listening	58.2%	65.9%	56.1%	64.1%	64.3%	70.2%	51.1%	70.5%
Grade 3 Mathematics								
	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Number Operations	67.8%	64.3%	71.0%	77.0%	72.0%	76.0%	86.3%	85.0%
Number Concepts	62.0%	73.1%	70.0%	71.3%	72.5%	76.3%	76.1%	73.5%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Reasoning	15.8%	27.8%	7.3%	43.6%	62.1%	65.7%	50.0%	54.3%
Communication	15.8%	23.5%	4.9%	37.5%	58.6%	59.8%	45.7%	54.2%
Connections & Representations	15.8%	25.5%	7.3%	36.3%	58.7%	61.3%	63.0%	69.0%
Problem Solving	22.8%	34.5%	12.2%	51.9%	65.5%	76.2%	65.2%	68.8%

**Grade 6 Language Arts**

	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
<b>Reading</b>	78.7%	80.0%	78.6%	78.0%	87.2%	84.8%	86.4%	87.1%
<b>Listening</b>	84.9%	89.1%	96.7%	93.3%	92.0%	92.0%	92.7%	87.7%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Demand Writing</b>	88.6%	86.5%	87.0%	76.1%	81.8%	85.1%	73.5%	78.7%
<b>Poetic</b>	76.5%	81.9%	89.8%	73.3%	83.3%	81.2%	58.3%	69.6%
<b>Informational</b>	78.8%	82.5%	56.4%	58.8%	71.1%	78.9%	56.5%	68.0%
<b>Visual</b>	75.0%	77.1%	69.3%	54.8%	80.5%	82.1%	33.3%	47.7%
<b>Listening</b>	72.7%	73.6%	74.3%	58.4%	40.0%	62.6%	44.7%	47.4%

**Grade 6 Mathematics**

	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
<b>Number Operations</b>	68.8%	71.7%	70.9%	68.2%	73.0%	78.0%	75.0%	77.1%
<b>Number Concepts</b>	65.0%	70.0%	57.3%	62.7%	64.3%	70.0%	60.4%	67.1%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Reasoning</b>	9.5%	26.7%	46.1%	33.2%	54.4%	48.4%	12.2%	36.5%
<b>Communication</b>	9.5%	26.7%	41.1%	30.7%	41.3%	42.0%	16.3%	30.6%
<b>Connections &amp; Representations</b>	23.8%	26.7%	53.9%	40.2%	41.3%	41.3%	10.2%	36.1%
<b>Problem Solving</b>	38.1%	46.7%	53.9%	50.6%	47.8%	55.4%	22.5%	42.5%

Our most recent provincial testing data indicates that many of our students are doing very well in the provincial testing. While we are pleased with the results of our primary provincial testing report, we do have concerns regarding the elementary math skills. Much time, energy and resources will, therefore, be invested next year into building the math skills of our elementary students. Two of our identified school development goals - differentiated teaching, learning and assessment and strong home school partnerships - will be instrumental achieving this goal.

We recognize that many of our students arrive at school in Kindergarten lacking the readiness skills necessary for language and math. Our teachers plan diligently and work hard to consistently deliver programs which are learning outcome based and skill oriented. Much of this work begins with the Kinderstart program and continues during the year prior to Kindergarten through the efforts of MacMorran Centre.

Our performance in language and math skills has shown tremendous growth and this has been witnessed through both our internal and external data. In fact, at the elementary level most of our students are achieving at or above the district and provincial level in the area of language arts. We believe that this is indicative of the concentrated and consistent efforts of school and home to develop and improve literacy skills. Math continues to be a challenge and is an area that we are continuously working on. This year, as an example, our teachers continued with Professional Development Days which focused on math teaching and learning. In addition, all classes developed learning centres focused on specific mathematics outcomes.

## School Development Plan for Current Year

<b>Goal 1.</b> <b>To improve student learning and achievement in mathematics through a focus on differentiated instruction and differentiated assessment by June 2010.</b>		
<b>Objective 1.1</b> Teachers will develop a learning unit, which will incorporate the components of multiple intelligence and different learning styles.	<b>Objective 1.2</b> Teachers will provide evidence of differentiated assessment throughout the year as indicated in the assessment policy.	<b>Objective 1.3</b> Students will become aware of their learning styles and advocate for themselves to maximize learning experiences.
<b>Commendations 1.1</b> <ul style="list-style-type: none"> <li>• PD was provided in the area of Smartboards; teachers were exposed to various websites for DI ex. Brainpop,Storyonline</li> <li>• ordered 15 new computers; put in an order to rewire the LRC to accommodate new computers</li> <li>• new staff conference has been set up for technology updates/concerns</li> <li>• an additional mounted smart board was ordered for a grade 6 classroom</li> <li>• received a \$1000 granted from the Department of Education. We purchased "Math Counts @ Rennie's River T-shirts and all grade levels demonstrated lessons that incorporate DI learning activities. Parents came along to observe and participate in classroom activities.</li> </ul>	<b>Commendations 1.2</b> <ul style="list-style-type: none"> <li>• Grade 4 teacher, presented an example of a Math portfolio on March 30th PD day. Grade level partners worked together and created a math portfolio for a unit of choice in Math.</li> <li>• Each teacher created a math portfolio for one math .</li> <li>•</li> </ul>	<b>Commendations 1.3</b> <ul style="list-style-type: none"> <li>• Grade 4 classes have analyzed their own learning styles.</li> <li>• Grade 1 classes did complete a learning styles inventory</li> </ul>

<p><b>Recommendations 1.1</b></p> <ul style="list-style-type: none"> <li>• have MI Inventory implemented in every classroom enabling all children to advocate their own learning styles.</li> <li>• Provide a school website link explaining the concept of multiple intelligences so that parents may be become more aware of the varying learning styles.</li> <li>• Provide Parents' Night which focuses on Differentiated Instruction and Assessment particularly with respect to mathematics</li> </ul>	<p><b>Recommendations1.2</b></p> <ul style="list-style-type: none"> <li>• have a choice board in all classrooms and have our teachers using them as a "everyday" means to assessment for learning</li> <li>• continue to build our Smart Board skills and to focus on using the Smart Board as a means of assessment. Will continue to support teachers using Smart Board technology by purchasing Smart Boards for the classrooms. Currently we have 3 Smart Boards (2 in classrooms and 1 in the LRC)</li> <li>• Arrange to permanently mounting the Smart Board in the LRC to hopefully increase the use of it by teachers.</li> <li>• Wire the gym and music room for Internet access.</li> <li>• Focus on assessment portfolios ensuring that assessment data is both rich and varied</li> <li>• Continue with a strong professional focus on Differentiated Assessment and Instruction</li> <li>•</li> </ul>	<p><b>Recommendations1.3</b></p> <ul style="list-style-type: none"> <li>• Provide teachers with professional development which teaches strategies and tips for teaching children with special learning styles</li> <li>• Have classroom and specialist teachers aware of special provisions/equipment needed for children with specific learning styles (ex. Laptop for L.D.; Graphic Organizers for children with Autism)</li> </ul>
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<p><b>Goal 2.</b>  <b>To continue to develop and increase a strong relationship with caregivers to consolidate the partnership between home and school.</b></p>		
<p><b>Objective 2.1</b> To increase attendance at scheduled academic related events for parents; specifically IEP meetings, Parent Teacher conferences</p>	<p><b>Objective 2.2</b> To maximize communication between home and school (i.e. student agenda, e-mail, phone calls, school web site, newsletters, etc.).</p>	<p><b>Objective 2.3</b> To increase caregiver awareness of the availability of family supports; specifically health issues.</p>
<p><b>Commendations 2.1</b></p> <ul style="list-style-type: none"> <li>Some teachers kept effective records of parental attendance for scheduled academic events for the 08-09 school year at all grade levels.</li> <li>Classroom/Specialist teachers kept records of parental attendance for IEP meetings-when attendance was an issue, alternate solutions were offered (ex. Meeting held at Community Centre –nearer home for those with transportation issues; telephone conference)</li> </ul>	<p><b>Commendations 2.2</b></p> <ul style="list-style-type: none"> <li>An increase has been noted in the number of parents on e-mail list for newsletter</li> <li>a hit counter has been installed on the school homepage to track web page hits</li> <li>Teacher web pages to high support light learning outcomes being studied and communicate suggestions for home support</li> <li>Bi-weekly newsletter is available via e-mail, paper copy and website</li> </ul>	<p><b>Commendations 2.3</b></p> <ul style="list-style-type: none"> <li>Director of MacMorran Centre visits regularly on Friday, and is also a member of the School Council.</li> <li>In addition, members of the MacMorran Centre are always invited to assemblies etc.</li> <li>Food//clothing donations donated directly to MacMorran vs. the general city food banks.</li> <li>Website has posted links containing information with health and safety (ex. Halloween Safety Tips; Winter Safety Tips, H1N1 Information)</li> <li>Guidance Counsellor provides support to parents with parenting issues, health referrals etc.</li> </ul>

**Goal 3.**

**To create a positive culture of school wide healthy living by June 2010.**

**Recommendations 2.1**

- The MacMorran Community Center Van is available to assist with transportation to school for special events, parent teacher conferences etc. This can be re-communicated to parents especially new parents
- We may need to re-communicate the option for parents who cannot make a school meeting the option to have it at the center. It was also shared that this may help parents to feel a little more comfortable when attending school related meetings.
- A suggestion was made by some School Development team members to host more school /community events like a tree lighting ceremony in December.
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**Recommendations 2.2**

- Ensure that all teacher web pages are updated regularly and have a counter – to measure usage.
- Continue to ensure that school website is updated daily
- Use synervoice as a mode of communicating with parents of upcoming events and also of emergency announcements
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**Recommendations 2.3**

- Have various “Parent Nights” which focus on topics of interest pertaining to healthy and active living (ex. Nutritionist, drug information, internet safety etc.)
- Partner with “well baby clinics” at the MacMorran Centre to provide new parents and parents of pre-schoolers information on the importance of early literacy for children.
- Keep in regular contact with school nurse so that services offered by Public Health can be included in our newsletters and on our website.

<p><b>Objective 3.1</b> The School community will continue to demonstrate and build a positive attitude towards healthy and active living.</p>	<p><b>Objective 3.2</b> The school community will support and facilitate appropriate and accessible physical activity opportunities for all.</p>	<p><b>Objective 3.3</b> The school community will continue to build an understanding of the importance of a healthy body/mind and its impact on learning experiences inside the classroom.</p>
<p><b>Commendations 3.1</b></p> <ul style="list-style-type: none"> <li>• Teachers have noticed that children choosing healthier food choices</li> <li>• There is increased involvement in Physical Activity during playtime, class time, and after school activities</li> <li>• \$2500 was spent to purchase outdoor activity bags for each classroom</li> <li>• Extra-curricular inclusive sports teams have been established for primary and elementary students</li> </ul>	<p><b>Commendations 3.2</b></p> <ul style="list-style-type: none"> <li>• School –Wide Activities have a physical component to them (ex. Terry Fox Walk, Walk to School; Walk-A-Thon Fund-Raisers</li> <li>• Office provided a monthly calendar to indicate to track Healthy Activity was completed each day in the classroom.</li> <li>• School-wide snowshoeing and cross country skiing did take place in Pippy Park</li> </ul>	<p><b>Commendations 3.3</b></p> <ul style="list-style-type: none"> <li>• This topic has been discussed as part of our Curriculum night and is discussed on an “as needed” basis with families who require assistance</li> <li>• School has provided “Healthy Recess Days” whereby fresh fruits and vegetables are prepared and served by parent volunteers</li> <li>• Teacher monitor recess/lunch items to facilitate the encouragement of children bringing healthy foods to school.l</li> </ul>
<p><b>Recommendations 3.1</b></p> <ul style="list-style-type: none"> <li>• Need a tracking system in place to record daily classroom physical activity. This information can be recorded by the school secretary.</li> <li>• Have staff demonstrate the importance of healthy living by being good role models</li> <li>• Have teachers educate students about heroes and role models who demonstrate healthy living</li> <li>• Continue to foster positive attitudes towards physical fitness by encouraging non-competitive sports which focus on individual; growth</li> </ul>	<p><b>Recommendations 3.2</b></p> <ul style="list-style-type: none"> <li>• Continue with our instructional swimming program</li> <li>• Continue to expand our offering of extra-curricular teams/activities</li> <li>• Continue to purchase equipment and resources for physical education program</li> <li>• Seek out and apply for grants that may assist with financial support our healthy active goal</li> </ul>	<p><b>Recommendations 3.3</b></p> <ul style="list-style-type: none"> <li>• Encourage specialists (doctors, dentists, dieticians) to visit classrooms to give guest talks on keeping healthy</li> <li>• Provide classroom problem solving to develop critical thinking and problem solving skills</li> <li>• Send home information via newsletters, memos and pamphlets outlining suggestions for healthy recess/lunches and ways to incorporate physical activity in the home.</li> </ul>

## Appendix A – Summary of School Fundraising 2008-2009

<b>Fall Fund-Raiser</b>		<b>Money Raised</b>	<b>Expenses</b>	<b>Profit</b>
Walk-A-Thon		\$6,843.30		
	Toys R Us Gift Certificates		\$ 300.00	
	Chapters Gift certificate		\$ 25.00	
	Empire Theatres Gift Certificate		\$ 25.00	
	Total:		\$ 350.00	\$ 6,493.30
<b>Spring Fund-Raiser</b>		<b>Money Raised</b>	<b>Expenses</b>	<b>Profit</b>
Walk-A-Thon		\$8,474.05		
	Prize Gift Certificates		\$ 150.00	
	1st Prize -Wii Fit		\$ 428.26	
	Total:	\$ 8,474.05	\$ 578.26	\$ 7,895.79
<b>Total Profit from Fund-Raisers</b>				<b>\$ 14,389.09</b>

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<b>Fund-Raising School Expenditures</b>	<b>\$ 14,389.09</b>
Stage Curtains	\$ 9,322.50
Sound System for Gym	\$ 2,582.05
SmartBoard for classroom and LRC	\$ 4,199.08
<b>Total</b>	<b>\$ 16,103.63</b>

