

St. Francis of Assisi School

2009-2010 School Development Report



Vision

A strong community-based school that provides a high quality academic program empowering all students to become responsible and respectful members of society.

Mission

To provide a positive learning experience that challenges students to achieve their personal best in an environment of mutual respect and cooperation.

Table of Contents

Message from the Director of Education	1
Message from the Administrative Team.....	2
Message from the School Council	3
Our School Community	4
Key Highlights/Special Projects	4
Partnerships	5
3-4 Year School Development Plan.....	6
Report on School Development Plan for Previous Year (2009-2010)	8
Current School Data.....	11
School Development Plan for Current School Year	16
Appendix A – Summary of School Fundraising.....	20

Message from the Director of Education

Since Eastern School District's inception in September, 2004 many changes have occurred. Our efforts have now moved beyond structural reform and reorganization to developing our schools as caring, professional and purposeful places of learning and excellence. The School District has engaged in a process designed to accomplish this. Our strategic plan 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.

On behalf of Eastern School District, I acknowledge the many efforts of our teachers, administrators, support staff, parents and community representatives, particularly through School Councils. I encourage you to review this document and to converse with your school representatives. It is in this conversation that the school's goals and expectations come to life, in an atmosphere of support and accountability. When a community is better informed about its school, participation and ownership increases. The value of this report lies not only in what it says, but also in what it does.

I wish to congratulate each school for their commitment to achieving success as evidenced by this Annual School Report. Keep up the good work!

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

Message from the Administrative Team

Foremost in our school development plan each year is the vision of our Eastern School District – “empowering all students to achieve and succeed.” This past year, in line with the vision, we have focused academically on making connections in mathematics, the writing process in language arts, and visual literacy. Pedagogically, we have made beginnings in the implementation of inclusive education and an expansion of differentiated instruction. As we worked to improve the academic achievement and success of our students through these efforts, we also sought to ensure that their education be in a caring, socially-just learning environment.

We are pleased to present this annual report of the life of the St. Francis of Assisi School community. It gives a profile of the staffing, the services, and the programs of the school. There is much to celebrate in the fine academic record of our students and the active involvement of parents through our School Council. We note, however, that effective education thrives when there is a continuous process of growth and improvement, involving the collaborative work of all members of the learning community.

Our goals are challenges we embrace. Let us build on our strengths as we move together to effect the necessary improvements.

Gerard Rumsey
Principal

Edwina Connors
Assistant Principal

Message from the School Council: St Francis of Assisi School

The School Council for St. Francis of Assisi has been pleased to see the renovations over the past year that have brightened the appearance of our school both inside and out. We have made it a priority of the council to continue to be involved with the School District in following the final touches at the school that will insure each detail is attended to properly as the year goes on.

St. Francis of Assisi continues to do well in its academic achievements. The school's strength comes from the community support, the dedication of the staff, and the manner that the curriculum is delivered. The children of our school from kindergarten are allowed to grow with guidance until the time when they leave grade 6, well prepared for the next step. The education they have received while at the school focuses on strategic goals that highlight an individual's character and responsibilities, as well as academics.

The lasting effect of this connection among students, school and community is never broken as during the fall of each year the grade 7 students return briefly to school to share their accomplishments.

As the School Council we are pleased with the progress within our school. We will continue to ensure that we keep working with the community and school to provide the best support possible on issues for our children, our school and our community.

Pete McKay
School Council Chair

Our School Community

St. Francis of Assisi Elementary is located on Outer Cove Road in the Town of Logy Bay, Middle Cove, Outer Cove.

It is an English track school with Kindergarten to grade 6. Late French Immersion is an option many students choose at Macdonald Drive, our Junior High feeder school.

The enrolment for 2009-2010 was 182 with an average class size of 18.2.

The school is wheelchair accessible.

Our school had a total of 10 full-time and 6 part-time educational staff, which included 10 classroom teachers, 1.25 non-categorical special education teachers, and .50 criteria support. We had the services of a guidance counselor (.33), music specialist (.50), band specialist (.17), physical education teacher (.50), and learning resource teacher (.25). We had 1.25 units for administration and one 5-hour and one 2.5-hour student assistants. In addition to staff based at the school, we have access to District staff, including an educational psychologist, a speech/language pathologist, and program specialists.

Key Highlights/Special Projects

Home-School Reading Program

This year all of our primary students, along with their families and teachers, participated in the Home-School Reading Program. Each child kept a daily log of every reading encounter and recorded it in his/her personal booklet. The students, teachers and families exceeded the target of 30,000 reading encounters for the year. Reading celebrations were held during the year.

Accelerated Reader Program

Our elementary students follow the Accelerated Reader Program. Each student is expected to read a minimum of three books per term from a selection of 2000 graded novels. Each book comes with a computerized comprehension test to be completed once the book is read. Results are tracked and included with term report cards.

Great Canadian Geography Challenge

Our elementary students participated in this challenge organized by the Canadian Council for Geographic Education. Yearly, this is an enhancement to our social studies curriculum.

Mathematics

Each year our elementary students participate in the Canadian Mathematics League and Mathematica Continuum contests.

Science Fair

Every year each student from Kindergarten to grade 6 participates in our Science Fair. The fair is competitive at the elementary level.

Heritage Fair

Our school fair was held for all elementary students in December 2009. In May 2010 seven of our students participated in the Regional Heritage Fair in North River.

Chess Club, the Basketball Program, Cross-Country Running and Baseball are among our vibrant extracurricular activities.

Partnerships

The Town of Logy Bay, Middle Cove, Outer Cove

We have forged a strong partnership with the town over the years. The council has provided financial support for our public speaking contest and basketball program. We partner with the town in a recycling program. Each year our students sing at the Christmas tree-lighting ceremony. We at the school organize a town clean-up each spring.

The Terry Fox Walk/Run

Each year for the past six years, St. Francis of Assisi has formed a partnership with the local branch of the Terry Fox Foundation to continue to support the dream of Terry Fox to raise funds for cancer research. In September, the entire school community participated in a 1 km walk or a 5 km run around the community. This initiative is positive for all participants. It creates tremendous school spirit, encourages physical activity, helps students to remember the legacy of this amazing Canadian and raises funds for cancer research. It is our hope to continue this valuable activity in the future as part of our healthy living initiatives.

Parents and Charity

Our parents have been quite generous in partnering with the school to support those in need. Contributions to the Terry Fox Foundation and donations for the Thanksgiving food collection, the Christmas clothing drive and hampers, along with monthly contributions for our Foster Child, come from willing parents. They provide a wonderful example for their children, our students, in the power of giving.

D.A.R.E.

Drug Awareness Resistance Education is a program provided to our grade 6 students by the Royal Newfoundland Constabulary in partnership with the school.

3-4 Year School Development Plan

Goal 1: To foster a school community where all members are respected and participate in a healthy lifestyle

Year	Objective	Objective	Objective
2008-09	To promote initiatives that enable all students, teachers and parents to feel that they are treated fairly by all members of the school community.	To develop healthy living initiatives for all members of our school community.	
2009-10	To foster St. Francis of Assisi as a safe and caring learning environment.	To incorporate the philosophy of social justice into decision making at St. Francis of Assisi.	
2010-11	To promote St. Francis of Assisi as a safe and caring, health-conscious learning environment.	To continue to explore aspects of social justice as it pertains to our school community.	

Goal 2: Integration of technology across the curriculum to improve academic performance

Year	Objective	Objective	Objective
2008-09	Revise and initiate professional development for the implementation of the Computer Continuum.	To integrate computer literacy across the curriculum for both students and teachers.	
2009-10	Revised computer skills continuum will be implemented and teacher technology development in the continuum will be continued.	To incorporate internet web searches into specific curriculum areas for both students and teachers.	
2010-11	To incorporate technology into learning and teaching.	To integrate internet literacy across the curriculum for both students and teachers.	

Goal 3: To improve academic achievement

Year	Objective	Objective	Objective
2008-09	To improve student learning and achievement in mathematical connections and representatives.	To improve student learning and achievement in writing.	
2009-10	To improve student learning and achievement in mathematical connections and representatives.	To improve student learning and achievement in writing.	To improve student responses in visual literacy.
2010-11	To improve student learning and achievement in mathematics through enhanced differentiated instruction.	To improve student learning and achievement in writing.	

Operational Issues

Year	Issues	Issues	Issues
2008-09	Windows	Roof	
2009-10	Playground Equipment	Wiring for technology	
2010-11	Playground Equipment	Wiring for technology	Computer lab upgrade/Smart Boards

Report on School Development Plan for Previous Year (2009-2010)

Goal 1. To foster a school community where all members are respected and participate in a healthy lifestyle		
Objective 1.1 To foster St. Francis of Assisi as a safe and caring learning environment.	Objective 1.2 To incorporate the philosophy of social justice into decision making at St. Francis of Assisi School.	Objective 1.3
Commendation 1.1 1.1.1 Program developed with grade 6 and Kindergarten students included buddy reading, retelling and journal writing. 1.1.2 Off-site staff wellness seminar. 1.1.3 Grade 4 and Kindergarten Computer buddies established. 1.1.4 Paired both grade 5 classes to share lunch once a week to ensure friendships were maintained. 1.1.5 Continued with grade 6 prefect program in Kindergarten. 1.1.6 Community seniors group read with Kindergartens weekly. 1.1.7 Grade 3- "Sit by a Buddy Day".	Commendation 1.2 1.2.1 Staff inservice with Dr. Albert Trask and Mr. Jim Sinnott on Social Justice. 1.2.2 Identified initiatives already implemented with respect to Social Justice in our school community.	Commendation 1.3
Recommendations 1.1 1.1.1 Post the Code of Conduct in all classrooms. 1.1.2 Insert Code of Conduct into student agendas. 1.1.3 Implement a specific program to address bullying issues. 1.1.4 Walk-throughs to ensure effective classroom practices are in place. 1.1.5 Grade 3 students will be responsible to hold the school exit doors at lunch time.	Recommendations 1.2 1.2.1 Continue to examine school policies/decisions with respect to Social Justice. 1.2.2 Begin to educate students in Social Justice. 1.2.3 Collaborate with other schools to gain further knowledge in the area of Social Justice.	

Report on School Development Plan for Previous Year (2009-2010)

Goal 2. To improve academic performance through technology integration across the curriculum		
Objective 2.1 The revised computer skills continuum will be implemented and teacher technology development in the continuum will be continued.	Objective 2.2 To incorporate internet web searches into specific curriculum areas.	Objective 2.3
Commendation 2.1 2.1.1 Mini tutorials for teachers in computer literacy. 2.1.2 Purchased 40 computers for student use. 2.1.3 Instruction in computer use following our computer continuum.	Commendation 2.2 2.2.1 Use of a Smart Board in one classroom. 2.2.2 Several teachers received inservice on Smart Board use. 2.2.3 Expanded use of staff First Class Conference.	Commendation 2.3
Recommendation 2.1 2.1.1 Continue tutorials.	Recommendation 2.2 2.2.1 Each grade to incorporate website searches into at least one curriculum area. 2.2.2. Purchase additional Smart Boards. 2.2.3 <u>All</u> teachers to receive inservice in use of Smart Boards.	Recommendation 2.3

Report on School Development Plan for Previous Year (2009-2010)

Goal 3. To improve academic achievement in mathematics, language arts and visual literacy.		
Objective 3.1 To improve student learning and achievement in mathematics through connections and representations.	Objective 3.2 To improve student learning and achievement in writing.	Objective 3.3 To improve student responses in visual literacy
Commendation 3.1 3.1.1 Fun with Math night with parents on the Department of Education’s Primary Mathematics Parent Booklet . 3.1.2 Math centers used in the classrooms. 3.1.3 Greater effort was made to make cross-curricular connections. 3.1.4 Professional development for new mathematics programs. 3.1.5 Included interactive and visual activities to encourage the proper use of mathematical terminology	Commendation 3.2 3.2.1 Focus on instruction and practice in editing to improve written language. 3.2.2 Writing development plan for students in grades 3 to 6. 3.2.3 Phonological awareness program in Grades K to 3. 3.2.4 Use of visual prompts for writing/editing strategies.	Commendation 3.3 3.3.1 Staff inservice on Visual Literacy. 3.3.2 Sharing of materials at grade level meetings. 3.3.3 Dedicated instruction in visual literacy. 3.3.4 More opportunities provided to view/analyze visual text.
Recommendation 3.1 3.1.1 Share at monthly staff meetings examples of students’ experiences in making connections and representations. 3.1.2 Create math word walls. 3.1.3 Increase proficiency in mathematical terminology by including words in spelling lists. 3.1.4 Subscribe to NCTM publications. 3.1.5 Avail of outside resources such as Math Focus website. 3.1.6 Conduct school-wide math day 3.1.7 Implement Differentiated Instruction strategies.	Recommendation 3.2 3.2.1 To continue with a writing development plan (sentence to paragraph to essay). 3.2.2 Implement Differentiated Instruction strategies.	Recommendation 3.3 3.3.1 Subscribe to “ Bold Print ” 3.3.2 Order “Elements of Design” posters for primary and elementary classrooms. 3.3.3 Order a selection of graphic novels for primary and elementary. 3.3.4 Implement Differentiated Instruction strategies.

Current School Data

Primary Language Arts and Mathematics

In the Grade 1 Language Arts assessment our students performed well with 95.8% at or above the provincial benchmark.

In the Grade 2 Language Arts assessment our students scored slightly above the provincial benchmark.

In the Grade 3 Language Arts provincial assessment our students performed well with respect to the Province in all subsets except Informational and Listening. These areas were relatively low for both the school and the province. We will be reviewing this data with a view to understanding why the scores are so low.

Our school development plan in Language Arts will continue to focus on the improvement of writing achievement. The aim is to raise the performance achievement of more students to levels 4 and 5.

Our students performed well in the Grade 3 Mathematics provincial assessment with respect to the province.

Our school development plan in Mathematics will focus on improving resources and differentiating instruction.

PRIMARY LANGUAGE ARTS ASSESSMENT

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

07-08		08-09		09-10	
School	Province	School	Province	School	Province
85.7%	63.5%	NA	65.0%	95.8%	62.1%

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

07-08		08-09		09-10	
School	Province	School	Province	School	Province
96.5%	68.9%	NA	72.4%	75.0%	71.3%

CRITERION REFERENCE TESTS

Grade 3 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	96.2%	89.7%	90.3%	88.5%	93.1%	88.3%	96.7%	92.1%
Listening	100.0%	93.3%	77.5%	85.0%	99.0%	95.4%	92.4%	80.9%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	96.1%	74.5%	80.6%	72.6%	96.2%	74.9%	85.7%	73.9%
Poetic	92.3%	65.8%	51.7%	56.1%	88.5%	68.8%	95.2%	71.5%
Informational	92.3%	74.4%	70.9%	70.8%	80.8%	55.1%	61.9%	63.6%
Listening	88.5%	64.1%	77.4%	70.2%	88.5%	70.5%	57.1%	59.9%

Grade 3 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	84.0%	77.0%	72.0%	76.0%	87.6%	85.0%	78.8%	76.0%
Number Concepts	80.0%	71.3%	81.3%	76.3%	78.0%	73.5%	77.5%	77.3%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	53.9%	43.6%	71.0%	65.7%	70.8%	54.3%	85.0%	62.1%
Communication	42.4%	37.5%	67.7%	59.8%	75.0%	54.2%	85.0%	61.6%
Connections & Representations	30.8%	36.3%	54.8%	61.3%	87.5%	69.0%	85.0%	68.2%
Problem Solving	50.0%	51.9%	87.2%	76.2%	91.7%	68.8%	90.0%	68.3%

In Elementary Language Arts and Mathematics our students performed quite well.

Our school development plan in Language Arts will continue to focus on the improvement of writing achievement. The aim is to raise the performance achievement of more students to levels 4 and 5.

Our school development plan in Mathematics will focus on improving resources and differentiating instruction.

Grade 6 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	81.8%	78.0%	93.8%	84.8%	87.1%	87.1%	87.9%	81.0%
Listening	100.0%	93.3%	96.0%	92.0%	94.1%	87.7%	91.6%	86.7%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	85.0%	76.1%	94.4%	85.1%	84.6%	78.7%	100.0%	81.4%
Poetic	90.0%	73.3%	97.3%	81.2%	65.4%	69.6%	84.6%	69.9%
Informational	55.0%	58.8%	94.4%	78.9%	65.4%	68.0%	88.5%	68.4%
Listening	84.2%	58.4%	85.7%	62.6%	44.4%	47.4%	100.0%	66.7%

Grade 6 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	75.5%	68.2%	91.0%	78.0%	76.2%	77.1%	93.7%	72.3%
Number Concepts	73.6%	62.7%	85.7%	70.0%	72.5%	67.1%	94.9%	76.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	60.0%	33.2%	75.8%	48.4%	30.8%	36.5%	95.8%	54.9%
Communication	60.0%	30.7%	72.8%	42.0%	23.1%	30.6%	92.0%	46.5%
Connections & Representations	65.0%	40.2%	69.8%	41.3%	30.8%	36.1%	91.7%	44.0%
Problem Solving	65.0%	50.6%	84.9%	55.4%	38.5%	42.5%	91.7%	55.8%

School Development Plan for Current Year

1 Year School Development Plan

School Development Plan 2010-2011

Goal 1: To foster a school community where all members are respected and participate in a healthy lifestyle.		
Objective 1.1 To promote St. Francis of Assisi as a safe and caring, health-conscious, learning environment.	Objective 1.2 To continue to explore the aspects of Social Justice as it pertains to our school community.	Objective 1.3
Strategies 1.1.1 Continue the practice of buddy reading, elementary and primary 1.1.2 Post Code of Conduct in all classrooms and central locations around the building 1.1.3 Continue staff wellness activities 1.1.4 Insert Code of Conduct in students' agendas 2010/2011. 1.1.5 Consult with guidance to assist with the implementation of a school-wide anti-bullying program. 1.1.6 Regular walk-throughs by administrators to support effective classroom practices. 1.1.7 Introduce 10-minute daily physical activities 1.1.8 Monitor the effectiveness of the Code of Conduct.	Strategies 1.2.1 Continue to acquire knowledge of Social Justice. 1.2.2 Continue to examine school policies/decisions with respect to Social Justice. 1.2.3 Begin to educate students in Social Justice.	Strategies 1.3.1 1.3.2 1.3.3 1.3.4 1.3.5

<p>Indicators of Success</p> <p>1.1.1 Observed paired student activities</p> <p>1.1.2 Posters visible in classrooms and central areas</p> <p>1.1.3 Positive feedback from staff regarding wellness activities</p> <p>1.1.4 Code of Conduct has been inserted in the agenda</p> <p>1.1.5 Anti-bullying program in place</p> <p>1.1.6 A record of administrator walk-throughs</p> <p>1.1.7 10-minute physical activity is included on non-PE days.</p> <p>1.1.8 Students observed following the Code of Conduct.</p>	<p>Indicators of Success</p> <p>1.2.1 At staff meetings share information on Social Justice practices.</p> <p>1.2.2 Implementing developed policies</p>	<p>Indicators of Success</p> <p>1.3.1</p> <p>1.3.2</p> <p>1.3.3</p> <p>1.3.4</p> <p>1.3.5</p>
<p>Goal 1. Support Plan</p>		
<p>Financial</p>		<p>Professional Development/Time Required</p>
<p>1.1.1 Purchase of resource materials to support healthy living activities</p> <p>1.1.2 Financial support to produce Code of Conduct posters for each classroom and central area.</p> <p>1.1.3 Purchase of program materials to support the anti-bullying program</p> <p>1.1.4 Financial support needed to facilitate teacher wellness activities</p>	<p>1.1.1 Time required to plan and educate staff for 10- minute healthy living activities.</p> <p>1.1.2 Facilitator needed to instruct/support an anti-bullying program</p> <p>1.1.3 Collaboration with colleagues in other schools to discuss and plan activities to implement Social Justice practices.</p> <p>1.1.4 Outside agencies required to assist with teacher wellness activities.</p>	

Goal 2: To improve academic performance through technology integration across the curriculum.		
Objective 2.1 To incorporate technology into learning and teaching.	Objective 2.2 To integrate internet literacy across the curriculum, for both students and teachers.	Objective 2.3.1
Strategies 2.1.1 Continue integration of the computer continuum into the instructional day. 2.1.2 To continue teacher learning opportunities around technology (eg. Smart boards, flex arm, etc.) 2.1.3 To make technological devices more accessible for classroom use.	Strategies 2.2 2.2.1 Compile a list of web-based resources accessible to students and teachers.	Strategies 2.3.1 2.3.2 2.3.3 2.3.4
Indicators of Success 2.1.1 Provide updates at monthly grade level meetings on computer continuum progress 2.1.2 By the end of the school year all outcomes in continuum will have been met. 2.1.3 Technological devices are being used in the classroom	Indicators of Success 2.2.1 Accessible compiled lists of web-based resources.	Indicators of Success 2.3.1 2.3.2 2.3.3 2.3.4
Goal 2. Support Plan		
Financial		Professional Development/Time Required
2.1.1 Upgrade wiring/breakers in computer lab and classrooms. 2.1.2 Purchase additional Smart Boards for classroom use. 2.1.3 Purchase carts/computers/hardware to set up devices for portability. 2.1.4 Purchase memberships to curriculum related websites (edhelper.com, abcteach.com, etc.)		2.1.1 In service around technology/Smart Boards for staff 2.1.2 Continue to provide after school tutorials for staff in computer/internet literacy.

Goal 3: To improve academic achievement in mathematics, language and visual literacy.		
Objective 3.1 To improve student learning and achievement in mathematics.	Objective 3.2 To improve student learning and achievement in writing.	Objective 3.3 To improve student responses in visual literacy.
Strategies: 3.1.1 Staff will share at staff meetings examples of their students having made connections and representations. 3.1.2 Share at monthly staff meetings examples of students' experiences in making connections and representations. 3.1.3 Create math word walls. 3.1.4 Increase proficiency in mathematical terminology by including words in spelling lists. 3.1.5 Subscribe to NCTM publications. 3.1.6 Avail of outside resources such as Math Focus website. 3.1.7 Conduct school-wide math day. 3.1.8 Implement Differentiated Instruction strategies	Strategies: 3.2.1 To continue with a writing development plan (sentence to paragraph to essay) 3.2.2 To continue Phonological Awareness program in K-3 3.2.3 Implement Differentiated Instruction strategies.	Strategies: 3.3.1 Purchase and use "Bold Print" text. 3.3.2 Obtain and implement "Elements of Design" posters for primary and elementary classrooms. 3.3.3 Order and use graphic novels. 3.3.4 Implement Differentiated Instruction strategies.
Indicators of Success: 3.1.1 Staff meeting minutes. 3.1.2 Math word walls displayed in K-6 classrooms. 3.1.3 Accurate spelling and proficient use of math terms. 3.1.4 NCTM publications will be available to all teachers in the staffroom. 3.1.5 Use of Math websites. 3.1.6 School wide 100 day Math Celebration. 3.1.7 Classroom visits to observe Differentiated Instruction lessons.	Indicators of Success: 3.2.1 Well-constructed written responses. 3.2.2 More fluent readers and effective writers. 3.2.3 Classroom visits to observe Differentiated Instruction lessons.	Indicators of Success: 3.3.1 Evidence of improvement in visual literacy 3.3.2 Evidence of improvement in visual literacy 3.3.3 Evidence of improvement in visual literacy. 3.3.4 Classroom visits to observe Differentiated Instruction lessons.

Appendix A – Summary of School Fundraising

Revenue for the year was raised primarily through our recycling partnership with the Town and our School Council sponsored auction.

These funds enable us, along with Department of Education Funds provided through the District, to finance curriculum needs and to subsidize student activities.

Charitable funds raised by the school support the Terry Fox Foundation, our Christmas hamper project, and our Foster Child.

A detailed financial report has been submitted to the Assistant Director of Education – Finance at the Eastern School District office.