

L'École Lloyd George Elementary

2010 Year Three Update to School Improvement Plan

School Planning Council Members:

Mr. Bruno Penner (teacher and parent) Dr. Elizabeth Reimer (parent) Susie Mabee (teacher)
Mrs. Shawna Preymak (parent) Mr. Bruce Mitchell (principal)

Overview:

This report is a sister document to our Three Year School Improvement Plan authored in 2008. A full description of our school, as well as our goals, strategies, and structures is found in that plan. This report describes our progress to date in working toward our goals and targets. We have copied supporting data from the SIP, and provided updated information where it is available.

In this report we describe our positive progress toward meeting our writing goal. We also describe the challenges we are working through with our Social Responsibility goal.

District Goal:

Enhancing student achievement by:

1. Setting the priority for improved achievement in literacy, numeracy and social responsibility.

School Goal:

Rationale:

● Our school-based data indicates progress in the Primary grades, and we believe that most of our Intermediate students are developing proficiency in their literacy skills. However, data from FSA's, Satisfaction Surveys, School Safety Surveys, and Intermediate Report Cards indicate significantly lower achievement in, and a less positive attitude towards, Writing and Reading in our male student population. Our staff has worked together for the past three years to improve on student literacy, with a focus on writing.

Performance Indicators:

- Student Report Card Data, Foundation Skills Assessments, School-Wide Writes based on the BC Performance Standards, and Province Satisfaction Surveys.

Performance Targets:

- That more than 70% of primary male students will report having a positive attitude toward writing in the 2010 school survey.
- That the total percentage of female intermediate students achieving at a C or better for their Writing mark on their report card will improve by 5% over three years to 85%.
- That male primary students meeting or exceeding expectations in Writing will be within 10% of female students in the next three years.
- That our intermediate students will be able to write more effectively on future FSA tests. This will result in overall Grade 4 performance rising from 80% of male students meeting or exceeding expectations in 2010 for Writing, to 90% within the next three years.

Summary Comments on Relevant Data:

Student Letter Grade/Report Card Data

- Students in Grades 4-7 receiving A's and B's in Writing

	End of 2007-2008	End of 2008-2009	Term 1 2009-2010 C or better		
Boys	88.8%	93.4%	93%		
Girls	94.2%	92.8%	80%		
First Nations	91.7%	83.3%	79%		

- **Primary students meeting or exceeding expectations in Writing in Term 1**

	2007-2008	2008-2009	2009-2010		
Boys	92.6%	66.7%	67.6%		
Girls	88.9%	89.5%	86.5%		
First Nations	66.7%	33.3%	50%		

Provincial Satisfaction Survey Results

- Are you getting better at writing sentences or stories?

	2006	2007	2008	2009	2010
Grade 4	84%	77% (4 points below District)	89% (12 points above District)	87% (9 pts above District)	Available April 16th
Grade 7	68%	73% (2 points below District)	63% (8points below District)	69% (2 pts below District)	Available April 16th

FSA Results in Writing

- Grade 4 Students Meeting or Exceeding Expectations:

	2005	2006	2007	2008	2009	2010
Boys	81%	81%	70%	71%	68%	80%
Girls	96%	86%	79%	90%	93%	100%
Total	90%	84%	74%	82%	83%	93%

- Grade 7 Students Meeting or Exceeding Expectations:

	2005	2006	2007	2008	2009	2010
Boys	95%	97%	52%	85%	64%	87.5%
Girls	100%	100%	95%	100%	89%	92%
Total	98%	98%	73%	91%	78%	90%

School-Wide Write Results

- Intermediate Student Results – Term 3: Story Writing

Grade	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	French	English	French	English	French	English	French	English
4	2.7%	30%	58.3%	50%	36.1%	20%	5.6%	0%
5	0%	33.3%	57.1%	37.5%	39.3%	25%	3.6%	4.2%
6	3.7%	4.3%	18.5%	65.2%	50%	30.4%	22.2%	0%
7	4.2%	N/A	12.5%	N/A	58.3%	N/A	20.8%	N/A

Ministry Designated Students

We have made a concerted effort to fully assess and identify our special needs students.

We now have 30 students with Ministry IEPs.

Category	P	R	K	D	Q	G	H	Total
Year	Gifted	Moderate Behaviour Moderate Mental Health	Mild Intellectual Disability	Chronic Health	Learning Disability	Autism Spectrum	Severe Behaviour/ Severe Mental Health	
2007-2008	0	4	1	3	9	3	3	22
2008-2009	1	2	1	2	5	2	3	16
2009-2010	12	5	0	3	7	2	1	30

Progress Reports: Year Three

What is our progress toward our goals?

We are making steady progress in our writing strategies. Although only 69% of our Grade7's last year state that they believe they were improving their writing, our FSA results show that the students have improved 12% from 78% of students

meeting or exceeding expectations in 2009 to 90% of students meeting or exceeding in 2010 (boys are up 23.5% from 64% to 87.5% and girls are up 3% from 89% to 92%). Of our Grade 4 students, 87% state that they are getting better in writing, a statement that is supported by our FSA results (boys meeting or exceeding expectations are up 12%, going from 68% in 2009 to 80% in 2010, and girls meeting or exceeding expectations are up 7% from 93% in 2009 to 100% in 2010). Other data to benchmark our students' progress, like School Wide Write results is not ready for comparison at this time (only Year 1 is available).

Are our strategies working?

The School Wide Write process is promoting students and teachers to use the BC Performance Standards rubrics as both an evaluation tool and as a tool to help planning for instruction. The School Wide Write process increases collegial discussion and interaction among teachers, and gets all of our students writing in the same genre and on the same topic. Increased attention to the BC Performance Standards for writing during the School-Wide Write process has helped increase awareness to the areas upon which the teachers need to focus, and the elements upon which the students need to improve.

How do we know they're working?

FSA Writing results in both Grade 4 and 7 improved this year following a decline in last year's performance. We hope to see similar results on next year's tests. We also hope that the data gathered from the School Wide Writes will show an improvement in writing as well.

The only way to see real improvement or decline, in student Writing is to compare cohort to cohort. That is to say that, rather than comparing the Grade 7 students this year with the Grade 7 students of last year, we should be comparing the Grade 4 students from 2007 with the Grade 7 students this year, as this is more or less the same group of individuals.

What we will do to adjust and revise our strategies and structures?

Our Writing Committee will continue to meet to discuss student progress and review strategies to maintain progress and learning to this goal. The Writing Committee will also continue to plan School-Wide Write events and pro-d opportunities to become more familiar with the BC Performance Standards.

In order to encourage a consistent use of the program *The Write Traits*, the School Wide Write events should focus on the major sections of the writing program. There needs to be a way to bridge the gap between the BC Performance Standards and the evaluation rubrics of the writing program we have chosen.

How will we change our teaching practises to meet our goals?

Our teaching of Writing needs to become more consistent classroom to classroom by generalizing the use of *The Write Traits* program. Teachers need to be encouraged to use the program to allow for the instruction of a similar scope and sequence, as well as the use of similar language on behalf of the teachers and students.

Using the program on a more regular basis will also allow us to progress in a more predictable pattern. A more focussed attention on Writing and the program *The Write Traits* will make the students more aware of the importance of their output in this area. The use of common criteria, rubrics and performance standards should increase the reliability and

comparability of our assessments.

The program is used in both French and English in our French classes; however, in order to limit repetition in lessons, one language of instruction may need to be chosen. In addition, as we will be a single track French Immersion school next year, the language in which we perform the School Wide Writes needs to be determined as well.

How are we meeting the needs of all of our students?

The writing program *The Write Traits* has been purchased in French for our Immersion classes. The program is to be used with a one year delay in French. Students experiencing challenges in learning to write, or with learning difficulties in this area, are continuing to learn. Their work is adapted so they can experience success, and therefore, growth.

Strategy/Structure	Review Date	Action
1. Staff review and practice with the BC Performance Standards for Writing rubrics.	Feb 2011	With three school-wide writes occurring during the school year, all staff have some hands-on experience with using rubrics, more particularly the BC Performance Standards. More training and professional development is needed to ensure that teachers are comfortable with these performance standards and are using them on a regular basis, not only for the school-wide writes.
2. Generalize use of Write Traits program for the entire school, Grades 3-7 with textbooks.	Feb 2011	Materials purchased and presented to staff Fall 2008. Encouragement to use this program to teach writing is needed. Also clarification as to what language the program is to be used is needed.
3. Continue to perform School-Wide Writes	Feb 2011	School wide writes completed three times a year: November, February and May.
4. Continue to integrate writing into other areas of the curriculum allowing for student choice.	Feb. 2011	Ongoing.
5. Continue/expand Young Authors' participation.	Feb. 2011	Coordinated by M. Semeniuk, LART
6. Keep writing assignments authentic and relevant to student experience.	Feb. 2011	Ongoing

District Goal:

Enhancing student achievement by:

- 2. To support safe and healthy schools by maintaining a safe and secure learning environment.

School Goal:

Rationale:

● This goal reflects our belief that children learn best in a safe, inclusive and positive environment. Survey data from years previous related to treating others with respect, including others in group activities, and teasing at school need our continued and focused attention.

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Performance Indicators:

- Ministry Satisfaction Surveys of Grade 4 and Grade 7 students.
- School created safety surveys provided to students from Grade 1 to 7 (not performed in 2009, but will be performed again in Spring 2010)
- Behaviour referral data (SWISS and BCeSIS).

Performance Targets:

- To reduce the number of students, boys and girls, reporting, on student school safety surveys, that they are teased or bullied by 5% in the 2010-2011 school year.
- To increase the percentage of students, boys and girls, reporting, on school safety surveys, that they feel safe playing with, and supported by their peers to 85% in the 2010-2011 school year.
- To reduce the number of students, boys and girls, reporting on school safety surveys that they have experienced exclusion from joining other students by 10%.
- To reduce the proportion and number of referrals for physical aggression to below the 2006 level of 27%. Although there was a significant reduction in the office referrals for physical aggression (a decrease of 22.9%) our performance target was not achieved during the 2009-2010 school year – 35%.
- Although there was a marked decrease in the percentage of students with office referrals for non-compliance (from 12.9% in 2009 to 7% in 2010), we can continue to work on improving in this area.
- To increase the number of primary students who feel safe with older students from 91% to 95% over the next three years.

Summary Comments on Relevant Data:

Ministry Satisfaction Surveys (completed annually)

- Grade 4:**

At school are you bullied, teased or picked on?

2003	2004	2005	2006	2007	2008	2009	2010
32%	21%	17%	11%	17%	11% 2pts below District	13% 2pts below District	Available April 16th

Do you feel safe at school?

2003	2004	2005	2006	2007	2008	2009	2010
73%	81%	76%	74%	100%	93% 9 pts above District	98% 15 pts above District	Available April 16th

- Grade 7:**

Are you bullied, teased or picked on at school?

2003	2004	2005	2006	2007	2008	2009	2010
14%	16%	13%	11%	17%	5%, 5 pts below District	9% 1 pt below District	Available April 16th

Do you feel safe at school?

2003	2004	2005	2006	2007	2008	2009	2010
72%	83%	88%	63%	82%	58% 21 pts below District	85% 6 pts above District	Available April 16 th

School Safety Surveys (Done in 2006, 2007 and 2008 only)

- Primary students reporting that they feel safe or somewhat safe with older students in the school:

2006	2007	2008	2009	2010
64.2%	84%	91%	N/A	Survey to be completed

- Grade 1-3 students who report feeling safe on our playground.

2006	2007		2008		2009	2010
71%	Males 81%	Females 72%	Males 100%	Females 100%	N/A	Survey to be completed

- Students in Grades 4-7 reporting that they feel safe while playing with other students at the school:

2006	2007		2008		2009	2010
64.4%	Males 78%	Females 93%	Males 100%	Females 100%	N/A	Survey to be completed

- Students in Grade 4-7 who feel safe playing on our school grounds.

2006	2007		2008		2009	2010
75%	Males 93.8%	Females 93%	Males 58%	Females 68%	N/A	Survey to be completed

- Students in Grades 4-7 reporting that they feel safe in their classrooms:

2006	2007		2008		2009	2010
93%	Males 91%	Females 96%	Males 92%	Females 94%	N/A	Survey to be completed

- Students in Grades 4-7 who have experienced exclusion from joining other students:

2006	2007		2008		2009	2010
N/A	Males 29%	Females 11%	Males 31%	Females 37%	N/A	Survey to be completed

Office Referrals for Behaviour (September-March)

	2006		2007		2008		2009		2010	
Total Number	97		137		114		183 (24 ascribed to one Gr.1 student)		133	
Students with 2 or more referrals	22		27		20		22		25	
Students with 5 or more referrals	4		10		3		10		7	
French Immersion	27%		30.6%		37%		22%		40.6%	
Physical Aggression	27%		54%		53%		57.9%		35%	
Defiance/ Non-Compliance	36%		17%		14%		12.9%		7%	
Inappropriate Language	10%		3.4%		6.7%		3.8%		7%	
Referrals by Location	Playground	Classroom	Playground	Classroom	Playground	Classroom	Playground	Classroom	Playground	Classroom

	58%	26%	52%	24%	62%	31%	52%	26%	N/A	N/A
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Progress Reports: Year Three

What is our progress toward our goals?

We have been working hard on behaviour and social responsibility strategies this year, and we are facing some significant challenges. We have a small, but significant number of primary (Grade 1 and 2) students who are challenged to meet the behaviour expectations of the school, and in their classrooms. Teachers are working with parents and the school and family consultant to calm these situations down.

At the beginning of last year, we thought that we were ready to do away with external incentives (SOARS) for appropriate behaviour, but we had to return to using SOARS in November to shift the momentum to more positive behaviour in some of our primary students. This year we have continued to use SOAR positive behaviour reinforcements; however, we have used them to blitz behaviours needing attention (i.e. dressing appropriately for the weather, walking quietly in the halls, coming in quickly after recess and lunch).

Training on behalf of the staff, with regards to the development and use of functional behaviour assessments was done at a staff meeting, but they are not being used to document troubling student behaviour. In addition, we are no longer using SWISS to keep track of office discipline referrals, but rather BCeSIS as mandated by the school district.

Other strategies we have used to help us move towards our Social Responsibility goals include:

- We changed our recess supervision schedule so the same team of teachers are on duty for a full week, rather than one day at a time. This provides more continuity. This change occurred last year and this year after Spring Break, as the weather got warmer.
- We tried a reverse noon hour where children go out to play at 12:05pm and return inside to eat their lunch at 12:45pm last year for the months of May and June. Response to this has been positive in other schools, and the result has been fewer behaviour concerns. Response to this pilot project was mixed. Primary students enjoyed going outside to play first, while their teachers preferred having their students eat first. Intermediate students preferred to eat first, as many of them are lunch monitors, and found that they did not have enough time to eat, and their teachers preferred having them go outside first. As there was this split between intermediate and primary classes, and the Social Responsibility committee is currently working on a system that will accommodate everyone; however, it must be noted that the reverse lunch needs to continue for a longer period of time in order to see full results.
- SOAR reminder bands were handed out at our monthly SOAR assemblies. Each band represented a letter of the behaviour matrix and the students received a band if they attained their goal of being Safe, Organized, Accountable, or Respectful. This was a good way to unite the school, as everyone was working on the same goal, but each student had more personal goals to work on to achieve the reminder bracelet.
- SOAR slips were blitzed to emphasize behaviour needing change. Some of the rewards to the class receiving the most SOARs were an extra recess, and a soccer game against the teachers.

Are our strategies working?

The Social Responsibility Committee has reviewed our data to date. Our strategies are working for most students from Grade 3 to Grade 7, but not as effectively at the primary level. However, without these strategies our behaviour data might

be worse than we are currently experiencing. Other areas that have been identified are using the appropriate door to enter and exit the school and not coming into the school before 8:20, and during recess and at lunch.

We still need to look at further options for Choice Days during the winter months. Suggestions are to have, perhaps with the assistance of the PAC, a film society, leadership student run options, use of high school volunteers, and offering a free lunch to parent volunteers. We have also offered a pizza and movie night for families of parents who assist with noon hour supervision. This has had had moderate success.

How do we know they're working?

As with Writing, the only way to see real improvement or decline, in student behaviour is to compare cohort to cohort. That is to say that, rather than comparing the Grade 7 students this year with the Grade 7 students of last year, we should be comparing the Grade 4 students from 2007 with the Grade 7 students this year, as this is more or less the same group of individuals. However, it must be taken into considerations that some of the students who tend to exhibit problematic behaviour fall into the transient population. This change in personnel affects the comparison of a cohort from year to year.

What we will do to adjust and revise our strategies and structures?

The Week-long supervision schedule needs to continue in order to maintain a sense of continuity in the behaviour expectations. The advantages and disadvantages of a reverse noon-hour also need to be explored in greater detail, with emphasis on finding a system that will work for both the primary and intermediate classes.

With the changes that LGES will be undergoing in the next few months, a new behaviour matrix in French needs to be developed. New staff members and new students will need to be educated as to the behaviour expectations held here. This year, the September nest activities will be crucial in educating and reviewing these expectations. In order to better meet the needs of all the students, having primary and intermediate nests may be an option.

Awarding SOARs, blitzing appropriate and inappropriate behaviours, reminder bands, and nest activities should all be continued next year. In addition, we need to continue involving parents more through regular school based team meetings when their child is experiencing behavioural difficulties. More lunch-time supervision was needed this year, and parents were invited to come and spend time with their children during the lunch hour. Besides increased adult supervision for all students, other benefits included more one-to-one attention for some of our students who have behavioural difficulties.

We believe that Restitution training had a powerful initial impact in our school. We need to re-visit restitution as a community to draw in our primary students who are tending to make inappropriate choices.

There were no Choice Days this winter, as we did not have any success in recruiting parents and community members to assist with these activities and clubs. We did see success with our First Nations Homework and Culture Club funded by the First Nations Education Council.

How will we change our teaching practises to meet our goals?

Last year, Risk Education lessons (2-3) were led in each classroom to help students understand the importance of their choices in maintaining their safety and the safety of others.

How are we meeting the needs of all of our students?

We are acknowledging students who exhibit good social responsibility with the SOAR reminder bands at monthly SOAR assemblies. We are continuing to reward all students for positive behaviour with SOARS. We are tracking student behaviour with BCeSIS and responding to students with challenges by providing consequences, applying the principles of Restitution, and involving parents through phone calls, School Based Team meetings and External Team Meetings.

Strategy/Structure	Review Date	Action
1. Adapt our social responsibility program developed with the SOAR acronym to reflect the newly acquired students and staff members to our school.	Feb. 2011	SOAR recognition assemblies. - monthly recognition of those students who achieved their goals Blitzing behaviours that need immediate intervention (ie dressing for the weather, walking safely in the hallways, staying outside at recess and at lunch, etc.)
2. Modify and adapt the current SOAR matrix to reflect the influx of new students and staff members and to reflect that it is a single track French Immersion School.	Feb. 2011	This new matrix needs to be completed before the school year begins, so that staff members, both new and old can familiarize themselves with it and plan the necessary September nest activities to welcome the students back. The matrix also needs to be published in high profile areas around the school and in every classroom. Attention should be drawn to the behaviour expectations illustrated in the new matrix during morning announcements.
3. Increase the number of noon hour supervisors to at least that provided by the District plan (four).	Feb. 2011	We have continued to have little success in this area. We will need to work with the PAC to make this position more attractive. We may try offering a free lunch for parents who come to visit their child.
4. Provide Choice Days in winter, enhance parent participation.	Feb. 2011	This has continued to be a difficult option to provide to students as options are limited, and we have not seen a response of interest from parents in becoming involved. We need to find strategies to enhance these options.
5. Continue to emphasize Behaviour Resource Room learning opportunities for student with challenging behaviours.	Feb. 2011	The Resource Room is run by the Vice Principal who has many other responsibilities. As the reconfiguration of the school personnel is not final and our LART time will be significantly decreased next year, we are unable to say if this will be an option next year.
6. Continue with Leadership and Go 2 Crew	Feb. 2011	This is continuing and highly successful. These

opportunities for students.

crews, run by two outstanding teachers, are very efficient and help the school community in many ways.

7. Continue to use NEST multi-age groupings with emphasis on community-building activities to promote positive relationships across grades.

Feb. 2011

In order to meet the needs of both primary and intermediate students, the nest groupings should be divided into primary and intermediate nests. This will allow for planning activities that are more age appropriate for our students, while continuing to encourage building relationships between students and teachers of different classes and grade levels.

Other Goals for Next Year:

- encouraging French in the hallways
- using the performance standards developed by the Okanogan French Teachers Consortium to help evaluate oral language and to help plan for instruction
 - using different technologies to help evaluate oral language
 - Voice Thread
 - Edu-blog
- having the morning announcements in French
- having assemblies in French
- having a French librarian
 - more French books, particularly more French Reading Power books
 - having levelled French readers for intermediate classes (GB+, Alphajeune, Reading A-Z)
- events with the other South Sahali Elementary, the other French Immersion school
- SOAR matrix in French

Advice Goals for our English Students going to Stuart Wood:

- ensuring that Stuart Wood's behaviour matrix is compatible with what our students know/understand
 - a continued emphasis on Respect
- continue with "nests"/family groupings
- continue with Restitution
 - many of our primary students are still highly motivated by SOARs, therefore continuing to try to shift the extrinsic motivation for positive behaviours to a more intrinsic desire to behave appropriately
- keeping learning activities exciting
- continue with School Wide Writes
- Reading Power – would like to see these bins at Stuart Wood as well

Items to Celebrate

Curricular	Extra Curricular
Return of student to primary French Immersion after remediation in English	70+ students involved in Cross Country running
Transfer of student with language-based Learning Disability to Beattie School of the Arts	Me to We Conference in Vancouver for leadership students
Staff trained on Zimbra – e-mail system	Math Expo for our Gifted Students
Terry Fox Run	Girls level 1 Volleyball Team Zone Champions and District Finalists
Halloween Dance	Boys level 1 Basketball Team Zone Champions and District Finalists <ul style="list-style-type: none"> • Had 90+ students on basketball teams this year (Level 1 and Level 2 Boys and Girls)
Young People’s Concerts	Destination Imagination for our Gifted students
<p>Monthly SOAR assemblies</p> <ul style="list-style-type: none"> • Staff member presentations re. meeting and setting goals • Esteem Team – • Kelly Smith presentation on believing in yourself and goal setting • Me to We presentation – Malawi humanitarianism 	<p>Parents form a Committee to respond to the District Facilities Report.</p> <ul style="list-style-type: none"> • Parents present at School Board Meeting at the Henry Grube Center January 17th, 2010 • T-shirts – Be Cool, Stay Dual/Les deux, c’est mieux • Rally with Fireworks – February 17th
<p>IEP writing/review process streamlined</p> <ul style="list-style-type: none"> • LART time with students is increased 	<p>Talent Show – March</p> <ul style="list-style-type: none"> • Organized and run by parents with teacher support • Afternoon and evening performances
Project EDGE with Blazers and RCMP for Grade 5 students	Young Authors’ Conference
Power of Being a Girl Conference – Grade 7 girls	Young Artists’ Conference

<p>Writing Committee</p> <ul style="list-style-type: none"> School Wide Writes 	<p>Excellent management of H₁N₁ epidemic.</p> <ul style="list-style-type: none"> Daily communication with parents through newsletter, Synervoice, and e-mail Although periods of absence were longer, rate of overall attendance was higher
<ul style="list-style-type: none"> October – impromptu February – persuasive Improved understanding and use of: 	
<ul style="list-style-type: none"> BC performance standards Writing process Rubrics for assessment 	
<ul style="list-style-type: none"> Literacy Week in January 	
<ul style="list-style-type: none"> Drop everything and read Author visit – Peter Grauer Used book sale in Library 	
<p>Social Responsibility Committee</p> <ul style="list-style-type: none"> Nest Activities (school start-up, Christmas, Olympics) SOAR reminder bands 	<p>Cup Stacking</p> <ul style="list-style-type: none"> lunch hours
<p>Christmas Concert</p> <ul style="list-style-type: none"> The first in 4 years prepared for by the teachers and not the parents 	<p>First Nations Culture and Homework Club</p> <ul style="list-style-type: none"> lunch hours
<p>Olympic Torch Assembly with Cathy McLeod, MP</p>	
<p>Skating at Memorial Arena for all classes</p>	
<p>Green Thumb Theatre Presentation</p>	
<p>Dance Week with Marion Rose</p>	

<ul style="list-style-type: none"> • Entire school participation • Dance presentations at assembly • Family Dance Night 	
<p>Registration for French Immersion occurred in March</p> <ul style="list-style-type: none"> • 44 students registered (2 full classes for Kindergarten • 72 registered for Grade 1 	
<p>First Nations Cultural Day</p> <ul style="list-style-type: none"> • Craft creation • Assembly presentation 	
<p>Science Fair participation</p>	
<p>Concours d'art oratoire</p>	
<p>Heritage Fair</p> <ul style="list-style-type: none"> • Stamp competition • Projects 	
<p>Legion Presentation to Remembrance Day writing contest award winners</p> <ul style="list-style-type: none"> • Poems • Posters – coloured and black and white 	

Signatures:

Mr. Bruce Mitchell (principal) _____

Mr. Bruno Penner (teacher)

Ms. Susie Mabee (teacher)

Mrs. Shawna Prymack (parent)

Dr. Elizabeth Reimer
