

Monday, 19th September, 201

It is with great pleasure that I welcome students, parents and teachers back to school. Each year comes with its unique challenges, but my experience is that at Somerset Primary we truly rally to accomplish our goals, keeping our students in forefront. I look forward to the same spirit of commitment throughout the 2016/2017 school year.

I am pleased to report that we have a full complement of staff, inclusive of a reading and art teacher.

I am also pleased to report that all “Summer Works” have been completed. Unexpected trenching for the installation of a new pump also occurred over the summer. Once the doors have arrived, W&E will complete this project. The pump will be synced with the pump that was installed last summer, so when one tank is empty an automatic changeover will occur. This will prevent early school closures resulting from no water. Since the opening of the current year, I have requested the installation of a gates for the north east entrance, the walkway leading from the courtyard to the auditorium and the walkway leading from the northern playground to the courtyard.

Once again I would like to celebrate and congratulate the PTA, under the leadership of Mrs. Dawn Berry, for the purchase and installation of the new playground and also for the purchase of Cambridge English, spelling, grammar and comprehension workbooks for each student. We welcome new PTA President, Mr. LuVince Cann, who has immediately leaped into action. Please be prepared to actively support the PTA’s efforts to continue the purchase of Cambridge materials, as well as new initiatives for the betterment of teaching and learning.

During the 2015/2016 school year our students demonstrated their attainment of curriculum objectives through a variety of assessments. The following charts/tables show our school’s results in the Cambridge Checkpoint Examination, internal reading and writing benchmark assessments, and the Ministry of Education Common Assessments (CSAs).

Explanation of the Cambridge Primary Checkpoint Scale:

- Scores on the Cambridge Primary Checkpoint scale are from 0.0 (the lowest level of ability) to 6.0 (the highest level of ability).
- Students achieving between 3.0 and 4.0 have a sound understanding of most of the curriculum content.
- Students achieving less than 2.0 have a basic understanding of the curriculum content. They would benefit from more focus on some areas of the curriculum.
- Students achieving more than 5.0 have an excellent understanding of the curriculum content.

Table of Cambridge Checkpoint Results

Year	Reading Geometry Biology	Usage Handling Data Chemistry	Writing Number Sense Physics/ Scientific Inquiry	Overall
2010/2011				2.7
2011/2012				3.45
2012/2013	3.2 2.0 3.3	2.8 2.8 3.0	2.7 2.5 3.2/3.7	3.0 2.4 3.2
2013/2014	4.2 2.9 4.2	3.9 3.4 3.6	3.7 2.8 3.7/3.6	4.0 2.9 3.8
2014/2015	3.7 3.8 3.5	3.7 2.8 3.1	3.5 2.3 1.9/4.5	3.7 2.7 3.2
2015/2016	4.1 3.0 3.5	3.3 2.1 3.7	3.5 2.4 3.4/3.5	3.7 2.5 3.5

Green: English

Blue: Mathematics

Red: Science

SPS Reading Benchmarks-2016

Class	Number of students assessed	Exceeds Expectations	Meets Expectation	Approaches Expectations	Does Not Meet Expectation
P1 Martin	18	12 (67%)	5 (28%)	1 (5%)	0 (0%)
P2 Doers	12	2 (67%)	7 (58%)	3 (25%)	0 (0%)
P2 Gooden-Young	10	5 (50%)	1 (10%)	1 (10%)	3 (30%)
P3 Monk	19	5 (26%)	7 (37%)	2 (11%)	5 (26%)
P4 Ward	13	1 (8%)	1 (8%)	2 (15%)	9 (69%)
P5 Massa/Russell	10	4 (40%)	2 (20%)	3 (30%)	1 (10%)
P5 Wilson-Place	16	8 (50%)	2 (12%)	3 (19%)	3 (19%)
P6 Siese/Russell	21	6 (29%)	5 (24%)	2 (9%)	8 (38%)
School Total Assessed	119	43	30	17	29
% of Total Assessed	100%	36%	25%	14%	24%

Ministry of Education P5 Problem Solving Assessment

Gender	Problem 1			Problem 2		
	Mathematical Knowledge (Understanding)	Strategic Knowledge (Strategies, Reasoning, Procedures)	Communication (Explanation of thinking)	Mathematical Knowledge (Understanding)	Strategic Knowledge (Strategies, Reasoning, Procedures)	Communication (Explanation of thinking)
F	S	S	S	D	D	D
M	LU	LU	LU	D	D	D
F	D	D	D	D	D	LU
F	D	D	D	D	D	D
F	D	D	D	S	S	ID
F	D	D	D	D	D	D
M	S	S	S	D	D	D
M	S	S	LU	D	D	D
M	S	S	D	LU	D	LU
F	S	S	S	ID	ID	S
F	S	S	S	S	S	S
M	D	D	LU	LU	LU	LU
M	LU	LU	LU	LU	D	LU
M	S	S	ID	LU	LU	LU
F	LU	LU	LU	D	ID	D
M	D	ID	D	D	D	D
M	LU	LU	LU	ID	D	ID
F	LU	LU	LU	D	D	D
M	S	S	S	S	S	S
F	S	S	D	ID	ID	D
F	LU	D	LU	LU	LU	LU
F	BLANK	BLANK	BLANK	LU	D	LU
M	D	D	D	D	D	D
M	S	S	D	S	ID	ID
M	LU	LU	LU	LU	LU	LU
M	S	S	S	ID	ID	D

Key
 S Sophisticated
 ID In-Depth
 D Developing
 LU Limited Understanding
 missing 1/2 problems
 no data/BLANK

Table of Cambridge Checkpoint Results shows SPS's performance since the inception of the examination. Overall English results for the 2015/2016 school year remained the same; and whilst there was a slight improvement in science our mathematics decreased. The performance on the Cambridge examination shows a strong correlation with other exam results.

Our internal reading benchmark results indicate that a significant percentage of the student population are not meeting on-grade level expectations. This may be attributed to students in need of additional intervention not benefitting from direct support services from a reading resource teacher. I am hopeful that these students will show growth now that we have acquired a reading resource teacher.

The mathematics results show a need for improvement in number sense A person's ability to use and understand numbers: · knowing their relative values · how to use them to make judgments · how to use them in flexible ways when adding, subtracting, multiplying or dividing· how to develop useful strategies when counting, measuring or estimating

One of our key actions to increase students' understanding and performance is to increase their opportunity to problem solve and to also guide them in the process of written explanations/justification for their mathematical calculations.

The shared results are the impetus for our school Improvement Plan (SIP); and actions in our SIP are designed to increase SPS's overall and students' individual performance. Teachers incorporating essential questioning and critical thinking activities in all subjects are key actions to facilitate effective teaching

and learning. Also the newly purchased workbooks will allow students the opportunity responding to tasks written in the same style as Cambridge. Our actions also include staff development and parent sessions facilitated by our teacher leaders. The entire SIP document is on the website.

I look forward to supporting you and staff in helping each child learn to/her highest potential. Our MTSS Team is dedicated to providing more time and support when and where needed. We are willing and able, but your support is vital.

I ask for your support and participation in this effort by:

- ensuring regular attendance and punctuality
- encouraging your child to read every evening
- cooperating and assisting when academic and behavioral concerns are raised
- monitoring your child's homework/special projects
- asking your child to share what he/she learned at school each day
- check your email and the school's website regularly
- attend PTA meetings and support initiatives
- adhering to our healthy lunch and trash free policy
- using the school and government calendar to ensure that your child does not miss direct classroom instruction
- labeling **all** of your child's belongings

Please be informed that our concerns about after-hours, illegal activity have been addressed by the Minister of Education. A contractor has been hired to gate/fence problematic areas. The trees bordering the southern premises will be capped—hopefully by the end of the week.

The safety of your children is our top priority, and we do everything we can to keep them safe, healthy and happy.

As always, please feel free to reach out with questions or concerns.

Sincerely,

O'Brien A. F. Osborne

Principal