

PLAY & LEARN SUMMMER CAMP 2024



Edward Milne Community School Society | August 2024

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INTRODUCTION

Now in its fourteenth year, this summer program aims to provide a rich play-based learning environment for four weeks, immersing children in literacy and numeracy activities designed to foster their existing academic skills, and to improve their self-confidence and enjoyment in these subject areas.

This year, the program was funded by the EMCS Society, Pacific Institute for the Mathematical Sciences, the Rotary Club of Sooke, Excellence in Literacy Foundation, Sooke Harbourside Lions, Sooke Lions, the Sooke Region Literacy Task Group, TLC Fund for Kids and School District No. 62 (Sooke). These funders made it possible to offer the camp to families at no charge.

Candidates best suited to the camp were children six to nine years of age from low-income families, Indigenous, and who had been identified by their school as “not yet meeting” expectations in Literacy and/or Numeracy. The school Principal and/or School Based Team referred all children. Four schools participated: Saseenos Elementary, Sooke Elementary, L’Ecole Poirier Elementary and John Muir Elementary. There was a total of twenty-three children who attended the camp.

Three coordinators facilitated the camp, leading literacy, recreation, and numeracy activities. The camp coordinators met before beginning camp to discuss schedules, field trips, and expectations for the camp and children.

The 2024 camp again took place at Sooke Elementary School, which is the perfect site with classrooms that allowed flexibility for learning. Everything at the school is properly sized for this age group, and we have now been at this location for ten years. They enjoyed learning in the two classrooms and library, and playing on the two playgrounds, fields and in the gym. Sooke Elementary is also centrally located for parents, providing a physically and financially accessible location with many families walking to camp. The playgrounds and proximity to the SEAPARC forest and Recreation Centre were also invaluable.

Another focus of the camp is the physical literacy component. Just like the A-B-C’s of reading and writing, physical literacy for this age group focuses on A-agility, B-balance, and C-control. Physical activity has always been an important part of the Play & Learn Summer Camp, and with the importance of physical literacy becoming more understood in the general population, improving the campers’ abilities in this area is an important aspect of the camp.

GOALS

The goals of the camp were:

1. To involve participants in literacy and numeracy activities that enhance their present levels of academic functioning and avoid summer learning fall-off.
2. To involve participants in sports and recreation activities designed to enhance their present levels of physical literacy.
3. To develop self-confidence and enjoyment in all aspects of literacy and numeracy through play-based learning.



OBJECTIVES

The goals of the camp were accomplished by:

1. Integrating Indigenous content and ways of knowing into all the components of the program.
2. Minimizing barriers to participation by having the camp be at no charge and by including snacks and lunch.
3. Involving parents and/or guardians in the child's learning.
4. Increasing opportunities for positive social interactions with peers and adults.
5. Providing positive literacy and numeracy experiences through focused, small-group interventions with a high adult-to-children ratio.

DEMOGRAPHICS

There was a total of 23 children registered, one student did not attend for a total of 23 campers. The grades listed below indicate the level the child was in this past school year. Six children were Indigenous, and nine children were from low-income families. The criteria set out specifies that school principals and school-based teams choose children who are from Indigenous families as we reserve space for 25-30% and ask that we have good numbers here. We also ask that children from low-income families should also be given priority.

Female	Male	Indigenous	Low-Income	Grade One	Grade Two	Grade Three
11	12	6	9	11	8	4

Consistent attendance is crucial, as it is difficult to provide meaningful assessments if a child misses five or more days. Four weeks is a long time to commit to a full-time summer program and the demographic served tends to have difficulties with attendance in regular school as well. Many of the parents gave feedback, however, that while it was difficult at times to get their children to attend regular school, they were eager and excited to come to camp each day. The students and parents alike “bought into” the camp and it showed!

STAFF

A Numeracy Coordinator, Literacy Coordinator, Recreation Coordinator, Literacy Assistant and two Recreation Camp Assistants (youth mentors) ran the camp this year.



COORDINATORS

Numeracy Coordinator: Alison has a background in special education and is passionate about supporting students in their journey to becoming successful readers and mathematicians. She has spent the last several years teaching grade 3/4 and is currently an Integration Support teacher at Sooke Elementary. This is Alison's sixth year with the Play and Learn Camp.

Literacy Coordinator: Marion has a background in the arts and is especially drawn to outdoor education and literacy skills development. She has been employed in SD62 since 2015 and worked for the past eight years as a full-time teacher at Sooke Elementary, through a First Peoples Principles of Learning lens, incorporating land-based, experiential learning practices. Marion believes in the power of storytelling, nature-based methods of learning, and using inquiry to inspire and explore fundamental concepts. This is Marion's eighth year with the Play and Learn Camp.

Recreation Coordinator: - Rhys has a background in music and teaches music at Sooke Elementary. He started the running club there, and they have done two 5k races and a 10k race annually. This is Rhys' eighth year with the Play and Learn Camp.

CAMP ASSISTANTS – YOUTH MENTORS

Summer Camp Leader: James completed his final year of his Chemistry degree at UVIC and is looking forward to pursuing a career in chemistry. He has previously worked at the Sooke Region Museum as a visitor counsellor. This is James' third year at the Play and Learn Camp.

Summer Camp Assistant: Lila is entering her last year of high school. She works with girl guides as Spark leader and enjoys playing sports in her spare time as well helping coach them and ref them around the community. In the future she wants to go into elementary education. This is Lila's first year at Play and Learn Camp!

Summer Camp Assistant: Trinity is going into Grade 11 this September at EMCS. This is Trinity's first year at Play and Learn Camp. She loves everything Art, Theatre, and anything crafty related. She hopes to work with kids in the future.

THE NUMERACY PROGRAM

The numeracy objective was to support struggling learners in a fun and engaging way that provided daily experiences to develop confidence and encourage numeracy development. The assessment tool was used to establish a profile of the child's numeracy development, plan intervention strategies, and implement a program to maintain and improve the child's understanding of math skills and concepts. To help address the diversity of learners, the program provided tasks targeted to the child's level, and a low ratio of teaching staff to children to ensure immediate reinforcement of concepts could be achieved. Various methods of curriculum delivery were used such as small group teaching, partner games to reinforce the concepts taught and one-on-one coaching where appropriate.

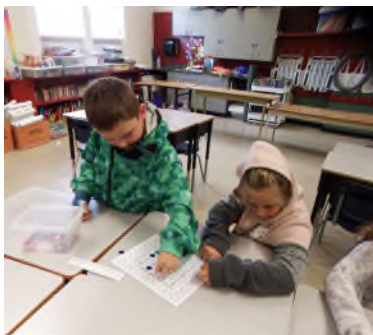
SMALL GROUP INTERVENTION



Each day students participated in small group interventions targeting their individual needs. Participating in small groups allowed for direct, explicit instruction, built students' confidence through immediate feedback and created engaging, positive numeracy interventions. Some of our activities included:

The Flash: The students were quickly shown dot cards and asked to identify how many. This challenge reinforced subitizing, partitioning, skip counting and basic addition facts.

White Board What's Next: The students created their own number charts to reinforce the number sequence and proper number formation. Students were given a variety of starting points and had to figure out what came next. This activity reinforces the patterns within our number system and concepts of place value as well as the ability to start counting from a variety of numbers.



Picture Problems: Using concrete objects and real-life pictures students solved, created and acted out number stories to conceptualize the quantities or operations they were working on mastering while making real-world connections.

Count Around: Students practiced counting using a variety of patterns such as skip counting by 2's, 5's and 10's to reach a

target number. Each group worked collectively to beat their time from the previous attempt building teamwork and solidifying their understanding of patterns in numbers.

SPLAT! and Reverse SPLAT!: In these routines developed by Steve Wyborney the students were shown a collection of dots, part of which is then covered by a splat. The students had to determine how many the SPLAT monster ate. Students then had an opportunity to share how they thought about this challenge, reinforcing mathematical language, applied problem solving, and flexible thinking about numbers and basic facts.

Daily Games: To round out our daily interventions students reviewed and practiced the concepts taught in their targeted small group by playing a variety of games such as make 10, go fish, addition/subtraction connect 4, place value party, guess the secret number, race to 100 and bingo. These games were chosen with materials that campers readily have at home such as a set of cards and dice. Many students reported they went home and taught their families how to play, furthering the opportunities for learning at home. Students left these daily interventions with increased confidence and positive associations with numeracy.

THE LITERACY PROGRAM

The literacy portion of the camp created opportunities for small-group interventions, large-group activities, and "free-time" activities to support literacy development and enrichment. The coordinators created a language-rich environment, where the children could develop confidence in reading, writing, and communicating.

SMALL GROUP INTERVENTION

The groups explored literacy concepts four times per week during the second and third weeks of camp. Within these groups, children read aloud and participated in literacy-related games and activities. The Literacy Coordinator differentiated within each group to best meet the children's abilities and needs, and to reflect the week's theme. During the first and fourth weeks of camp, the Literacy Coordinator worked with each child 1:1 to provide a higher level of individualized instruction and assessment.

Leveled Readers – Children spent time reading focusing on specific strategies such as decoding, punctuation, summarizing, fluency and expression. PM Benchmark books are familiar to most students in SD62, so this is what was used to level and monitor success.



Phonemic/Phonological Awareness – Children played games focused on building words and manipulating letter sounds. Puzzles, word puzzles, full body syllable work, and Jolly Phonics actions are a few examples.

Sight Word Activities – Each group used a variety of games to help retain sight words based on the Dolch word list. Sight Word Bingo was a favourite Friday activity. Words were chosen for each group based on reading ability.

LARGE GROUP ACTIVITIES

Group Meeting – Group meetings were conducted every day during the camp. Led by the group leaders, this time promoted good listening skills, oral language development, turn-taking and appropriate methods of group communication. Names were drawn each morning and afternoon for a “Camper of the Day” activity. This child was interviewed by Mr. Turtle, a puppet with a personality, and their answers were recorded by the camp assistants to create a profile to go into their scrapbooks.

Story Time - Storytime occurred almost every day (exceptions were field trip days). The stories were selected to connect with the themes running throughout the camp and were related to traits we wanted the children to connect with (respect, grit, stewardship, generosity, and creativity). This time was used as an opportunity to model and develop students’ reading skills such as asking questions, making predictions and visualizing.



Writing Time – Children participated in a 30-minute writing activity once a week. One of the coordinators took pictures of the children during each field trip, which allowed the children to write about something meaningful. After each field trip campers brainstormed what was significant to them using their senses, these ideas were organized into a visual word bank with sentence stems to use in their writing. The children watched a slideshow of their field trip before beginning their letters to Mr. Turtle. These pages were then compiled and bound into a scrapbook/memory album for children to take home and share with their families after the camp. They especially enjoyed reading Mr. Turtle’s replies to their reflections.

UNSTRUCTURED PLAY AND OUTDOOR ACTIVITIES



Unstructured play took place at the beginning of each session while children arrived during the 15-minute drop-off window, and in between literacy and numeracy activities. Unstructured play, language, and social skills development were focused on here. In the mornings children engaged in physical and imaginative play using Lego, drawing supplies, and various nature items and toy animals. Between literacy and numeracy activities students developed their ability to use teamwork and other social skills in the play structures. Furthermore, the children

participated in outdoor activities such as nature sketching, learning about local plants, forest clue and scavenger hunt games, and used their imaginations in the SEAPARC forest area. The kids' curiosity inspired the coordinators and mentors to create and engage with them.



THE PHYSICAL LITERACY PROGRAM

Each child participated in a small group period of academic work and a period of recreation in the morning, as well as a whole group recreation period and a period of artistic, scientific or literacy activities in the afternoon.

During the camp, the children were involved in fun recreational activities that emphasized all the components of fitness. The Physical Literacy Coordinator aimed to develop each child's health and fitness needs while also developing self-confidence and self-esteem. Camp staff used the PLAYbasic physical literacy assessment tools to foster a love for

physical activity while increasing fitness, coordination, motor skill development, and interpersonal skills such as respect, cooperation, sportsmanship, teamwork, and fair play.

The format involved combining two groups for recreational activities in the morning, while the other two groups remained with the other coordinators for the literacy and numeracy work.



Later in the morning, after snack time, the other two groups were combined as well. Activities tended to focus on fitness (aerobic endurance, speed and agility), body awareness, and coordination

(hopping, skipping, jumping, dribbling, throwing,

catching, and striking skills).



A typical camp day could also include a whole group physical literacy lesson in the afternoon. The large group lesson lent itself more to game-type activities, of which floor hockey was a favourite. This focused on speed, agility, and spatial awareness. Competitive-style games were also coordinated during this time. The competitive element generally lifted the intensity of the children, which resulted in greater improvement of each child's components of fitness.

Social skills such as respect, cooperation, teamwork and fair play were highly emphasized during the camp. At times, these concepts were always taught and discussed before physical activity and these themes were running in the background. If there was a need or opportunity to discuss something like cooperation or fair play, we sat down to have a discussion, taking advantage of the emergent learning moment.

INDIGENOUS CONTENT

The Play and Learn Camp incorporated Indigenous culture, language, and ways of knowing throughout the camp. The coordinators created an inclusive environment where all children could see themselves and their cultures reflected in the available resources.



The camp had an Elder of the T'Sou-ke Nation attend and lead several workshops throughout camp.

Shirley Alphonse led storytelling, SENĆOŦEN language work, and shared traditional ecological knowledge with the children. The children looked forward to their time with her, especially learning to use the traditional drums. This was a highlight for many campers. They also enjoyed sharing our morning group meeting time with Miss Shirley.

EDUCATION OUTSIDE THE CLASSROOM (EOTC)

EOTC adventures are an important part of the camp and each week, the children would go on a different adventure. This included Witty's Lagoon, Goldstream Park, City Centre Play Zone, the Malahat Sky Walk, Royal BC Museum and Beacon Hill Children's Farm and Park. These outings required transportation on a school bus. Coloured t-shirts were used to help identify the group. In addition to these weekly field trips, the children enjoyed a weekly trip to SEAPARC Leisure Complex.

SEAPARC, GOLF & FOREST DAYS



Forest Days proved to be very popular with campers again this year. Campers working on their physical literacy had a choice of participating in activities in the forest or golfing at the nearby DeMamiel Creek Golf Course.

In the forest, students enjoyed building with natural materials, learning about our local plants and wildlife and having an opportunity to use imaginative play and continue to develop

social skills. A highlight of our forest days was making mini golf courses and playing mantracker.

On the golf course, students played one or two holes and practiced putting, driving, and chipping as well as learning basic golf etiquette.

Finally, on Friday afternoons the campers feasted on pizza, generously donated by Sooke 2-for-1 Pizza, and then swam at SEAPARC. We finished our swimming with a camp meeting in the hot tub where campers recounted the week's adventures and looked forward to the week coming up.



WITTY'S LAGOON

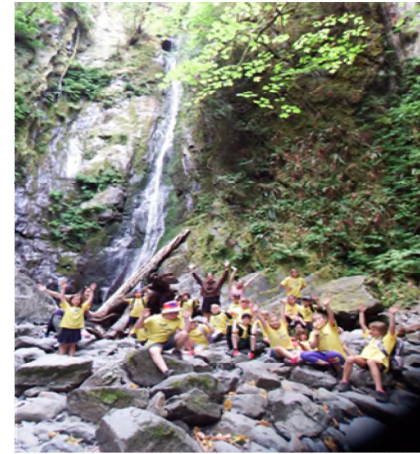
Planning ahead of time was essential for a trip to Witty's Lagoon. The group ideally arrives at low tide so the children have time to explore the beach. From the parking lot, it is a 20-minute walk with some moderately difficult sections. Appropriate footwear and packs that are not too heavy were recommended for the children. At the beach, children enjoyed wading through the water and sifting through the sand and rocks. They found lots of sea creatures and built many sand and log structures.



GOLDSTREAM PARK & CITY CENTRE PARK (PLAY ZONE)



The trip to Goldstream Park began with an introduction to sacred plants with Elder Shirley Alphonse. After the campers enjoyed a walk through the coastal rainforest to the Niagara Creek waterfall. The campers then enjoyed a hot dog lunch in the day-use area. From there it was a short bus trip to City Centre Park where they played in the Play Zone. A highlight for many campers was playing games with leaders at Play Zone.



ROYAL BC MUSEUM AND BEACON HILL CHILDREN'S FARM



We had an action-packed day exploring all kinds of animals! Unfortunately, we learned on arriving at the museum that the IMAX was broken but that allowed us to explore the museum instead! We learned about how people used teamwork to create Stonehenge, explored all kinds of animals in the natural history exhibits, wandered through Old Town and listened to Indigenous languages in the Living Language

exhibit. Next, we had lunch and played at Beacon Hill Park. Some campers chose to cool-off in the spray park before we visited the animals at Beacon Hill Children's Farm. Brushing the goats was a highlight of the day for many campers. What an epic animal adventure day!



MALAHAT SKYWALK

Our trip to Malahat SkyWalk was incredible and provided campers with an extraordinary experience many would not otherwise have access to. All campers showed great bravery trying out the adventure net and many rode the spiral slide down from the top. Children ate lunch and played at the playground before heading back up for one final view from the top. What a great way to see all the plants in this beautiful place where we live.



STEM CONNECTIONS



Back for its fourth year were different activities targeted at engaging children's creativity and curiosity through hands-on learning, experiments and building opportunities.



SCIENCE STATIONS



Science stations were held each Tuesday and campers rotated to participate in a variety of science experiments, hands-on projects and learning activities related to the week's theme. Students enjoyed engaging in experiments such as exploring salt water, animal adaptations, the needs of plants and different kinds of rocks. They learned about our oceans, geology, bones and skeletons, and how to make tea from local plants. They also created slime, crayons, and planted seeds. These stations were a highlight for campers and leaders alike and provided campers with opportunities to learn new things about the world around them.

MAKERSPACE



Maker Space is an open-ended group activity where students were given raw materials (glue, tape, cardboard, miscellaneous craft supplies, fabric, straws, cups etc), and their only instructions were to get inspired by the materials to make or create something new. The kids let their imaginations run wild and naturally were able to problem solve and test/revise their ideas and



creations. The campers explored these materials and their 'maker skills' and produced everything from beading and structures to items of clothing. This brought out some real ingenuity and creativity and was something campers looked forward to each week.

FOOD



Children were provided with two daily snacks and a lunch, which was provided at no charge to the families. The snacks were prepared on-site and usually consisted of a choice of fruits and vegetables and additional items such as cheese and crackers and granola bars. Lunch was catered and delivered to the camp by Up Sooke Eatery three days a week and primarily featured buns, cold cuts and fresh fruit. Once a week, pizza was generously provided by Sooke 2-for-1 Pizza, courtesy of Andy Carrier. There was only one day per week when

children were required to provide a bagged lunch from home for field trips. On field trip days, children were asked to bring their own food, and had to “pack out what they packed in.” We found that continuing to be able to provide food enabled our learners to participate to their fullest potential during learning and playing activities.

INITIAL ASSESSMENT RESULTS

The Literacy, Numeracy, and Physical Literacy Coordinators conducted assessments of the camp participants at the beginning and end of camp to track the results of the 4-week literacy, numeracy and physical literacy interventions. The first portion of this report reviews the initial test results. The children’s assessment performance gave direction to camp planning and the dynamics of small learning groups, allowing targeted intervention. The intent of these early assessments was to allow coordinators to build relationships, ascertain where the child was academically and discover how they learn best and any barriers that need to be overcome. Our hunch was that confidence and self-perception played a key role for many learners.

NUMERACY ASSESSMENT

Children were assessed using a selection of tasks from the First Steps in Math diagnostic assessments. This tool was used to determine a child’s development in number sense, the foundation of mathematics. It covers concepts such as the principles of counting, skip counting, partitioning, knowledge of numbers (to 20 for Gr. 1, to 100 for Gr. 2, and over 100 for Gr. 3), and basic addition and subtraction facts to 20.

Quantifying these results, children showed an average of 69.5% in numeracy on their initial assessment, with the lowest at 11.6% and the highest at 90.1%.

LITERACY ASSESSMENT

Two assessments were required to ascertain literacy levels. We continue to use the principles and pedagogy from the Excellence in Literacy Assessment (ELF) program to influence our program delivery, it is so valued. As the assessment provided by ELF is designed for a longer program, due to time constraints, we altered the ELF assessment to target specific skills and knowledge gaps that we could address during the camp. The PM Benchmark leveled readers were used to assess instructional reading levels. This program is used widely across our district, thus allowing the results to be easily understood by, and transferable to, families and schools in SD62.

The children's average initial ELF testing showed an average skill level of 78.1% for 22 participating students (one student was not assessed due to late entry to camp). The scores ranged from 47.5%-93.4%. The PM Benchmark leveled readers assessment ranged from level 1-28 readers. It would be fair to approximate these levels to the Promise and Achievement in ELF terms. We had largely diverse learning groups, but through building community and creating a hands-on learning experience that was targeted to their abilities and sensibilities, we were hoping to be able to help each child make gains.

PHYSICAL LITERACY ASSESSMENT

Children ages 6 to 9 years are in the fundamental movement development stage of their lives. The Sport for Life Society's PLAYbasic assessment tool was used as a basis to measure each child's physical literacy competencies at the beginning and end of camp. The assessment is built to test four basic skills: run there and back; hop; overhand throw; kick a ball, and balance walk (toe-to-heel).

Initial test results indicated below-average levels of physical literacy. Hopping (33%) and balance walking (32%) were, on average, the group's lowest tested skills. The highest tested skills were running there and back (35%), kicking a ball (35%), and overhand throwing (35%).

FINAL ASSESSMENTS

Children were assessed during the last week of the camp utilizing a second form of the same assessment tools used for the initial assessment. Attendance this year was hampered by several illnesses and conflicting family commitments. As a result, we were unable to complete initial assessments for one student in literacy, two in numeracy and four in physical literacy. We were unable to complete final assessments for five students due to missing 5 or more days of camp.

NUMERACY ASSESSMENT

All students demonstrated improved confidence and growth in their numeracy development. The final numeracy assessments show an average score of 80.6%, an increase of 11.1% from the initial assessment with a final range of 19-100%. The greatest areas of improvement were in the areas of basic addition and subtraction facts to twenty, confidence in counting and ability to print numbers. By the end of camp, all students showed greater willingness to participate in numeracy activities, stronger mathematical language, and greater confidence in their abilities as mathematicians.

LITERACY ASSESSMENT

All children tested improved their reading abilities throughout the Play and Learn Camp. With the initial assessment indicating several different levels, we developed several learning groups and focused the literacy program on phonemic awareness, confidence, decoding, and fluency. Six students did not participate in the final assessment, and this is reflected in the results. After the final assessment, the average score on the ELF assessment rose to 89.4%, with a range of 59-100% for 17 students. This is an increase of 10.5%. Of those who were tested by the PM Benchmark, most increased their skills by one reading level or showed an increased ability at their current level. The levels ranged from 1-28. Anecdotally, each child approached the assessment with a tangible increase in tenacity and confidence. We also saw an increase in independence during our weekly field trip reflection writing activity.

PHYSICAL LITERACY ASSESSMENT

The results of the final assessment indicated an overall average growth of 14% in all five levels of the assessed physical literacy skills. The lowest growth areas were hopping (+7%) and running there and back (+9%). However, kicking a ball (+22%), balance walking (+22%), and overhand throwing (+13%) scored well for growth. Despite this high level of apparent growth, some of this increase can be attributed to familiarity with the physical literacy assessments that were used.

RECOMMENDATIONS AND SUGGESTIONS

The following recommendations were made at a post-camp debriefing meeting:

- 1) Sooke Elementary should continue to host the camp whenever possible. It was a perfect site as it is in a central location, easily accessible by parents/caregivers to pick up and drop off the children. The facilities are also the right size for the children, compared to past locations like Edward Milne Community School where the facilities are sized for teenagers.
- 2) The coordinators would like to recommend classroom teachers or school-based teams continue to complete the school registration form. This form included learners' current abilities in literacy and numeracy as well as a snapshot of any influencing factors that may contribute to their current literacy, numeracy, physical literacy or school attendance. Being provided with this information at the beginning of camp allowed us to quickly target interventions, build stronger relationships and better understand how the students learn. This information allowed us to provide more targeted interventions and challenge learners appropriately without creating unnecessary frustration.
- 3) The coordinators continue to benefit from a 3rd youth helper with an interest in literacy. This provides additional support for reading groups, allowing greater differentiation of intervention and 1-1 support for our most vulnerable learners. The extra set of hands, on field trip days, has also been invaluable.
- 4) Continued careful selection of children for the camp by principals and school-based teams is essential. We recommend that students with strong school attendance be given priority in placement as frequent absences hinder the intervention programs' progress. It was also noted the age of the campers should remain ages 6-9, within grades 1, 2, and 3. It is recommended that children vetted for the program should continue to prioritize children not currently receiving support for designations.
- 5) Continue the weekly emails sent to the parents and include photos, highlights of the week, and reminders for the following week. This proved to be an effective way of communicating with and involving the parents.
- 6) Assessments should continue to be conducted by one consistent person, to avoid any discrepancy in the subjective nature of some aspects of said assessments.

APPENDIX A: NUMERACY ASSESSMENT

Child	Grade	First Steps in Math Pre-test (%)	First Steps in Math Post-test (%)	+/-
A	1	87.7	N/A	N/A
B	1	80.7	N/A	N/A
C	1	50.8	60.5	+9.7
D	1	72.8	90.4	+17.6
E	1	38.5	64	+25.5
F	1	23.6	57.9	+34.3
G	1	50.8	N/A	N/A
H	1	56.1	71.9	+15.8
I	1	72.8	94.7	+21.9
J	1	N/A	N/A	N/A
K	1	73.6	85.9	+12.3
L	2	82.3	89.4	+7.1
M	2	90.1	97.1	+7.0
N	2	81.6	100	+18.4
O	2	11.6	19	+7.4
P	2	74.6	N/A	N/A
Q	2	88.7	97.2	+8.5
R	2	87.3	93.6	+6.3
S	2	74.2	81.3	+7.1
T	3	90.1	95.3	+5.2
U	3	75.0	81.9	+6.9
V	3	77.3	N/A	N/A
W	3	88.3	89.5	+1.2

APPENDIX B: LITERACY ASSESSMENT

	Grade	ELF Pre-test (%)	ELF Post-test (%)	Change (+%)	PM Benchmark Pre-test Reading level	PM Benchmark Post-test Reading level
A	1	88.6	N/A	N/A	20	N/A
B	1	72.1	N/A	N/A	14	N/A
C	1	69.7	84.4	14.7	6	7
D	1	75.4	82.8	7.4	3 (91.2%)	3 (93.2%)
E	1	47.5	59	12	1	2
F	1	70.5	84.4	13.9	7 (90.8%)	7 (92.9%)
G	1	73	N/A	N/A	3	N/A
H	1	65.6	80.3	14.7	2	3
I	1	72.1	89.3	17.2	3	4
J	1	N/A	N/A	N/A	N/A	N/A
K	1	78.7	95.1	16.4	2	3
L	2	91.8	95.1	3.3	5	6
M	2	91.8	98.4	6.6	9	11
N	2	86.9	96.7	9.8	14	15
O	2	62.2	85.2	23	1 (91.7%)	1 (95.8%)
P	2	65.6	N/A	N/A	1	N/A
Q	2	78.7	86.9	8.2	16	17
R	2	82	95.1	3.1	13	14
S	2	82	95.1	3.1	14	16
T	3	90.2	100	9.8	28 (91.8%)	28 (94.5%)
U	3	86.9	93.4	6.5	4 (91.8%)	4 (92.9%)
V	3	93.4	N/A	N/A	11	N/A
W	3	92.6	98.3	6.3	17	18

*0 SCORE FOR READING LEVEL REFLECTS STUDENTS NOT YET ABLE TO READ INSTRUCTIONAL SKILLS AT LEVEL ONE. N/A INDICATES CHILD HAD 5 ABSENCES AND THEREFORE WAS NOT ASSESSED.

APPENDIX C: PHYSICAL LITERACY ASSESSMENT

	TEST	1. RUN THERE AND BACK	2. HOP	3. OVERHAND THROW	4. KICK BALL	5. BALANCE WALK	CHANGE
						(TOE-TO-HEEL) BACKWARD	
A	PRE TEST	53	46	54	40	53	9%
	POST TEST	56	49	60	49	53	
B	ABSENT						
C	ABSENT						
D	PRE TEST	39	39	46	44	45	20%
	POST TEST	57	42	53	58	46	
E	PRE TEST	58	38	38	37	35	25%
	POST TEST	57	42	53	58	46	
F	PRE TEST	40	28	28	34	33	21%
	POST TEST	34	28	47	48	41	
G	ABSENT						
H	PRE-TEST	47	45	40	33	34	10%
	POST TEST	59	41	33	39	48	
I	PRE TEST	37	33	53	49	43	9%
	POST TEST	39	36	56	57	47	
J	PRE TEST	39	25	38	38	33	-1%
	POST TEST	48	14	37	36	37	
K	PRE TEST	60	52	40	39	38	5%
	POST TEST	48	46	49	49	50	
L	PRE TEST	39	37	44	40	39	12%
	POST TEST	45	49	48	45	35	
M	PRE TEST	58	58	45	32	28	15%

	POST TEST	58	54	58	45	38	
N	PRE TEST	48	31	39	35	35	11%
	POST TEST	41	47	45	35	52	
O	PRE TEST	61	54	73	48	53	4%
	POST TEST	61	48	67	63	60	
P	POST TEST	33	37	32	40	39	33%
	POST TEST	48	50	50	50	46	
Q	PRE TEST	53	45	53	40	31	-3%
	POST TEST	53	47	46	38	33	
R	PRE TEST	45	46	34	34	31	16%
	POST TEST	54	35	53	35	45	
S	PRE TEST	51	51	60	48	47	13%
	POST TEST	61	47	71	62	51	
T	PRE TEST	35	28	26	28	39	54%
	POST TEST	58	46	40	39	57	
U	PRE TEST	53	36	61	40	36	5%
	POST TEST	57	53	38	53	35	
V	PRE TEST	45	35	34	33	35	21%
	POST TEST	53	45	35	36	52	
W	PRE TEST	53	40	45	40	33	19%
	POST TEST	49	49	52	51	50	

1. HOW DID YOUR CHILD FEEL ABOUT THEIR EXPERIENCE THIS YEAR AT CAMP?

- LOVED EVERYTHING ABOUT IT.
- LOVED BEING THERE AND ALL THE FUN ACTIVITIES, ESPECIALLY THE FIELD TRIPS AND SWIMMING

2. WHAT ASPECTS OF THE PLAY AND LEARN CAMP DID YOU FIND WORKED BEST FOR YOUR CHILD?

- THE COMBINATION OF PLAY AND LEARNING WAS VERY WELL BALANCED SO SHE LOOKED FORWARD TO EVERYDAY AT CAMP.
- I FOUND IT WAS A GOOD ROUTINE, SOMETHING HE LOOKED FORWARD TO.

3. ARE THERE ANY SUGGESTIONS THAT YOU HAVE FOR US TO HELP US CONTINUE TO RUN A FUN AND SUCCESSFUL CAMP?

- KEEP DOING WHAT YOU ARE DOING. WE CAN ONLY WISH THE REGULAR SCHOOL YEAR COULD BE SO EFFECTIVE IN TEACHING THESE KIDDOS.
- IT RAN SUCCESSFULLY AND WAS AMAZING. IT WAS GREAT FOR OUR SON, AND NICE TO HEAR FEEDBACK FROM THE TEACHERS ON HOW HE WAS DOING.

4. IS THERE ANYTHING ELSE YOU WOULD LIKE TO SHARE WITH US ABOUT YOUR CHILD'S CAMP EXPERIENCE?

- MY CHILD WAS ABLE TO JOIN THIS CAMP TWICE AND WE ARE SO GRATEFUL. SHE STRUGGLES, AND THIS OPPORTUNITY REALLY HELPED HER.
- HE WANTS TO COME BACK NEXT YEAR!

THE EXCELLENCE IN LITERACY FOUNDATION



**Sooke Harbourside Lions
& Sooke Lions Club**

Decoda

LITERACY SOLUTIONS



Pacific Institute *for the*
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