

PLAY & LEARN SUMMER CAMP 2016



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INTRODUCTION

Now in its sixth 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 Vancity, HRSDC – Canada Summer Jobs, Pacific Institute for the Mathematical Sciences, Sooke Region Literacy Project, the Rotary Club of Sooke, the Edith Lando Foundation, Coast Capital Savings, the Sooke Harbourside Lions, as well as donations from the T'Sou-ke Nation, Andy's 2 for 1 Pizza, 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, Aboriginal families, and who had been identified by their school as not yet meeting expectations in Literacy and/or Numeracy. All children were referred by the school principal and/or School Based Team. Four schools participated: Saseenos Elementary, Sooke Elementary, L'Ecole Poirier Elementary and John Muir Elementary. There were a total of twenty-three children who attended the camp.

Three coordinators facilitated the camp, leading Literacy, Recreation, and Numeracy. The camp coordinators met prior to the beginning of the camp to discuss schedules, field trips, and expectations for the camp and children.

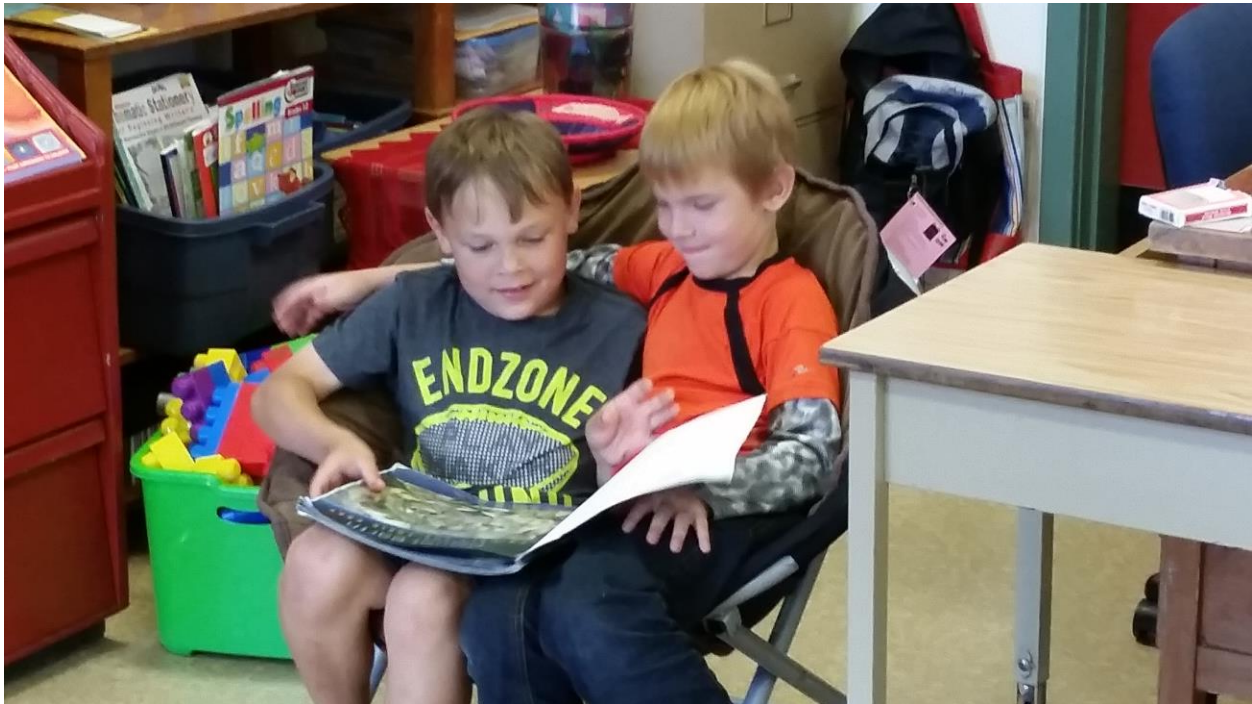
The 2016 camp took place again at Sooke Elementary School, which was a terrific site with classrooms that allowed flexibility for learning. Everything at the school was properly sized for this age group, unlike the locations have been in previous years. This meant the children were more comfortable and confident in their surroundings. The children enjoyed the two playgrounds, the fields, and the gym. It was also centrally located for parents, providing a more physically and financially accessible location than in previous years. Sooke Elementary was also within walking distance of SEAPARC Leisure Complex, where the campers swam every Friday afternoon.

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, assessing and 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 sport and recreation activities designed to enhance their present levels of physical literacy.
3. To develop self-confidence and enjoyment in all aspects of literacy through play-based learning.



OBJECTIVES

The goals of the camp were accomplished by:

1. Integrating Aboriginal 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 lunches and snacks.
3. Involving parents and/or guardians in the child's learning.
4. Increasing opportunities for positive social interactions with peers and adults.

DEMOGRAPHICS

There were a total of 23 children attending the camp. The grade listed below indicates the level the child was in this past school year. There were 6 children who were of Aboriginal descent and 9 children who were from low-income families.

Female	Male	Aboriginal	Low Income	Grade One	Grade Two	Grade Three
12	11	6	9	14	7	2

Over the first four years of the program, one or two families have taken vacations during the camp time, but this was not an issue again this year. Our attendance was the highest ever in the past six years with three students missing more than 5 days of camp (one of which was dealing with both an illness and family emergency). 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. It would seem that word is now out in the community about this summer camp and parents are eager and proud to have their child(ren) selected to participate.



STAFF

A Numeracy Coordinator, Literacy Coordinator, Recreation Coordinator, one Literacy and two Recreation Camp Assistants ran the camp this year.

COORDINATORS

Numeracy Coordinators: This position was shared between two teachers this year:

Angela Secord has spent the last ten years working as a literacy, numeracy and integration support teacher in the Sooke District ranging from Grades K-12. She lives in Sooke with her husband, daughter and two Boston Terriers. This is Angela's third year teaching with the camp and she was one of the Numeracy Coordinators (the last two weeks of the camp).

Shawna Goupil is an Integration Support teacher with the Sooke School District and is currently working at Belmont Secondary School. She lives in Victoria with her husband and daughter. This is Shawna's second year with the camp, having taught two years ago as well. She was one of the Numeracy Coordinators (the first two weeks of the camp).

Literacy Coordinator: Maggie Curtis is an Integration Support teacher with the Sooke School District. She works with low incidence students at Royal Bay Secondary School. She previously worked in elementary schools as a literacy, numeracy and integration support teacher, assisting students that were struggling with reading, writing and math. Maggie lives in Sooke with her two children. This is Maggie's third year with the camp as the Literacy Coordinator.

Recreation Coordinator: Dan Beattie is a Physical Education/Integration Support Teacher at Belmont Secondary School with 11 years teaching experience. This is Dan's fifth year with the Play and Learn Camp.

CAMP ASSISTANTS

Summer Camp Leader: Michaela Louie is from the Nuu-Chah-Nulth Nation and has earned her certificate in Indigenous Family Support-Work at Camosun College. Michaela did her practicum in an elementary school where she gained experience assisting students with math and literacy. She enjoys working with people of all ages, being outdoors, and has a passion for goofing around. Michaela is aiming to get her Master's in Indigenous Counselling and plans to go back to her family's community in Ahousaht.

Summer Camp Assistant: Alison Sudlow is a grade twelve student who is passionate about school and sports –especially hockey and softball! Alison gained experience for this position through hours of babysitting around her local community. Alison has interests in childcare and is hoping to be a pediatric nurse in the future.

Summer Camp Assistant: Makayla Scharf is a recent high school graduate accepted to the University of Victoria's English program. She is passionate about reading, writing, and history. For the last three years, she gained experience with children by mentoring for Big Brothers Big Sisters Victoria. In the future, Makayla aims to become a lawyer.



THE NUMERACY PROGRAM

The numeracy objective was to support struggling learners in a fun and engaging way that provided daily experiences to develop and nourish number sense. The Coordinators wanted each child to develop a stronger understanding of operations and number relationships all while having fun. The assessment tool was used to get a profile of the child's number sense, plan intervention strategies, and implement a program to maintain and improve child's understanding of math skills and concepts. To help address the diversity of learners, the program provided manipulatives, leveled tasks, flexible completion times, a low ratio of staff to child support, and various methods of curriculum delivery (small groups, one to one conferencing etc.)

DAILY INTERVENTIONS

Small groups of 6-7 allowed for engaging numeracy interventions. These included the following:

Counting Around the Circle: This routine served as a warm-up. It involves whole-group participation, with each person saying a number as we count around the circle.

Activities/Lessons: Subitizing and quick images work, five-frames and ten-frames, counting by 2s, 5s, 10s and addition strategies.

Daily Games: Dice, domino and card games and other fun and engaging games were used to promote the activities/lessons worked on that day.

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 for the children, where they could develop confidence in reading, writing, and communicating. The Excellence in Literacy Foundation provided materials and training for the literacy program.

SMALL GROUP INTERVENTION

Once assessments had occurred, students were placed into one of four groups according to literacy needs. Each of the four groups visited the literacy station four times per week during the camp. Within the groups, the children worked with both the literacy coordinator and the literacy assistant for a portion of the session. They read out loud, shared their ideas in writing, and participated in literacy related games and activities. The Literacy Coordinator adapted each group to best meet the children's abilities and needs.

Leveled Readers – Children spent time reading with a focus on specific strategies such as decoding, punctuation, summarizing, fluency and expression.

Phonemic/Phonological Awareness – Children played games that focused on building words and manipulating letter sounds.

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

Writing – Children wrote down their ideas, focusing on the skills they most needed to learn (learning letter sounds, creating full sentences, spelling, etc)

LARGE GROUP ACTIVITIES

Carpet time – Carpet time was conducted every day during the camp. Led by the group leaders, the circle time promoted good listening skills, turn taking and appropriate methods of group communication. Names were drawn each morning for a “Camper of the Day” activity. This child was interviewed by their peers, and their answers were recorded by a camp assistant to create a profile to go into their scrapbooks. This was a great opportunity for the students to practice their verbal skills—which is a basis for writing and reading.

Story time - Story time occurred two or three times a week. The time devoted to story time was about 10-15 minutes after the lunch time break. The stories were selected to connect with a variety of themes running throughout the camp and represented a variety of genres.

Writing time – 1-2 times per week children participated in a 30-45 minute writing activity. One of the coordinators took pictures of the children during activities (field trips, swimming or during a large group activity) thus allowing children to write about something meaningful. These pages were then compiled and bound into a scrapbook/memory album for children to take home at the conclusion of the camp.

Art/Music – Campers participated in at least one group art activity per week, with an emphasis on creative expression. Some of these pieces of art were put in their scrapbook. The leaders tried to tie the art activities to literacy based activities as much as possible, basing the projects on stories, the alphabet, and story-telling (puppetry).

"FREE-TIME" ACTIVITIES

"Free-time" activities took place at the beginning of each day while children arrived during the 8:45-9:00am drop-off window and after snacks and lunch. These included: card games, colouring and drawing, dot-to-dot puzzles (up to 600), looking at books, building using Lego, snap together blocks and pattern blocks, imaginative play using plastic animals and creating paper crafts.



THE PHYSICAL LITERACY PROGRAM

Each child participated in a small group period of academic work and a period of recreation in the morning, and a whole group recreation period and academic period in the afternoon.

During the camp, the children were involved in fun recreational activities that emphasized all the components of fitness. It was the Recreation Coordinator's aim to develop each child's health and fitness needs while developing self-confidence and self-esteem. Specifically, the intention was to foster a love for physical activity while developing fitness, coordination, motor skill development, and interpersonal skills such as respect, cooperation, sportsmanship, teamwork, and fair play.

The format involved combining two groups for two recreational activities in the morning, while the other two groups remained with the other coordinators for the literacy and numeracy work. The combination of the groups for the morning recreation allowed for individual activities and team games such as relay races, tag games, and soccer. These activities tended to focus on fitness (aerobic endurance, speed and agility), body awareness, and coordination (running, hopping, skipping, jumping, balance, dribbling, throwing, catching, and kicking skills). A typical camp day would also include a whole group physical literacy lesson in the afternoon. The large group lesson lent itself more to game type activities, of which various tag games were a favourite.

Social skills such as respect, cooperation, teamwork and fair play were highly emphasized during the camp. At times, these concepts were taught and discussed prior to a physical activity and at all times, 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.

ABORIGINAL CONTENT

The Play and Learn Camp incorporated Aboriginal culture, language, and ways of knowing on a daily basis. The coordinators created an inclusive environment where all children could see themselves and their culture reflected in the resources that were available. The camp had an aboriginal education worker who worked with the students on Monday afternoons reading a story and leading art activities.

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 Beacon Hill Park, Witty's Lagoon, Goldstream Park & Langford Lanes, swimming at the new YMCA & Westhills playground. 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 swimming trip to SEAPARC Leisure Complex.

SEAPARC

Our weekly trip to SEAPARC was a highlight of the camp. It took approximately 20 minutes to walk from the school to SEAPARC. General swimming began at 1:00, so the Coordinators left the school at 12:30 to ensure the children could be changed and in the pool by 1:00. SEAPARC required that children six and under use a PFD. The Coordinators were a little more cautious and asked children seven and under, or if a child appeared to be a weaker swimmer, to wear a PFD in the large pool. The Coordinators did not require any of the children to wear a PFD in the children's pool. Children were called out of the pool by 2:30 so they could get changed, have a snack, and to be picked up between 2:45 – 3:00 at SEAPARC by parents/caregivers.

BEACON HILL PARK



Our trip to Beacon Hill Park was a very successful day and the children enjoyed themselves immensely. The group began the day at the petting zoo where the children took their time looking around the animals. A donation of \$50 was paid for entry. After each group had visited the animals they walked over to the playground where they sat down to have lunch and some time for free play. The use of the coloured shirts to identify the children was especially valuable

here as there was at least two other day camps in the playground. From there, they moved to the soccer fields where they enjoyed Beacon Hill drive-thru ice cream cones before departing.

WESTHILLS PLAYGROUND & SWIMMING AT THE YMCA

A new addition to the Play and Learn Camp was going to the Westhills playground and YMCA pool. The Westhills playground is a very large playground with many different structures to play and explore. From the playground, the group walked to the YMCA Pool where the campers enjoyed the wave pool, lazy river, and waterslide.

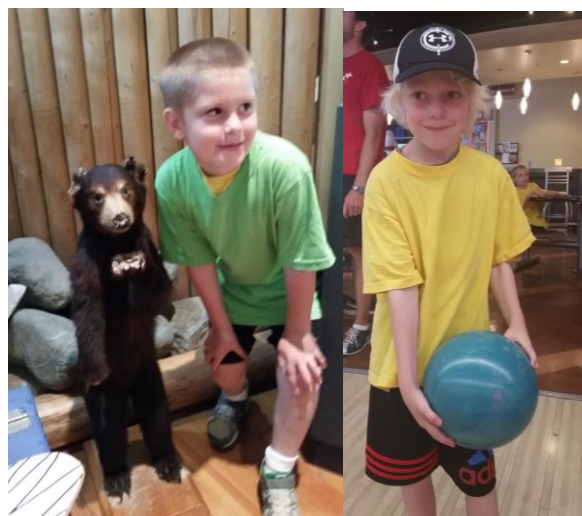


WITTY'S LAGOON

Planning ahead of time is essential for a trip to Witty's Lagoon. Ideally the group will arrive 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 are 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 sand structures.

GOLDSTREAM PROVINCIAL PARK & LANGFORD LANES

The trip to Goldstream Park began with a guided walk with one of the park Naturalists. This is a very worthwhile activity as the children gain access to areas of the park that are generally off-limits to the public, and it is very informative. Goldstream Park is well serviced with picnic tables for snacks and lunch, and good restroom facilities. There it is a relatively short walk along an easy, flat trail. There are plenty of things to see along the way, including old growth trees, salmon fry, interpretive sign postings, and other wildlife such as deer, beaver, and numerous migratory and resident birds. From there it is a short trip to the Langford Lanes. This was another highlight for many of the children, as they had never been bowling before.



FOOD

Children were provided with a daily snack 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 fruit and/or vegetable and additional items such as cheese and crackers, and granola bars. Lunch was catered and delivered to the camp by the Cathy's Corner Cafe three days a week and featured items such as hot dogs, burritos, hamburgers and sandwiches. Lunches also featured cut up fruit or vegetables and sometimes chips. Once a week, pizza was provided by Andy's 2-for-1 Pizza. There was only one day per week when children were required to provide a bagged lunch from home for field trips.

INITIAL ASSESSMENT RESULTS

Each Coordinator conducted an assessment on the camp participants at the beginning and end of camp to track the results of the 4-week literacy intervention. The first portion of this report reviews the initial test results. The children's performances assessments gave direction to the planning of the camp and to the creation of four learning groups.

THE NUMERACY ASSESSMENT

Children were assessed using the First Steps in Math assessment tool. The purpose of this tool is to determine a child's present level of numerical functioning. It included tasks such as counting, subitizing, adding, subtracting, partitioning numbers, and problem solving. Each child's tasks are based upon the requirements for their grade level as shown below.

Initial testing showed an average of 57% in numeracy, with the lowest at 7% and the highest at 82%.

KINDERGARTEN/GRADE ONE ASSESSMENT

This initial testing instrument was used to understand possible strengths and weaknesses in the following areas:

- Subitizing - to see how many are in a collection just by looking and also thinking of it in parts
- Principles of counting (matching, one to one correspondence)
- Counting out loud in a chain

GRADE TWO ASSESSMENT

This assessment includes the Grade 1, as well as, the Grade 2 outcomes.

This assessment looked at the following areas:

- Making equivalent sets
- Skip counting
- Partitioning

GRADE 3 ASSESSMENT

The Grade 3 assessment looked at the following areas:

- Subitizing - to see how many are in a collection just by looking and also thinking of it in parts
- Principles of counting
- Skip counting
- Making 12
- Order and pattern of numbers
- Counting up and over 100

LITERACY ASSESSMENT

Most campers were assessed using materials provided by the Excellence in Literacy Foundation (ELF). They were tested on their knowledge of letter name and sound correspondence, phonemic awareness, rhyming, and pluralization. The third graders (and one second grader) were assessed using the PM Benchmark leveled readers, to ascertain their instructional reading levels.

The average score on the initial ELF assessment for was 61%. The three PM benchmarks assessments cannot be easily averaged. One student read instructionally at level H and the two other students read instructionally at level L.

PHYSICAL LITERACY ASSESSMENT

Children ages 6 to 9 years are in the fundamental movement development stage of their lives. The Canadian Sport for Life PLAYfun Basic assessment tool, which is a 100 point scale, was used as a basis to measure each child's physical literacy competencies at the beginning and end of camp. The assessment tool evaluates each camper's running, hopping, throwing, ball kicking, and balance techniques.

The following scores are the initial average percentages for the 2016 group.

Run There and Back – 46%; Hopping – 39%; Overhand Throw – 35%; Kicking a Ball – 38%; Balance Walk (toe-to-heel) Backward – 38%.

FINAL ASSESSMENTS

Children were assessed during the last week of the camp utilizing the same assessment tools as the initial assessment.

NUMERACY ASSESSMENT

Overall, the results show a progression in skills in all but one of the tested children. The one child had a decrease of 6% in scores. The assessor feels that this is largely due to attention difficulties that were seen throughout the camp during a range of activities. Post-assessments showed an average of 75% (increase of 18%), with the lowest at 59% and the highest at 90%.

Children that were absent for more than 1 week of camp were not retested and therefore their final assessment is not available. This is indicated as 'N/A' within the results chart. The averages are calculated based on those children who completed both tests; however, the average of all students in the initial testing is still 73%. There was only written work in the grade 3 numeracy component of the assessment. If a child seemed to be struggling with written input, the assessor would scribe what was said. At times, the assessor would have the child write a single number to ensure place value was understood. All of the activities during groups were primarily oral in nature.

LITERACY ASSESSMENT

During the camp, all but one of children tested either improved or maintained their assessment scores. While the ELF initial assessment average score was 61%, the final average was 69%. The focus for many of the students was on phonemic awareness, and basic decoding skills. Eight of the students made gains of 10% or more over the four weeks, which is amazing!

Like the numeracy assessment, students who missed five or more days of camp did not take part in the final literacy assessment. This means that 23 students were initially assessed, but only 20 students took part in the final assessment.

Two of the students assessed with PM benchmarks increased one reading level. The other student did not go up a reading level, but did show improved accuracy. Although not easily quantified and thus not represented on the table, all three of these older students made gains in their reading fluency and comprehension during the camp—skills that are foundational for school success.

PHYSICAL LITERACY ASSESSMENT

The following scores are the final average percentages for the 2016 group.

Run There and Back – 52% (+6% increase); Hopping – 49% (+10% increase); Overhand Throw – 50% (+15% increase); Kicking a Ball – 46% (+8% increase); Balance Walk (toe-to-heel) Backward – 44% (+6% increase).

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 located 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) Continue swimming trips to SEAPARC and pizza on Fridays. It was a real hit with the campers and something to look forward to at the end of the week. Our attendance was often the highest on Fridays.
- 3) The Coordinators benefited greatly from a 3rd youth and/or coordinator with an interest in literacy and helped make the reading groups run more smoothly. An extra set of hands was also helpful on field trip days.

- 4) Continued careful selection of children for the camp by principals and school based teams is essential. They also noted that the age of the campers should remain ages 6-9, within grades 1, 2, and 3. This year, the camp ran the smoothest ever possibly due to the teachers all having worked together previously, having 3 Camp Assistants and an overall, well balanced group of campers.
- 5) Last year, parent involvement was very good. This year, however, was the best ever for parent involvement. This may be attributed to the parent information meeting held during the first week of camp. Parents were able to ask questions, get to know the staff, and become acquainted with the goals of the camp. As previously mentioned, parents are finding out about the camp from previous participants and are eager and proud to have their child(ren) selected for this very special opportunity.

APPENDIX A: NUMERACY ASSESSMENT

Child	Grade	Pre-test	Post-test	+/-
A	2	68	83	+15
B	1	71	88	+17
C	1	65	59	-6
D	1	29	65	+36
E	1	79	82	+3
F	1	82	88	+6
G	2	67	87	+20
H	3	79	82	+3
I	3	64	76	+12
J	2	27	77	+50
K	2	7	63	+56
L	1	73	82	+9
M	1	93	---	---
N	1	64	82	+18
O	1	59	71	+12
P	2	57	90	+33
Q	1	32	76	+44
R	1	71	88	+17
S	1	41	82	+41
T	2	27	80	+53
U	2	62	---	---
V	1	53	71	+18
W	1	39	---	---

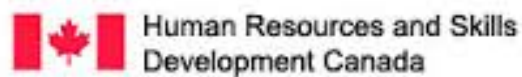
APPENDIX B: LITERACY ASSESSMENT

Letter	Grade	Assessment Used	Pre Test	Post Test	+/-
A	2	PM Benchmarks	Level L 97%	Level M 97%	One level
B	1	E. L. F.	73%	89%	+16%
C	1	E. L. F.	48%	72%	+24%
D	1	E. L. F.	71%	74%	+3%
E	1	E. L. F.	53%	59%	+6%
F	1	E. L. F.	62%	62%	–
G	2	E. L. F.	80%	84%	+4%
H	3	PM Benchmarks	Level L 98%	Level M 99%	One level +1%
I	3	PM Benchmarks	Level H 95%	Level H 96%	+1%
J	2	E. L. F.	51%	61%	+10%
K	2	E. L. F.	56%	71%	+15%
L	1	E. L. F.	61%	74%	+13%
M	1	E. L. F.	79%		
N	1	E. L. F.	80%	81%	+1%
O	1	E. L. F.	24%	40%	+16%
P	2	E. L. F.	66%	76%	+10%
Q	1	E. L. F.	54%	75%	+21%
R	1	E. L. F.	65%	60%	-5%
S	1	E. L. F.	67%	69%	+2%
T	2	E. L. F.	56%	62%	+6%
U	2	E. L. F.	67%		
V	1	E. L. F.	47%	56%	+9%
W	1	E. L. F.	55%		

APPENDIX C: PHYSICAL LITERACY ASSESSMENT

Student	Test	1. Run there and back	2. Hop	3. Overhand throw	4. Kick ball	5. Balance walk (toe-to-heel) backward	Change
A	Pre-test	50	50	15	30	55	
	Post test	50	50	50	50	55	+55
B	Pre-test	60	55	40	35	55	
	Post test	75	75	55	50	55	+65
C	Not assessed						
D	Pre-test	40	50	40	40	25	
	Post test	45	50	40	40	25	+5
E	Pre-test	50	50	55	65	55	
	Post test	50	65	75	65	55	+35
F	Pre-test	30	25	55	75	50	
	Post test	55	30	65	75	50	+45
G	Pre-test	40	10	15	30	45	
	Post test	40	50	50	50	55	+105
H	Pre-test	55	60	65	35	55	
	Post test	75	60	75	50	55	+45
I	Pre-test	55	55	60	45	60	
	Post test	55	55	60	50	60	+5
J	Pre-test	40	35	40	10	45	
	Post test	50	52	40	10	55	+37
K	Pre-test	52	52	25	45	45	
	Post test	72	76	25	50	55	+59
L	Pre-test	55	25	5	25	5	
	Post test	55	30	30	50	40	+90
M	Not assessed						
N	Pre-test	50	30	55	30	55	
	Post test	50	30	55	30	55	0

O	Pre-test	75	75	30	65	48	
	Post test	80	75	52	75	70	+59
P	Pre-test	50	75	75	70	50	
	Post test	55	75	75	70	55	+10
Q	Pre-test	55	55	45	55	45	
	Post test	75	55	70	55	55	+55
R	Pre-test	40	15	15	20	20	
	Post test	40	25	25	20	20	+20
S	Pre-test	25	10	10	10	5	
	Post test	25	10	30	10	25	+40
T	Pre-test	40	40	5	25	25	
	Post test	50	40	40	40	25	+60
U	Not assessed						
V	Pre-test	15	15	15	20	20	
		40	25	40	30	30	+80
W	Not assessed						



Edith Lando
Charitable Foundation

