



2018-2019 Wilkinson School Community Council Annual Report - September 9, 2019

Dear Parents, Guardians and School Community:

The 2018-2019 school year was busy and exciting, and truthfully, we can't believe that the end of the year is already upon us. The Wilkinson School Community Council (WSCC) not only welcomed a new Vice Chair but also welcomed a handful of new members who helped to bring a fresh perspective to our discussions, programs, and activities. While we continued to work on improved communications with school families and staff, our focus this year was on reducing our paper trail and supporting the school's Platinum EcoSchools status. We have been moving away from paper and printing where possible and are working to implement the school's [student-driven ban on single-use plastics](#). This report serves as a summary of the Council's accomplishments over the course of this school year, as well as a description of the ways in which our activities fulfilled our mandate.

School councils are advisory organizations that strive to improve student achievement and enhance the accountability of the education system to parents. This is achieved by putting forth recommendations to the Principal and Vice Principal of the school and to the school board, as well as by communicating with the school community.

Another important responsibility of the Council is fundraising. Fundraising proceeds are used to fund projects such as arts programming, technology in the classroom, and the Scientist in School program in accordance with school board policies. Please refer to the 2018-2019 budget which will be provided at the end of the final version of this report for insight into the finances of the Council.

All Council meetings are open to the public to encourage input from parents and other members of the school community. In order to facilitate increased participation, free childcare is provided.

Meeting minutes and financial records are available for public inspection at the school website: <http://wilkinsonps.org/about/council/>



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2018-2019 WSCC Elected Members

We wish to acknowledge the hard work and dedication of the many individuals who volunteered their time to contribute to the success of the Council this year.

The members of the 2018-2019 Wilkinson School Community Council are:

Elected Executive:

Angelina Diassiti (Chair)
Stephanie Lamb (Vice Chair)
Ben Elling (Treasurer)
Shanna Breslin (Secretary)

Faculty/Staff/Community Representatives:

Allan Kelly (Principal)
Jenny Georgiou (VP)
Anthea Moreau (Dandylion)
Joel Krentz (Teacher Rep)
Sophie Barbier (Teacher Rep)

Elected Members:

Elizabeth Dhuey
Rob Jefferson
Safran Lafeer
Lilian Ling
Elizabeth Manafò
April Moon
Brenda Ohngemach

Michela Pasquali
Fernanda Perdikaris
Jennifer Stiff
Dayna Tekatch
Julia Warrender
Lisa Zivontsis

This year there is one outgoing elected member:

- Ben Elling has been the Council Treasurer for the last two years. Aside from his work with the Council finances, Ben's thoughtful opinions and insight have been invaluable. His positive attitude will be greatly missed.

Best of luck, Ben! We'll miss you on the Council.



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2018-2019 WSCC Meetings

The Council held meetings on the following dates:

September 17, 2018

October 1, 2018

November 5, 2018

January 14, 2019

February 11, 2019

April 1, 2019

May 6, 2019

June 3, 2019

What does the WSCC do for the Wilkinson Community?

School councils are governed by **Ontario Regulation 612**, which sets out the purpose, membership and election requirements for school councils. Under section 2(1), the purpose of the school council is “through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents.”

School councils are responsible for:

Sharing information with parents and the community, and seeking their input on matters the Council is discussing. Some examples of how this was accomplished during 2018-2019 are:

- The Communications Committee has continued to update the school community via our email distribution system, [website](#), [Facebook page](#), and [Twitter feed](#), and the feedback received has been overwhelmingly positive.
- The Communications Committee notified new families about these channels by posting information on our website in conjunction with posts about Welcome to Kindergarten Night, the Open House, and Kindergarten registration. We also created a flyer outlining this information which was emailed out to all 2019-2020 Kindergarten and Grade 4 Extended French families by the school office. The information will be included in the forms package which goes home with students in September.
- Committee members make sure to respond to all inquiries received via the Council email address in a timely and helpful manner.
- The Communications Committee continued to administrate the optional class contact lists program as a way for families within classrooms to connect. Registration for the program was done online. 238 students participated, which is slightly more than last year, and we plan to continue this project in 2019-2020.
- This year, the Communications Committee worked on a process for allowing payment by e-transfer for our events and programs. The implementation was successful for Pizza Lunch and is now being used for Lice Check Fund contributions. We plan to continue with it and expand it to new programs in the coming years.



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- The Communications Committee has been working to ensure that our community understands where the money raised by the Council is spent. We do this by giving examples when we send out program and event information. We also included a pie chart of spending areas with this year's [Direct Donation campaign](#).
- The legacy planning documentation program that started two years ago in order to capture details related to Council-run events, processes and school committees has continued this year. The aim is to record information so that our operations can continue from year to year with as little disruption and as easily as possible. This program is a work in progress and will continue over the next number of years.
- The Communications Committee continues to work on ways to advertise our [shopping fundraisers](#). By shopping online through our dedicated links, families can earn money for the school without paying anything extra. Uptake continues to be small even though there is no risk to the shopper. We will continue to advertise them and hope that a larger percentage of our school population begins to use them. This year we added a new retailer to our list, Oliver's Labels.
- The Communications Committee is working on updating the [Parent Handbook](#) which was last updated for the 2016-2017 school year. We plan to have the new version online in the fall or winter of the next school year once the new Principal is in place.
- The Communications Committee is continually working on ways to reach more Wilkinson families and engage the community.
- The WSCC updated the Council Constitution this year for the first time since 2015. We also created a new Expense Policy. Both documents outline our mandate and the way that we operate, and are available [on our website](#).

Providing advice to the Principal and to the school board on issues such as school year calendars, strategies to improve school performance, codes of conduct and dress, curriculum priorities, safe arrival programs, community use of schools and community programs provided at the school, health and safety issues, selection criteria for Principals and Board policies that will affect the school. Some examples include:

- The WSCC Executive and Communications Committee continue to work on co-ordinating school year [calendars](#) with the school administration.
- Our Safe School Committee met with Principal Kelly to discuss concerns and ensure that proper health and safety measures were in place for students, faculty and staff.
- The WSCC implemented a successful school-wide lice check program and organized three checks this year. The funding for this program comes from both the Council budget and from money contributed by families through our newly created [Lice Check Fund](#). We will continue to provide between one and three school-wide lice checks per year going forward, depending on the amount of funding raised each year.



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- Members of the Parent Council are representing the parent population on a newly formed Schoolyard Revitalization Committee. Three Council members sit on this committee with children in the lower, middle, and upper grades at the school.
- Two members of the Council Executive met with the Superintendent to review our School Statement of Needs and provide input into the document in order to aide the search for our school's new Principal.
- The WSCC has provided funding to support curriculum priorities. See below for more information.

School councils are actively involved in organizing social and fundraising events for the school community. Examples of such activities organized by the WSCC are:

- The annual [Sweetheart Bake Sale](#), [Learning Garden Clean Up](#), [Fun Fair](#), monthly [Pizza Lunches](#), [Fall Fest](#), [WilKitchen](#), and [Movie Nights](#).
- The [Car Derby](#) fundraiser was in its fifth year running this year. Not only was this event successful in raising funds for our school but it also ties into the S.T.E.M. curriculum.
- The school is currently enrolled in five [shopping fundraisers](#): Mabel's Labels, Amazon.ca, FlipGive, Oliver's Labels, and CafePress. A commission is earned each time a person shops through our dedicated links.
- The WSCC created a [Lice Check Fund](#) to gather contributions towards our school-wide lice check program. Contributions can now be made via e-transfer.
- Registration for our Pizza Lunch program can now be done entirely online via e-transfer.
- This year's [Direct Donation campaign](#) continued to allow people to donate online.

How Does The WSCC Support Subjects And Learning At Our School?

A very brief overview of Ontario's elementary curriculum is provided below along with the ways that the WSCC has supported the subjects and learning at Wilkinson. (*Note: Information has been derived directly from Toronto District School Board and Ontario's Ministry of Education websites.*)

The Ontario Curriculum: Elementary

The Arts

Education in the arts is essential to students' intellectual, social, physical, and emotional growth and well-being. Experiences in the arts - in dance, drama, music, and visual arts - play a valuable role in helping students to achieve their potential as learners and to participate fully in their community and in society as a whole. ([The Ontario Curriculum, Grades 1-8: The Arts](#))



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The WSCC Arts Committee supported this curriculum through the following programs:

- Red Sky Productions performed *Mistatim*: Grades 1 to 6.
 - An unforgettable story of reconciliation, *Mistatim* is about the taming of a wild horse and the truest of friendships. Under a prairie sky, a simple wooden fence is all that separates Calvin on his ranch and Speck on her reservation. In many ways they are worlds apart, that is, until a wild horse named Mistatim turns their worlds upside down.
 - Curriculum Connections: Explores Native language, culture, heritage, identity and Canadian history. These curriculum connections reflect the Truth and Reconciliation Commission's Calls to Action for Education and are aligned with Ontario's recently updated curriculum.
- Canadian Stage ran a program called *Territorial Tales: Grades 5 and 6*.
 - Territorial Tales is a creative launching pad for young multi-disciplinary storytellers (ages 14-21) and emerging artists to share their experiences of displacement, transition and settlement through the development of short theatrical works. The 2018-19 project features plays and performers from across the globe and is shared through a multi-disciplinary, multi-lingual platform.
- Ballet Creole performed *Tounkande*: Grades 1 to 6.
 - *Tounkande* is a special presentation for Black History Month that explores the vibrant cultural heritage of Guinea's Malinke people!
 - Curriculum Connections: Dance as a means of social expression and the evolution of dance and music through cross-cultural migration and contact.
- Roseneath Theatre performed *Head à Tête*: Grades 4 to 6.
 - *Head à Tête* is the story of two strangers who overcome the barriers of language and mistrust to find friendship. Set in a barren, cold and windy land that was once a beautiful garden, *Head à Tête* unfolds with the arrival of a strange cage-like object. As if triggered by the presence of life, a magical tree bearing "fruit" begins to grow. When two strangers, one French-speaking and one English-speaking, appear from opposite directions and discover the tree and the sanctuary it provides, a stand off begins. Frustration and conflict grows with each word spoken, but it is through the loss and re-birth of the tree that they find peace in each other's company. (50/50 French English).
 - Curriculum Connections: Language Arts, Drama, Respect, Kindness & Caring, Teamwork, Cooperation, Fairness, Conflict Resolution.
- *Nathalie Vachon* performed dynamic storytelling: Kindergarten students.
 - Nathalie spins original tales that engage, inspire and make audiences fall in love with storytelling. *Imagination on the Loose!* is a mesmerizing and funny performance that takes everyone on an interactive ride through folktales from around the world, adventures told in rhyme, and modern fairy tales with a twist! With lots of audience participation, songs and wordplay, students see that stories can be found everywhere and anywhere!



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- Curriculum Connections: Creative writing, imagination, and literacy through storytelling, song and wordplay.
- Field trip subsidies for students to visit Harbourfront to do a mask-making program and to see a play called *Fatty Legs* at the Sony Centre.
- Partial funding of the Gregg LeRock concert field trip for junior students (French music).

Wilkinson Music Program

Wilkinson has an enriched music program, including specialties in Band, Strings, ORFF Choir and Ukulele. Wilkinson is also the host of the [Doane USchool](#) and “Uke Day” Ukulele Festival.

The WSCC has supported this curriculum by:

- Funding a portion of the Uke program, through the [Doane USchool](#), in order to reduce the program cost for Wilkinson students wishing to participate.
- Funding a year-long subscription of the Hooktheory app which is used by students to create compositions using chords, harmony, and melody.

French As A Second Language

By studying a second language, students learn a great deal about interacting effectively with others, because they have to focus closely on what it is they are trying to communicate; what they need others to understand; how their oral or written expression is received and interpreted; and what others are trying to communicate to them. As students learn to exchange information and ideas in another language, they also learn about other ways of thinking, other ways of doing things, and other ways of living – in short, about other people and other cultures. ([The Ontario Curriculum, Grades 4-8: French as a Second Language](#))

The WSCC has supported this curriculum through:

- A performance by Roseneath Theatre of *Head à Tête*: Grades 4 to 6.
 - *Head à Tête* is the story of two strangers who overcome the barriers of language and mistrust to find friendship. Set in a barren, cold and windy land that was once a beautiful garden, *Head à Tête* unfolds with the arrival of a strange cage-like object. As if triggered by the presence of life, a magical tree bearing “fruit” begins to grow. When two strangers, one French-speaking and one English-speaking, appear from opposite directions and discover the tree and the sanctuary it provides, a stand off begins. Frustration and conflict grows with each word spoken, but it is through the loss and re-birth of the tree that they find peace in each other’s company. (*50/50 French English*).
- Partial funding of the Gregg LeRock concert field trip for junior students (French music).



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Health and Physical Education

Students' health and well-being contribute to their ability to learn in all disciplines, including health and physical education, and that learning in turn contributes to their overall well-being. The health and physical education curriculum engages students in learning about the factors that contribute to health and well-being and in building skills to live healthy, active lives. ([The Ontario Curriculum, Grades 1-8: Health Education & Physical Education](#))

The WSCC has supported this curriculum by:

- Funding Groove Experience Interactive Student Sessions by Moving EDGEducation (formerly Groove Edgeducation) for the entire school. The workshops promote physical activity, develop physical literacy, movement competencies and practice the 3 living skills (personal skills, interpersonal skills, critical and creative thinking skills) by engaging the Body, Brain and Being. Set to fun music, the activities use a wide variety of fundamental movement skills and gross motor skills while using creative problem solving, decision making, personal expression, and healthy peer interactions. This year's program had a numeracy focus.
- Funding two weeks of [JungleSport](#). The climbing apparatus was used by students in all grades to provide a fun and challenging workout while boosting the self-esteem and self-confidence of our students.
- Providing a field trip subsidy for students to visit the Ricoh Coliseum to see a Toronto Marlies game.

Language

Language is the basis for thinking, communicating, and learning. Students need language skills in order to comprehend ideas and information, to interact socially, to inquire into areas of interest and study, and to express themselves clearly and demonstrate their learning. Learning to communicate with clarity and precision, orally, in writing, and through a variety of media, will help students to thrive in the world beyond school. ([The Ontario Curriculum, Grades 1-8: Language](#))

The WSCC has supported this curriculum by:

- Funding the Silver Birch Reading Program for our students.
 - The Council enables students to participate by providing funds for the purchase of the books featured in the program (<http://forestfestivaloftrees.ca>).
- Funding a dynamic storytelling performance by *Nathalie Vachon* for Kindergarten students.
 - Nathalie spins original tales that engage, inspire and make audiences fall in love with storytelling. *Imagination on the Loose!* is a mesmerizing and funny performance that takes everyone on an interactive ride through folktales from around the world,



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adventures told in rhyme, and modern fairy tales with a twist! With lots of audience participation, songs and wordplay, students see that stories can be found everywhere and anywhere!

- Funding the Visiting Authors program for our students:
 - Illustrator/storyteller Tony Cliff, the author of the Delilah Dirk graphic novels, spoke to our Grade 4 and 5 students about the series, how he created his title heroine, his illustrating, and the creative process. He was in during the TD Book Week in May.

Mathematics

An information and technology-based society requires individuals who are able to think critically about complex issues, analyse and adapt to new situations, solve problems of various kinds, and communicate their thinking effectively. The study of mathematics equips students with knowledge, skills, and habits of mind that are essential for successful and rewarding participation in such a society. To learn mathematics in a way that will serve them well throughout their lives, students need classroom experiences that help them develop mathematical understanding; learn important facts, skills, and procedures; develop the ability to apply the processes of mathematics; and acquire a positive attitude towards mathematics. ([The Ontario Curriculum, Grades 1-8: Mathematics](#))

Science and Technology

Science and technology are closely linked, especially through the skills of scientific inquiry, technological problem solving, and communication. The world as we know it today has been affected in many important ways by science and technology. For example, science has radically altered and expanded our understanding of Earth and space, of the workings of the human mind and body, and of the ways in which living organisms interact; and technology has revolutionized the way we communicate and has made vast changes in our lives through the discovery of new drugs and materials. It is important, therefore, that students see science and technology in this wider context - as endeavours with important consequences for people and other living things - and that they learn to connect their knowledge of science and technology to the world beyond the school. ([The Ontario Curriculum, Grades 1-8: Science & Technology](#))

The WSCC has supported the math, science and technology curriculum through:

- The funding of the Scientists in School program.
- The funding of a [garden education program](#) with local community member Elin Marley.
- Field trip subsidies for students to visit The Ontario Science Centre, The Toronto Zoo, High Park's Colbourne Lodge, The Ricoh Coliseum to attend a Toronto Marlies game, The Danforth Greenhouse, and the Apple store for a coding program.
- Funding and volunteer support for the [Car Derby](#) fundraiser, which is tied to the S.T.E.M. (Science, Technology, Engineering and Math) program.



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- The funding of Groove Experience Interactive Student Sessions by Moving EDGEducation (formerly Groove Edgeeducation) for the entire school. The workshops promote physical activity, develop physical literacy, movement competencies and practice the 3 living skills (personal skills, interpersonal skills, critical and creative thinking skills) by engaging the Body, Brain and Being. Set to fun music, the activities use a wide variety of fundamental movement skills and gross motor skills while using creative problem solving, decision making, personal expression, and healthy peer interactions. This year's program had a numeracy focus.

Social Studies, History and Geography

In social studies, history, and geography, students develop skills, knowledge and understanding, and attitudes that will serve them both inside and outside the classroom, including in their communities and the world of work. The focus of teaching and learning in the social studies, history, and geography curriculum is the development of transferable skills that students need in order to acquire and apply knowledge and understanding. Students apply these skills in a variety of contexts to examine information critically, to assess the significance of events and processes, to develop an understanding of and respect for different points of view, and to reach supportable conclusions and propose solutions to problems. ([The Ontario Curriculum, Grades 1-8: Social Studies](#))

The WSCC has supported this curriculum through:

- The funding of field trip subsidies for students to visit The WE Global Learning Centre, The Ontario Science Centre, The Toronto Zoo, High Park's Colbourne Lodge, and Century School House.
- The funding of a field trip subsidy to see a performance of *Fatty Legs* at the Sony Centre.
 - *Fatty Legs* is set in Canada's far north and is the story of Olemaun Pokiak who dreams of learning to read. But when she arrives at Residential School she is given the name Margaret, has her long braids cut off, and is made to wear itchy red wool socks as an example of her "unworthiness." Treated cruelly by classmates and teachers, Margaret devises a plan to ensure the red stockings won't cause her any more humiliation. This show combines ethereal singing, engaging narration, and contemporary Indigenous dance in its adaptation of the book *Fatty Legs* by Christy Jordan-Fenton and Margaret Pokiak Fenton. It is a profound yet accessible true story that brings to light the suffering created by residential schools while celebrating the deep strength of a child who refused to be broken by her experiences.
 - Curriculum Connections & Themes: Indigenous Studies. Residential Schools in Canada. Social Studies. English Language Arts. Music. Drama. Dance. Health & Physical Education.



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- The funding of the Red Sky Productions performance of *Mistatim* for Grades 1 to 6.
 - An unforgettable story of reconciliation, *Mistatim* is about the taming of a wild horse and the truest of friendships. Under a prairie sky, a simple wooden fence is all that separates Calvin on his ranch and Speck on her reservation. In many ways they are worlds apart, that is, until a wild horse named Mistatim turns their worlds upside down.
 - Curriculum Connections: Explores Native language, culture, heritage, identity and Canadian history. These curriculum connections reflect the Truth and Reconciliation Commission's Calls to Action for Education and are aligned with Ontario's recently updated curriculum.
- The funding of the Canadian Stage program called *Territorial Tales for Grades 5 and 6*.
 - Territorial Tales is a creative launching pad for young multi-disciplinary storytellers (ages 14-21) and emerging artists to share their experiences of displacement, transition and settlement through the development of short theatrical works. The 2018-19 project features plays and performers from across the globe and is shared through a multi-disciplinary, multi-lingual platform.
- The funding of the Ballet Creole performance *Tounkande* for Grades 1 to 6.
 - *Tounkande* is a special presentation for Black History Month that explores the vibrant cultural heritage of Guinea's Malinke people!
 - Curriculum Connections: Dance as a means of social expression and the evolution of dance and music through cross-cultural migration and contact.
- The funding of the Roseneath Theatre performance *Head à Tête* for Grades 4 to 6.
 - *Head à Tête* is the story of two strangers who overcome the barriers of language and mistrust to find friendship. Set in a barren, cold and windy land that was once a beautiful garden, *Head à Tête* unfolds with the arrival of a strange cage-like object. As if triggered by the presence of life, a magical tree bearing "fruit" begins to grow. When two strangers, one French-speaking and one English-speaking, appear from opposite directions and discover the tree and the sanctuary it provides, a stand off begins. Frustration and conflict grows with each word spoken, but it is through the loss and re-birth of the tree that they find peace in each other's company. (50/50 French English).
 - Curriculum Connections: Language Arts, Drama, Respect, Kindness & Caring, Teamwork, Cooperation, Fairness, Conflict Resolution.

Aboriginal Studies Across the Curriculum

Students are introduced to the study of Aboriginal peoples' histories, perspectives and experiences across the curriculum in all grade levels. The approach to program delivery is cross-curricular and includes language arts, social studies, the arts, science, as well as other subject areas.



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Grades 3 and 6 have specific units of study in the social studies curriculum that incorporate a more substantial amount of educational content related to Aboriginal peoples. ([Aboriginal Studies Across the Curriculum](#)).

The WSCC has supported this curriculum through:

- The funding of the Red Sky Productions performance of *Mistatim* for Grades 1 to 6.
 - An unforgettable story of reconciliation, *Mistatim* is about the taming of a wild horse and the truest of friendships. Under a prairie sky, a simple wooden fence is all that separates Calvin on his ranch and Speck on her reservation. In many ways they are worlds apart, that is, until a wild horse named Mistatim turns their worlds upside down.
 - Curriculum Connections: Explores Native language, culture, heritage, identity and Canadian history. These curriculum connections reflect the Truth and Reconciliation Commission's Calls to Action for Education and are aligned with Ontario's recently updated curriculum.
- The funding of a field trip subsidy to see a performance of *Fatty Legs* at the Sony Centre.
 - *Fatty Legs* is set in Canada's far north and is the story of Olemaun Pokiak who dreams of learning to read. But when she arrives at Residential School she is given the name Margaret, has her long braids cut off, and is made to wear itchy red wool socks as an example of her "unworthiness." Treated cruelly by classmates and teachers, Margaret devises a plan to ensure the red stockings won't cause her any more humiliation. This show combines ethereal singing, engaging narration, and contemporary Indigenous dance in its adaptation of the book *Fatty Legs* by Christy Jordan-Fenton and Margaret Pokiak Fenton. It is a profound yet accessible true story that brings to light the suffering created by residential schools while celebrating the deep strength of a child who refused to be broken by her experiences.
 - Curriculum Connections & Themes: Indigenous Studies. Residential Schools in Canada. Social Studies. English Language Arts. Music. Drama. Dance. Health & Physical Education.

EcoSchools

[Ontario EcoSchools](#) is an environmental education and certification program for grades K-12 that helps school communities develop both ecological knowledge and environmental practices in order to become environmentally responsible and to reduce the environmental footprint of our schools. Wilkinson currently has Platinum EcoSchools status.

The WSCC has supported this program through:

- Cutting back on printing where possible. Some examples of this include:
 - Not sending home hard copies of Pizza Lunch registration forms for the second term.
 - Reducing the size of our Fun Fair information package from 7 pages to 2 double-sided.



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- Sending the Direct Donations campaign electronically with no hard copies.
- Initiating e-transfer payments and online registration for some of our programs.
- Running the entire class contact list program electronically.
- The funding of field trip subsidies for students to visit The Danforth Greenhouse.
- Funding a [garden education program](#) with local community member Elin Marley.
- Funding the purchase of [stock tanks](#) and soil for the creation of new vegetable gardens at the school.
- Discontinuing the use of juice boxes at Pizza Lunch.
- Organizing a [textile recycling fundraiser](#) through Textile Waste diversion.
- Continuing to organize the [Learning Garden Clean Up](#) event.
- We are working on finding ways to eliminate or drastically reduce single-use plastics and environmentally unfriendly materials at our events. We are now selling water in recyclable paper boxes instead of plastic bottles.
- Continuing to ask students to bring reusable containers to events such as the Sweetheart Bake Sale in order to reduce the amount of plates and packages we need to supply.

Year End Financials to Date

At the final meeting of the current Parent Council in September 2019, the Treasurer presents the final financial details for the year ended August 31, 2019. Those details are attached to the final version of this report and both will be posted on the [Council page of our website](#).

We hope that this report gives readers an understanding of the Council's activities and the amount of time and effort that goes into each one. We are truly thankful for the support of Wilkinson families, staff, and the school community, who allow us to bring so many programs, activities, and initiatives into the school each year. We're grateful for the involvement of Wilkinson families and staff who participate by attending events and Council meetings, by volunteering on committees and at events, and by donating items and funds.

If you'd like to join the 2019-2020 Wilkinson School Community Council, information and nomination forms will be emailed out and posted on our website at the beginning of the next school year.

Have an wonderful and healthy summer!

Wilkinson School Community Council Executive

Budget to be voted on at the October 7th, 2019 Meeting

Proposals voted on later in the school year also get added in

	Budget	Actuals	Budget
	2019-2020	2018-2019	2018-2019
Annual Expenses			
Scientists in the School	\$4,000.00	\$4,000.00	\$4,000.00
Field Trip Subsidy	\$3,500.00	\$3,500.00	\$3,500.00
Visiting Authors	\$1,000.00	\$452.00	\$1,000.00
Silver Birch Program	\$1,000.00	\$1,000.00	\$1,000.00
Graduation	\$1,000.00	\$1,000.00	\$1,000.00
Yearbook	\$800.00	\$800.00	\$800.00
Ukelele Program	\$1,500.00	\$1,500.00	\$1,500.00
Lice Checks	\$2,300.00	\$2,226.95	\$2,300.00
Performing Arts	\$4,000.00	3962.32	\$4,000.00
Council Operations	\$1,500.00	\$1,942.00	\$1,500.00
Teachers' Appreciation Event	\$400.00	\$210.17	\$400.00
Wil-kitchen	\$500.00	\$354.04	\$500.00
Greening Initiatives	\$200.00	\$0.00	\$200.00
Communications website	\$900.00	\$544.81	\$315.00
Subtotal	\$22,600.00	\$21,492.29	\$22,015.00

New Funding (proposals submitted)

Jungle Sport		\$8,750.00	
Garden Educator	\$4,240.00	\$2,914.00	\$3,400
Gibson Anti-bullying	\$1,000.00		
Tubano drums	\$1,730.65		
Technology Funding		\$0.00	\$0.00
Subtotal	\$6,970.65	\$11,664.00	\$3,400.00

Total Expenses for Programs/Initiatives \$29,570.65 \$33,156.29 \$25,415.00

Expenses for running council events

Fun Fair	\$6,000.00	\$7,882.46	\$5,000.00
Pizza Lunches	\$5,000.00	\$5,011.32	\$5,000.00
Movie Night	\$3,500.00	\$2,974.76	\$3,500.00
Fall Fest	\$700.00	\$688.40	\$300.00
Sweetheart Bake Sale	\$200.00	\$249.46	\$200.00
Car Derby	\$3,000.00	\$2,090.64	\$3,000.00
Subtotal	\$18,400.00	\$18,897.04	\$17,000.00

Total Budget Expenses \$47,970.65 \$52,053.33 \$42,415.00

Income from events / initiatives (gross)

Fun Fair	\$19,000.00	\$24,230.00	\$20,000.00
Pizza Lunches	\$9,000.00	\$9,390.50	\$10,500.00
Movie Night	\$4,000.00	\$5,896.35	\$4,000.00
Fall Fest	\$1,000.00	\$970.00	\$1,000.00
Sweetheart Bake Sale	\$1,500.00	\$1,529.00	\$1,500.00
Car Derby	\$7,000.00	\$6,869.00	\$7,000.00
Direct Donations	\$1,000.00	\$2,475.00	\$1,000.00
Lice Fund	\$800.00	\$1,440.00	\$0.00
Shopping Fundraisers	\$300.00	\$533.41	\$300.00

Total Fundraising Income (gross) \$43,600.00 \$53,333.26 \$45,300.00

Projected NET Income (after All expenses)	-\$4,370.65	\$1,279.93	\$2,885.00
Opening Bank Balance (Sept 2019)	\$24,000.00		
Amount potentially available to use	\$19,629.35		