



WOODLAWN SCHOOL

2018-2019 Year-End Community Report

About Us

- Built in 1964, Woodlawn School has a rich history of teaching and learning.
- Since 2012 Woodlawn School has been an Early Years School serving students in Kindergarten to grade 4.
- We have 588 students, 35 teachers, 11 educational assistants, 1.5 secretaries, 1 librarian, and a custodial staff of 4.
- We offer a variety of hands on learning experiences for our young students. These include play-based learning, Makerspace, an outdoor learning environment (OLE), music and physical education classes.
- We teach the whole child. Relationships and character education are at the heart of what we do. We incorporate Universal Design for Learning, Roots of Empathy, The Zones of Regulation, and Restitution to enhance social emotional learning for each child.

Contact Us

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*Woodlawn School is an environment where education and culture empowers our students to grow into **caring, connected** and **contributing** global citizens.*

Planning Priority #1

NUMERACY: Students will strengthen their algebraic reasoning skills and number sense through communication, critical thinking and mathematical fluency.

Year-End Accomplishments

- Continuation of a grade one and two assessment tool and creation of a grade 3 assessment tool in the area of algebraic reasoning to provide baseline data for next year
- The numeracy support teacher co-taught in some classrooms as well as provided a variety of patterning related activities
- The numeracy support teacher started a shared digital folder for teachers to share and access a variety of numeracy learning experiences, games, websites, and other resources

Planning Priority #2

LITERACY: Students will become confident, independent, critical thinkers who are curious and motivated to read, write, and communicate effectively in a variety of ways.

Year-End Accomplishments

- School leadership team reviewed literacy data to ensure that our students continue to be successful in this area
- Professional development in reading assessment and with Fountas and Pinnell as a data collection tool
- Learning support teachers assisted teachers through collaboration and co-teaching in classrooms in the area of literacy
- Improved use of technology to assist and improve student learning in the areas of reading, writing, and communication

Planning Priority #3

SOCIAL EMOTIONAL WELL BEING: Students will be able to identify their needs, learning strengths and challenges and find ways to meet their needs in appropriate ways. Students will recognize and appreciate the diversity of others.

Year-End Accomplishments

- A group of teachers worked to plan an Indigenous Celebration for all students. The celebration focused on The Seven Teachings
- All classrooms were provided Treaty Education books
- Professional Development in the area of self-regulation was provided to all teachers and several educational assistants
- Professional Development in the area of attachment by Gordon Neufeld was provided to all staff
- Divisional clinicians provided social emotional programming to classes (Tier 1), small groups (Tier 2), and individuals (Tier 3)
- Continuation of our school wide Bucket Filling program and Care, Connect, Contribute reward system
- School wide teaching of The Zones of Regulation to help students learn to self-regulate and understand their emotions
- Continued use of Universal Design for Learning, Roots of Empathy, Restitution, and Second Step programming to promote positive prosocial behaviours such as empathy, problem solving skills, communication, and safety

Top Five Highlights from 2018-2019

- Continuation of HSD's Deeper Learning Plan included the Deeper Learning Team of 5 teachers, 1 learning coach, and 2 principals. The work of Deeper Learning expanded to all teachers through grade group Deeper Learning Team meetings. The focus this year was on the competencies (The 6 Cs). Grade groups also focused on improving student engagement.
- Every student in grades 1-4 attended a Makerspace Monday with the principals at least one time during the school year. During lunch recess, students came to the Makerspace to build, tinker, and make with the principals. This was a great way to celebrate success and promote relationship building while fostering the principles of STEM education.
- Each grade performed in a musical program that was shared with parents and community members. These concerts help to foster a love of the arts and music in our young children while building confidence, community, and talent.
- As part of our goal towards improving social and emotional learning for our students all staff participated in professional learning in the area of Self-Regulation and Attachment.
- A school wide focus on the key words from our mission statement: Care, Connect, and Contribute. Students learned about the importance of serving others through a variety of campaigns and fundraisers including: Drive for Hunger, Community Christmas, Cancer Care Manitoba, Steinbach Community Outreach, Jump Rope for Heart, and the Terry Fox Run.