



WOODLAWN SCHOOL

2020-2021 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 533 students, 35 teachers, 20 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, 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 Indigenous Education, Universal Design for Learning, Self-Regulation, and Restitution to enhance social emotional learning for each child.

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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: By June 2022, 90% of all students (K-4) will demonstrate an understanding and flexibility of the relationships within, among, and between numbers appropriate for their grade level.

Year-End Accomplishments

- Year one of a two year goal. This goal will continue next year.
- Licenses were purchased for six classrooms across grades 1-4 for Math Up Classroom (a resource designed to support teachers in strengthening their own mathematical knowledge, asking rich questions, knowing what to look for as students explore mathematical concepts, and to support all students in numeracy. This year, these teachers have started to explore the resource and have tried out pieces in varying degrees (due to the pandemic).
- One teacher piloted the Graham Fletcher Fact Fluency Kit for Addition and Subtraction. This kit has been purchased for all grades 2-3 classrooms for the 2021-22 school year.

Planning Priority #2

LITERACY: By June 2021, 90% of students (K-4) will demonstrate grade level expectations in reading (comprehension, fluency, phonics, phonological awareness, oral language).

Year-End Accomplishments

- School profile was used to determine student needs. Tier 2 and Tier 3 reading intervention was provided to identified students. Intervention was provided by learning support teachers and the HSD reading clinician.
- Learning support teachers assisted teachers and students through collaboration and co-teaching in classrooms in the area of literacy.
- The Heggerty Phonemic Awareness program was purchased for all K-2 classrooms.
- Improved use of technology to assist and improve student learning in the areas of reading, writing, and communication.

Planning Priority #3

By June 2022, all students in K-4 will learn about the brain science behind Self- Regulation and receive personalized supports when needed to improve social and emotional well-being by 50% from 2019-2020 school year.

Year-End Accomplishments

- Year one of a two year goal. This goal will continue next year.
- Our guidance counsellors and learning support teachers worked with whole classes, small groups and individual students on the concepts of self-regulation.



Highlights from 2020-2021

This year was a year like no other. Due to Covid restrictions and guidelines, most whole school activities changed to whole class activities. Our staff worked hard to keep students safe by implementing the Return to School Guidelines provided by the Department of Education. Teachers worked with students to foster positive relationships, collaboration and respect to build positive cultures of learning within their classrooms.

Despite, Covid restrictions we were able to come together as a school (virtually) to celebrate throughout the school year. A grade 4 class along with our music teacher created a beautiful virtual Thanksgiving assembly and reminded us that we have so much to be thankful for. Our music teachers also worked with all of the classes to put together a very special Remembrance Day virtual assembly.

One of the restrictions was that we could not sing inside at school. Our music teachers taught all of the classes how to sing O Canada using sign language. All year our students have been doing this in the mornings as O Canada plays in the classrooms.

I Love to Read month was a hit with our students and staff. Each day, a different staff member shared his or her favourite story with the school. Classes spent lots of time talking about what makes a story good. Classes rated each book and we displayed the books and the ratings on a bulletin board. There were many discussions between students who were able to explain why they preferred one story over another.

We are so thankful that we were able to do a farewell event for our grade 4 students. We put together a virtual assembly and shared it with all of the classes. Then the grade 4 students were treated to a special picnic lunch with their class.

This year is ending with Summer Fun Day. All of the classes will participate in outdoor activities during the morning of the last day of school. They will get prizes and treats. Most importantly, they will get to spend a fun morning and connect with their classmates and teachers before saying goodbye for the summer.

While there is no doubt that the 2020-2021 school year was challenging it taught us a lot about ourselves as individuals and as a community. We learned we are resilient. We were reminded that we have the support of our community. We learned that together, we can do the hard things we need to do to learn and grow.