



## 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 520 students, 34 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.

## Contact Us

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# WOODLAWN SCHOOL

## 2021-2022 Year-End Community Report

*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

- All K-4 staff members explored 8 Effective Teaching and Learning Practices and implemented changes to their practices.
- Grade 1 and 2 classrooms implemented parts of The Graham Fletcher Fact Fluency Kit for Addition and Subtraction to improve a conceptual understanding and fluency of addition and subtraction facts.

### Planning Priority #2

**LITERACY:** By June 2022, 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 and implemented in 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 support when needed to improve social and emotional well-being by 50% from 2020-2021 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 2021-2022

The global pandemic continued to impact us for the first half of the school year. We implemented cohorts and students were not able to collaborate as they would in a typical year until after spring break when most of the restrictions were removed.

Despite, Covid restrictions we were able to come together as a school (virtually) to celebrate throughout the school year. This included a Thanksgiving assembly, and Remembrance Day assembly and a virtual Christmas concert performed by our students in grades three and four. Our grade one and two students were able to perform Spring concerts in person. It was so great to welcome our friends and family to our first in-person events in over two years!

For I Love to Read Month we did a whole school author study of the amazing work by Oliver Jeffers. Our students and staff thoroughly enjoyed exploring the funny and witty books written and illustrated by Oliver Jeffers.

Three of our classes participated in an outdoor education program run by Momenta. They explored the Manitoba curriculum in a nearby forest. Each class spent several full days learning in the forest and the teachers reported their students were engaged and participating in deep, hands-on learning experiences that they brought back to the classroom. Many of our teachers are already planning for lots more outdoor learning experiences next year.

We worked with Elder Marlene Henry from Rosseau River Anishinaabe First Nation to provide our Indigenous students with some cultural experiences. Elder Marlene quickly became a highlight for the students who were able to work with her. They learned about Turtle Island, the drum, teepees, powwow regalia and the seven teachings.

The year ended with lots of field trips and lots of community building activities and events. We, along with our families, were able to celebrate our grade four students at an in person grade four farewell assembly followed by a picnic in our learning garden. The year will wrap up with a community picnic and summer fun day.

The 2021-2022 school year started off different than we had hoped and ended better than we imagined. If we have learned anything it is that kindness and community are so important and when we practice these two things, we can go far together!