



Woodlawn School

Planning Priorities for 2025-2026

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

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 Kindergarten to Grade 4 students

434 students, 26.5 FTE Teachers, 16.5 Educational Assistants, 2 Secretaries, 1 Library Clerk, and a day and night Custodial staff of 4

We focus our teaching and learning around the 21st Century Skills: Character, Citizenship, Collaboration, Communication, Critical Thinking and Creativity.

We offer a variety of hands on learning experiences for our young students. These include play-based learning, an outdoor learning environment, music and physical education classes and much more.

We teach the whole child. Relationships and character education are at the heart of what we do. We incorporate provincial and divisional curricula and programming, as well as Indigenous Education, Self-Regulation, Zones of Regulation and much more.

Contact Us:

Principal: Vince Hiebert

vhiebert@hsd.ca

Vice Principal: Marla

McEachern

mmceachern@hsd.ca

Phone: (204) 326-6110

Email: woodlawn@hsd.ca



Planning Priority #1 Social Emotional Learning

By June 2026, our school will increase the percentage of students who report feeling a strong sense of belonging, safety, and well-being at school to at least 90%, as measured by our annual Panorama Survey.

Strategies:

- Zones of Regulation will be taught in all classes K-4
- Teachers will teach, refer to, and review regularly the four Woodlawn Behaviour Expectations: *Be Safe, Be Respectful, Be Responsible, Be Involved*
- Teachers will develop classroom contracts based around the four Woodlawn Behaviour Expectations
- Teachers will teach lessons on Monthly Social Emotional Topics such as emotional regulation, stress tolerance, resilience, growth mindset, problem solving, etc.
- A focus on lessons that include Indigenous Perspectives of belonging, safety and well-being will be infused in the classroom learning
- We will provide opportunities for Indigenous students to connect with their culture through tiered opportunities - Tier 1: whole school, Tier 2: small group, Tier 3: individualized interventions
- We will use targeted behaviour “blitzes” to increase student awareness of expected behaviours in various school settings (ex. recess, hallway, lunch time)

Planning Priority #2 - Literacy

By June 2026, all students in Kindergarten to Grade 4 will demonstrate growth in reading equivalent to at least one full grade level over the course of the school year.

Strategies:

- Every student will be assessed regularly throughout the year
- Teachers will utilize Guided Reading Groups to target individualized reading growth
- Home Reading Programs will be implemented across all grades
- Targeted interventions will be implemented based on Acadience screening data

Planning Priority #3 - Numeracy

By June 2026, 85% of students in Kindergarten through Grade 4 will demonstrate grade-level proficiency in subtraction.

Strategies:

- Teachers will implement daily mental math routines that include subtraction strategies such as counting back, using doubles, and decomposing numbers.
- Teachers will use the Concrete–Pictorial–Abstract (CPA) model to support all learners in understanding subtraction conceptually.
- Teachers will embed subtraction into real-life problem-solving tasks and cross-curricular activities.
- Targeted interventions will be implemented based on classroom-based assessment data