

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

Staff:

- 417 students
- 26.5 FTE Teachers
- 18 Educational Assistants
- 2 Secretaries, 1 Library Clerk, 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:

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Priority #1: Fostering a Safe, Inclusive, and Connected School Community

Goal: Increase the percentage of students who report feeling a strong sense of belonging, safety, and well-being at Woodlawn school

Year End Accomplishments:

This was the second year of implementing our school-wide positive behaviour program. Throughout the year, we continued to establish clear and consistent expectations for student behaviour, grounded in our four core beliefs: We are Respectful, Responsible, Safe, and Involved. Our goal was to maintain high expectations for all students while providing them with the tools and support needed to meet those expectations. Regular "behaviour blitzes" focused on specific areas of improvement, such as hallways, playgrounds, bathrooms, and classrooms. Students were recognized and rewarded for demonstrating behaviours that reflected our core beliefs.

We also introduced the Zones of Regulation program to help students develop self-awareness and self-regulation skills. Through regular instruction, students learned to identify their emotional states and apply strategies to manage their feelings and behaviours effectively. Teachers taught a minimum of two Zones lessons each month, helping to establish common language and understanding across the school. While formal comparison data was unavailable due to Hanover School Division's discontinuation of the Panorama Survey, staff observations indicated significant improvements in student behaviour throughout the school. Staff reported quieter hallways, fewer bathroom-related concerns, and a reduction in recess behaviour referrals to the office. These observations suggest that our continued focus on positive behaviour supports and self-regulation has contributed to a more positive and productive learning environment.

Priority #2: Strengthening Early Literacy Through Targeted Intervention

Goal: All students will demonstrate growth in reading equivalent to at least one full grade level over the course of the school year.

Year End Accomplishments:

This priority was based on the belief that literacy is a foundational skill that supports learning across all subjects and grade levels. During the year, the school transitioned from Fountas & Pinnell screeners to the Acadience assessment system, making direct comparisons to previous years' data challenging. As a result, our focus shifted toward developing a deeper understanding of Acadience and using it to inform instruction. K, 1 and 1/2 teachers began assessing all students with Acadience to identify specific reading strengths and areas for growth. To strengthen literacy instruction, K–2 teachers participated in professional learning through the Reading Council of Manitoba, gaining new strategies to support student reading development. UFLI was also implemented across grades to provide targeted literacy instruction that met the diverse needs of learners. In addition, teachers began exploring the Walk to Read model, with our Grade 3 classes piloting the approach this year. Building on the success of this pilot, we will implement Walk to Read school-wide for students in Grades 1–4 next fall, using Acadience data to create flexible groups and provide targeted instruction based on each student's literacy needs.

Priority #3: Building Strong Numeracy Skills for All Learners

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

Year End Accomplishments:

This year, staff continued building the foundations necessary to support our numeracy priorities, including the use of hands-on learning, mathematical discourse, and ongoing assessment practices. While some of the specific subtraction-focused strategies identified in our school plan were not implemented as extensively as originally intended, the work completed this year will help inform and strengthen our numeracy focus moving forward.