



REPORT

to the community



(Kindergarten–Grade 5)



Ecole Bannatyne

VISION

In a bilingual setting, empower students to be responsible citizens by taking ownership of their learning in a caring and safe, inclusive environment. Dans un milieu bilingue et sécuritaire, donner le pouvoir à chaque élève de devenir citoyen responsable de son apprentissage.

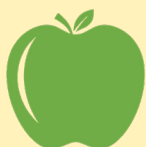
MISSION

At École Bannatyne we do our best work in English and French. We take care of each other and prepare for the future. À l'École Bannatyne nous faisons notre meilleur travail en français et en anglais. Nous prenons soin les uns des autres et nous nous préparons au futur.

About Early Years

The Early Years (K–5) provides a nurturing environment where children are encouraged to investigate, create and discover. Children develop their competencies in language and literacy skills, thinking and problem-solving skills, social and emotional development, independence, creativity and knowledge in preparation for becoming responsible citizens. Instruction in the following curricula: Language Arts, Mathematics, Science, Social Studies, Physical Education/Health and the Arts is focused on meeting the unique needs of Early Years students. Instruction focuses on the integration of subject matter and hands-on activity-based approaches to learning.

Profile



15

Teachers



13

Support Staff



218

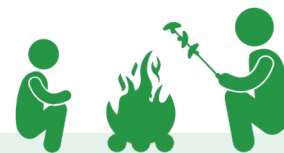
Students



SUPPORTING & CELEBRATING STUDENTS

In French Immersion at École Bannatyne, all students learn in a culturally diverse and linguistically rich environment where they learn to communicate with confidence, spontaneity, fluency, and accuracy in French and English. Students have the opportunity to engage in a variety of French Cultural activities as well as

extracurricular sports (Volleyball, Basketball, Badminton, Handball, Cross Country, Soccer), and many creative clubs. Students are assigned to *les arbres* groups for cross-grade activity days. Many classes participate in community walks and outdoor learning where students are able to further their appreciation of the environment and their connection to land.



COMMUNITY CONNECTIONS

École Bannatyne's students continue to be very engaged in supporting causes in the community. Past initiatives include fundraising for Harvest Manitoba, Ronald McDonald House Charities and the Winnipeg Humane Society. Students benefit from programming with WHS, Roots of Empathy and Fort Whyte Alive. Our choir participates in the Winnipeg Music Festival and has

won many awards and trophies for incredible performances. École Bannatyne welcomes and values the volunteers that support students through Field Trips and other special activities. We have a very active Parent Advisory Council who supports student opportunities and acts as a resource organization to parents and the school.



LAST YEAR'S BROAD AREAS OF FOCUS

What did the evidence of student learning tell us?

Literacy: Last year's goal was to improve students' phonemic awareness knowledge and their ability to identify, produce, and record letter sounds accurately in writing.

Teachers used evidence from student writing samples and were able to identify increased accuracy and growth in writing. Shared anecdotal observations showed an increase in student engagement, independence, and confidence when writing specifically new or unknown vocabulary.

What are the anticipated next steps?

Teachers will continue to follow the routine for explicit instruction of word recognition with a focus on supporting students in applying that knowledge in all literacy situations.

What are the anticipated next steps?

Numeracy: Last year's goal was to improve student knowledge of numbers and develop confidence in problem solving skills in math.

Teachers used evidence based daily math routines including: math talks, counting collections, CGI problems. Many teachers explored these deeply and incorporated them into their daily practice.

What are the anticipated next steps?

Teachers will focus on the four components of number sense through daily math routines to support students increased number sense.



2024-2025 PLANNING



IDENTIFIED AREAS OF FOCUS

Literacy- This year's focus is for students to become more proficient readers and writers by increasing word and sound recognition in English and French. Students will demonstrate consistent word recognition through phonemic awareness, sound recognition and emulation, correspondence between graphemes and phonemes, and decoding and encoding in English and French. Students will demonstrate and apply knowledge in reading and writing, through independent and interactive contexts.

Numeracy- This year's focus is for students to further develop their number sense. Evidence will continue to be gathered from common assessments, analyzed work samples, report card data, Provincial Assessment data, and teacher observations to monitor student understanding of number flexibility (Number Sense).

The school will measure student growth by 4 components: 1. Ability to subitize. 2. Understanding of $+1/-1$, $+10/-10$, $+100/-100$, etc. 3. Knowing compatible numbers of 5 and 10 (and multiples of 10). 4. Knowing Part-Part-Whole. Students will be engaged in daily tasks in order to discuss their thinking and demonstrate their number sense. Students will be challenged through the questions being asked of them. Divisional Core Assessment tasks will be used throughout the year and reviewed during PLC's.



MENTAL HEALTH AND WELL BEING & INDIGENOUS-INCLUSIVE EDUCATION

This year's focus is for students to have an awareness of and take agency in maintaining their social-emotional well being.

Students will demonstrate awareness of their social-emotional needs, implement strategies and tools for regulation and demonstrate flexibility and perseverance when learning is challenging.

Students will feel a sense of belonging to our school community. They will develop a connection to and relationship with the land, so they may flourish in our community and help our community flourish.