



REPORT

to the community

2025–2026



École Robert Browning

(Kindergarten—Grade 5)

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.

VISION To develop understanding citizens who are responsible, safe, accountable, and respectful in a French Immersion milieu.

MISSION To foster an environment of belonging and acceptance, to model deeper learning through making mistakes, to inspire a love of learning, and to see the world through an empathetic lens.

Profile



15

Teachers



9

Support Staff



220

Students



SUPPORTING & CELEBRATING STUDENTS

At École Robert Browning, students benefit from rich French and English learning experiences that foster confidence, belonging, and academic growth. Through meaningful opportunities to develop and showcase their oral French communication skills, students build connections with their peers, staff, and the broader school community.

A wide range of extracurricular activities enriches student life, including Dungeons & Dragons, Chess Club, Friendship Bracelet Making, Beading, Art Club, Knitting Club, Intramural Sports, and various school and divisional choir groups. These opportunities encourage creativity, collaboration, personal interests, and positive relationships. Students in Grades 4 and 5 are encouraged to take on authentic leadership roles as patrols, conflict managers, kindergarten helpers, and lunch monitors. These

experiences help develop responsibility, teamwork, mentoring skills, and effective conflict resolution while empowering students to make meaningful contributions to the school community. Our vibrant music program provides students with opportunities to perform for audiences at both school and divisional events, building confidence and celebrating artistic achievement. Students also broaden their understanding of music through experiences such as attending performances by the WSO, gaining valuable insight into how music enriches the world around them. Together, these opportunities help cultivate confident, engaged, and compassionate learners who contribute positively to their school and community.



COMMUNITY CONNECTIONS

École Robert Browning is fortunate to have a dedicated Parent Advisory Council (PAC) that works closely with staff and families to strengthen our school community. Through events such as book fairs, school dances, and the year-end family picnic, PAC helps create meaningful opportunities for students and families to connect. Their ongoing fundraising efforts also support long-term projects, including enhancements to our school playground. Our school is further enriched by an exceptional group of volunteers who generously contribute their time and talents.

From supporting field trips, the pancake breakfast, and seasonal celebrations to assisting with classroom activities and school-wide events, volunteers play an important role in student success. These partnerships between families, community members, and the school foster a strong sense of belonging and demonstrate to students the value of working together to create a caring, connected, and supportive learning environment.



LAST YEAR'S AREAS OF FOCUS

What did the evidence of student learning tell us?

The evidence of student learning tell us that at École Robert Browning, we are committed to creating a learning environment in both French and English, where students feel safe to take risks, make mistakes, and reflect on their learning. By celebrating growth and viewing mistakes as valuable learning opportunities, we help students build resilience, confidence, and the skills needed to become independent, lifelong learners.

We continue to deepen our understanding of inclusion, diversity, equity, and Indigenous perspectives to ensure every student feels seen, valued, and represented. Through ongoing professional learning, including our work with Manuel Gomez, staff are exploring how to adapt teaching practices so that all learners can access meaningful opportunities for success and reach their full potential.

Our focus also remains on balancing assessment, high-quality instruction in French, targeted support, and strong relationships with students and families. By using assessment purposefully while maintaining a strong emphasis on connection and belonging, we can better respond to individual student needs and create conditions where every learner can thrive academically, socially, and emotionally.

What are the anticipated next steps?

Over the coming year, we will continue to strengthen a school culture where students feel safe to take risks, learn from mistakes, and reflect on their growth. Staff will regularly review student engagement, achievement, and well-being data to monitor progress, identify emerging needs, and adjust supports accordingly.

A key focus will be on strengthening both English and French literacy instruction through evidence-informed structured literacy practices. Teachers will continue implementing UFLI Foundations in English literacy and Son-au-graphe in French literacy, both of which provide explicit and systematic instruction in phonological awareness, phonics, decoding, encoding, and reading fluency. These structured literacy approaches support all learners by building strong foundational reading and writing skills and are aligned with current research on effective literacy instruction.

Staff will also continue to deepen their understanding of inclusion, diversity, equity, and Indigenous perspectives while collaborating closely with divisional literacy and numeracy coaches to ensure the latest research-informed instructional practices are integrated into classrooms. Through ongoing analysis of literacy, numeracy, and school climate data, teachers will monitor student growth, assess ongoing learning needs, and make informed decisions about targeted interventions, instructional strategies, and supports. This collaborative approach will help ensure every student experiences a strong sense of belonging and has the opportunity to thrive academically, socially, and emotionally.



2026-2027 PLANNING

IDENTIFIED AREAS OF FOCUS

For the 2026–2027 school year, our focus will be on strengthening student achievement through the ongoing analysis of multiple sources of data, including provincial assessment results, Acadience screening data, and school-based literacy and numeracy assessments. By closely examining student learning evidence, staff will identify strengths and areas for growth, enabling the planning of targeted interventions and the implementation of high-impact instructional practices that support the success of all learners.

Our school will continue to utilize a Multi-Tiered System of Supports (MTSS) framework to ensure that students receive timely and responsive support in the areas of academics, behaviour, and social-emotional well-being. Through collaborative planning,

progress monitoring, and data-informed decision making, staff will work to provide the appropriate level of support needed for every student to thrive.

As a French Immersion school, we remain committed to providing rich, engaging, and meaningful learning experiences in French. Staff will continue to strengthen instructional practices that promote language acquisition, student engagement, and academic success, ensuring that students develop confidence and proficiency in French while achieving their full potential across all areas of learning.



INDIGENOUS-INCLUSIVE EDUCATION

An Indigenous-inclusive education system is grounded in Indigenous histories, cultures, languages, traditional values, and knowledges. An equitable school community fosters a sense of belonging in all learners so that they feel they can succeed, take responsibility, and find their purpose in life. École Robert Browning is committed to:

- Our PIA program is focused on Indigenous learning
- Continuation of Winter and Summer Solstice
- Teachers working with divisional coaches to support Land-based learning across the curriculum
- Celebrate Indigenous cultures through school events, storytelling, and recognition of Indigenous Peoples' contributions to our shared history.