

REPORT
to the community
2025-2026

(Kindergarten—Grade 5)

Stevenson-Britannia School

VISION We strive to provide a school environment and culture where all families feel welcomed and where each student can develop and succeed intellectually, physically, emotionally, and socially.

MISSION Learning and growing together

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 heads-on activity-based approaches to learning.

21 Teachers

24 Support Staff

270 Students

SUPPORTING & CELEBRATING STUDENTS

Stevenson-Britannia School offers numerous programs and extra-curricular opportunities to support our students' growth and development in all areas. Some of these programs are:

- A daily soft start for all students
- Daily built-in mental and physical wellness
- Full-day kindergarten
- Winnipeg Jets Hockey Academy
- Rain or shine recess
- Polar Bear Club
- Bike program
- Volleyball, handball, basketball, ultimate, and other PE extra-curricular opportunities.
- Circus Arts
- Choir
- Adapted swim program
- Music therapy
- Mentorship Club partnership with SJCI

COMMUNITY CONNECTIONS

Stevenson-Britannia School works hard to support and enhance the relationship between home and school.

- We offer a daily breakfast program and supplement lunches with a variety of healthy options. All of our nutrition programs are open to all students.
- Our community garden is available to anyone.
- An active Parent Advisory Council who meets monthly and supports student opportunities and acts as a resource organization to parents and the school
- Family/Open House evenings (e.g. Winter Concert, Triad Conferences, Year-End Celebration).
- Students particiapte in field trips to local landmarks (e.g. Fort Whyte Alive, Winnipeg Symphony Orchestra, Assiniboine Park Zoo).







LAST YEAR'S AREAS OF FOCUS

What did the evidence of student learning tell us?

1. To improve students' ability to communicate clearly when speaking and reading out loud.
   - Students are communicating more confidently/willingly in group discussions.
   - Oral vocabulary has expanded.
   - All students demonstrated growth communicating their thinking orally with clarity and fluency.

2. To accurately count and represent sets of objects to support students ability to move from concrete to increasingly more abstract situations and word problems.
   - Many students are becoming more flexible and confident with number sense.
   - Students demonstrated growth in counting, representing, comparing and composing numbers using a variety of strategies and manipulatives.
   - Students are becoming more confident in communicating their mathematical thinking.

3. To demonstrate growth in their ability to self-regulate emotions when confronted with problems or stressors in academic and/or social-emotional areas across a variety of environments.
   - Students improved in their ability to identify feelings and use calming strategies.
   - Students are developing stronger self-regulation and social-emotional skills.

What are the anticipated next steps?

We plan to focus on small groupings of students and drill down to obtain data and support the literacy and numeracy growth of these groups of students as needed in 2026-2027.

UFLI instruction will continue, with data shared between teachers to ensure smooth transitions. Reading and writing connections will be emphasized. The Acadience Screener in grades 1, 2, & 3 along with common core assessments, will guide ongoing data discussions.

We plan to provide stations in kindergarten classrooms, with the assistance of resource, guidance, classroom teachers, EAs, and clinicians to increase skills in speech and language, fine motor, cooperation and self regulation, and foundational numeracy.

Teachers will continue to have opportunities to build confidence in interpreting student thinking and using probing questions. Focused professional development with numeracy coaches will help strengthen these skills and support students in expressing their mathematical ideas.

Teachers will continue to work in PLCs (professional learning communities) to share data, discuss, problem solve, and plan.

We will add both a soft start and a mental & physical wellness period to the 2026-2027 timetable to make these activities more engrained in the day-to-day lives of our students.

2026-2027 PLANNING

IDENTIFIED AREAS OF FOCUS

Literacy: Students developing reading skills through direct instruction in decoding, phonemic awareness, sight word recognition, oral language and comprehension. Phonics instruction (UFLI, during dedicated periods) will play a continued role in the teaching of reading.
We will work to positively impact students' oral storytelling skills and increase their enjoyment, engagement, and stamina in writing.

Numeracy: Students developing their abilities to represent their mathematical thinking concretely, orally, pictorially, and/or symbolically, through utilizing math talks and routines, counting collections, CGI problems and rich tasks. We will work to continuing to increase student understanding of numbers and number relationships.

Indigenous Education: Authentic learning opportunities with students and staff to learn and value Indigenous cultures, languages, knowledge, and true history.

In addition to these specific goals we will continue to work on the needs we observe on a day-to-day basis, including: food insecurities, hygiene, clothing, attendance, transportation, transition to middle school, and the home-school connection.





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. Stevenson-Britannia is committed to:

- Ensuring that our Indigenous community, families and students see themselves in our programming and resources and feel they belong in our school.
- Providing all students with opportunities to learn about and celebrate true Indigenous history, culture, language and ceremonies.
- Recognizing that Indigenous knowledge exists in our community & inviting families to share that knowledge.
- Providing regular opportunities for smudging.
- Tipi teachings.
- Learning with and from the land.
- Treaty education.
- Fire teachings.
- Developing a school logo that matches our name, Stevenson Sabe, to reflect our ongoing commitment to Truth and Reconciliation
- Integrating the Michif language learning program into our Kindergarten and grade one classes.