



# REPORT

## to the community



(Kindergarten—Grade 5)



## Stevenson 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.

### Profile



20

Teachers



25

Support Staff



270

Students



### SUPPORTING & CELEBRATING STUDENTS

Our school utilizes the following strategies to support & celebrate students...full-day Kindergarten - Inclusive/accessible learning for students with exceptional needs - adaptations for differentiated learning- Outdoor learning is a strong focus - smudging available for all students - all core subjects taught by homeroom teachers to support cross-curricular connections - Multi-age classrooms to meet the needs and challenge all learners - Winnipeg Jets Hockey Academy - Differentiated experiences & technology integrated for K-5

- Music program based on Orff pedagogy & extra-curricular programming - strong focus on the arts with opportunities K-5 - a creative physical education program focused on building physical literacy skills & extra-curricular programming including Circus Arts Instruction - A safe, caring learning environment - Leadership opportunities for students - Beliefs based on the Circle of Courage... 'I belong', 'I will', 'I help', and 'I can'.



### COMMUNITY CONNECTIONS

At Stevenson we value the partnership that we have with our families and community. Parent volunteers are invited to support classrooms and families come together with staff and students for assemblies, Open House celebrations of student learning, concerts, and special events. Our active Parent Advisory Council works with

the school to organize the Community Connection Cafe where new families can come to connect with others to learn more about resources and supports in our community. Our school resource officer, Winnipeg Public Library representative, and other division staff members also support these events.



## LAST YEAR'S BROAD AREAS OF FOCUS

### What did the evidence of student learning tell us?

**Feeling like you belong at school is the most important thing,** and by the end of the year, students who struggled with this demonstrated that they had grown in their feelings of belonging through growth in one or more executive functioning categories: understanding their environment (how am I or others feeling, what do I need to help me be successful), improved self-regulation when dealing with unexpected or stressful interactions, & using tools or reaching out to adults when they felt unable to move forward with a problem or situation. Students' increased success was also evident in decoding & fluency in students at all grades who were beginning readers, as well as increased interest in the day-to-day stories students shared with peers & staff. Connections to day-to-day living were also important in students' understanding of the connections between numbers when they worked with tasks or problems about their lives. Going forward there are still groups of students who will benefit from targeted support in all three of the areas

### What are the anticipated next steps?

Well being as always is at the top of the list & we'll continue to gather data for students from different areas around the school. Experiences in the classroom, during recess, lunch, as well as extra-curricular activities are rich opportunities to gather information to help support students' executive functioning skills through existing & new opportunities to improve their feeling of belonging. For literacy, teachers will also screen students early in the year so they can use targeted programming for decoding/fluency as soon as possible. Additional staffing will also provide extra support & targeted strategies for small grade level groups to continue to improve accuracy/fluency for decoding while reading & writing. Although students demonstrated improved ability to work with numbers mentally & in estimation teachers will investigate further to see if reading/critical thinking skills could be impacting growth in problem solving for some students. Then, a wider range of interventions can be used to improve student success.



## 2024-2025 PLANNING

### IDENTIFIED AREAS OF FOCUS

This year, we continue to focus on mental health & students' ability to self-regulate. Based on the provincial Indigenous Knowledge Keepers' guidelines...Living in a Good Way means students will find success when they are able to walk with respect & humility, learn & listening so we are doing good for ourselves, our families, and our community. The focus will be on providing students with environments & strategies so they can self-regulate more independently.

To make sense of numbers in the world around them & to use numbers day to day, students need to understand the connections between numbers, the size of numbers, how to work with numbers mentally & in problems, & how talk about their work with numbers.

This will be specifically targeted through differentiated instruction for each grade level & for different groups within each grade level.

Because we know that communicating thinking & stories/information clearly & effectively is important, we will focus on students' oral language & to communicate clearly & creatively & in writing. This will be supported by storytelling with elders, talking circles, & opportunities for daily writing about things important to students.



### 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 School's staff is committed to:

- Ensuring that our Indigenous community, families, & students see themselves in our programming & resources & feel they belong in our school
- Providing all students with opportunities to learn about & celebrate true Indigenous history, culture, language & ceremonies
- Recognizing that Indigenous knowledge exists in our community & inviting families to share that knowledge