

# report

## to the community



Strathmillan School

2016-2017



### "Strathmillan Stars Will Always Shine Together"

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*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.*

### Last Year's School Accomplishments (2015-2016)

**By June 2016, 85% of students will use the skills of good writing across multiple content areas to critically articulate thinking, deepen understanding and communicate ideas. The 15% of our students with basic to limited understanding of the writing process will be provided with strategies to organize ideas, build fluency and communicate thinking.**

- ✓ Report card data showed an average of 81% of students having a good to very good understanding of the writing process.
- ✓ Literacy Leadership Team members mentored individual classroom teachers in order to lift the quality of writing instruction school wide.
- ✓ Literacy Leadership Team members provided visitations for teachers and administrators from other schools (divisionally and outside the division) sharing best literacy practices.
- ✓ Literacy Leadership Team presented to administrators from three school divisions about our literacy journey.
- ✓ Teachers collected typical writing samples in January and June and documented strengths and next steps for writing instruction.
- ✓ Teachers reflected on their physical classroom environment and made changes to ensure literacy beliefs and daily practice were in harmony.
- ✓ Teachers actively participated in the Fourth Regie Routman Residency.
- ✓ Writing criteria is shared, co-created with students and put into student friendly language.
- ✓ Students are beginning to use criteria independently to track individual progress.

### Our Vision Statement

At Strathmillan School, we believe that:

- Students are more successful when the home and school work together.
- Students are responsible for their behavior.
- Respecting and appreciating individual diversity enriches life.

### Our Mission Statement

Through the shared commitments of students, parents, and staff, the mission of Strathmillan School is to create a nurturing environment that produces responsible citizens who are life-long learners.

### School Profile

Number of teachers: 25  
Number of students: 339  
Grade levels: K-5

### School Highlights

- Regie Routman Residency
- Literacy Leadership Team
- Student Council
- Safe Schools Student Committee
- Sustainability Student Committee
- Restitution
- Roots of Empathy
- Reading Recovery
- Co-Teaching
- Class Reviews
- The Integrated Arts (K – 5)

**By June 2016, 85% of our students will demonstrate good conceptual understanding, procedural fluency and communicate thinking creatively and confidently as mathematicians. The 15% of our students with basic to limited conceptual understanding will be provided with early intervention strategies to reduce math anxiety, build procedural fluency and improve math attitude.**

- ✓ Report card data showed 86% of our students demonstrated good to very good understanding of problem solving.
- ✓ Teachers created numeracy beliefs aligned with the National Council of Teachers of Mathematics document - *Principles to actions: Ensuring mathematical success for all*.
- ✓ Teachers used common problem-solving assessments created by Divisional Numeracy Coordinator.
- ✓ Teachers co-planned, co-taught and co-assessed with Divisional Numeracy Coach, Divisional Numeracy Coordinator and school resource team.
- ✓ Vice Principal led discussions about math data, math instruction and highlighted resources during staff meetings and during math committee meetings.
- ✓ Vice Principal created a chart system for tracking struggling learners listing supports in place to support student thinking.
- ✓ Teachers discussed professional readings on mathematics instruction and analyzed assessment data during staff meetings, PD Tuesdays and/or common preps.
- ✓ A successful Family Math Night occurred. This evening provided parents with the thinking behind each math game and/or activity. Copies of games were taken home.
- ✓ Teachers have had professional learning opportunities with Divisional Numeracy Coordinator and divisional PD math workshops.
- ✓ Teachers utilized resources, instructional strategies and assessment ideas from an iTunesU course developed by Vice Principal and by the Divisional Numeracy Coordinator.

#### Extra-curricular Activities

- Primary Choir (Gr. 2/3)
- Intermediate Choir (Gr. 4/5)
- Patrols
- Cross Country Running Club
- Ball Hockey
- Floor Hockey
- Soccer
- Badminton
- Speedstacking
- LOGs Low Organized games

**By June 2015, 100% of students will understand that positive mental health is the capacity to enjoy life, reach one's potential, meet challenges, be productive, and contribute to the community.**

- ✓ Students learned the importance of compassion and service to others through several social justice and sustainability events:
  - Sam's Christmas Food Drive – collection of 1539 non-perishable food items for hampers
  - Waste Reduction Week
  - Plastic Bag Round up
  - Vermicomposting
  - Selling of 313 Rafiki bracelets during winter concerts raised \$3130 for the Me to We Foundation
  - Selling of rain barrels – over \$1000 donated to Lake Winnipeg Foundation
  - Carnival of Hope (Entrepreneurial Adventure) raised close to \$3000 for Cancer Care Manitoba
- ✓ Constable Buduhan presented to all students and interested parents regarding online safety.
- ✓ Students participated in a variety of lessons, presentations and then demonstrated their writing skills to share their voices on subjects like Shoal Lake and Lake Winnipeg.
- ✓ Teachers and students created classroom belief statements and held regular classroom meetings to discuss conflict resolution.
- ✓ Mindful practices and calming techniques were built into regular classroom routines.
- ✓ Guidance Counsellor facilitated special programs such as Gems and Kids in the Know.
- ✓ Student Stand Up Club focused on all aspects of student wellness – kindness, maintaining self-confidence, perseverance, anti-bullying initiatives etc. They attended three Safe School meetings at the Divisional Board Office.
- ✓ Student Council presented at the Divisional Annual Youth Forum.
- ✓ AAA Committee developed a school wide Diversity Day focusing on Indigenous education.

- ✓ Teachers worked with Divisional Indigenous Educators to raise awareness of Indigenous education.
- ✓ Teachers and students have explored the Seven Sacred Teachings and how these teachings relate to positive actions and citizenship.
- ✓ Strathmillan's School Blog and Instagram account included many write-ups and photographs describing the various social justice and sustainability themes studied throughout the year.

## **A Quick Snapshot of the Classroom**

### **Mathematics**

Students work on four strands in mathematics. These include Number, Shape and Space, Patterns and Relations and Statistics and Probability. Students learn to think creatively, think logically, problem solve, analyze data, use mental math strategies, and communicate their mathematical thinking in a variety of forms.

### **Language Arts:**

Students are immersed in literacy experiences that enhance their reading, writing, listening, speaking, viewing and representing. A love of literacy is promoted through the use of mentor texts, guided reading, shared writing and book clubs. Authentic and purposeful writing projects are designed for students to demonstrate their critical and creative thinking.

### **Science:**

Students learn to communicate their understanding of science concepts through a wide variety of learning experiences. Scientific inquiry and the design process are used to deepen understanding of science content.

### **Arts:**

Arts education is delivered using many art forms including music and the visual arts. Classroom instruction in the arts is enhanced by The Integrated Arts, a program in which professional artist collaborate with teachers to provide unique art experiences for all.

## **Planning & Goal Setting**

School goals are created using the Divisional Strategic Plan as the guideline ([www.sjsd.net/planning](http://www.sjsd.net/planning)). The goal setting process begins in early spring and includes input from students, teachers, parents and the community. Goals are developed around the needs and direction of the various departments with student progress and achievement and our mission and vision statement as our focus.

## **This Year's School Goals and Priorities (2016-2017)**

**By June 2017, 100% of students will develop a variety of crafting techniques by reading and analyzing rich literature to enhance their writing pieces across multiple content areas.**

- Students will notice the craft of good writing and apply it to their own pieces
- Students will refer to "I Can Statements", assignment criteria and feedback to self-assess their writing
- Students will know that their abilities to write, read and speak will offer them the greatest range of choices in their present and future lives

**By June 2017, 100% of our students will improve problem-solving skills through discussion-based opportunities, sharing solution strategies and writing about math understandings.**

- Students will engage in discussions, defend and justify their solutions.
- Students will learn to represent math ideas using multiple forms such as drawings, diagrams, words, etc.
- Students will learn to make connections between multiple representations.
- Students will record their thinking by solving problems, keeping journals and completing projects

**By June 2017, 100% of students and staff will learn strategies to manage emotions and hold an optimistic, flexible and resilient attitude during challenging situations.**

- Students improve self-control and self-regulation skills decreasing recess conflicts.
- Students' resiliency and decision making strengthens.
- Students develop positive social skills such as empathy, compassion, patience and generosity.