



REPORT

to the community



(Kindergarten–Grade 5)



Strathmillan School

VISION

We are STARS!

MISSION

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

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



27

Support Staff



302

Students



SUPPORTING & CELEBRATING STUDENTS

These include:

Reading Recovery – Grade 1
Math Enhancement – K/
Grade 1
Enrichment
Strong Literacy
Reading Buddies
The Integrated Arts

Restitution
Roots of Empathy Choir
Varied Co-curricular
Activities
WE Fair
Student Leaders



COMMUNITY CONNECTIONS

Parent Advisory Council
Classroom Newsletters
Weekly Principal Messages
Community Resource Officer
Student Patrols

Terry Fox Walk
Halloween Parade
Remembrance Day Assembly
Winter Concert
Grade 5 Farewell Canada
Day Neighborhood Walk



LAST YEAR'S BROAD AREAS OF FOCUS: Numeracy & Literacy

What did the evidence of student learning tell us?

Numeracy:

Students applied teacher-demonstrated strategies and peer-shared strategies. Growth mindset was seen through the easier adoption of multiple strategies. Students were able to verbally explain strategies used, demonstrating growth in flexibility and communication skills.

Literacy

Primary teachers recorded evidence of an increase in the number of primary students demonstrating a year's growth particularly in foundational literacy teachings. Intermediate teachers saw an increase in writing stamina as well as engagement in writing. This was shown as well in an increase in students interest in different styles of writing.

What are the anticipated next steps?

Numeracy:

Teachers will continue with common assessments at certain points in the year and accessing numeracy coach support. Teachers will continue discussions about student data and sharing new resources. We will continue to offer a variety of problem-solving questions and multiple entry points for all students, because we are seeing growth based on this approach.

Literacy:

We want to continue using common assessments to drive instruction and keep on top of 'fresh' approaches. Continue to use new protocols/assessments that drive reading and writing assessment. Continue using mentor texts and exposing students to different styles and genres. Continue peer-sharing and self reflection in students.



2024-2025 PLANNING



IDENTIFIED AREAS OF FOCUS

Mental Health and well-being will be a focus. We look to strengthen student and staff connections through relationships.

Focus on community building and creating an over-arching sense of safety. Students will have opportunities to gain insight and strategies on how to solve some of their own inter-personal issues.

Numeracy will continue to be a focus. We want our students to show growth in their confidence and ability with problem solving skills and core numeracy skills. Growth in students' ability to organize and communicate their thinking. Increase independence when solving a variety of math problems and using basic numeracy skills.

Literacy will also continue to be a focus. The goal being for students to show a year's growth in reading and writing skills.

Reading:

K-1: Build on phonological awareness to build vocabulary.

2-5: Reading reflection pieces; read alouds with rich texts; guided reading; reading conferences etc..

Writing:

K-5: On demand writing samples; writer's workshop; modelling difference between editing and revision; use of mentor texts; peer evaluations; celebrating in class.



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. STRATHMILLAN is committed to:

- Each classroom continue in their journey to learn about smudging practices.
- All staff have a deep understanding of Treaty Education
- Offering a noon time beading club
- Having our Grade 4/5 teachers meet for professional development (Circle of Courage) with the division's Indigenous Education leader.
- Have this learning infused into their classrooms