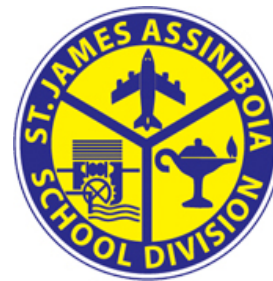


# report

## to the community



Voyageur School

2019-2020

*"Be the best you can be!"*

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Manitoba | R2Y 0H7  
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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.*

Web:  
[www.sjasd.ca/school/voyageur](http://www.sjasd.ca/school/voyageur)  
Email: [voyageur@sjsd.net](mailto:voyageur@sjsd.net)

### Last Year's School Accomplishments (2018-2019)

**By June 2019, 100% of Gr.1-5 students will demonstrate growth in critical thinking expectations. Teacher observations of short learning sprints will be used to evaluate critical thinking skills and provide report card data.**

- ✓ Students explored strategies to apply critical thinking skills to interpret, connect and evaluate ideas and information across curricular areas.
- ✓ Students recognized that different experiences, opinions and ideas impact understanding of read texts.
- ✓ Students engaged in literacy circles to explore reading as a thinking and responding process by inferring, making connections, exploring and understanding different points of view.
- ✓ Learning opportunities using "The Optimal Learning Model" (R. Routman) and "rich texts" facilitated guided practice for students to demonstrate inferring, making connections and a deeper understanding of read texts.
- ✓ K-5 teachers met to develop and share critical thinking formative assessment strategies.

### Our Vision Statement

We strive to educate children in academics, decision-making and creative problem-solving skills in order to prepare them for a future of change. We promote positive self-esteem in students by providing a safe and inclusive environment that enables students to become motivated and responsible learners.

### Our Mission Statement

The mission of Voyageur School is to develop each child's potential in partnership with the community.

### School Profile

Number of teachers: 9  
Number of students: 109  
Grade levels: K-5

### School Highlights

These include:

- An allergy aware school
- HERDS Groups – Cross-grade groups
- Reading Recovery - Grade 1
- Math Enhancement Program - K
- Roots of Empathy – Gr. 4/5
- Kids in the Know
- The Zones of Regulation
- The Mind Up Curriculum
- Project 11 Program – Gr. 5
- Grade 3-5 Choir
- The Integrated Arts
- WITS self-advocacy program
- Indigenous Education
- Co-Teaching
- Reflex Math - Gr 3-5

**By June 2019, all K-5 students will demonstrate growth in their success with solving mathematical tasks. Students will approach numeracy practices with a mathematical mindset that includes: curiosity, confidence, determination and endurance to foster resiliency.**

- ✓ Students continued to develop automaticity of basic facts across grades 1-5 using various strategies including Math Karate and Reflex Math (grades 3-5).
- ✓ Students increased their confidence in the representation and description of numbers in a variety of ways: (concretely, orally, and written by using pictures/diagrams, words, symbols, numbers, graphs, and charts).
- ✓ Students demonstrated increased confidence when explaining their ideas, reasoning and representations of number.
- ✓ Students built upon their endurance to persevere through challenging tasks.
- ✓ Daily numeracy routines and strategies such as “Number talks”, “Math Playground activities”, “Box Cars and One-Eyed Jacks” resources, and the use of Math manipulatives and Math word walls were used by teachers to strengthen numeracy instruction.
- ✓ Teachers met to analyze report card data: Grade 3 numeracy data, Gr.3/4/5 Reflex Math data, Kindergarten math assessments. Analysis of this data led to school wide planning for continuous improvement of instructional practice and student growth.

#### Extra-curricular Activities

Large variety of activities and opportunities:

- Safety Patrols
- Grades 3-5 Intramurals
- Recorder Karate program
- Grade 5 Leadership Team
- Lunch N Learn program for all grades
- Voyageur Vendor
- Cross Country
- Team Handball
- Basketball
- Volleyball
- Jump Rope Club
- WE Project Fair grades 3-5
- Maker Space

**By June 2019 90% of K-5 students will consistently demonstrate their social responsibility skills.**

- ✓ independence with conflict resolution.
- ✓ Students show respect and enthusiasm for the environment, themselves, and others in the school community.
- ✓ Students continued to develop positive mental health practices through the Mind Up Curriculum and mindfulness practices as part of daily classroom routine.
- ✓ Students built upon their collective social responsibility through participation in classroom talking circles and/or spirit buddies; “Roots of Empathy” used in grade 1 and 5 classes, Grade 5 Leadership, Project 11; The Red Cross Pink Day Video Project; and Orange Shirt Day to support school wide learning toward Truth and Reconciliation.
- ✓ Teachers used report card “Learning Behaviors” data; TTFM survey data; Kindergarten EDI results; The Comprehensive School Health Framework Continuum; UDL surveys; and classroom/ school profiles to understand and support all K-5 students.

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

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

**English:** The focus of instruction during English Language Arts is on acquiring language and literacy skills through listening, speaking, viewing and representing, as well as reading and writing. Comprehension and critical thinking skills are developed across the grades. **Social Studies** themes are often integrated with English Language Arts.

**Science:** Students are actively engaged in authentic science learning experiences and related skills and attitudes to develop a deeper understanding of Science concepts. Students use the design process and scientific inquiry to make real world connections.

**Arts:** Arts education is delivered using many art forms including: dance, drama, music, and the visual arts. Classroom-based instruction in the arts is enhanced by “The Integrated Arts”, a program where professional artists work with teachers to provide unique art experiences for all students twice a year.

## **Planning & Goal Setting**

School goals are created using the Divisional Strategic Plan as the guideline ([www.sjsd.net/planning](http://www.sjsd.net/planning)), and our mission and vision statement as our focus. The goal setting process begins in early spring and includes input from students, teachers, parents and the community. Literacy and Numeracy Goals are developed by reviewing students’ instructional needs based upon student assessment data. Staff professional development needs are based upon new provincial curriculum and current educational best practices that will enhance teaching practice to improve student achievement.

## **This Year’s School Goals and Priorities (2019-20)**

- 1. By June 2020, all K-5 students will demonstrate growth in critical thinking skills to interpret, connect and evaluate ideas and information across curricular areas. Students will use these skills to investigate and solve problems collaboratively and independently. Teacher observations of short learning sprints will be used to evaluate critical thinking skills and provide report card data. (triangulated data)**
  - Students will recognize that different experiences, opinions and ideas impact understanding of read texts.
  - Students will view reading as a thinking and responding process by inferring, making connections, exploring and understanding different points of view.
  - Students will participate in visible learning practices that facilitate access to critical thinking.
  - Students will co-construct goals and criteria for success in all areas of critical literacy.
  - Teachers will use “rich texts” to promote and engage students' critical thinking.
  - Teachers will use the Optimal Learning Model to facilitate gradual, supported release of independent responsibility for learning to students.
  - Teachers will meet with their grade group partners to develop and share critical thinking formative assessment strategies.
  - Teacher representatives will participate in divisional Literacy sessions and share their professional learning with their school-based colleagues to build our repertoire of strategies for continuous improvement with desired critical thinking outcomes.
  - Students and teachers will discuss goals and criteria for success in all areas of critical literacy and deep learning pedagogy. Students will be encouraged to use and build upon their understanding of the language of the 6Cs. (Collaboration, Critical Thinking, Communication, Citizenship, Character, Creativity)
  - All K-5 students will demonstrate their investigations of the 6 C’s in a school-based project at our WE Fair (Wonder and Exploration Fair) in the spring.
  - Teacher will use common resources to teach critical thinking skills: the new MB ELA Curriculum and recommended books: Read, Write, Lead (Routman), Literacy Essentials (Routman), Visible Learning for Literacy (Fisher, Frey and Hattie), Making Thinking Visible (Ritchhart, Church and Morrison), Engage the World, Change the World (Fullan et al.)
  
- 2. By June 2020, all K-5 students will demonstrate growth in their success with solving mathematical problems. Students will persevere through challenges using a variety of learned strategies. Students will continue to approach numeracy practices with a mathematical mindset that includes: curiosity, confidence, determination and endurance to foster resiliency.**

- Students will be able to explain their ideas and strategies
- Student will approach mathematical problems in a variety of ways (concretely, orally, and written by using pictures/diagrams, words, symbols, numbers, graphs, and charts).
- Students will support one another when using strategies to solve problems
- Students will understand and be able to articulate their own strengths and areas for growth.
- Students will persevere through complex, real world mathematical problems.
- Teachers will provide students with supported entry points to tasks that are designed to challenge and maintain high expectations for all learners.
- Teachers will model and provide opportunities to practice a growth mindset
- Teachers will provide clear, specific, ongoing feedback to students about their learning.
- Teachers will use daily routines and strategies such as “Number talks”, “Math Play- ground activities”, “Box Cars and One-Eyed Jacks”, and manipulatives to strengthen mathematical concepts.
- Teachers will meet to analyze a variety of data and assessments that will lead to school wide plans for instructional practice and student achievement improvement.
- Students and teachers will discuss goals and criteria for success in all areas of problem solving and deep learning pedagogy. Students will be encouraged to use and build upon their understanding of the language of the 6Cs. (Collaboration, Critical Thinking, Communication, Citizenship, Character, Creativity)
- Students will refer to the personalized 6C’s classroom wheel during numeracy learning activities.
- Teacher will use common resources to teach problem solving and perseverance skills: Math Mindset (Jo Boaler).