

report

to the community



École Bannatyne

2019-2020



"Soaring to new heights – the bilingual way!"
"Grandir et apprendre – d'une façon bilingue!"

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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 (2018-2019)

École Bannatyne's professional staff continued to focus on Literacy development, in the area of writing, in both French and English.

- ✓ Staff worked collaboratively to improve data collection and analysis resulting in improved instructional practice.
- ✓ Staff participated in Professional Development in the area of writing and improved classroom instruction and practice.
- ✓ K-5 writing growth continuums were used collaboratively and as foundational for supporting student learning in both languages.
- ✓ Staff incorporated explicit and guided instruction as a means of improving student learning.
- ✓ More authentic, written work was evident throughout the school.
- ✓ Report Card data indicates that all students made measurable progress in writing, in both languages.

École Bannatyne's professional staff continued to focus on Numeracy development in the area of Problem Solving.

- ✓ Staff worked collaboratively and used data to identify areas of need and ultimately improved practice and instruction.
- ✓ Staff participated in Professional Development sessions to support and strengthen instructional practices.
- ✓ Guided Math was evident in all classrooms.
- ✓ Non-Permanent Vertical Surfaces for learning was used in all classroom.

Our Vision Statement

To provide students with the tools to take ownership for their learning and become linguistically rich, caring, safe and responsible citizens.

Our Mission Statement

At École Bannatyne we do our best work in English and French. We take care of each other and prepare for the future.

School Profile

Number of teachers: 22
Number of students: 320
Grade levels: K-5

School Highlights

We provide a wide variety of academic, physical and musical activities for all students at all levels. Some of these include:

- French Immersion Education
- The Integrated Arts
- Student Voice Team
- School-wide "house" teams
- Grade 2, 3 and Grades 4 & 5 Choir
- Reading Recovery
- Math Enhancement
- Roots of Empathy
- Cultural presentations/activities such as le Festival du Voyageur
- Concours D'art Oratoire
- Community Literacy Evening
- Family Fun Nights
- Project Fair / Heritage Fair

Extra-curricular Activities

Large variety of activities and opportunities:

- Basketball, Cross-Country, Badminton, Soccer
- Speed stacking
- Spring Musical
- Recorder Karate
- Drum Club
- Dance Club

- ✓ Problem solving strategies were explicitly taught and students accessed prior knowledge to deepen understanding.
- ✓ Report Card data indicates that all students made measurable progress in Problem Solving.

École Bannatyne's staff also continued to focus on improving students'

Critical Thinking and 21st skills.

- ✓ Staff put greater emphasis on Bloom's taxonomy to deepen students' Critical Thinking and Problem Solving skills.
- ✓ Universal Design for Learning Inclusion practices including Multiple Intelligences is common across each classroom and students have a deeper understanding of themselves as learners.
- ✓ Staff participated in Professional Development sessions to support and strengthen instructional practices.
- ✓ Higher level thinking, purposeful, cross-curricular projects and purposeful, open-ended questioning were evident in classrooms.
- ✓ Staff worked collaboratively to examine Deeper Learning and 21st Century, research-based best practices.
- ✓ There was more explicit teaching of Critical Thinking Skills. (Teachers modelled and guided)
- ✓ Teachers incorporated specific, targeted and purposeful feedback as a means to deepen student critical thinking skills.
- ✓ More project-based, cross-curricular instructional practice was evident in classrooms.

A Quick Snapshot of the Classroom

Mathematics: Our math enhancement program gave students extra support at the K-2 levels.

Français: School wide activities such as "Les Nids", French Assemblies, classroom environments that promoted and supported authentic French speaking and writing efforts and French throughout the school were all instrumental in helping engage students in speaking and writing in French on a more regular basis. Discussing common beliefs as well as enhancing instructional practice helped in advancing French writing skills.

Science: Many students participated in our Project Fair and many classrooms incorporated the outdoors in their learning environments. Extra-curricular programming including gardening club and 'Fabo-Labo' extended student engagement in science. There was a deeper understanding of the design process at all grade levels. All students have a better understanding of how citizenship, sustainability and inquiry help deepen their growth as learners.

Arts: All students benefited from The Integrated Arts Program (TIA). Many students participated in the dance, drum and recorder clubs. These clubs were instrumental in various school assembly presentations. The spring musical offered an enrichment opportunity for all grade 4 and 5 students in the area of the arts.

Planning & Goal Setting

School goals are created using the Divisional Strategic Plan as the guideline (www.sjasd.ca/planning). The goal setting process is cyclical. It begins in the spring and includes data analysis, input from students, teachers, parents and the community. Goals are developed based on the needs and Division and Provincial direction regarding improving student learning and achievement. Response to Intervention is used as a framework for goal setting alongside data and our mission and vision statements.

This Year's School Goals and Priorities (2019-2020)

Bannatyne School's professional staff will continue to focus on improving student learning in Literacy and Numeracy, in both languages, while imbedding Deeper Learning practices as a means to support student learning growth.

- 1. All students will improve their writing abilities and achievement in both languages to match their success in reading performance. They will demonstrate a greater understanding for the connection between reading and writing.**

Teachers will:

- Establish classroom environments founded in inclusion, grit, growth and tenacity.
- Challenge students' learning through feedback.
- Use the Optimal Learning Model to model, co-create and provide students with opportunities for on-going growth.
- Explicitly instruct the writing process while examining mentor texts and use rich texts to enhance reading/writing connection.
- Provide deeper learning (authentic connections to real world) opportunities and incorporate 6C's in instruction to improve engagement and support students' progress.
- Use sample student work to model, edit and demonstrate self-assessment and display (publish and celebrate) student work.
- Work collaboratively and use common assessment tools and practices across grade levels.

- 2. All students will make greater gains in all Math competencies; more students will achieve 3 or 4.**

Teachers will:

- Establish classroom environments founded in inclusion, grit, growth and tenacity.
- Challenge student learning through feedback.
- Improve questioning skills and incorporate specific, open-ended questioning into daily practice.
- Challenge learning through feedback and use Deeper Learning practice such as: Number talks, Vertical Learning and Project-based learning.
- Explicitly instruct 6C's and link to deepen engagement and progress.
- Work collaboratively and use common assessment tools and practices across grade levels.