

# report

## to the community



School Name

2022-2023



266 Linwood Street | Winnipeg, Manitoba | R3J 2C6

Ph: 204-889-9356 | Fax: 204-885-2234

Web: [www.sjasd.ca/school/linwood](http://www.sjasd.ca/school/linwood)

Email: [linwood@sjasd](mailto:linwood@sjasd).

*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 (2021-2022)**

There is so much to celebrate in our school, and we are so happy to connect with our community.

Each year, Linwood staff collects information about each student and includes information from a wide variety of sources. These include connections with the student services support team, classroom assessments, grade level common assessments, individual student assessments, as well as provincial and division common assessments. The assessments provide different types of information including conversations, student products, paper pencil tasks, and anecdotal observation information. Based on this information:

\*Students improved their ability to read & understand text & to communicate information through writing.

\*Students demonstrated growth in their ability to understand & communicate number sense, mathematical thinking, mental math, & problem solving.

\*Students improved their ability to establish & maintain healthy & rewarding relationships demonstrated through cooperation, resisting inappropriate social pressure, preventing, managing, & resolving interpersonal conflict; & seeking help when needed.

### **Our Vision Statement**

We are part of a leading and innovative learning community that will enable all students to succeed in our ever-changing world.

### **Our Mission Statement**

The mission of Linwood School, in collaboration with the community, is to provide a safe and caring environment in which students become engaged life-long learners who work towards their potential to demonstrate compassion, cooperation, curiosity, and mutual respect as they become responsible citizens.

### **School Profile**

Number of teachers: 16

Number of students: 212

Grade levels: K-12

### **School Highlights**

These included:

- Restitution
- The Integrated Arts
- Child Nutrition Grant
- Daily 5 Literacy Program
- Struggling Literacy Learner Programming
- Reading Recovery
- Zones of Regulation
- Professional Learning Communities
- Outdoor Learning
- Linwood Leaders
- Sports Programming
- Choir
- Arts Programming
- Resource Support
- Guidance Support
- WITS & Zones of Regulation

## **Celebrating Our Priorities**

### **Literacy:**

Division common assessment and classroom assessments were used to regularly measure students' literacy skills and competencies. Reading scores and on demand writing samples demonstrated students' growing understanding of what they read and their ability to communicate information in writing. Students' best writing and highest levels of interest were seen when students wrote about topics they know and love. Students at both primary and intermediate levels had regular opportunities to engage with their community and to write about their experiences, feelings, and plans. Students also demonstrate understanding of what they read through school-wide use of visible thinking strategies. Their conversations about different kinds of text reflected critical thinking, evidence from the text, and personal connections.

### **Numeracy:**

Through intentional practice with teachers and peers, students demonstrated a growing understanding and application of using a growth mindset. This was demonstrated through growing confidence in their ability to persevere through challenges. Through daily number talks, work with manipulatives, rich tasks, problem solving, and open-ended questions, students were able to increase their understanding of number relationships. Students' growing ability to understand the concept of equality and to compute answers using different strategies demonstrates that they understand the meaning behind the steps. Our continued focus on the connection between different fact families and different operations (addition/multiplication, addition/subtraction, division/subtraction, multiplication/division) continued students' development in the efficient and automatic recall of basic facts. All these steps provide a foundation for building recognition of and engagement with numbers and a growing toolbox of problem-solving strategies that are applicable to real-life situations.

### **Mental Health and Wellbeing:**

Students had opportunities to experience joy, and to demonstrate generosity & kindness connected to positive relationships. All students practised and demonstrated individual levels of success in trying to see situations from another person's perspective with the support of adult/peer guidance. This helped to develop relationships and to get strained relationships back on track. With adult support, students learned to practise and demonstrate positive mindset by speaking positively of self & others, persisting through academic & social-emotional challenges, and encouraging peers and adults to persevere through adversity. Targeted efforts were made to support students' connections with one or more adults and peers in school who supported & encouraged them. This explicit focus on positive relationships allowed students to begin to identify relationships that add to their joy, quality of life, and positive mental health. Most importantly, students began to recognize that they have influence over their circumstances. Zones of regulation and Size of the Problem strategies were used in every classroom, ensuring common language, and understanding for students when they encountered a problem. Instances of student voice in primary and intermediate classes demonstrated that students felt they could ask questions & seek clarification from peers & teachers to build their sense of relationship competency & self-efficacy.

## **Planning & Goal Setting**

As mentioned above, our school planning for 2022-2023 is based on student information gathered throughout the year. Our school goals, individual staff goals, professional development, budget spending, planning, and decisions all centre on supporting all students in their personal journey to success in education and beyond. To that end, our focus is on developing each individual student's skills and strengths in four areas including their dispositions, values, social/emotional skills, and academics. These areas form a foundation that is reflected in our priorities.

### **This Year's School Goals and Priorities (2022-2023)**

**By June 2023, all students will demonstrate one year of growth in their ability to understand and communicate mathematical thinking in problem solving by selecting, applying, and representing appropriate processes, strategies, and solutions in different ways.**

**By June 2023, all students will demonstrate one year of growth in their ability plan, organize, synthesise, and communicate information in writing.**

**By June 2023, all students will demonstrate increased ability to select and successfully use social skills to plan and adjust their responses and emotions when problem situations arise in academic and social situations in the classroom, school, and community.**