



Woodlawn School Planning Priorities for 2015 – 2016



Woodlawn School is an environment where education and culture empowers our students to grow into caring, connected and contributing global citizens.

Principal: Shelley Amos

Vice Principal: Karen Fraser

WOODLAWN SCHOOL INFO

- Woodlawn School is a Kindergarten to grade four Early Years School with 544 students. We have a teaching staff of 31.5 Full Time Equivalents filled by 34 teachers including 2 Resource; 1.25 Music, 1.25 Phys. Ed., .5 Literacy Support, .5 Reading Recovery, 1 Guidance and 2 Principals. Support Staff include 1 head secretary, 1 part time secretary, 1 library clerk, 9 educational assistants, 1 custodian, 2.5 evening sweepers.
- Our staff believes that building purposeful and positive relationships with students and their families has a direct correlation with students' abilities to grow socially, academically, and intellectually. We have a school wide Bucket Filling theme which promotes respect and kind behaviour amongst students, staff and community.
- Woodlawn Early Years School has an inclusive philosophy and provides a variety of support services to students who are experiencing academic, physical, social and/or emotional challenges.
- Woodlawn School celebrates diversity and 22% of our students are English language learners having immigrated from several countries.
- We have been a proud participant in the Roots of Empathy Program for the past 7 years.
- Woodlawn School is proud to partner with an active Parent Council Advisory which fundraises on a continual basis to provide our students and school with extra curricular programs and activities.

Belief Statements

We believe that a school culture which builds strong **RELATIONSHIPS** with students and their families creates the conditions to improve student learning outcomes. We welcome, nurture and encourage positive communication and relationships.

We believe in **INCLUSION**; meaning everyone is welcome, valued and safe. Every student is involved in every way possible.

We believe we are teaching the **CHILD FIRST** and the curriculum second. We work on developing a 'can do' attitude, self-esteem and belief in oneself as a learner.

We believe that a strong emphasis on developing **LITERACY** skills sets the foundation for learning and success across all other environments.

We believe that all forms of **PLAY** (educational, physical, creative, and free) must be included in the learning environment to engage the brain and foster critical thinking skills.

Priority #1 NUMERACY INSTRUCTION

Initiatives: Students understanding and application of foundational counting skills and number concepts will increase as a result of experiencing deeper learning activities that build connections to the big ideas related to number concept development.

- Grade group profile meetings will take place in September to review needs and plan for student supports
- Teachers will access the HSD Early Years Learning Coaches for professional development and support
- Continuation of a cross grade numeracy team to assist in the planning process
- Numeracy Rep will attend out of school PD sessions and divisional meetings and liaise with school staff
- Teachers will be offered the opportunity to visit colleagues classrooms for observation purposes
- Resource teachers will assist classroom teachers with programming and assessments
- The Resource teacher will develop a shared online storage place for deeper learning activities.

Resources:
-Eyes on Math (Nelson)
-Number Talks Gr.K-5 Helping Children Build Mental Math and Computation (Sherry Parish)
-Big Ideas (Dr. Small) K-3
-The Learning Pathway-WSD #1

Priority #2 EDUCATION FOR SUSTAINABLE FUTURES (ENVIRONMENT, SOCIAL JUSTICE, HUMAN RELATIONSHIPS)

Initiatives: Students and teachers will gain an increased understanding of sustainable futures including environmental issues and human/social justice issues

Environment:

- Continued development of the Outdoor Learning Environment. Continued planting, addition of concrete pathways, pergola, tables, benches and a sandbox
- School wide student activities to support this outcome (50% Challenge, WISE workshops, Community Garden, Roots of Empathy Program, Bike Rodeo, International Walk To School Month, recycling program, Litterless Lunch days, and Earth Day celebrations)
- April 'reduce' month activities
- Increased composting and expansion of use of compostable products for staff and community events

Social Justice:

- Community gardening will continue
- Community Partnership with Southeast Helping Hands to donate produce
- Drive For Hunger (Farm Credit Canada)
- Community Christmas (SEHH)
- WOW group fundraisers for a local organization (TBA)

Relationships:

- Teachers, including resource, guidance and principals will make a conscious attempt to build Social Capital with families by focusing on six types of parent involvement following the work done by Joyce Epstein. (Epstein, et. al. 2002.) School, Family and Community Partnerships
- Communicating: effective communications from school-to-home and from home-to-school about school programs and student progress
- Volunteering: organize volunteers and provide opportunities in various locations and times
- Learning at Home: involve families with their children through curriculum related activities
- Decision Making: include families in school decisions
- Collaborating with the community: coordinate resources and services from the community for families, students and the school. Provide services to the community
- Parenting: assist families with parenting skills to support children as students. Seek ways to better understand families

Priority #3 INCLUSIVE EDUCATIONAL PRACTICES

Initiatives: Students levels of engagement and social emotional well-being will improve as a result of a focus on inclusive, strength based educational practices within the context of strong relationships.

Universal Design for Learning:

- Staff self-assessment of inclusive practices will take place during the fall term-First week of Dec.
- Staff self-reflection will take place during the spring term
- Resource and classroom teacher will collaborate, co-plan and co-teach instructional practices including Multiple Intelligences, the MI brain activity, class meetings to facilitate use of the UDL model
- Continuation of a UDL team which will meet once each school term to assist the school planning process for implementation of UDL
- Staff Professional Development:
-UDL conference will be attended by several staff during August, 2015. (THIS conference)
-Staff will access PD sessions through MTS/MB Ed etc...
- Respecting Diversity: The Three Block Model of UDL-Jennifer Katz has been purchased for all new teachers and is used to facilitate the model

MakerSpace:

- Creation of a MakerSpace in the school will take place during the fall term with an implementation timeline of January 2016
- A \$5000.00 grant has been secured to purchase start up materials

Restitution:

- Teachers will participate in Restitution PD sessions throughout the school year, led by the school guidance counselor and Rebecca Gray (Restitution Trainer)
- Staff meetings will include a 15 minute focus on Restitution with opportunities to learn, discuss and share about the practice
- Creation of school wide bottom lines
- 6-8 Parent sessions will take place led by the guidance counselor

Play Based Learning:

- Implementation of a 45-60 minute block of play will take place in kindergarten.
- PD from Debra Mayer (MB ED) will take place in Sept. 2015 for kindergarten and grade 1 teachers
- Materials will be purchased to enhance play based centres in kindergarten

Inquiry:

- Establishment of a school inquiry team will take place throughout the year
- Resource Teacher, Tara Reimer, will attend HSD Deeper Learning meetings as part of the divisional team and provide information to Woodlawn staff

Roots of Empathy:

- ROE will be implemented in grade 3 or 4 throughout the year.