

Teulon Elementary

Report to the Community 2016-17



Mission Statement:

Teulon Elementary School stresses the total development of each child: Social, moral, emotional, academic, and physical. By doing this, we as staff, parents and students recognise each individual and that all children are creative and have the opportunity to succeed with us and others. Student's self-esteem is fostered by positive relationships with other student members and staff.

Our Values:

All staff and students strive to "Be Respectful, Be Responsible, Be Safe" in the classroom, hallways, and playground. These 3 important rules held guide our behaviour and actions.

About us:

Teulon Elementary has a current enrollment of 270 students in grades K-6. With 19 professional staff, and 12 support staff, we provide quality public education to all of our students. Our staff strive to meet the needs of all students regardless of the ability level, learning style, or previous school experiences.

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Principal:

Mr. Tim Lee



2016-17 Highlights

- **Positive Teacher-Student Relationships** – when the relationship between student and teacher is built on care, honesty, and respect then the conditions for learning exist. Our teachers strive to build quality relationships with our students across the grades. We put our students first, and work together as a team to ensure their needs are met. This is proven by some of the data we collected from our students(4-6) this past year using the "Our School" survey which was completed in November and April:
 - 88% of our students in the fall, and 86% of our students in the spring indicated they had a positive relationship with their teacher(s) – compared to the CDN norm of 79%.
 - The data from the 15-16 surveys also supports this – 84% and 83%.
 - Our teachers expect our students to succeed, and offer their support and guidance at all times.
- **What were we up to?** *Here is a brief summary of some of the quality programming provided to our students:*
 - **Extracurricular clubs:** our school provided students the opportunity to participate in cross-country running(see above), book club, intramural floor hockey & basketball, and track & field.
 - **The Arts** – music specialist, ISD visual expressions art show, Rockwood Festival of the Arts, TES choir, Christmas Concert performances, grade 6 Band.
 - **Breakfast Program** – the 4th year of this program was another successful one. About 30 students were welcomed every day.
 - **Artists in the School residency** – our students in grades 4-6 spent a week developing small group breakdancing routines with O'Field Williams(see above).
 - **Student Leadership** – our students had a variety of opportunities to act as role models and leaders in the building: school patrols, green team, student voice.
 - **Walking School Bus** – this initiative led by two of our teachers involved them picking up and dropping off town students along a designated route every day. This program helped a number of our students get to school in a consistent, safe, active, and timely manner.
 - **Physical Education exposure** – our students had the opportunity to take part in a variety of physical pursuits led by TES staff and outside experts: disc sports, cross-country skiing/snowshoeing, skipping, archery, rookie rugby, MPIC cycle safety, ice skating, grade 5 Swim @ School program, and orienteering.

We may have missed some things because the highlights from all aspects of school life are too numerous to mention! The growth we have seen in all areas from each student is what motivates our staff to continue the important work being done every day.

2016-17 School Priorities & Successes

Our school plan this year was focused on three main priority areas:

1. **Literacy Strategies** - with a focus on developing balanced literacy approaches in classrooms.
2. **Positive Behaviour** – common school-wide expectations and targeted approaches
3. **Experiential/Hands-On learning** – increasing the element of student choice

Literacy Strategies

In this priority area, our school goal was focused on teachers expanding their repertoire of literacy strategies. All of our grade 1 & 2 classrooms, and about half of our 3 & 4 classrooms have fully implemented the "Daily 5" structure in their ELA time which puts direct emphasis on reading, writing, speaking, and representing while giving the student some choice. The professional collaboration is evident amongst these teachers. 3 of our teachers have concluded their 2-year divisional cohort with the Divisional Lead Teacher around the Regie Routman "Optimal Learning Model". 2 of our middle years teachers, and 1 administrator, took part in a 2-day workshop with Faye Brownlee organized by the mRLC that was focused on engaging adolescent readers in quality literacy instruction. Due to our reading recovery time being increased we had the opportunity to have 2 teachers get high quality training in the Reading Recovery program. This skill set will and has transferred over to the classroom setting, and in small group instructions provided by resource staff. Read alouds, guided reading, shared reading, reading workshops, interactive/shared writing workshops, creative choice writing are all examples of strategies we use to increase literacy competency in our students.

Positive Behaviour:

In this priority area, our school goal was focused on targeting our approach when dealing with students with high behavioural needs, while also emphasising our whole-school approach of "Be Respectful, Be Responsible, Be Safe". When attempting to meet the needs of our students with behavioural concerns there is consistent dialogue and collaboration between classroom teachers, resource/guidance, and administration. The ISD behavioural lead teacher was utilized, and connected with a number of our classroom teachers and SST to help us in the process of designing a program that would benefit our students with the highest needs. As a result, we developed some solid plans that led to greater student success and classroom stability. Our guidance counselor worked with a number of our students in small groups to help counsel them through the emotional difficulties they were having in their days. This consistent contact was invaluable and allowed the students to build their capacity when it came to dealing with everyday issues. Our resource staff designed a number of alternate scenarios for recess and lunch breaks that decreased the amount of overall behavioural issues during these times. These proactive steps were key in giving these students opportunities to have productive, and happy days.

Experiential/Hands-On Learning:

The element of choice was evident across the grades and in a variety of situations: daily 5 centers, math stations, PE stations, writing topics, books during literacy circles, project topics, project options, and working space (seating, in/out of classrooms, etc.) to name a few. Our teachers consistently strive to get our student actively engaged in their learning through authentic learning tasks. The grade 5 Math – Probability fair in June was a great example of the quality activities our teachers plan!