

Teulon Elementary

Report to the Community 2017-18



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 276 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



2017-18 Highlights

- **School Improvements** – *over the past year we have had numerous physical upgrades to our building and grounds:*
 - **Bouldering Wall** (see above): our school now has a fully functional bouldering wall that is located in our gymnasium on the stage. The wall has a "castle/fairy tale" theme and is appropriate for all ability levels, and is separated in to 3 different sections. All students have been given basic safety and technique instruction. This structure allows our classroom teachers another opportunity for instruction, and engagement during physical education classes.
 - **Mosaic Tile Project:** our north playground has been brightened up with the addition on our completed Mosaic Tile Project. This project was completed by many of our students under the leadership of Ursula Neufeld, and our grade 6 teacher Carli Conway. The mural incorporates the indigenous "7 teachings". It is a visual representation of the many important personal characteristics we want our children to learn to uphold in their lives.
- **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, book club, games group, intramural floor hockey & basketball, and track & field.
 - **The Arts** – music specialist, Rockwood Festival of the Arts, TES choir, Christmas Concert performances, grade 6 Band.
 - **Breakfast Program** – the 5th year of this program was another successful one. About 25 students were welcomed every day.
 - **Artists in the School residency** – our students in grades 1-3 spent a week learning the art of soapstone carving from Dave Zachary.
 - **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, Winter Olympics Week, 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.

2017-18 School Priorities & Successes

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

1. **Self-Regulation** - with a focus of teaching our staff and students to be calm, alert, and ready to learn using the Zones of Regulation curriculum as our guide.
2. **Literacy** – emphasizing consistent, targeted intervention in and out of the classroom with our most struggling readers/writers.
3. **Numeracy** – develop an initial framework of numeracy continuums across the grade levels. Focused PD for teachers in the area of numeracy instruction.

Self-Regulation:

This was most definitely our top school-wide priority for this past school year. We felt it was critical for use to increase our focus on teaching student emotional awareness and health. By having an increased awareness, our students would be better able to control their emotions, and deal with daily events in a more appropriate manner. We used the Zones of Regulation curriculum to guide a lot of our work in this area. 3 classroom were designated as pilot classrooms, and worked directly with our divisional behaviour lead teacher going through the activities in the curriculum. In all other classrooms, our guidance counselor lead many mini-lessons focused on the Zones. We held 3 school-wide assemblies for all students that were designed to expose them to the 3 zones, teach them about how to recognize when and why people are in the zones, and to give them some examples of some expected and unexpected behaviours that could happen at school and in their lives. We also held a parent information night in February on the topic of Self-Regulation and the Zones. The majority of classrooms had Zones displays made that were easily accessible, and acted as reminders to kids. Staff created a PLC focused on the Zones curriculum – 8 joined – sharing, collaboration, and quality discussion was evident throughout these meetings

Literacy:

Our student services team connected with classroom teachers to determine appropriate plans for students that were significantly below grade level in reading. These interventions and plans often came to light in classrooms (ie. Guided reading, one-on-one support), but at times tier 2 interventions with students took place outside of the regular classroom setting. Our reading recovery teacher worked with 4 of our most struggling readers in grade 1, and gains were made in all cases. The Daily 5 literacy structure is in place in the majority of our early years rooms.

Numeracy:

Although Numeracy continuums were not created for individual grade-levels, we still experienced much growth in this area. Our teachers took part in a variety of PD opportunities such as our Divisional Numeracy Committee, mRLC Carole Fulelton session "Developing Place Value in Primary Grades", and Number Talks in 2 classrooms that was led by school admin. Other teachers are beginning to learn about new instructional methods such as daily 5 math, real life problem solving, math bags/activities, etc.