

Teulon Elementary

Report to the Community 2018-19



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 258 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.

Contact

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Principal:

Mr. Tim Lee



2018-19 Highlights

- **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, St.Laurent Fiddlers presentation.
 - Breakfast Program – the 6th year of this program was another successful one. About 25 students were welcomed every day.
 - Artists in the School residency – our students in grades 4-6 spent a week learning the art of Japanese drumming with the group Fubuki Daiko.
 - 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.
 - 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, Jump Rope for Heart, Winter Olympics Week, MPIC cycle safety, ice skating, grade 5 Swim @ School program, and orienteering.
 - Citizenship – we strive to teach our students the importance of being contributing members of our community. We do this through student involvement in school improvement projects, our town-wide cleanup, and social justice activities.

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.

2018-19 School Priorities & Successes

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

1. **Numeracy** – improving our student's ability to recall numeracy facts through better mental math, computation strategies, and overall conceptual understanding.
2. **Wellness** – continue on the journey of teaching our students the importance of self-regulation. Conscious of the physical environment in classroom, and giving student the strategies and tools they need to calm, alert, and ready to learn.

Numeracy:

Staff were committed to improving our student's ability to recall basic facts and build mental math computation skills through relevant and vigorous PD. All staff were active participants in 4 of the ISD numeracy PD sessions held throughout the year. These sessions laid the solid groundwork needed for staff to develop their skills in numeracy instruction. The emphasis on developing rich tasks was carried over to numerous classroom applications in the building. All staff also took part in a half-day session with Christine Michalyshen. 7 staff members took part in the 3-day Carole Fullerton mRLC sessions. These staff members were also supplied with some of her resources which allowed them to implement the ideas and strategies they learned. School administration and resource staff led "Number Talks" in all grade 1-4 classrooms. These classrooms were led through 8 – 25 minute purposeful sessions that were focused on addition, and multiplication strategies. Students were taught different ways to solve number problems in their head – the problems were broken down implicitly – and students were given the opportunity to build on their skills and ability from one class to the next.

Wellness:

Our classrooms continue to develop in to spaces that allow students opportunities to self-regulate. Staff are very aware that the physical space in which student learn is a huge factor in terms of level of comfort, and calmness. Additional classrooms have moved towards this model during this past school year. Our divisional occupational therapist explored the concept of sensory needs at a staff meeting, and allowed us to explore different tools and strategies that can be used to help regulate these needs in a classroom setting. Staff completed an inventory of their needs in their classroom. Sensory "toolkits" were then ordered, filled, and delivered to classroom. Students were taught about the different tools, when they can be used, how they can be used, and what the benefits were. Our hallways were outfitted with "sensory boards" that give our students a soothing, tactile sensation. We continue to use the Zones of Regulation language around the red-yellow-green-blue zones, size of problems, and expected/unexpected behaviours.