



Observe—Wonder—Learn—Share

OAKENWALD SCHOOL

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Mission Statement

Learning for Life in a Safe,
Caring Place

Principal
Tanis Thiessen



Board of Trustees Three Expectations for Student Learning

1. All students in Pembina Trails will be personally and intellectually engaged in their learning at school.
2. By the end of grade 8, all students in Pembina Trails will meet the provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.
3. All students in Pembina Trails will graduate from high school.

2020/2021 School Plan Priorities:

- Strengthen students' skill sets in **personal growth**, including self-regulation, self-confidence, personal ownership, perseverance, resilience, and mental health awareness.
- Increase learning opportunities for students in the area of **environmental sustainability** and ecological literacy.
- Strengthen relationships and sense of **community** through classroom respect agreements and cross-grade group activities including building positive relationships, diversity and inclusion, conflict resolution, and addressing bullying behaviour.

Progress Toward School Plan Priorities:

- **Self Management & Growth**: Similar to last year, Oakenwald students participated in various activities addressing personal growth this year, including self-regulation, self-confidence, personal ownership, perseverance, resiliency and mental health. Staff continued to use Kelso's Choice as well as the Project 11 Mental Health program to teach problem solving, personal ownership, and mental health. Grades 4-6 students used the free resource Thrival Kits journaling and activities from Canadian Mental Health Association to build resiliency and mental health supports. We continued to draw on these skills during the various iterations of pandemic restrictions.
- **Environmental Sustainability**: Oakenwald students had several increased learning opportunities in the area of environmental sustainability and ecological literacy this year. Our Teacher Librarian, Ms. Simpson, offered many opportunities for learning with recycling, and planting using the outdoor school gardens and grow lights inside. Opportunities to learn about plant growth as well as choosing food-producing plants for our school gardens were requested by students, and the gardens reflect their voice and choice in learning.
- **Community Building**: Oakenwald students participated in various community building activities to encourage positive relationships, support diversity and inclusion, teach conflict resolution, and address bullying behaviour. The restitution model continues to be used to problem-solve in disci-

plinary situations. The Kids In The Know safety program continued to be taught to students. We continued to plan COVID-19 protocol-compliant community opportunities during the school year, including monthly virtual all-school assemblies using Microsoft Teams. Our traditional Welcome to Kindergarten in May was also a virtual event, and our Grade 6 Farewell is planned as a safe, virtual event following all required Public Health directives.

Progress Toward the Three Expectations for Student Learning 2020/2021:

- **Engagement:** Much of our engagement at the all-school level came from virtual connection opportunities such as the regular all-school virtual assemblies. We continued to focus on sustainability and outdoor education opportunities, guided by the desires and feedback of the students. All our Physical Education classes moved outdoors from November through June, while the gymnasium was used as a 2m spaced classroom. This move provided interesting observations in that more students were more fully engaged in PE classes and classes in general because of the increased outdoor time.
- **Literacy:** With the move to orange-level pandemic restrictions and 2 metre distancing in our building at the end of October, we ensured that our Kindergarten and Grade 1 classes were able to remain physically together in our largest spaces while meeting required 2m distancing. We continue to have daily scheduled block literacy time across the grades, helping to support learners at their instructional level and support their growth a minimum of one grade level per year. We continue to track reading and comprehension data using various tools including Fountas and Pinnell benchmarks. During COVID-19 remote learning, we strongly encouraged home read-alouds and individual reading time. Students were able to continue to take out multiple library books and classroom books throughout the year with the creative “library on wheels” wagon, even though the library was used as a classroom by the grade 1 class.
- **Numeracy:** We continue to have scheduled numeracy blocks, allowing for ongoing focused efforts to support learners in their numeracy growth. Tracking basic facts and problem solving skills continues to occur at four points during the school year: baseline data during Strong Beginnings days, mid-year data during two reporting periods (November and March), and summative data in June. During this school year, we focused on rich learning opportunities using the Dreambox Math Program to promote further mathematical understanding.
- **Graduation:** We believe that our literacy, numeracy, and engagement data contribute significantly to ensuring that all students graduate from high school. We continue to use early literacy and numeracy interventions with Reading Recovery and First Steps in Mathematics training as the bases for planning, as well as Guided Reading and Guided Mathematics professional development. Our work with engagement, sustainability, and personal growth skills for students is just as crucial in keeping students in school. We continue to use programs such as Kelso’s Choice and Kids in the Know, Project 11 and Thrival Kits, as well as restitution approaches to problem solving, and spending more time outdoors for mental health and movement.