

# REPORT TO THE COMMUNITY

## 2018-19

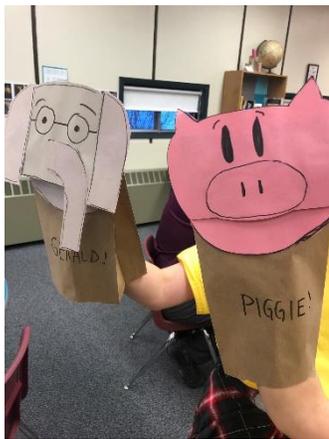


École Varennes school goals are aligned with the Louis Riel School division three priorities:



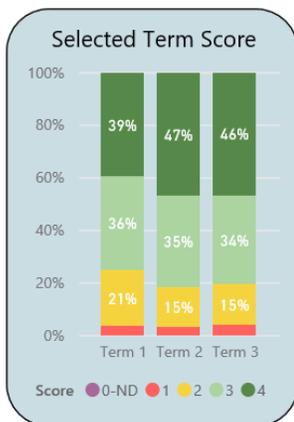
### Academic Achievement – French Literacy Skills

One of our goals in 2018-19 was to increase student learning in the area of Literacy skills. We started with a collaborative inquiry with teachers to review literacy data. Upon review of the data as informed by teacher review of strategies, we focused on several key areas to improve outcomes. They included: Accelerative Integrated Methodology Language Learning (AIM), Optimal Learning Model for writing, Guided Reading, Daily 5 and Café.

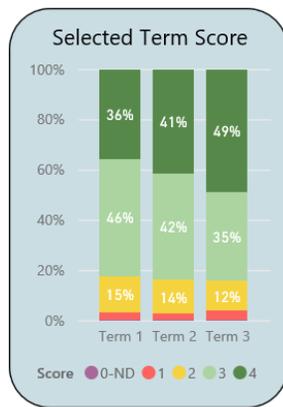


Data from the June 2019 report cards compared to June 2018 gives a snapshot on how our students were performing overall in writing: Overall, the increase of combined 3 and 4 on report card increased from French Literacy Skills from 75% to 82% in Term 1, 82% to 83% in Term 2 and 80% to 84% in Term Three. This gives us feedback that our journey is underway. As we continue to keep this as a priority area, we will measure for sustained growth over time.

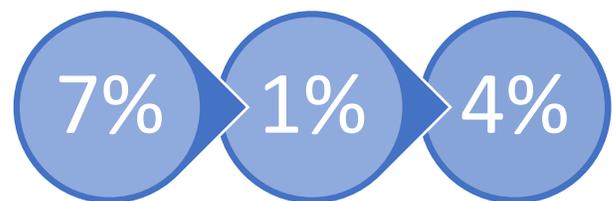
2017-18



2018-19



Increase per term compared to 2017-18



Term 1

Term 2

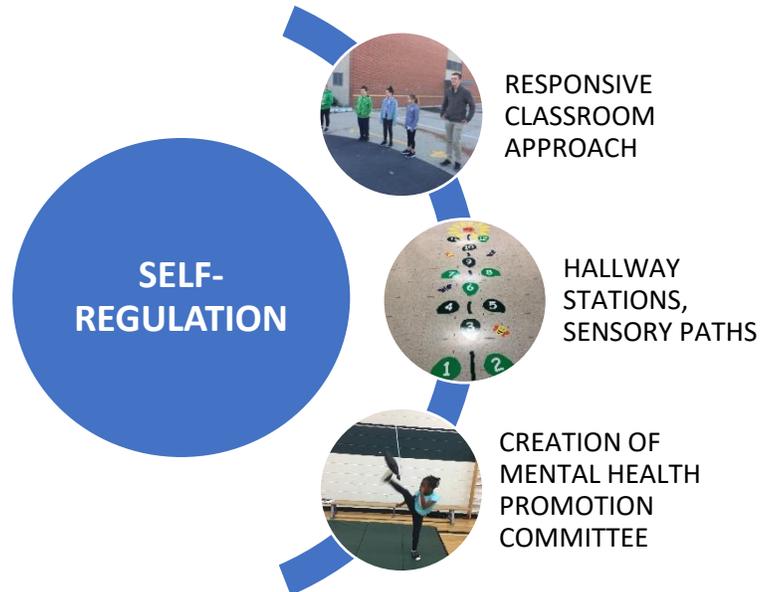
Term 3

## Engagement – Self-Regulation

Another goal for École Varennes in 2018-19 was to increase student engagement by further developing social emotional and self-regulation skills. Based on research, self-regulation supports giving the tools for life-long strategies to support effective learning and healthy relationship development. The

staff, through professional development and the creation of a Mental Health Promotion Committee in partnership with Winnipeg Health Authority and Louis Riel School Division, worked on developing lessons and materials to support our students in this area. The committee reviewed data collected to develop and increase the supports that children receive. The goal is improved capacity for self-regulation to increase on task

and learning. We also created a cohort for the Responsive Classroom approach to enable optimal school learning environments. The Responsive Classroom approach is based on the premise that children learn best when they have both academic and socio-emotional skills. As a result, we developed sensory paths, hallway movement stations and Boks morning sessions. Additionally, we increased class-wide movement breaks, modified recess schedules and embedded calming spaces in classrooms.



## Citizenship

Our goal is for students to be active members in the community and build connections across different learning environments. Our work is to ensure that every student demonstrates that they are active citizens contributing to their community.

Increasing students' connections with other classrooms worldwide and experts through Skype Classrooms.



Grade 5 to 8 Citizenship groups demonstrated leadership in community projects such as volunteering at local food bank, organizing community clean ups, planting a community garden, building relationships with seniors, learning about and celebrating Indigenous perspectives.



Cross grade groups called "Dolphin Pods" planned themes for assemblies and monthly projects.



