



École Stonewall Centennial School

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Quality Education . . . Quality Citizen

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École Stonewall Centennial School Community Report 2023-2024

Our Vision

École Stonewall Centennial School will prepare students to become responsible, contributing members of society who respect and accept individual rights and differences. Children will be encouraged to reach their potential and develop into well-rounded individuals through a variety of academic, social, and creative experiences.

Quality Education Quality Students

It is our objective to align our school goals with the Interlake School Division's Continuous Improvement Plan 2018-2024. To that extent:

We believe...

- In fostering independent, lifelong learners who are critical and creative thinkers.
- In nurturing responsible global citizens who have respect and empathy for others in a diverse society.
- In communicating in a way that facilitates the open-minded sharing of ideas.
- In creating a challenging, caring, inviting and respectful learning community.
- That we must address the needs of all learners in a safe and engaging learning environment.
- That we must provide appropriate resources to meet a range of learning needs.

Our School Priorities

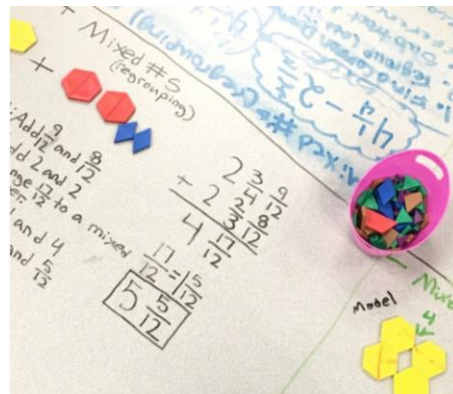
1. **Student Engagement in Numeracy & Literacy** - To get students involved with their numeracy learning for the purpose of increasing student understanding and achievement.
2. **French Immersion** – To develop a sustainable Immersion program to build a cohesive set of guidelines for Literacy, Numeracy, and enhance a school-wide French culture of learning.
3. **Wellness** - To create an environment of open communication where all members of the school feel safe, valued, and accepted.

Numeracy & Literacy

It's no secret that students learn best when they have the ability to play with Math. Manipulatives give students the opportunity to explore how numbers work and develop deep conceptual understanding of important math concepts. By using a variety of hands on means, we are working to increase our students understanding of numbers, including rational numbers, and how to apply operations. Increasing the use of manipulatives in middle years Math classrooms has been a focus for us for the last couple of years. Our school has a variety of different manipulatives. This hands on, visual aspect is important so that students have a clear picture of mathematical concepts before moving toward the abstract. Through ongoing professional development, we will continue to encourage teachers to use manipulatives.

Many of our students who are below grade level need adaptations in Math to build their basic skills. These students also need more practice in many real-life numeracy skills including learning money, cooking, and time. Learning Support teachers work alongside classroom teachers to provide appropriate learning opportunities for all students.

In order for differentiated learning to occur within the middle year's Math classroom, Learning Support teachers have been supporting numeracy goals within the classroom. When two teachers, instead of one, are in a math classroom, they are able to work more intensely with a variety of small groups within a Math period. This benefits all students as we are then able to ensure that supports are in place for those who are struggling, but that enough attention and challenge is provided for those students who are excelling with their grade level Math.



Guided Math is a structure of teaching that allows educators to support each child's development of mathematical proficiency at increasing levels of difficulty, within the context of a small group instruction. During these sessions, the rest of the class independently circulates through meaningful and engaging hands on activities which builds fact fluency, refines previously learned skills, and extends on numeracy concepts. Through small group instruction, students reap the benefits of targeted instruction. For instance, working with students in small groups encourages risk-taking and fosters confidence-building. This philosophy of teaching has helped create a classroom environment which celebrates numeracy and allows each child to see themselves as a mathematician.

Our literacy focus this year was celebrated during I love to read month in February. Some of the activities included story time with Mr. Levesque, Drop everything and read, wear words, create a bookmark, bookmark bonanza, drop everything and listen to a teacher, grade group common learning experience. Our students look forward to these fun activities that are planned each year.

French Immersion

Our French Immersion Program at École Stonewall Centennial strives to offer students a variety of cultural experiences, events, and activities to support French-language learning over the course of the school year. We aim for our students to interact spontaneously, autonomously, and confidently in French with pride and ease. The more often students are exposed to French outside of the classroom in authentic ways, the more confident they become with the language.

In October, we participated in our first French cultural field trip with our entire French Immersion community since 2020! Our grades 5-8 students went to Landmark Cinemas 8 Grant Park to watch a movie in French. This province-wide opportunity, organized by Cinémental, aims to show students that they can experience a movie in French at a real movie theatre. Feedback from our students was very positive! In a survey, students expressed they would go to see more movies in French!

JUNO Award-winning musician Gérald Laroche did a residency with our French immersion students at our school. He engaged with our students by presenting comic book workshops in French. Our students were exposed to and used new vocabulary associated with this art form. Gérald Laroche also performed two concerts for our school community; one in French for our French Immersion students and one in French and English for our English Program students. He created a unique fusion of musical styles using over 60 harmonicas and a variety of percussion instruments. As Laroche played his instruments, he told stories to captivate and engage our students. Students also had the opportunity to ask questions.

In February, all French Immersion students participated in “Voyageur Days” at Oak Hammock Marsh. Students learned about the history and culture of Indigenous People and early European settlers in Manitoba. They learned about the fur trade, made bannock and participated in “voyageur challenges” all “en français”. They were given the opportunity to explore the Discovery Centre and interact with their peers outside of the classroom in French.

One of our Grade 6 students won a contest about the negative effects of vaping. Their class received a grant of \$200. They chose to use the money for a project in which students invented healthy smoothie flavors, made the smoothies, and voted on the best flavors. This project was executed in French. Students learned new vocabulary associated with cooking.

Our Grade 5 and 6 students participated in Manie Musicale, a competition for francophone artists and their music. Every week during the month of March, students voted for their favorite artist. They learned a lot of new vocabulary and were exposed to a variety of francophone music. They verbally described their opinions on genres of music and learned about popular French musicians from around the world!

All of these activities help foster a connection to the French language and culture and help our students feel connected to and a part of our francophone community. Next year, we look forward to continuing to build a love and passion for French!

Wellness Goal

We focus on student well-being in a variety of ways at our school. Well-being is addressed in all classrooms through guidance education. We talk about the importance of self-regulation in Grade 5 through the Zones of Regulation Program. We introduced Grade 6 students to Kids Help Phone through the Counsellor in the Classroom Program. We discuss the importance of our mental health with Grade 7 students through the Speak Up Program. In Grade 8 we discuss the importance of recognizing our own mental health and the mental health of those we love, through the Robb Nash Living Curriculum. Our Grade 8 students were presented with the opportunity to attend the Robb Nash concert in Winnipeg and it was a wonderful experience.

We also engaged in some school wide activities that focused on our well-being and the well-being of others. We participated in grade group activities for Orange Shirt Day. Before the winter break each classroom enjoyed gym activities and classrooms competed against each other in holiday themed games. Skating, curling, Zumba, wheelchair basketball and lacrosse opportunities were organized for all classes in the school. Classroom teachers recognized Black History Month. As a school we recognized Pink Shirt Day. There were activities for Mental Health Awareness month in May. In June we recognized Pride month and organized multi-grade school wide activities for National Indigenous Peoples Day.

On June 21st we planned a school wide event to learn about and celebrate the cultures and contributions of Canadas Indigenous peoples. Students participated in 12 different stations that recognized and honored Indigenous ways of being. They moved through these stations in multi-grade groups. It was a very successful day and one of the highlights of our school year.

We organize extra-curricular activities that provide opportunities for physical and mental well-being through: school sports teams, school patrols, MY Voice, GSA, writing club, running club, chess club choir and friendship group.

We understand the importance of mental and physical well-being in our students and how it impacts their learning. We strive to provide multiple opportunities to enhance mental and physical well-being throughout the school year.

