



École Stonewall Centennial School

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Quality Education . . . Quality Citizen

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École Stonewall Centennial School Community Report 2019-2020

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 2018-2022. 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** - 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



Guided Math

During the 2019-2020 school year, a group of teachers from École Stonewall Centennial School participated in a multi-session Guided Math professional development opportunity led by Christine Michalyshen. 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.

Math Month at École Stonewall Centennial School



During the month of March, students and staff at École Stonewall Centennial School focused on numeracy for Math Month. For the kickoff, we held a school wide assembly where the upcoming activities were announced. Our students got excited about Pi Day (March 14th) and the fun that would be had on this day. Every week throughout the month, there were prizes for both the Grade 5 and Grade 6 students, as well as Grade 7 and Grade 8 students. Students completed *emoji* style Math questions. We had Math quotes and jokes during announcements each morning. Students answered estimation 180 questions in their classrooms on Tuesday's and Thursday's. The highlight of the month was raising money for the Stonewall Food Bank. During 2nd Nutrition/Activity Break on Pi Day, slices of apple pie, baked by the Grade 7 and the Grade 8 Human Ecology students under the guidance of Mrs Szilagyi, were sold. Additionally, students placed money in allocated jars that had brave volunteer teachers' names on them. The five teachers that had the most money in their jars, got a pie in the face during our Pi Day Assembly. This included, Mr. Harvie, Mrs Kooning, Mme Murdoch, Mrs Darragh, and Mrs Nickel. Students names were drawn from the weekly math questions to determine who got to "pi" their teacher. During the gathering, students listened to Pi themed poems and songs along with learning about the number Pi before the big finale of the "*pie-ing*". All and all, it was a successful month and our school was able to donate \$335.66 to the Stonewall Food Bank while being engaged in numeracy activities.

Remote Learning and Numeracy

Encouraging student engagement during remote learning was one of the many challenges faced by teachers. Our school team wanted to ensure that our students were given many opportunities to experience rich, problem solving based activities which would be challenging and also fun. While participating in online learning, Grade 7 and Grade 8 French Immersion students answered daily estimation questions. A picture and question were posted in the morning, along with a math joke and students would try to guess the answer. Some examples of this were: *How many candies are in the bag?*, *What is the length of the song 'We Will Rock You'?*, and *What is the distance between Los Angeles and Dulles?* At the end of each school day the correct answer was posted, along with a congratulations to the student who got the closest answer (sometimes the correct answer) and their estimation. Students enjoyed participating in this numeracy activity and would get enthusiastic to see who had the closest guess.

French Immersion

Our Grade 8 French Immersion class participated in an entrepreneurship challenge led by the *Conseil de développement économique des municipalités bilingues du Manitoba* (CDEM). Students developed, researched, and presented product ideas to CDEM representatives in a Dragon's Den-like pitch. We had many creative proposals, including compostable water bottles, a subscription sock service, and a specialty chicken restaurant. Our winning teams received certificates and small tokens to celebrate their success!

Our students also welcomed a journalist from Radio-Canada who spoke about the importance of journalism and who taught students the how-to of news reports - from researching, to interviewing, to publishing. With this, our Grade 8 students were able to put together a monthly French Immersion newsletter – *Infolettre!* - with stories and interviews from each of our classes. It was a great way to acknowledge and celebrate the great work our students accomplished this year, across all grade levels.



We continued to encourage and recognize students' effort to engage with their peers *en français* this year. Students who received coupons for speaking French spontaneously and for participating in French activities in our school community were able to redeem them for treats from the *Boutique de français*. The *Club de français* welcomed students to listen to music, watch films, play games, and more – all in French! – during the nutrition/activity hour break each week, as well. Over the year, more than sixty students participated in our various breaktime activities. C'était un beau succès!

Again this year, our Grade 8 students were paired with our Grade 5 classes during our bi-monthly *Camarades* activities. Students demonstrated leadership and mentorship by facilitating French activities, such as peer read-alouds, improvisation, and vocabulary/grammar games, with their younger "buddies". Our Grade 5 students especially liked the drama and skit-based activities – there were quite a few laughs along the way in their learning!

French Culture During Remote Learning

One of the main goals of the French Immersion Program is to foster a love and connection with language and culture. This connection promotes student engagement, risk-taking, and pride of their bilingualism. It is achieved through authentic, interactive learning experiences. During remote learning, this connection became more challenging but achievable through some creativity and imagination as well as the use of technology. Through daily Zooms, students were connected with their peers and teachers and able to actively participate in meaningful discussions, read texts, listen to francophone music and watch videos. Prior to the suspension of classes, Franco-Manitoban artist and musician Gérald Laroche was booked to perform a concert for our Immersion students as well as engage them in a comic book workshop. Students and staff were disappointed when this cultural event and learning opportunity had to be cancelled. Thankfully, M. Laroche and Canadian Parents for French found a way to bring this concert and workshop to our students remotely! They provided us with videos of Gérald Laroche performing from home, as well as his comic book workshop completely free of charge! Their gift was truly appreciated and provided our French Immersion students the opportunity to be involved in a culturally rich experience while social distancing. Merci mille fois M. Laroche et Canadian Parents for French!

Wellness Goal



Our wellness goal was achieved through a variety of methods during the past school year. There were wellness initiatives offered with both students and staff in mind. Staff created a *Wellness Professional Learning Community*. On early dismissal days, a group of staff members would meet to plan ideas for implementing wellness in new ways. As a result of this group, we started Monday's Mindful Minutes. Each Monday morning for two minutes after announcements but prior to O Canada all students and staff were given two minutes to just sit in silence. Students were encouraged to focus on their senses, practice some deep breathing, think positive thoughts, close their eyes, or just put their head down and enjoy the quiet for two minutes. This initiative was received well by both students and staff. The Wellness PLC organized a school wide gym riot as a way of building community. The Wellness PLC also began practising *Thankful Thursdays* on the white board in the staff room as a way of expressing gratitude. In order to encourage students to start practising gratitude, all students were read a book, *The Secret of Saying Thanks*. We then created a giant school-wide Thankful poster.

There were initiatives around mental health and well-being for students as well this year. Grade 7 students were part of the Speak Up program and The Robb Nash Project. Students in Grade 5 and Grade 6 spent time learning about the Zones of Regulation. Homework Club was offered twice each day for all students in the library and a Social Club was accessible twice each day for all Grade 7 and Grade 8 students. All students participated in the Review and Rate Program which is designed to teach students about the impacts of smoking and vaping. All students listened to a presentation from Constable Gord Olson of the ICE (Internet Child Exploitation) Unit regarding the use of social media. Constable Olson also offered a presentation to parents on the same topic. All of these initiatives were linked to our school goal of wellness.



Remote and Online Education

As of Monday, March 23rd/2020 the ISD, along with the rest of the province, moved to remote education with the suspension of classroom learning.

The delivery and format of this new teaching mode differed depending on grade level, subject, teacher, and technology accessibility.

Within the ÉSCS community, our Junior High teachers addressed remote learning primarily with the use of Edmodo, a format that students and parents were familiar with prior to the suspension. Teachers posted lessons, which students reviewed, along with attachments and video instruction. This program permitted Office 365 as well, where students accessed Word and Powerpoint documents or Keynote and Pages if using an iPad. Edmodo allowed the teacher to give students immediate feedback on assignments submitted. Edmodo did have some drawbacks with uploading large files, such as videos, and with linking Word documents. Edmodo did require some computer knowledge and experience which could be challenging for students, parents, and teachers. Since the launch of remote/distance learning some of our Grade 5 and Grade 6 teachers and classes started introducing the Edmodo program to their students. This gave them some experience and confidence going forward.

The French Immersion Grade 7 and Grade 8 teachers introduced their students to Google Classroom at the onset of virtual learning. When it became apparent that the classroom suspension would be continued, the Grade 6 classes came on board as well. In Google Classroom there is a specific section called Classwork. This was where students found their assignments. It is broken into sections and course work was posted on Mondays. The program included a message board that allowed teachers and students to post information. This was very positive for on-going distance learning interactions with students. Teachers could easily provide feedback to students regarding their assignments. Rubrics could be uploaded directly into assignments in order to facilitate marking student work. Google Forms was easily integrated into Google Classroom which could be used for online assessments, check-ins, surveys, etc. Teachers have indicated that this would be one component they would continue even once “regular classroom learning” continues. Other platforms were easily integrated with Google Classroom such as Quizz and Boom Cards. Students showed they enjoyed both of these programs which kept them engaged.

Teachers have commented that with either Edmodo or Google Classroom platforms, if students were having technology difficulties they resorted to completing their assignment with paper and pencil, taking a picture and emailing it in.

For the most part, staff and students used Zoom to host video meetings and conferences. However, due to security concerns some switched to Cisco Webex and Office Teams. In Google Classroom, there is a Google Meets module which would allow for video sessions.

We very much appreciated the patience shown to us by our families as we all worked through the transition of remote learning.