



PRINCESS MARGARET SCHOOL

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Principal: Mrs. S. Kostecki • Vice Principal: Mr. F. Reeves

Our Mission

Challenge and Inspire - Princess Margaret School is committed to fostering a love of learning and mutual respect in the school community and to providing all children with equal opportunities for intellectual, social, emotional and physical development.

About Us

Student Population = 334
Classroom Teachers = 15.5
Resource Teachers = 2.0
Reading Recovery Teacher = 0.5
Counsellor = 1.0
Music Teachers = 1.0
Phys. Ed. Teachers = 1.5
Teacher Librarian = 0.5
Library Technician = 1.0
Paraprofessionals = 11
Principal = 1.0
Vice-Principal = 0.5

School Priorities for 2020 - 2021

1. Enhance student achievement through authentic and appropriate literacy instruction.
2. Enhance student achievement through authentic and appropriate numeracy instruction.
3. Enhance the climate and culture in the school by further developing a caring, safe and inclusive school environment.

Results for 2019 - 2020

Literacy

- All Teachers partnered with a grade level partner to co-plan, co-teach, mentor and reflect on their literacy practice. Teachers attended professional development sessions with divisional personnel to continue to hone skills, build knowledge and affirm instructional strategies including Regie Routman writing strategies. As a result, many pieces of writing were displayed throughout the school on bulletin boards, in classrooms and in hallways for all to enjoy. Writing pieces featured purpose, audience and student voice. All classrooms participated in writing, illustrating and publishing class books on various subjects that have been housed in our school Library for all students to enjoy for years to come. Students and Teachers were very excited to see that they created a real, published book. Our Parent Literacy evening was very successful and well attended by parents who gave positive reviews of the event.
- Teachers and students have developed common language, strategies and tools for teaching and learning about literacy including anchor charts, word walls, "What Good Writers Do" charts and "What Good Readers Do" charts. All classrooms participated in "I Love To Read" month in February.
- All students and staff participated in an Orange Shirt Day assembly and hive group activity this year to continue their learning about Indigenous cultures. Our Book Battle allowed for a further integration of indigenous learning and was a big hit for all involved.
- German traditions of St. Nicholas were shared at an assembly and followed by a hive group activity where students made shoes.

Numeracy

- Professional conversations, sharing and professional development continue to positively impact Teachers' strategies for instruction and assessment in numeracy. All Teachers attended Math professional development with our divisional consultant to continue to develop engaging and meaningful learning experiences for students.
- Students participated in same and multi grade Math Buddies and in math hive group activities this year focusing on mental math and using open ended questions to drive mathematical thinking and reasoning. The Family Math evening was another huge success to celebrate this year.
- Grade 4 and 5 Teachers received release time for professional development related to technology and numeracy learning. Teachers learned about: developing engaging and meaningful open ended problems, inclusive learning experiences for students and a variety of technology applications to support numeracy learning. Students and Teachers both report positive engagement and results in Math learning.

Positive Behaviour

- Students participated in a school wide assembly and watched a video production of Princess Margaret students demonstrating the 3Bs (Safety, Respect and Responsibility). A cross grade level activity followed to deepen students' understanding of School Wide Positive Behaviour expectations.
- School Wide Behaviour expectations were taught, reviewed and reinforced regularly in classrooms. Behaviour matrices are posted in key areas in the building and 3Bs reminders are highlighted on daily announcements. Expectations for behaviour in the hallways, lunchrooms, bathrooms and during recess times were explicitly taught to students. Students were taught how to solve problems using our new Solution Wheel.
- Students benefited from the many clubs held throughout the year organized by our staff such as: Friendship Club, Chat Club, Indigenous Connections, Music Therapy, Booster Club, and a Check In - Check Out recess strategy. Staff continued to review school based data behavior data to plan supports and interventions. Teachers attended professional development on the topic of student wellness and trauma.