



## Robert Andrews School Report to the Community for 2017-2018



### **Mission Statement**

*Committed to fostering a learning environment which promotes excellence through the realization of one's potential.*

### **About Robert Andrews School**

Robert Andrews School, located in East St. Paul, Manitoba, is a developmentally responsive middle school in the River East Transcona School Division. Our school conducts classes from Grades 6 to 8 with a population of 243 students and 18.6 full time equivalent staff members. We strive to help our students become independent, self-determining, life-long learners by developing and strengthening their literacy and numeracy skills. Through our emphasis on positive behaviour, we strive to create a climate and culture that is conducive to learning, and positive social and emotional development, as well as democratic citizenship.

Our teachers and our student services team closely support students at Robert Andrews. We help our students grow and develop through a commitment to middle years philosophy that meets the unique and diverse needs of young adolescents. Middle years philosophy ensures that all students are successful through challenging and integrative curriculum framed around a wide range of meaningful teaching and learning strategies.

### **Priorities and Progress 2017-18**

#### **Literacy**

Robert Andrews is the "Hub" school for the Regie Routman in Residency Strategic Literacy Initiative. After 4 years, it was felt that the annual residency with Sandra Figueroa was not needed this year; teachers continued to practice the strategies and methods of Regie Routman, and they were supported by in-school professional development time. As an extension of this project, Robert Andrews was asked to participate in Reading Apprenticeship – another Strategic Literacy Initiative led by Manitoba Education and Training. Student engagement with writing as well as progress along the writing continuum continued to advance with RAW (Robert Andrews Writes) and RARE time (Robert Andrews Reads Everyday) daily. We have been focusing on reading and writing of non-fiction texts, and moving more into inquiry-based learning.

#### **Caring, Safe, Inclusive School**

Both staff and students continued our commitment to school wide PBIS - Positive Behavior Interventions and Supports. The Behaviour Matrix, developed last year, was taught and was used to clarify to students the positive behaviour that was expected of them. Staff continued to be trained in data collection to support positive behaviour throughout the school and students continued to be recognized for their positive behaviour. Teachers worked to develop consistency as to which behaviours were to be managed in the classroom and which were to be referred to the Office (administration). These efforts resulted in an increase in the positive behaviour and a decrease in the negative behaviours.

#### **Numeracy**

Numeracy continued to grow in focus this past year as more of Robert Andrews' teachers were trained in the Technology-Enabled Learning Plan (TELP) divisional initiative that uses Math as its main area of focus. A numeracy support teacher engaged all math classes throughout the first half of the year to promote skills in number sense and challenge learners at all levels. All students participated in specialized learning that supported curriculum work throughout the year. Student performance according to Report Card scores exceeded expectations.

#### **Technology**

Students were taught the use of the divisional software (Office 365 and its components) by a teacher ICT Learning Coach, with particular emphasis on the uses to enhance and enable learning. The use of Office 365 and all of its components offer students the opportunity to have greater ease in accessing stored documents from both home and school. The use of Office 365 will continue to develop in the new school year.

#### **Priorities for 2018-19**

Our school priorities align with divisional priorities. Some main outcomes for Robert Andrews include:

#### **Literacy**

The main initiatives in this area will continue to enhance student learning and ability in reading and writing across curriculums. We will continue to apply our learning from both the Regie Routman and the Reading Apprenticeship Strategic Literacy Initiatives to engage all learners in improving literacy skills.

#### **Caring, Safe, Inclusive School**

Using the Positive Behaviour Interventions and Supports framework, teachers will continue to teach behaviour expectations to students using common and consistent vocabulary. We will continue to teach and demonstrate the essential habits of good character.

#### **Numeracy**

We will continue to work to improve students' basic mathematical competencies, and scores in the provincial Mathematics assessment. Numeracy teachers from all three grades will continue to work together to establish common practices, common language/vocabulary, and common and key outcomes to enhance student learning and engagement in mathematics, and use technology to enhance and enable the learning.

#### **Technology**

Although it does not represent an official priority by itself, the use of technology to enhance and enable learning in all classrooms is an integrated priority. TELP will continue to be supported throughout all grade levels, in Mathematics, Physical Education and Band. Students will be taught fundamental use of, and will incorporate divisional software to support their learning in all classrooms. Our BYOD guidelines will align with divisional policy and protocols while still meeting the unique needs of our school.