



Robert Andrews School

Report to the Community for 2018-2019



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 245 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 2018-19

Literacy

Robert Andrews School is the 'Hub' school for the Regie Routman in Residency Strategic Literacy Initiative. We continue to practice and implement the various strategies and methods that were demonstrated to us. Our focus is on the Optimal Learning Model which has the teacher demonstrate a strategy, do it with the class and then allow gradual release for the students to do it on their own. We have several teachers who were able to participate in Reading Apprenticeship – another Strategic Literacy Initiative led by Manitoba Education and Training. Teachers are practicing a variety of reading strategies in all disciplines that encourage students to be responsive readers and to predict, ask questions, clarify and make connections to summarize what they have read. We continue to have RAW (Robert Andrews Writes) and RARE (Robert Andrews Reads Everyday) daily to encourage student voice in writing and choice in reading. We are focusing on reading and writing as historians, mathematicians and scientists for an authentic audience and purpose.

Caring, Safe, Inclusive School

The Safe and Caring School, Professional Learning Committee at Robert Andrews implemented numerous activities targeting positive behaviour. In September, new students in the school were welcomed and mentored by Leadership Students in the school who modelled appropriate school behaviour during the lunch hour. In 2018-2019, Robert Andrews had 45 Grade 8 and Grade 7 students participate in Student Leadership. This is a committee of students who strive to be role models for younger students and facilitate community building, pro-social activities throughout the school year. Teachers directly taught lessons for each expectation on the school's behaviour matrix; Be Safe, Be Respectful, Be Responsive. To further reinforce behaviour expectations, teachers provided positive feedback about student behaviour. Upon teacher discretion, students were rewarded with draw tickets, called RAM tickets, after our school mascot to win various school spirit rewards in weekly homeroom draws. Monthly assemblies were held for the whole school to celebrate student success and provide lessons outlining behaviour from the school behaviour matrix. In January, the school participated in a kindness challenge, where students were encouraged to daily show kindness intentionally.

The teaching staff at Robert Andrews, documented student behaviour that did not align with the school matrix and the Safe and Caring School Committee reviewed this data at monthly meetings to problem solve proactive supports and strategies to improve student behaviour.

The Safe and Caring School Committee further supported positive school culture through school events, student committees, and partnerships with students at both elementary schools in the community.

Numeracy

Numeracy has continued to be a focus at Robert Andrews. Teachers continued training with the TELP (Technology Enabled Learning Plan) initiative. As well, The numeracy team implemented 'numeracy time' where students school wide were given 20 minutes once per cycle to engage in collaborative estimation and problem solving activities. Students continued to grow in being able to use specific tools related to technology to enhance and demonstrate their understanding in math. In the coming year, our school is excited to see an increase in the frequency that students engage in numeracy time and of course, to have our numeracy team continue to carry the TELP mandate.

Priorities for 2019-20

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 as historians, mathematicians and scientists. We will continue to apply our learning from both the Regie Routman and the Reading Apprenticeship Strategic Literacy Initiatives. We will be having Eric Walters come into the school to work with each grade level to discuss the importance of writing. The purpose of these initiatives is to engage all learners in improving and applying a variety of reading and writing strategies for all disciplines. We believe this helps our students to develop as responsive learners who can think, read and write and be reflective in all interdisciplinary areas.

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.

Addendum:

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 divisional software and will incorporate it 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.