

## About Us

Southwood School originated in 1947 and currently has 486 students, 30 teachers, 15 educational assistants, 2 secretaries, 1 library clerk, and 3 custodians.

Our school offers a variety of hands-on and expeditionary learning opportunities for students. We have focused on providing a variety of learning spaces that promote creativity, innovation, and imagination. These spaces include flexible classrooms, a MakerSpace, an outdoor learning classroom, and our nature playground.

As part of Hanover School Division's *Deeper Learning Plan*, we have made a strong commitment to improving our pedagogical practices that incorporate technology and the development of community partnerships. We believe this provides a richer and more relevant learning experience for students.

At Southwood School we strive to provide a balanced learning experience for all students that focuses on literacy, numeracy, and social-emotional development.

Above all, the staff of Southwood School recognize the impact that meaningful relationships has on the social, emotional, and academic development of each child.

## Contact Us

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# Southwood School

## Community Report for 2018-19



*Care. Learn. Grow.*

### Planning Priority #1 - Learning Partnerships

- Students will be provided with opportunities and resources so they can be actively involved in classroom and whole-school activities that support collaboration and learning with others. Some of the activities which contributed to this were school clubs, house-hooplas, seasonal celebrations, community breakfast, and the student learning expo.
- Students participated in a variety of global and national events that included Pink Day, Orange Day, Treaty Education, Green Action Centre, Active and Safe Routes to School, and The Giving Project.
- Classroom teachers and divisional support staff will grow professionally as they participate in a variety of PD opportunities.
- Communication with parents and guardians enhanced with the use of parent portal, SeeSaw, and Brightarrow.
- Students and staff had opportunities to connect with a variety of community individuals and organizations which included indigenous elders, treaty education, Fernwood Place, The Lions Club, SRSS Science Club, Farm Credit Canada, and Recreational Opportunities for Children (ROC).

### Planning Priority #2 - Learning Environments

- Teacher professional development focused on a positive and healthy school culture involved professional development with Dr. Gordon Neufeld, book studies, and sessions on student attachment and play-based learning.
- School programs and activities will be provided to increase student engagement and enhance student learning of the curriculum. Activities include iWalk, iBike, Earth Day, STEAM Month, Pink Day, Terry Fox Run, Literacy and Numeracy Month. Programs include Buddy Systems, House Colour System, Kindergarten Welcome and Orientation, Gr 4 Farewell, and school picnic.
- A focus on student well-being and activities that promote positive mental health choices will support healthy learning environments. These include *Zone of Regulation*, *Project 11*, *Roots of Empathy*, *Career Development*, *Second Step*, and *Deeper Learning*.
- Balanced School Day was introduced this school year which reduced the number of transitions during the school day, provided longer learning blocks and improved the nutritional and physical activity needs of the students.

### Planning Priority #3 - Pedagogical Practices

- Teachers will receive professional development and training which incorporate technology to enhance student learning and engagement. Students will engage in learning experiences which incorporate technology and deepen their learning.
- Teachers will take part in professional book studies and learning opportunities in the area of numeracy and early childhood development.
- The introduction of the Balanced School Day, intentionally increased learning blocks throughout the day, decreased the number of student transitions, and increased student engagement.
- The school based *Deeper Learning Plan* focused on treaty education and indigenous perspectives through the lens of the six competencies.