

## About Us

Southwood School originated in 1947 and currently has 519 students, 31 teachers, 24 educational assistants, 2 secretaries, 1 library clerk, and 3 custodians.

Our school offers a variety of hands-on and experiential learning opportunities for students with a focus on improving competency in literacy, numeracy and social and emotional well-being. We take a balanced approach, knowing that students learn best while playing, exploring and engaging with each other. In addition to our classrooms, we learn in other spaces including a MakerSpace, an outdoor learning classroom, our nature playground and a loose parts building zone.

As part of Hanover School Division's Priorities, 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.

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

## Contact Us

**Principal:** Marge Thiessen

[mthiessen@hsd.ca](mailto:mthiessen@hsd.ca)

**Vice Principal:** Chantal Johnson

[chjohnson@hsd.ca](mailto:chjohnson@hsd.ca)

155 Barkman Ave  
Steinbach, Manitoba R5G 0P2

Phone: (204) 326-3518

Twitter: @SouthwoodHSD

Website: [southwood.hsd.ca](http://southwood.hsd.ca)

Email: [southwood@hsd.ca](mailto:southwood@hsd.ca)

worked with classes on a bi-weekly basis to teach students concepts and tactics to increase resilience and stamina. Grade 3's participated in the Roots of Empathy Course to develop empathy for each other. Classrooms continued to complete Project 11 lessons, and use the concepts of Zones of Regulation to engage students in learning about how to manage their feelings.

- Southwood students actively contributed to their classroom and whole-school culture through the CARE. LEARN. GROW program and awards. They celebrated their acts of caring, learning and growing throughout the year. Other school wide events that promote social and emotional literacy included school clubs, assemblies to learn about Pink Day and Orange Shirt Day, a variety of cultural seasonal celebrations, many learning trips, and the student learning expo.
- Teachers continued to use Parent Portal, SeeSaw, and Brightarrow to communicate with parents and caregivers. .
- Community partnerships were made to deepen experiences for students. Southwood staff and students partnered with Indigenous Elders and Knowledge Keepers for lessons which included Indigenous perspectives Student's voices and thoughts were honored as they asked authentic questions. Students worked with our local food bank to bring in food for Food Hampers around the Christmas Season.
- A "Loose Parts" playground was introduced to encourage student creativity, sharing and collaboration on the playground.
- Balanced School Day schedule continued to result in a reduced number of transitions during the school day, provided longer learning blocks and improved the nutritional, physical activity and social needs of the students.

# Southwood School

## Community Report for 2022-23



*Care. Learn. Grow.*

### Planning Priority #1 -Literacy

- Teachers spent significant time throughout the year, exploring and working on developing various methods to address literacy challenges and gaps. Teachers analyzed how students were learning to read at each grade level and collaborated to find solutions to the reading challenges. As a result, students participated in various phonics lessons and guided reading practices with positive results for students' reading acquisition.
- Classroom teachers each spent six intense weeks co-teaching with the Literacy Support Teachers and Learning Support Teachers to address particular literacy learning challenges in their classrooms. We believe this focus has increased the number of students who are able to read at the expected levels by 8 % in comparison to our literacy data from June 2022 .
- We were able to offer additional literacy support to many students struggling to learn how to read under the direction of the divisional literacy clinician. Many of these students made significant gains in their reading skills.

### Planning Priority #2 - Numeracy

- Southwood staff continued using the Numeracy Assessment Project to assist them in working to increase numeracy skills in their students. The results of these timely assessments direct and pace the teaching of numeracy concepts resulting in better student understanding. Many of the staff also attended specific professional development sessions to enhance methods for teaching number sense and mental math strategies.
- Numeracy support was provided to students from Grades 1 - 4 who were identified with concept gaps. These Math Groups helped students build confidence in problem solving and using mental math to help them with calculations.

### Planning Priority #3 -Social and Emotional Literacy

- All students were taught strategies and practices to regulate their emotions and responses to everyday occurrences in the school setting. Our Guidance Counselor and Learning Support Teachers