

About Us

Southwood School originated in 1947 and currently has 500 students, 33 teachers, 23 educational assistants, 2 secretaries, 1 learning commons clerk, and 3 custodians.

As part of Hanover School Divisions *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. These practices include play-based learning, STEAM, coding for students, MakerSpace Challenges and lesson planning practices focused on inquiry through the lens of our provincial curriculums.

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

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Southwood School

Planning Priorities for 2021-2022



Care. Learn. Grow.

Planning Priority #1 - Student Well-Being

A focus on student well-being and activities that promote positive mental health choices will support healthy learning environments. These include Zone of Regulation, Music Therapy, Roots of Empathy, Project 11, Thrival and the development of citizenship skills through our CARE. LEARN. GROW award events.

School programs and activities will be provided to increase student engagement and enhance student learning of the curriculum. Activities include Celebrating Diversity Wednesday announcements, STEAM Month, Pink Day, Orange Shirt Day, Terry Fox Run, Literacy and Numeracy Month. Activities include scheduled clubs, MakerSpace challenges, Kindergarten Welcome and Orientation, Gr 4 Farewell, and school picnic. Intentional activities, focused on cohorts, will provide opportunities for deeper connections for students and enhance a sense of belonging.

Learning partnerships with community members will be leveraged to support a variety of curricular objectives and to celebrate the diversity of those in our local and global communities. We will also make connections with our Elders and Knowledge Keepers to help us learn about Indigenous ways of knowing and interacting with our world around us.

Planning Priority #2 - Numeracy

The school based numeracy support teacher, along with a numeracy team, will support classroom teachers in the planning, development, implementation, and assessment of classroom instruction. Direct intervention will be provided for students who benefit from targeted instruction for specified knowledge gaps.

The continued implementation of the Southwood Numeracy Achievement Project, in partnership with the Manitoba Rural Learning Consortium, will focus on teaching foundational outcomes for each specific grade level and based on a school based pacing guide. Teacher training and support will also be provided.

Planning Priority #3 - Literacy

Literacy team, clinicians, and learning coaches will support literacy training (guided reading, home reading, F & P Training, running records and continued review of the new ELA curriculum) including strategic

writing and reading instruction. The team will continue to explore to improve tiered interventions for students (RTI Model)

Teachers will engage in effective, frequent guided reading sessions and “check-ins” with students to support and provide timely feedback to the reader, focusing on the accomplishments and suggestions for the next steps. For 6 - 8 weeks of the year, students will be supported in their classrooms with additional literacy support teachers conducting reading sessions, planning with the classroom teacher to maximize literacy learning in the classroom.

Teachers will participate in data analysis to address literacy challenges and engage in collaborative planning to increase research based interventions to address literacy learning in their classrooms.

Whole school implementation of *Sound Wall*, phonemic awareness and phonics based concept work during literacy blocks. Teachers will use the specific training and materials they received in the spring of 2022 for the successful implementation of these programs.