

## **DIVISIONAL AND SCHOOL PRIORITIES**

### **Trauma Assumed Practice**

On February 2nd, staff engaged in learning around trauma and how to create trauma assumed classroom environments. This aligns with our school goal to reduce student reported feelings of anxiety and depression. It also aligns with our work towards fostering inclusive classrooms and teaching practices that respond to the diversity within our classroom communities.

In April and May, our staff will be looking at “Responsive Classroom” resources to establish common priorities as we start up the school year in September. Staff will learn how they will use the first four weeks of school to build a safe, inclusive and responsive classroom environment. All staff will explore how language impacts student experience through the resource “Power of our Words”.

### **Engagement in French**

On February 2nd, staff also worked on aspects of engaging students in speaking French. Staff broke out into working groups to explore a variety of strategies to support students as they learn to express themselves in French. One working group worked specifically on assessment and identified assessment criteria to support reporting student engagement in French on the report cards. We will continue to prioritize engagement in French next school year and will be including Oral French in all student’s schedules.

### **Literacy**

We have teamed up with the divisional School and Classroom Support Team to support literacy, both in French and in English, at EGM. All students completed a short evaluation in both languages to assess their spelling inventory level which is directly related to literacy levels. From these assessments, we were able to establish students requiring intervention to support their literacy development. After spring break, we will be providing short periods of intensive, small group intervention for grade 6 and 8 students in French while ELA teachers will provide classroom-wide intervention in English. We will then focus on Grade 7 intervention. Our language teachers will have training, beginning after the break, to support their literacy intervention.

### **Academic engagement**

We continue to prioritize universal strategies and project-based learning to engage diverse learners in our classrooms. This year, we were able to provide more teachers with training for Project Based Learning to support their ability to provide students with PBL learning opportunities this year. The grade 6 students will be exploring Diversity of

Living Things through a project-based lens, integrating Science with Français. Grade 7 and 8 students are beginning their science project on Quality of Life.

### **EXTRA CURRICULAR**

The grade 6, 7 and 8 girls ringette tournament will be held April 22-28.

Grade 7 and 8 badminton has begun.

The next grade 7 and 8 sports will be track and field.

### **TRANSITION TO 2024/25**

- Grade 8 students visited CJS on February 26<sup>th</sup>.
- Grade 9 registration forms were due March 14<sup>th</sup>
- We will be visiting the grade 5 and 6 students at Julie Riel on April 9<sup>th</sup> and the grade 5 students at St. Germain on April 11<sup>th</sup>.
- École George McDowell Open House will be held on April 17<sup>th</sup> at 7pm.

### **GRADE LEVEL/SCHOOL OUTINGS**

- The entire school went to the CJS musical Mama Mia! on March 12<sup>th</sup>. It was an incredible performance and the students had a great time.
- On March 19<sup>th</sup>, the grade 6 students visited the Manitoba Museum to support their social studies curriculum. The costs for this outing was covered by the school.
- The grade 7 students went to Assissippi Ski Resort February 6-7<sup>th</sup>. The trip was a success.
- The grade 8 students will be going to Camp Stephens (Lake of the Woods) June 19-21. There will be a parent info night on April 4<sup>th</sup> at 6pm in the school library.
- The grade 6 students will be going to Camp Manitou for the day on June 10<sup>th</sup>.