

# FARADAY SCHOOL

## Community Report

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### Our Purpose

Winnipeg School Division provides a learning environment that fosters the growth of each student's potential and provides equitable opportunity to develop the knowledge, skills, and values necessary for meaningful participation in a global and diverse society.

### Our Vision

Is for current and future people learning and working within Winnipeg School Division to be:  
**Engaged, Confident, Inspired, and Successful Learners.**



## About Our School

Faraday School is a Nursery to Grade 6 School with approximately 230 students that is located in the heart of Winnipeg's North End. We have an Autism Centre as well as a Learning Assistance Centre to be able to support a wide range of learners.

At Faraday we are focused on learning and being our best selves. We believe that...

- Learning is a life-long process through which students become creative, innovative and independent critical thinkers, real world problem solvers and risk takers.
- All children are unique and learn in a variety of different ways and settings but come together through common, shared experiences and values.
- Children learn best when connected and regulated in safe school settings that provide opportunities for clear meaningful goals based on their interests, strengths and experiences.
- Learning must cross curricular boundaries and should be fun as it opens the door to opportunities to become interdependent members of the community and world.



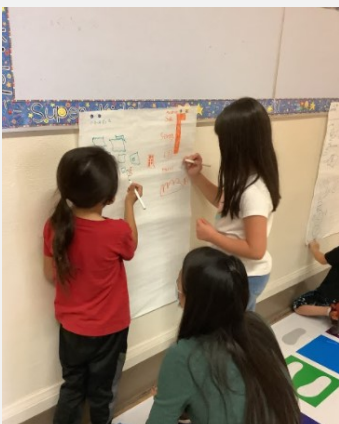
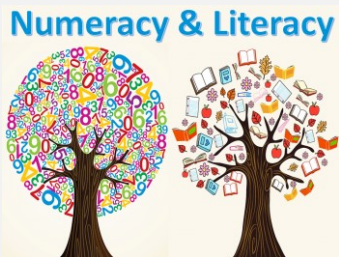
# Highlights



- Faraday School was built in 1922. On June 16<sup>th</sup>, we celebrated our 100<sup>th</sup> birthday! It is a beautiful building that maintains many heritage features including the original hard wood floors in the hallways and many of our classrooms. We completed our fundraising efforts for our digital sign, which is now installed on Mountain Avenue. We have created a whole school mosaic; representing 100 years of growing, learning and building community at Faraday School.
- Consistent with our beliefs that children learn best when connected and regulated in safe school settings, we at Faraday School encourage students and staff to learn about and express their self-regulation needs. The entire staff with our Clinical Support Services team work closely together to meet the needs of all. Some Regulation Strategies we have been working on include adding mindful moments to the classroom such as yoga, body breaks and quiet music. Every morning the staff and students partake in the Daily Walk. The 15 minutes of physical movement builds relationships, reduces stress and anxiety, and improves focus and concentration. We also have a Movement Room that offers students the opportunity to calm their bodies and to be ready for learning in a positive manner.
- To build community among staff and students a variety of activities are offered, such as:
  - Grade 6 Student Voice
  - Our Breakfast Program, "The Hive"
  - Holiday Pancake Breakfast
  - Chess Club
  - Creation of a whole school dance
  - Ukulele Club
  - Intramurals
  - School yard beautification including 12 new trees
- Our sports programs offer a wide range of activities for students to take part in, as well as leadership and patrols.
- Faraday School has a Support Team that includes 2 IERTs, Guidance Counsellor, and Learning Support Teacher.
- Mobile Vision Clinic and Children's Variety Dental Outreach Program services are offered to students. This year we were able to continue offering a supervised lunch program run by our Parent Council. Students bring their own lunch from home and are supervised by lunch program supervisors.



# Priorities for 2021-2022



## Student Empowerment:

- School wide daily self-regulated opportunities such as the daily community walk and music therapy.
- Continuing to build our Arts Programming by offering dance, drama, music and performing arts and an integrated arts approach to help facilitate learning in the classrooms.
- Restorative Practices and use of The Problem Solving Wheel.
- School wide use of PBIS (Positive Behaviour Intervention Strategies).
- Roots of Empathy
- Grade 6 Student Voice:
  - Annual Terry Fox Run and Fundraiser
  - Ambassadors to the School who helped at our school's centennial celebration
- Indigenous Student Learning Group
  - Empowering students to be cultural leaders in the school
- Follow our anchors: **Be Respectful, Be Responsible, Be Safe.**
- Further improve school attendance rates through Safe Arrival and School Messenger for communication with families.
  - Home visits
  - Attendance letters
  - Free breakfast and healthy snack program
  - Truancy Officer support

## Literacy:

- We believe literacy is the ability to communicate, think and learn using many forms of texts (oral, visual, print, digital, physical, gestural, and spatial).
- We are learners and everyone has a right to literacy learning that is adapted to and accepting of all of our needs.
- We believe we have the right to a calm, purposeful, focused educational environment where literacy instruction will be engaging, appropriately challenging, explicit, multi-sensory, and systematic.
- We believe reading and writing are interdependent.

## Numeracy:

- We believe numeracy is the ability to use numbers and solve problems in real life, become mathematically literate citizens, to contribute to society and to think critically about the world.
- We are learners and everyone has a right to mathematical learning that is adaptive and accepting of all of our needs.
- We believe we have the right to a calm, purposeful, focused educational environment. Instruction should be engaging, challenging, clear, multi-sensory, and orderly.
- We believe literacy and numeracy are interdependent.

# Priorities for 2021-2022 continued

## Education for Sustainable Development:

- We believe ESD is an avenue to build a strong, cohesive Faraday community with self-regulated, independent learners who demonstrate responsible citizenship for the worldwide community
- PBIS
  - Faraday School follows an evidence-based school program called PBIS (Positive Behaviour Intervention Strategies). The data that we collect in this school-wide approach to behaviour management allows staff to identify areas of the school such as the playground or washrooms, for example, where extra support is needed. This has led to a measurable increase in improved student behaviour at Faraday School. The goal with PBIS is to bring a proactive approach to supporting students as they grow and learn. Our behavioural expectations at Faraday School are based upon our core anchors: **Be Respectful, Be Responsible and Be Safe.**
- School Wide Recycling
  - Recycling Bins
  - Tabs for Wheelchairs
  - Batteries
  - Markers
- The Arts
  - Full time Performing Arts teacher and integration of arts programming in the classrooms to further learning in literacy and numeracy.





# Parent and Community Involvement

## **Parent Council:**

The Parent Council meets on a monthly basis. They help us fundraise and organize for school projects and other events. They help offset the cost of field trips, supplies and activities for our students.

The Parent Council also helps to provide the school with recess equipment when the need arises. They continue to help us buy every child a Faraday t-shirt to build community and they donated funds to support the 100<sup>th</sup> Celebration.

**Parents continue to play an essential role in our school.**



***At Faraday we focus on learning and being our best self!***

Thank you to all of our parents, guardians and families of Faraday School. We look forward to another great school year!



# FARADAY



# STINGERS