

Tyndall Park Community School Community Report

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Our Purpose

Winnipeg School Division provides a learning environment that fosters the growth of each students' 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.

School mission statement

Tyndall Park Community School believes that children are our future, thus we seek to provide the best learning environment that promotes the growth of the whole child and life-long learning.

Principal: Mrs. G. Mospachuk

Vice-Principal: Mr. R. Erichsen



About our school

- No. of students 327
 - No. of teachers 19
 - No. of support staff 10
 - Specialist teachers for Music, Physical Education, Resource and Special Education & EAL
 - Integrated Special Education
 - Treatment Academic Program
 - Elementary Schools Assessment
 - Parent Operated Lunch Program
 - Patrols and Adult Crossing Guards
 - Inclusion Support Services
 - YMCA/YWCA Before & After Program
 - Music Therapy
- Due to the pandemic all extra-curriculum programs were cancelled

Highlights

2019-2020 wasn't without its' challenges. We started the school year hosting 250 students and staff from Waterford Springs while they awaited the construction to be complete. Systems were quickly adopted to fit the Pandemic protocols such as cohorting, recess zones, designated entrances and exits as well as assigned washrooms. Students quickly adapted to the changes and were very flexible as changes needed to happen.

Our adult crossing guards were later joined by students and we appreciate their leadership to assist the students crossing streets safely. Tyndall Park Community School continued to offer a lunch program, house a before and after school program run by the YMCA/YWCA as well as the community offered a Nursery school for 3-4 year olds-Tyndall Park Playschool.

To support a potential remote learning, and with assistance of the Winnipeg School Division, Tyndall Park was able to acquire a Chrome Book for every student from Grade 1-6 to facilitate the switch from in-class learning to remote learning. The Chrome Books will continue to be accessed by every student at Tyndall Park. The school also has interactive projectors in all classrooms as well numerous laptops and iPads. Teachers adopted Google Classroom, SeeSaw, Microsoft Teams and other digital platforms to teach.



Priorities for 2021-22

Assessment and Instructional strategies in Mathematics:

- 1) Record Base level scores for all students at each grade level for each of the six outcomes: Rote Counting, Place Value, Arithmetical Learning, Algebraic Reasoning, Flexible Thinking, Proportional Reasoning (November, March, June results)

Assessment and Instructional strategies in Literacy:

- 1) Record levels of all students reading & writing, both developing and independent scores, using Fountas and Pinnell and Division created guidelines.
- 2) Guided Reading, Literature Circles, Words Their Way, and Authentic Writing is taking place consistently in classrooms as part of a Balanced Literacy Program.
- 3) Tyner-based grouping will be used to explore literacy concepts including phonological awareness, word recognition, and fluency
- 4) The Speech Language Pathologist supports phonological awareness, assists speech language Educational Assistant with supports in school. Social skills groups were facilitated focusing on appropriate communication.

Sustainable Development:

- 1) Students planted vegetables in the flower boxes and maintained a plastic bag recycling initiative.



Priorities for 2021-22

1. STUDENTS

To provide robust and comprehensive education, equitable access, diverse opportunity, and a supportive learning environment for all students to help them prepare for their journey with values of learning and social justice, and to be responsible community members.

2. LEARNING OUTCOME

To further improve school attendance, achievements and graduation rates through the exploration of additional programs and strategies.

3. ADDRESSING BARRIERS TO LEARNING

To further develop initiatives and innovative approaches addressing individual student needs and accessibility requirements, mental health issues, childcare needs, and nutritional needs.

Parent and Community Involvement

Tyndall Park Community School formally opened its' doors to students in 1978. The school has a Joint use agreement with the City of Winnipeg/ Tyndall Park Community Center. This means that spaces were built with consideration of the community's needs. There are shared spaces and exclusive space identified in the agreement. The stakeholders meet 4 times a year.

Our dedicated lunch program team continued through the Pandemic year to provide supervision to our students. We started the year supervising 300+ students with our guests from Waterford Springs School until January. All students remained in their classroom and were supervised in their classrooms. They alternated lunch and outdoor time to minimize the number of students in the assigned zones outside. The division was able to supplement EA time to support sanitizing of desks and the supervision of students.

We had a parent rep attend 3 of the 4 North District Parent advisory meetings. The meetings give opportunity for parent reps to advocate for their community schools needs and to have a voice in decision making at the divisional level.

With assistance of our Intercultural Support Worker, the area of schools held a virtual meeting about clarification on Bill 64.

Our student parent teacher meetings were held virtually this year through a platform called WHEREBY. Turnout for our meetings and interviews continued to be at 95%.

School messenger was used for communications to our parents. This included Pandemic protocols, news cards

