



Ochre River School
SCHOOL COMMUNITY REPORT
2018/19



School Mission Statement

“The mission of Ochre River School is to provide a positive, safe and caring learning environment which endeavours to meet the academic, physical and social needs of all students.”

School Profile

Ochre River School is a small Kindergarten to Grade 8 school, which provides a caring, inviting and safe learning environment for 50 children in a multi-grade setting. Ochre River School promotes quality student work along with respect for self and others through school social skills programs and high expectations. We are committed to challenging students academically in order to assist each child to reach his/her learning potential.

Our academic program is complemented and balanced with Art Education, Grade 7 & 8 Band, and Grade 7 & 8 Industrial Arts and Home Economics. Students who require additional support receive Resource and or Guidance intervention.

We encourage students to be active through our intramural program. Students in grades 5-8 participate in a noon hour program and have the opportunity to be involved in after school extra-curricular programming.

Our active Parent Advisory Council and community volunteers' support allows us to offer a wide variety of school activities and initiatives.

Message from the Principal

We appreciate the opportunity to utilize the Community Report to communicate to the parents and community the goals and achievement of our school.

Ochre River School staff is committed to continually planning towards improvement and success for all learners. We encourage and appreciate input from each of our educational stakeholders and believe that the education of our students is best achieved through a team approach. We strive to provide a safe, caring and supportive environment that assists all students learning.

Our staff continues to go beyond expectations to support students. Even though ORS is a relatively small school our students are provided with many opportunities because of the efforts of school staff and community volunteers. Our students are always excited to be involved in divisional activities.

ORS benefits from excellent volunteer support throughout the school year. Thanks to this support we are able to offer special events and regular activities that enhance our students overall experience.

Please visit us at:

<https://ochre.mvsvd.ca/>

Ochre River School on Facebook

School Staff

Nathan Thacker - Principal, K-8 Phys. Ed.
Maureen Neabel – Gr. K-2
Tanis Precourt – Resource, Gr. 3/4, Gr. 3-6 ELA
Wendy Oversby – Gr. 5 & 6, Gr 3-6 Math, K-8
Guidance
Megan McBain– Gr. 7 & 8, Gr. 5/6 Social Studies,
Jon Bettner –Gr. 7 & 8 Band
Dani Yerama– Speech & Language Pathologist
Andrea Carr – School Psychologist
Alaina Letain – Youth Support Worker

Diana McIntyre – Secretary
Carla Butterfield – Education Assistant / Librarian
Aline Oversby – Education Assistant
Debbie Howatt – Education Assistant
Carolyn Tielmann – Education Assistant
Velma Stuart – Custodian
Neil Thacker – Bus Driver
Les Sametz – Bus Driver
Clayton Watts-Bus Driver



School Improvement Plan

Planning for Continuous Improvement



Background Information

Each school year, staff identifies areas of strength and areas that need improvement. We continue to focus on Literacy, Numeracy and Citizenship. We continue to use authentic assessment strategies and techniques in the classroom to guide instruction and learning. We have continued to work on ensuring our students develop into caring, thoughtful and respectful citizens in our society.

The 2016/17 school year was the first year of a new multi-year plan for our school. This plan takes into account Mountain View School Division's Strategic Goals which focus on Literacy, Numeracy, Mental Health, Career Opportunities and Safety.

Priority #1: To develop strong literacy and numeracy skills in all students.

Outcomes

(What We Wanted)

By June 2021, 80% of students will demonstrate skills at or above level in the ability to comprehend text in a variety of forms.

Strategies

(What We Did)

- Use of e-books
- Listening centers/Tumblebooks/audiobooks
- Continue to teach using Balanced Literacy
- Continue to focus on Comprehension Strategies (use Literacy Place as a resource)
- Participate in literacy workshops and implement current best practices
- Specific Comprehension Strategies will be focused on at different grade levels
- Encourage students to read a variety of texts for pleasure outside of school both independently and with family support
- Share data with transition staff, identifying key strengths and challenges and providing instructional suggestions for next

Indicators of Success for 2018/19

(What We Accomplished/Measured)

- Grade 3 Provincial Assessment Data:
100% of students were reported to be reflecting on and setting reading goals
67% of students were reported to be using strategies during reading to make sense of text
83% of students were reported to be demonstrating comprehension
- Grade 8 Reading Comprehension and Expository Reading Provincial Assessment Data:
80% of students were reported as either approaching or meeting Mid-Grade Level of Performance in their ability to comprehend a variety of texts
- 80% of students were reported as

<p>By June 2021, there will be a 10% increase in the number of students in Grades 1-8 who are assessed as meeting grade level outcomes in mathematical problem solving.</p>	<p>steps</p> <ul style="list-style-type: none"> • Enhance administrator's literacy knowledge through PD so that he can properly support teacher growth and ensure accountability • Support from divisional PD and Divisional Literacy Coach for all staff • Divisional Initiated PD opportunities focusing on selected cohorts will positively affect other grade levels through the sharing of PD and best practices • Implementing of best practices aimed at struggling students, including DI to reach all learners Support from Divisional Numeracy Coach (Math Talks, Math Trails) • Professional Development opportunities focused on Problem Solving 	<p>either approaching or meeting Mid-Grade 8 Level Performance in their ability to write expository texts</p> <ul style="list-style-type: none"> • Grade 3 Provincial Assessment Data: <ul style="list-style-type: none"> 67% of students were reported to be meeting expectations in their ability to predict an element in a repeating pattern 50% of students were reported to be approaching or meeting expectations in their understanding that the equal symbol represents an equality of the terms on either side of it 67% of students were reported to demonstrate understanding that a given whole number can be represented in a variety of ways 67% of students were reported to be approaching or meeting expectations in their ability to use mental math strategies to determine answers to addition and subtracting questions to 18 • Grade 7 Number Sense and Number Skills Provincial Assessment Results: <ul style="list-style-type: none"> 100% of students were reported as approaching or meeting Mid-Grade Level of Performance in their conceptual understanding of numbers and its representations 92% of students were reported as approaching or meeting Mid-Grade Level of Performance in their ability to solve mathematical problems using knowledge of number patterns and mental math strategies
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Priority #2: To cultivate, in students, a sense of personal and social responsibility (citizenship).

Outcomes (What We Wanted)	Strategies (What We Did)	Indicators of Success (What We Accomplished/Measured)
<p>By June 2021, 80% of students from Grades K-8 will demonstrate a personal investment in their learning.</p>	<ul style="list-style-type: none">• Review and evaluate current practices to ensure diverse activities• Plan teaching activities to include Multiple Intelligences to support all learners• Continue to use Multiple Intelligences Checklist• Promote acceptance of student differences, interests and cultures to broaden learning experiences• Affirm the learning strengths of all students• Acknowledge the differing learning rates and styles of students• Recognize that in order for work to be fair for all students, it will sometimes be different for some students• Accept that success means different things to different people• Allow students to work with various people, depending on learning tasks and students' needs• Provide learning experiences using technology, arts (drama, music, dance, art), sports ***• Ensure school policy respects and reflects student diversity• Making best use of inclusive learning environments• Use Teaching to Diversity activities and students scenarios to enrich our knowledge of student learning• Numeracy support from Divisional Coach• Teachers will have adapted learning environment to better suit individual needs of the students• Differentiated learning activities are available to students• Opportunities for students to celebrate their unique achievements and talents will have been provided (drama, speaking opportunities at community events)	<ul style="list-style-type: none">• Grade 7 Provincial Engagement Assessment Data: 84% of students reported to be demonstrating either "Developing or Established" levels of engagement • Based on Our School Survey Data: 82% of Grades 4-6 students felt they are working in a positive learning environment In this school, students rated teachers' expectations for academic success 8.8 out of 10; the Canadian norm for these grades is 8.6. 69% of Grade 7/8 students felt their classroom is a positive working environment 100% of students in this school had aspirations for finishing high school; the Canadian norm for these grades is 80%.

Priority #3: To assist students in their overall development as individual learners and prepare them for their next and future transition.

Outcomes (What We Wanted)	(What We Did)	Indicators of Success (What We Accomplished/Measured)
<p>By June 2021, there will be an increase in the number of students who will report knowledge of available career opportunities for them.</p>	<ul style="list-style-type: none"> • Students in Grades 5-8 completed appropriate units in Xello • Guest speakers were brought in to speak to Grade 5-8 classes about career paths • All students participated in local field trips which exposed them to local career opportunities • Grades 3-6 local field trips to visit businesses • K-4 students have been introduced to careers through class discussions, presentations and literature 	<ul style="list-style-type: none"> • All students in Grades 5-8 have completed the appropriate level within Xello • All students in Grades 5-6 have participated in a career presentation and/or career awareness activity (2 career presentations) • All students in Grades K-4 have an awareness of career opportunities within their communities • Based on Our School Survey Data: 53% of Grades 4-6 students felt they had learned a great deal about careers and 40% felt they had gained some knowledge 44% of Grade 7/8 felt they had learned a great deal about careers and 50% felt they had gained some knowledge

Celebrating Learning!

Check out some of the things that our students and staff have been involved in during this school year!

- Conflict Mangers (Grade 5-8 Assist in Actively Supervising K-4 students at recess)
- Community Valentine Craft Distribution
- Oak Hammock Marsh presentation
- Operation Christmas Child
- Dolly Parton Imagination Library
- I Love to Read Month Activities
- MVSD Travelling Art Show
- Day of Pink (Anti-Bullying)
- Gr. 5-8 overnight field trip to Wasagaming/Clear Lake (Otenticks), Brandon University Mini U
- Grades K-8 Attended DRCSS Musical, "Freaky Friday"
- "Give Some, Get Some" – Clothing Exchange
- Terry Fox Run / Walk
- Inspirational Guest Speaker, Brenda Krueger, Cancer Survivor spoke about Terry Fox
- Guest Speaker Dave Mansell (Residential Schools)
- Addictions Awareness Day Grades 5-8
- Weekly religion classes
- Noon Hour Cross Country Skiing and Skating
- Parkland Honor Band
- Winter Olympics
- Track & Field Day (Ethelbert joined us for this event)
- Bicycle Rodeo
- Christmas Cookie Celebration combined with Soup and Chili Lunch
- Tropical Fun Fair Day Activities
- Buddy Reading (grades 5/6 with 1/2)
- Breakfast Program
- Artist in the School – Annie Bergen (Mural Artist)
- Remembrance Day Program
- K-8 Christmas Concert
- Student Council Led Spirt Week
- Prom, Evening dance

- Grade 7 band trip to Brandon/ Grade 8 band trip to Regina
- Planting and harvesting community gardens
- Divisional participation in: Grades 5-8 Track & Field
- K-2 Field Trip to Rainbow Beach
- Gr. 3/4 Field Trip to Fort Dauphin Museum, McDonalds, Rock Gorge
- Evening Awards Night
- Career Presentations from local professionals for Grades 5-8 (Massage Therapist)
- Career Presentation from RCMP Officer (former ORS student) for Grades 1-6
- Manitoba Hydro Safety Presentation
- Vocational Presentation to Grades 5-8 from Skills Manitoba
- Junior Drama Production: "The Worst Talent Show Ever"
- Competed in Girls Divisional Tournaments in Volleyball and Basketball
- Attended Divisional Cross Country Running, Badminton and Soccer
- Visited Ethelbert School (combined school activities)
- Earth Day Activities, Community and Highway Cleanup
- Hosted "Small Town Showdown" Weekend Volleyball Tournament
- Community Pancake Breakfast
- Regular visits from Elder Bev Harvey
- In School Camping: Overnight Camping Night in the ORS Gym
- After School Nerf Activities
- Movie Nights
- Games Club, K-4 Students
- Author Visit: Jessie Klassen shared her book "The Sapling" and explained the publishing process to Grades 1-4
- Participated in Orange Shirt Day
- School Science Fair held, qualifiers participated in Westman Science Fair
- Grades 5-8 Attended Robb Nash Motivational Concert
- Grades K-2 Field Trip to MacMillan Sheep Farm

Engagement Data (outside of classroom)

Intramurals

Flag Football **23/26** eligible students participated

Soccer Intramurals **24/26**

Volleyball Intramurals **23/26**

Basketball Intramurals **22/25**

Floorball Intramurals **25/26**

Softball Intramurals **20/27**

Extracurricular Teams

Volleyball Girls Team: 14/16 eligible students participated

Track and Field: **21/29**

Curriculum Based

Honor Band **2/3** eligible students participated

After School Extras

Games Club Grades 1-4 **15/17** eligible students participated

Indoor Overnight camping: **17/23**

Prom: **21/29**

Field Trip, RMNP Overnight: **21/29**

Plans for 2018-2019

Going forward, Ochre River staff will continue working on accomplishing School Goals while focusing on our students as individual learners. Staff will be involved in Professional Development opportunities that enhance learning for students in our building and across Mountain View School Division. We hope to maintain and strengthen our relationship with our students' parents and the community. Staff will address student concerns revealed in Our School Survey. We will continue to provide our students with a variety of opportunities which prepare them for future transitions and allow them to grow as world citizens.

Our classroom teaching model will be evolving in the upcoming year. The use of Project Based Learning will be implemented at the Grades 5-8 levels. In this model students will be given more responsibility for their individual learning. They will be taught how to regulate their behavior to a greater degree and how to make positive choices that improve the likelihood that they will meet with success.

