

Sister MacNamara School

Community Report

2024-2025

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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.**

School's mission statement

The mission of Sister MacNamara School is to create a safe, respectful environment, where adults help students achieve academic and social success through appreciating and honouring each other's strengths and cultural background while maintaining high standards for learning.



WINNIPEG SCHOOL DIVISION



About our school

Sister MacNamara School is a Nursery – Grade 6 elementary school where we recognize and value the tremendous impact families and the community have on learning. All the staff and administration are committed to strengthening those relationships. We all strive for the engagement of all Sister Mac families as partners in their children's learning.

Sister MacNamara reached an enrolment of 350 children representing 27 different languages and cultural backgrounds. Children were provided with many exciting educational opportunities which allowed for their deeper understanding of inclusiveness and social justice issues. They are working towards understanding their role as members of a global community. We are committed to supporting the intellectual, emotional, physical and personal development of each student through differentiated instruction and a wide variety of enriching experiences. Staff are dedicated to creating joyful classrooms that engage students and create a sense of belonging to our school family.

Joy - Love - Rigor

Highlights

- All students were engaged in high quality instruction that infused Indigenous teachings, inquiry and Education for Sustainable Development concepts in learning about literacy and numeracy concepts.
- Students, families and staff continued to support the 94 Calls to Action and work towards reconciliation with Indigenous people.
- All students accessed the Thinking Classroom to explore deeper understanding of mathematical concepts on vertical surfaces.
- Students were provided after school options such as CANU after school programming, B&G Club, MERC, art club and the school's various events. Other extra-curricular activities were offered to students throughout the year during noon hour activities.
- Our Winter Concerts were an opportunity for students to perform for our families and they filled our gym as an appreciative audience.
- Students enjoyed the development of physical fitness through rich activities such as RWB dance, Zumba sessions, inclusion of Indigenous games, a Skipping Contest, Swimming Counts, skating, snowshoeing, Circus inquiry, badminton tournament and Jump Rope for Heart, Running Club plus many more activities prepared by our Physical Education teacher.
- Each class made a commitment regarding their next steps toward reconciliation.
- More students accessed the Breakfast and Snack Programs. Our staff delivered fresh, delicious and home-made meals/snacks daily to students.
- All classes were able to participate in no fee field trips during the whole school year. This sparked interest and investigations to enrich their understanding of concepts studied in class at various locations in the city.
- Several students were host cooks and bakers during food preparation activities.
- Our Grade 6 Farewell was a success and many families attended. Families and their children were very excited to celebrate during this wonderful event.
- Shopping with Cops, Talent Show, Spirit Week, Movie Days, Terry Fox Run and student hosted assemblies were additional highlights.
- Students learned about strategies to help support their development of emotional needs. They also learned about the Zones of Regulations, Growth Mindset, Mindfulness and Restorative practices.



Achievements for 2024-2025

Overall Numeracy:

1. June 2025 - students demonstrated strong growth in the space/shape strand concepts at all grade levels.
2. June 2025 - students gained a deeper understanding of specific mental math strategies through purposeful instruction and Learning Sprints as based on classroom data.
3. June 2025 - students demonstrated their understanding of the key components of all curricular strands through authentic application of knowledge.

Overall Reading:

1. 79% of students showed a year within a year's growth in reading.
2. All students increased their repertoire of comprehension and decoding strategies (grade specific) that helped them become stronger readers
3. Students were able to choose "good fit" books to increase reading engagement and develop the joy of reading

Overall Writing:

1. 75% of students demonstrated a year within a year's growth in writing.
2. Students published 4-5 pieces of writing using a variety of writing genres of the teacher's choice by the end of this school year.
3. Students read their writing to revise and edit their ideas and pieces with the Six Traits in mind

Indigenous Learning:

All students demonstrated increased knowledge of Indigenous cultures and teachings and the 94 Calls to Action.

1. All students demonstrated knowledge about Residential Schools and the impact on people in Canadian history and its impact on our community today
2. All students examined the Four Essential Questions and their personal experiences
3. All students had the opportunity to learn about Treaties through their work with the Treaty kits.

ESD:

1. Project Based Learning, with an ESD perspective, was integrated into all subject areas.
2. School playground beautification:
 - completed the development of a pathway and outdoor classroom - celebrated
3. Student awareness and involvement in ESD goal development through learning about climate changes and the impact on our daily lives.



Priorities for 2025- 2026

Numeracy Goals for 2025-2026

1. By June 2026, students will continue to develop mental math strategies to improve automaticity of basic number facts through targeted Learning Sprints.
2. By June 2026, students will use real world problem solving skills with a focus on key concepts in the shape and space / statistics and probability strands using the Thinking Classroom as a mathematical learning environment.
3. By June 2026, students will use applied thinking to solve problems, work collaboratively, thinking critically and understand how others think and approach problems and tasks.

Literacy Goals for 2025-2026

Reading-

1. Students will show a year within a year's growth in reading or work within their grade band. Students from Gr. 1-6 averaging a year within year's growth in reading will make connections to texts and their own personal experiences.
2. All students will increase their repertoire of comprehension strategies (grade specific) that will help them become stronger readers
3. All students will increase their phonological awareness and decoding strategies (grade specific) that will help them become stronger readers.

Writing-

1. Students will show a year within a year's growth in writing or will continue to work within their grade band. Students averaging year within year's growth in writing for Grades 1-6 will increase in developing writing pieces in various genres.
2. A minimum of 5-6 projects will be completed where students use mentor texts and go through the revision and publishing process with the Six Traits in mind.
3. Students will use established and modelled criteria and checklists to revise, edit and publish their writing independently.

Indigenous Goals for 2025-2026

1. All students will demonstrate knowledge of various Indigenous Nations and learn about their values and teachings.
2. All students will demonstrate knowledge of Canadian Treaties, their relationships to the land and the rights of the Original Peoples.
3. Teachers will continue to embed the TRC's 94 Calls to Action into their daily practices by making connections to curricular outcomes.
4. All students will have the opportunity to continue to showcase their work throughout the school (Indigenous Bulletin Board, Display Cases, and Classroom Bulletin Boards, assemblies, sharing with others)

ESD Goals for 2025-2026

1. Incorporation of ESD perspectives into daily teaching and learning
2. Focus on equitable teaching and developing a sense of belonging in the school as a family of learners.
3. Incorporation of the Outdoor Classroom and ESD kits and supplies into teaching and planning for learning on a daily basis.

Parent and community involvement

Parent and Community Programs 2024 - 2025

Our Family Room offered diverse sessions based on family needs and interests. Here are the highlights-



- Indigenous families led or participated in learning with their children at school – BSSIP program
- Participated in Winnipeg Harvest Surplus Program to distribute fresh produce and food to our families
- Teresa Byrne led sessions for families and students on beading and cultural learning sessions - well attended
- Koats for Kids provided warm winter clothing for students
- Clothing drive and distribution to families
- Parent/Child Library give away table event
- Connected families with the Millennium Library to access their literacy programming events and get set up for borrowing books
- Families participated in Nutrition Bingo, Painting classes, Arts and Crafts activities, Cooking classes, Community Clean-Up, learning sessions and Book Sharing event
- Supported families with interpreters in 17 different languages
- Family Gathering meetings occurred once a month. 30+ families attend each month, last event had over 56 people in attendance-light supper and draw prizes provided to families
- Multiple sessions provided by guest speakers on the importance of positive family activities, focusing on mental health and well-being. Families in attendance received beautiful and useful gift packages to enjoy at home.
- Families appreciated the Smile Dental Clinic, Mobile Vision Clinic and a variety of in classroom events that parents attended or led sessions for students' learning-very well attended
- An average of 89% of families participated in our Student-Led Conferences.
- The school, WSD partnerships and other donors provided healthy food choices to our families to ensure they were supported and their regular food sources were supplemented. There were 930 food packages shared with our families.
- Families shared their cultures with others in our school through learning sessions, food shared at luncheons, sharing of music, cultural dress and dance