



Joseph Teres School Community Report 2023 - 2024



Joseph Teres by the Numbers...

- Student Population = 550
- Classroom Teachers = 23.5
- Student Services = 3
- Reading Recovery = .50
- Music = 1.19
- Physical Education = 2.33
- Teacher Librarian = .50
- Library Technician = .75
- Educational Assistants/YCW = 14.5
- Clerical = 2
- Custodial Staff = 2
- Custodial Aides = 2
- Administration = 2

Joseph Teres is an Early Years school located Winnipeg, Manitoba, within the River East Transcona School Division. We offer Kindergarten to Grade Five English programming. Our school is committed to developing academic and social skills in an inclusive, nurturing environment. Programs are supported and enhanced through an extensive Resource Program, Reading Recovery, Library and Technology Resources, Basic French, Music, Physical Education and Intramurals. Students are encouraged to take active roles in a variety of student activities and leadership opportunities.

Looking Back On School Priorities For 2023 - 2024

- Literacy - Enhance student achievement through authentic and appropriate literacy instruction.
- Numeracy - Enhance student achievement through authentic and appropriate mathematics instruction.
- Wellness and Belonging - Student learning and activities to promote a feeling of safety and belonging in the Joseph Teres community.
- Sustainable Development – Enhance student understanding of sustainable development as a normal part of daily practice.

Literacy Celebrations

- Classrooms implemented home reading programs for students. An online subscription to access reading materials was also maintained.
- Teachers displayed writing samples throughout the school to motivate, recognize and celebrate writers.
- All Classroom Teachers engaged in grade level conversations to co-plan, mentor and reflect on their literacy practice.
- Student writing pieces focused on the development of purpose, audience and student voice. Students experimented with a variety of writing hooks, use of humour and imagination and beginnings and endings. Several classes wrote free verse poetry as self expression and wellness.
- Writing Buddies were formed between every classroom with a variety of shared writing around topics such as poetry, letter writing, and a winter writing activity.
- Technology was an integral piece for students so that they could fully participate in the writing process and writing activities.

- All classrooms participated in “I Love To Read” month literacy activities in February under the theme of “Be a Book Dragon”. There were two school wide “I Love To Read” assemblies that included read alouds and reading along to and singing the lyrics of a song. There was a school wide “Book Battle” where students voted on their favourite dragon themed books, numerous library activities, and students wrote a story and drew pictures about a dragon.
- Guest readers were invited to read to our students, including our school resource officer Constable Blair Scott, and MLA Kelynn Dela Cruz.
- Students explored their community and the importance of the land with the help of Cora-Leigh Mazurat, a divisional Indigenous Academic Achievement support worker.
- Students participated in an Orange Shirt Day assembly and writing activity this year to continue their learning about Indigenous cultures.

Numeracy Celebrations

- Staff continued to focus on previous years’ work on problem solving, using open ended questions and parallel tasks to drive mathematical thinking and reasoning. Many resources including Peter Liljedahl’s and Marian Small’s work and other literature connections provided staff and students with rich learning experiences. Staff observations confirmed that students were highly engaged during problem solving and were asking deeper questions during the learning process. Student and Teacher feedback was positive.
- Many Teachers implemented numeracy learning centers in their classrooms, allowing students to have time to explore numeracy and engage with different math concepts in concrete and play based ways.
- Students participated in a variety of 100 Day Math activities and celebrations.
- Numeracy learning was paired in several instances with Literacy learning to develop deeper understanding. For example, Grade 4 students explored Math in Music, Grade 5 students explored Math in Art, and numeracy concepts were integrated into Physical Education classes.
- Our Green Team used various recycling efforts to integrate Math learning experiences in a meaningful and engaging manner including sorting, counting, tallies and comparisons.
- Students engaged in numeracy as part of our food bank drive by sorting, counting, and weighing items collected.
- Kindergarten to Grade 2 students used the school based resources and divisional Math kits on a regular basis to support Math learning in the classroom. Kits are especially helpful in the problem solving strand.

Wellness and Belonging Celebrations

- Positive behavior was recognized and promoted by all staff with the use of Shout Outs. Shout Outs were accumulated towards collective school wide celebrations, creating a sense of belonging by working together towards a common goal.
- School wide participation and celebration in sustainability practices including waste free lunches led by the school Green Team.
- All staff received professional development on Sources of Strength, with a full school roll out planned for 2024 - 2025. The Grade 2 classrooms fully participated in Sources of Strength this year.
- Grade 5 street and bus patrols participated in regular meetings and celebrations as a team throughout the year, including field trips to Wheelies and free Moose games, regular snacks and hot chocolate, and prizes for the Patrols of the Month. Grade 5 patrols trained Grade 4 patrols in the Spring.
- Grade 5 students participated in various leadership opportunities, including patrolling, gym leaders, lunch bunch leaders, library helpers, technology helpers and recess leaders.
- Classroom Teachers have prioritized positive connection with students throughout the school year by including morning meetings and community building initiatives.
- Numerous intramurals and extra curriculars were run to allow for connections across classrooms and grades.
- Monthly school wide celebrations where all students were invited to participate were held throughout the year including Orange Shirt Day, Halloween, Crystal the Elf, Spirit Week, Community Cleanup, Music Monday, JT’s Got Talent and Farewell.
- Assemblies have had a large impact on well being, empathy, diversity, inclusion and connection. Joseph Teres School continued with regular Day 5 assemblies throughout the school year with grade level audiences. Themes of the assemblies included: Conscience, Mindfulness, Mental Health, Zones of Regulation, Gratitude and Sources of Strength, as well as community and global connections such as: Orange Shirt Day, World Vision, Earth Day, Medicine Wheel, Recycling, Bear Witness Day and Multi-Cultural Holiday Traditions.
- School Wide Behavior expectations were taught, reviewed and reinforced regularly in classrooms. Students were taught how to solve problems using our Problem Solving Wheel. The Problem Solving Wheel is being used in a variety of areas but most specifically at recess.
- Our school continued to access the support of our School Resource Officer this year. This personnel support was a powerful addition to our school community and made a positive impact on our students and staff.

Sustainable Development Celebrations

- School wide assemblies incorporated social responsibility and justice initiatives that are student driven and correlated to curricular outcomes. This includes local, city wide and global awareness and sustainable actions. Initiatives included Earth Day and Earth care taking activities, raising money for Terry Fox and World Vision, play based learning and community walks.
- Waste Free Wednesdays and draws for student celebrations occurred throughout the year.
- Students take a leadership role in recycling awareness and collection. Students actively participate in recycling efforts including batteries, drink tabs and markers recycling within our school community.
- Our Grade 1 team featured butterfly development experiences and observed the development and life cycle metamorphosis.
- The Grade 3 students took leadership roles in the school including: planting flowers on our school property, securing supplies for a school and community clean up effort in the Spring, establishing a Fun in the Sun club, overseeing school wide recycling efforts and issuing environmental challenges.
- All staff and students actively participated in sustainable development experiences within the school community.

Looking Ahead To School Priorities For 2024 - 2025

- Enhance student achievement through authentic and appropriate literacy instruction to help all students develop the skills, attitudes, and knowledge to live the good life, to live Minopimatisiwin.
- Enhance student achievement through authentic and appropriate mathematics instruction to help all students develop the skills, attitudes and knowledge to live the good life, to live Minopimatisiwin.
- Enhance the climate, culture and inclusivity through an authentic and appropriate comprehensive school health framework that provides access to supports for the whole child and assists every child to develop the skills, attitudes and knowledge to live the good life, to live Minopimatisiwin.