



## Ecole Bonnycastle School

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### Mission Statement

Ecole Bonnycastle School is committed to building an educational community that inspires academic and personal excellence

#### Principal

Caterina Romeo-Mzakar

#### Vice Principal

Tytanya Fillion



### Board of Trustees Three Expectations for Student Learning

1. All students in Pembina Trails will be personally and intellectually engaged in their learning at school.
2. By the end of grade 8, all students in Pembina Trails will meet the provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.
3. All students in Pembina Trails will graduate from high school.

#### 2021/2022 School Plan Priorities:

- 100% of students will learn 5 different regulation strategies, and with adult guidance, will learn how and when to implement them according to their individual needs, by June 2022.
- 100% of students will chart their growth and articulate their learning goals in the areas of literacy and numeracy using classroom data collection systems by June 2022.
- 100% of students will describe at least one indigenous contribution in the areas of Math, Sciences, Physical Education, Music, Languages and Art by June 2022

#### Progress Toward School Plan Priorities in Self Regulation:

- Students were taught 5 strategies for self-regulation.
- Our divisional Occupational Therapist / Speech and Language / Physio Therapist presented to Educational Assistants on the topic of self-regulation strategies. They met 1:1 to go over individual students and how to plan for their needs.
- Educational Assistants received ongoing training on how to use Movement room and Multi-sensory rooms.
- Visual charts of self-regulation strategies and tools are posted in every classroom.
- Movement hallway created for students.
- Sensory court yard created to meet students sensory needs.
- We have 5 adapted bikes and roller scooters that are used daily.
- Classroom and Student Specific plans have self-regulation breaks built into their day.

## Progress Toward School Plan Priorities in Literacy and Numeracy

- Teachers participated in professional development dedicated to sharing and refining practice around data collection, student growth and goal setting with students.
- Simon Breakspear's Learning Sprints and our new Support Service model were implemented in all classrooms to refine teacher practice and to plan and target learning goals for students.
- Teachers worked with the Numeracy Instructional Coach, and planned and implemented class exploration of various numeracy recourses from the province and the division as well as sharing favourite professional numeracy books.
- Grade 4 teachers and students worked with our divisional Library Learning Commons Consultant on Leveraging Digital Skills to meet the grade 4 Essentials Outcome document and meet literacy goals.
- Levelled Literacy Intervention was provided to students in grade 1-4. These 8 week intensive blocks are an intensive, small group, supplementary intervention to lift achievement to support students of in reading and writing.

## Progress Toward School Plan Priorities in Indigenous Learning:

- Indigenous Student Success Teacher, worked with classrooms integrating the Indigenous learnings of Mathology into classrooms.
- All staff were Treaty Trained.
- Smudging made available to all students and staff.
- Creation of our Indigenous Butterfly Garden in partnership with Living Prairie Museum.
- Annie Beach along with Bonnycastle students, designed and created our Three Sister Indigenous Giving Garden based on student workshops.
- Staff integrated Indigenous contributions across all subject areas.
- A school word wall was created of global languages, including 15 Manitoba indigenous languages.
- Year 3 of ***Turtle Island News*** (our school wide TV episodes are shared with the community) created by students to highlight the contributions, inventions, and leadership of Indigenous Peoples.
- Indigenous greetings and National Hymn (in Cree) are now part of our morning announcement routine. Students created their own Land Acknowledgments.
- Each month the school focused on one of the *Seven Sacred Teachings* to teach social emotional programming as Bonnycastle Schools moral stepping stone and school values.
- Through the Library Learning Commons we focused on Spirit Bears 94 Calls to Action.
- We created an Aboriginal Veterans Memorial, re-imagined Canada day to be a day of reflection and a reminder that we must continue along our path to TRC, K - 4 Inquiry projects that centered around, local Indigenous heroes, Louis Riel and the advocacy of the Metis people.

## **Progress Toward the Three Expectations for Student Learning 2021/2022:**

### **First Expectation**

- Students at Bonnycastle are provided with diverse programming opportunities to share their passions within their school and community, educating their peers, and developing lifelong leadership skills before during and after school. Approximately 100 % of students participated in school clubs, activities and / or social action groups this year.

### **Second Expectation**

- At Bonnycastle, we are all teachers of literacy. We continue to have a dedicated Literacy Coach that supports all teachers and students. Together with our Teachers, our Levelled Literacy Support Teacher, our Indigenous Student Success Teacher student literacy learning is supported daily.
- Teachers participated in Professional Learning teams to further enhance their literacy pedagogy.

### **Third Expectation**

- We have a universal focus on the social emotional development of students. We have a counsellor on our Support Services Team to teach and integrate social-emotional strategies, resiliency and character building to whole school, small groups and individuals.
- Our Polar Pride Program teachers plan as a team to support school indigenous themes and initiatives in order to develop citizenship and friendship skills.

On behalf of the Bonnycastle staff, we thank you for your continued support and partnership. Moving forward, we will continue to refine our practice and support our students in their achievements.