



## Laidlaw School

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### Mission Statement

To provide a safe and inviting environment, where all students can develop to their fullest potential, becoming life-long learners, and responsible contributing members of the community.

Principal  
Jacqui Kroeker



### 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.

### 2020-21 School Plan Priorities:

- Literacy: (Critical Thinking) - Mastery: The inborn thirst for learning is cultivated; by learning to cope with the world, the child can say "I can succeed".
- Numeracy (Problem Solving) – Independence: Free will is cultivated by responsibility so that the child can say, "I have the power to make decisions."
- Community (Safety) – Belonging and Generosity: Belonging: The universal longing for human bonds is cultivated by relationships of trust so that the child can say, "I am loved." – Generosity: Character is cultivated by concern for others so that the child can say, "I have a purpose for my life."

### Progress Toward School Plan Priorities:

This year has been like no other. Laidlaw's community of students, staff and families have navigated the covid-19 pandemic with courage and grace. We started the year with a value statement of "bring your courage", we even had it stitched on our Laidlaw hoodies for the year. This strong reminder has kept us working together to create a sense of well-being and well-becoming for ALL students. At the beginning of the school year, we stated with confidence that teachers would be competently teaching via Teams, Edsby or Seesaw based on the tools and PD that was provided. I am proud to report that all these platforms were used in a variety of ways to teach, learn and assess. Many PD's and resources were provided to support staff with this goal. We had teachers teach teachers, lunch and learns, divisional specialists and consultants work alongside staff and we utilized TEAMS channels to sort and file learning resources. We were thankful for the time allocated during the extra PD days to process and plan using these tools to better serve our community.

### Literacy (Critical Thinking):

We began the year guided by Garfield Gini Newman who led us through how to facilitate remote, concurrent and in person learning with an inquiry based lens and grounded in critical thinking pedagogy. He provided professional development and then one on one guidance with teachers to re-structure units of learning to meet the needs of a pandemic. We anticipated that recovery learning would be a concern, however we soon realised that by scaffolding student learning along with teachers focusing on bringing students along their own continuum of learning with inquiry at the heart of their teaching, recovery learning was not a major concern. One of the many strengths at Laidlaw is students love of reading.

Our library learning commons circulated 11,116 books this school year including the summer reading program from last year. This was highlighted in our reading levels of students and we are incredibly proud of their literacy accomplishments.

### Numeracy (Problem Solving):

Problem solving was a goal that constantly weaved its way into all lessons this year. As teachers reflected on strategies for infusing critical thinking into various learning units this was partnered with problem solving. There were many examples but to name a few: Students in grades 5/6 hosted problem solving Fridays. A wide level of problems were presented to students and they were encouraged to work together to solve the problems using an app named Seasons/Puzzles. Grade 7's collaborated on a problem of the week. It was posted on Monday and had to answer on Friday. In grade 8, students were tasked with designing a robot out of cardboard, and then worked through a number of problems to find the surface area of their model. These were just some of the many examples of students working on problem solving with a lens of inquiry based learning. In addition, we became a STEM (Science, Technology, Engineering and Math) school. Pembina Trails STEM consultant worked along side teachers and students to implement STEM into their lessons. This hands on learning approach engaged students in their own learning process.



### Community (Safety):

A huge part of the year was focused on safety based on meeting the covid-19 pandemic health regulations. We continued to frame this around the Circle of Courage framework as this felt familiar and comforting to students, staff and families. Using this framework ensured that we were addressing the needs of the whole child. Staff consistently followed protocols and respectfully ensured that students followed the fundamentals as well as remaining in cohorts, specific zones and using certain areas of the school. Students were very receptive to the guidelines and managed well. As a community we found different ways to engage students as a community in a fun and safe manner. Spirit Friday's were introduced where staff and students wore Laidlaw gear, dressed in blue or white and were able to wear hats on Fridays. As a result of this we have made the decision next year to adapt our dress code to allow hats.

We hosted monthly virtual assemblies, and acknowledged many events throughout the year: Halloween, Remembrance Day, Class Challenge Kahoots, welcome back assembly in January, I Love to Read, Reconciliation, Earth Day, a collective school grounds clean up and a Memorial of Love for students who did not return home from the residential school in Kamloops. Grade 7 students planned and executed a virtual spirit week. This included dress up days, minute to win it activities, staff baby photo Kahoot and class themes followed by a virtual parade. A Laidlaw wellness Instagram account was introduced to further foster safety and well-being especially amongst the middle years students. Wellness postings were provided on Monday, Wednesday and Friday's each week with the focus on encouragement and humour. To create an added sense of belonging all doors were staffed with an adult as students arrived and left each day allowing extended supervision times for families. We played music to keep students upbeat and entertained as they started the day.

This year our journey of reconciliation has been supported by Laidlaw's Elder in Residence: Dr. Winston Wuttunee. A Manitoba Arts Grant facilitated the ability for this relationship to be fostered even more with Dr. Winston Wuttunee working with grade groups on Teams. Dr. Winston Wuttunee taught students words in Cree, Indigenous ways of knowing and being and drummed songs. The Circle of Courage guides our ways of knowing and perspectives and Tracey Laing, Pembina Trails ISS teacher worked with all grades on land acknowledgements, Indigenous art, space and treaty education.

We continued to build on our inclusive practices. The intake survey that is used for all students including new families to Canada was edited and allowed for a welcoming experience for all new families to the community even during remote learning. We are proud to work together as a community to serve the needs of all students at Laidlaw honouring diverse perspectives and cultures.

### **Progress Toward the Three Expectations for Student Learning 2020-21:**

The Circle of Courage has promoted a more harmonious and balanced community and guides us to incorporate the truth and reconciliation commissions recommendations. It is a model that has promoted positive youth development through the lens of safety, adventure and resiliency. It is based on four universal growth needs of all children: belonging, mastery, independence and generosity. Below is an account of how we have encouraged each growth segment this year during the regular school year and during remote learning in alignment with the three expectations for student learning.

### **All students in Pembina Trails will be personally and intellectually engaged in their learning at school:**

**Belonging:** While attendance is not the only measure of belonging, if students are engaged in their learning their sense of belonging is higher. During the levels of orange and red responses to the pandemic we maintained a high level of attendance. In November (level of orange), we maintained 93% attendance rate amongst students and in May (level of red) we achieved 94% attendance rate. Analysing the learning behaviours on the provincial report card in term 2, 86% of students achieved *consistently* and *usually* in active participation in learning while less than 1% were *rarely* engaged. We continued to maintain this high level of engagement and attendance with students attending remote and in person learning for students of CSW families and students with individualised learning plans throughout the remainder of the year.

**Generosity:** Students and their families have not only paid it forward with kind gestures and words but have given generously to our community partnerships (Main Street Project, Ralph Maybank Breakfast Club and Koats for Kids). We were also very generous to each other as a community. We utilised zones of regulation, sharing circles and shared values and beliefs to encourage students to monitor their learning behaviours. Quotes from the author Charlie Mackesy were used during morning announcements to inspire students to be kind to themselves and others.

### **By the end of grade 8, all students will meet the provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school. All students in Pembina Trails will graduate from high school:**

**Independence:** In a wellness survey sent out to families in May, 60% of the 68 responses rated a 4/5 in how well their child was coping with remote learning. 58% of responses gave a 4/5 in terms of the *quantity* of remote learning and they reported to us that students and families were feeling overwhelmed. This led us to reevaluate our supports and we were able to invite a small number of students in during May/June in addition to the students who were attending from CSW families following all covid-19 health regulations and Manitoba Education directives. Families then reported anecdotally that they experienced an increased level of mental well-being amongst their children who they had indicated were not feeling successful in remote learning. We increased our individual supports to students utilising EA and specialist teacher support via remote learning and reflected upon the *quantity* of work that was being provided. 95% of survey respondents reported a 4/5 in the quality of remote learning. This was something that the staff at Laidlaw were extremely proud of and shows their dedication to student success and addressing the needs of the whole child.

**Mastery:** Students at Laidlaw are exceptionally prepared in their educational journey. By analyzing student report card data in term 2 of this year, 28% of Laidlaw students are English as Additional Language (EAL) Learners who bring a beautiful diverse lens to learning:

- 87% of students are achieving 3 or above in the provincial report card in literacy (reading).
- 83% of students are achieving 3 or above in the provincial report card in numeracy (mental math and estimation).

At Laidlaw, we work at establishing rigorous and high standards for all students and staff. We want all students to achieve individual academic success through inquiry based learning, critical thinking, STEM, land based learning, student specific learning plans as well as social and emotional well-being. A healthy mind and body is important to instil the value of life-long learning. Our mission of striving for excellence is at the centre of our minds in all we do.