



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.

2021-22 School Plan Priorities:

- **Literacy & Assessment - Mastery:** The inborn thirst for learning is cultivated; by learning to cope with the world, the child can say "I can succeed".
 - ◆ Students will be actively involved in assessment by applying learned skills and practice to situations that involve inquiry and oral storytelling.
- **Numeracy & Assessment – Mastery:** The inborn thirst for learning is cultivated; by learning to cope with the world, the child can say "I can succeed".
 - ◆ Students will be actively involved in assessment by applying learned skills and practice to situations that involve problem solving and critical thinking.
- **STEM – Independence:** Free will is cultivated by responsibility so that the child can say, "I have the power to make decisions."
 - ◆ Students will actively engage in STEM-based learning and self-reflection assessment practices through a critical inquiry lens to further student development in literacy, numeracy, and core subject areas.
- **Indigenous Ways of Knowing – 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."
 - ◆ Students will have the opportunity to expand upon their journey of reconciliation through connecting to the land and by applying an Indigenous world view to their learning.

Progress Toward School Plan Priorities:

This year has been a celebration of coming back together as a community. We have done this through gradually moving away from the pandemic safety protocols to remove cohorts, zones at recess and reintroducing school assemblies, field trips, in person PAC meetings and community events. We have celebrated student learning by hosting art and band shows, an open house to welcome new and existing families to visit their child's classroom and many more cross grade and curricular projects involving STEM and Indigenous ways of knowing. We were thrilled to bring back the annual PAC community BBQ where all families came together to celebrate the year. We learnt a lot from the pandemic and have kept some of the initiatives that we started at this time. We have had a huge amount of success with Laidlaw TV. Every morning students in grade 8 run this channel of

communication to inform the school community of daily events, reminders and we celebrate student learning. Members of the Indigenous Circle read out a daily land acknowledgement and the Laidlaw TV team decide on an appropriate O Canada to play that celebrates our beautiful diverse province with many cultural communities being represented.

Literacy & Assessment: We have been focusing on literacy and assessment with project based learning, inquiry, land based learning and oral storytelling as the lens for student learning. The program leader for literacy—Tracey Matthews has led monthly PD sessions for a professional learning community and has provided a half day learning session with an educator who completed their masters research on oral storytelling. This learning has extended beyond this to explore gradeless classrooms and how the feedback loop is essential to learning and students own sense of achievement. Kim McGregor, Laidlaw's teacher librarian has created numerous collaboration projects that infuse literacy and STEM following a co-teaching model to promote alternate ways to assess students in achieving curricular outcomes. One of the many strengths at Laidlaw is students love of reading. Our library learning commons circulated 11,116 books in 2020-21 this increased to 13,491 this school year. This is a significant increase and we are proud that the library learning commons could open back up with no cohort restrictions in the school year so that students were empowered to choose their own reading by perusing the shelves and seeing for themselves our huge array of diverse books in different languages, genres and formats.



Numeracy & Assessment:

We have been exploring through a professional learning community (PLC) model led by the numeracy program leader Matthew Cameron the continuous feedback loop. This consistent feedback enables students to empower themselves in their learning journey. An early years PLC has also been facilitated this year focusing in on land based learning and messy math. In addition, we have had a divisional numeracy coach come alongside teachers to focus in on teaching sprints and using resources like mathology, knowledgehook and mathUp that enable an inquiry based approach to learning and teaching. Math centers and stations have enabled all children to succeed at their own level as they have many access points to the curricular outcomes.

STEM:

Ines Hiraoka, Laidlaw's STEM program leader has helped to bring STEM (science, technology, engineering and math) alive in the classroom by co-teaching. Projects have consisted of the grow tent, where plants have been grown using light technology, a divisional STEM challenge, building homes for critters, bridge designs and much more. The Globe and Mail have written a feature on how a two-eyed seeing approach was brought to a grade 7 classroom at Laidlaw by infusing Indigenous ways of knowing. Martin (2012, p.24) discusses two-eyed seeing as a lens that was developed and proposed by Mi'kmaw Elders Albert and Murdena Marshall. Two-eyed seeing holds that there are diverse understandings of the world and that by acknowledging and respecting a diversity of perspectives, without perpetuating the dominance of one over another, we can build an understanding. Ines Hiraoka has celebrated student learning in the area of STEM via Instagram and twitter and students have loved to see their progress illuminated for the community to see. All teachers have attended a PD partnership with Westdale and Viscount Alexander learning communities to encourage collaboration between schools and to share ideas in the areas of STEM.

Indigenous Ways of Knowing:

The program leader for Indigenous ways of knowing Alyssa Allard and the early years teachers have developed many opportunities for learning from the land. This has been infused into daily class routines and has infused Indigenous ways of knowing into student learning seamlessly.

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 the Indigenous circle group and individual students to foster wellbeing and belonging. We continued to build on our inclusive practices. We are proud to work together as a community to serve the needs of all students at Laidlaw honouring diverse perspectives

and cultures. This year we have brought to Laidlaw the Wayeshkad drumming program in partnership with the Aboriginal School of Dance and created a cultural partnership with Peguis First Nation when the community was displaced from their community due to flooding. This year, we introduced an Indigenous language class where Indigenous students learnt Anishinaabemowin. There was a deep sense of pride and leadership from Indigenous students and they were able to invite friends as allies. Daily student land acknowledgements are read prior to O Canada on Laidlaw TV that fosters reconciliation and a sense of responsibility for the land we live on. On June 21, National Indigenous Peoples day we walked to Assiniboia Residential school to demonstrate the journey that Chanie Wenjack endured trying to return to his family. This is part of our Gord Downie legacy school commitment to reconciliation. Teachers attended a full PD day led by an organization named Momenta who adopt a two-eyed seeing approach to learning. This was a day learning off the land in Assiniboine park led by an Indigenous knowledge keeper and a non-Indigenous facilitator.

Progress Toward the Three Expectations for Student Learning 2021-22:

The Circle of Courage continues to be modelled and used to promote a holistic 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.

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

Belonging: We continued to maintain a high level of engagement with students throughout the year. We removed cohorts and zones mid-year which enabled us to bring back our mentorship programs between grades. This consisted of reading buddies and numeracy partnerships between EY and MY. We were able to have assemblies, field days, field trips, the sports program began to expand again to engage students in basketball, volleyball, badminton and track and field. Laidlaw TV managed by the grade 8's as mentioned has created many opportunities for students to share and celebrate their learning.

Generosity: Students and their families have not only paid it forward with kind gestures and words but have given generously to our community partnerships (Oak Table, Peguis First Nation, Koats for Kids and the Ralph Maybank breakfast program). We were also very generous to each other as a community. Students have welcomed new students warmly from all across the world including the Ukraine. We are so proud of their generosity of spirit when welcoming new students and their mentorship. We utilised zones of regulation, social groups, sharing circles and the circle of courage to monitor learning behaviours to promote kindness and problem solving.

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: Teachers have embraced the infusion of STEM, Indigenous ways of knowing and project based learning by providing authentic learning experiences between the classroom and their immediate global communities. Teachers have endeavored to present their lessons as questions and have developed cross-curricular projects that encourages research and the use of terms like trial, collaborate, challenge, experiment and design to encourage students to use and improve their independent inquiry skills. We have welcomed divisional support teachers and a numeracy coach.

Mastery: Students at Laidlaw are exceptionally prepared in their educational journey. 30% of Laidlaw students are English as Additional Language (EAL) Learners and 8% Indigenous who bring a beautiful diverse lens to learning. By analysing the provincial report card data in term 1 and term 3 of this year we can celebrate the following growth and this includes the addition of 20 new students from around the world and navigating a pandemic.

- Reading Comprehension: In term 1, 79% of our student population were achieving 3 or above, in term 3, this increased to 83%.
- Writing: In term 1, 73% of our student population were achieving 3 or above and in term 3, this increased to 77%.
- Mental Math: In term 1, 74% of our student population were achieving 3 or above and in term 3, this increased to 81%.
- Problem Solving: In term 1, 67% of our student population were achieving 3 or above and in term 3, this increased to 76%.