



ÉCOLE ST. AVILA

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Mission Statement

A French Immersion Centre:
Preparing Our Students for the
World of the 21st Century

Principal
Mme B. Stewart
Vice-principal
Mme L. Marriott



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.

2022/2023 School Plan Priorities:

Literacy:

- By June 2023, 70% of students will speak French more than half the time, with peers and adults in class, and while communicating with adults in the hallways, at recess, and while at the office.

Numeracy:

- By June 2023, there will be a 5% increase in students' ability to problem solve as compared to June 2022.

Culture and Belonging:

- Staff and students will continue to develop their knowledge of Truth and Reconciliation and increase the integration of Indigenous perspectives in the classroom.

Progress Toward School Plan Priorities:

Literacy:

- ⇒ Our literacy committee reviewed data and decided to target oral communication in French this year.
- ⇒ Staff met to brainstorm strategies on the best ways to improve student engagement in speaking French during the school day.
- ⇒ Grade level teams met to create rubrics to identify expectations for speaking French at each grade level.
- ⇒ A schoolwide incentive program was established and implemented for one month. Teachers were encouraged to create their own classroom incentive programs.
- ⇒ "Production oral" teaching activities were shared with teachers during staff meetings.

- ⇒ According to our school report card data, there was an overall increase from term one to term three across all grade levels. As only students in grades 1, 4 and 5 met the goal of reaching 70%, French oral communication will continue to be a school goal next year.
- **Numeracy:**
- ⇒ Mathematical problem solving is the process of working through details of a problem to reach a solution. Our teachers believe that problem solving is a critical skill to be developed in students and have expressed the desire to further develop student's abilities in problem solving by focusing on building mathematical vocabulary and communicating thinking.
- ⇒ All teachers participated in a half-day session on problem-solving in January with Nicole Allain Fox.
- ⇒ Teachers from our grade 2 and 3 teams used funds from the Joint PD Fund to work, learn, collaborate, and implement the use of the divisional Mathology resources. They participated in three half-day sessions.
- ⇒ The Numeracy Committee shared information and discussed problem-solving and assessment with colleagues during regularly scheduled PLC meetings and staff meetings.
- ⇒ Our committee organized our first Family Fun Math Night which was held at the end of May. Our entire community was invited to rotate through math-based activity stations which included problem-solving, number sense, patterns, and shapes.
- **Culture and Belonging:**
- ⇒ This committee developed school-wide events to celebrate diversity, promote and learn more about Indigenous culture, and to enhance our students' sense of belonging and well-being. Activities such as Orange Shirt Day, Festival du Voyageur Week, Pink Shirt Day, National Indigenous Peoples Day contributed to our students' understanding of Indigenous perspectives and inclusion.
- ⇒ Knowledge Keeper Pamela Boulanger was invited to work with the entire school this year to share her knowledge about the Seven Sacred Teachings. Mrs. Boulanger visited every classroom in February, March, April, and May. Students listened to storytelling, read books, sang songs, and worked on special projects with Mrs. Boulanger.
- ⇒ The Culture and Belonging Committee led monthly assemblies where students reflected on the the teachings presented that month. Students had the opportunity to lead the assemblies and to perform and participate during the assemblies.
- ⇒ Three teachers attended the TRCM Treaty Kit training this year.
- ⇒ On June 21st, we celebrated National Indigenous Peoples' Day. Our Knowledge Keeper, Pam Boulanger, and her colleagues, led a school-wide assemblies with songs, dances and teachings that were shared with the entire school.
- ⇒ Staff demonstrated more understanding of Indigenous ways of knowing and integrated Indigenous perspectives into their daily teaching. The success of this initiative was evident by noting student engagement and enthusiasm.

Progress Toward the Three Expectations for Student Learning 2022/2023:

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

- **Enriching Learning Opportunities:** As a school community, we continue to develop shared beliefs around educating the whole child, to ensure that each student is safe, healthy, happy, engaged,

supported, and challenged. We provide a variety of engaging learning opportunities inside and out side of class. École St. Avila is fortunate to have a very supportive Parent Council to assist us.

- Creating a sense of belonging is important at St. Avila! Each Friday, we invite staff and students to show their school spirit by wearing their blue St. Avila t-shirts, provided by SAHASA, our Parent Council. Numerous special events contributed to high student engagement at school, such as: Orange Shirt Day, Remembrance Day, Scholastic Book Fair, Global School Play Day, Festival du Voyageur, Pancake Breakfast, Valentine's Day, I Love to Read, Pink Shirt Day, Family Fun Math Night, National Indigenous Peoples Day, Grade 6 Farewell, pizza lunches, Pita Pit lunches, Booster Juice lunches and Spirit Weeks. In the Fall and Spring, students and staff, with the support of our Parent Council, participate in an outdoor clean-up day to rake, weed, plant, trim, clean up, and beautify our playground and gardens.
 - Leadership opportunities for our students included: Bus Monitors, School Patrols, Stop, Drop and Go, Koats for Kids," initiatives with Manitoba Harvest, morning announcements, as well as assisting with the milk program, during assemblies, at Festival activities and Welcome to Kindergarten.
 - Our school grounds and gardens were often used as an outdoor classroom for student learning and enjoyment.
 - Teachers have benefitted from professional development opportunities around Numeracy, Mathology, Literacy, Treaty Education, and Trauma-informed Care.
 - Additional resources for Mathematics, English and French literacy, home reading programs, class libraries, guided reading instruction, Indigenous perspectives, as well as the school library were purchased.
- 3. All students in Pembina Trails will graduate from high school.**
- We have a shared belief that the work we do in elementary school creates a solid foundation of learning, and contributes to the development of a sense of belonging and a love of learning. The early interventions we provide support the long-term success and future endeavors of our students. Our grade 6 transition process with receiving schools provides an opportunity to share individual student achievements and to plan for on-going needs, and helps to ensure a positive and successful transition to the next school.