



PACIFIC JUNCTION SCHOOL

715 Cathcart Street Winnipeg, MB R3R 3M7

Phone: 204.831.7099|www.pembinatrails.ca/pacificjunction

Vision: Confident, caring learners poised for their future

Mission: Our school community educates,

Principal
Jane Rowland



Our purpose in providing this report to our community is to spotlight and give examples of progress we have made towards priorities we have chosen as a school; as well as detail our work towards the Three Expectations for Student Learning for all schools in Pembina Trails School Division, provided by our Board of Trustees.

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.

2024/2025 PJ School Plan Priorities:

- **Literacy:** To ensure students demonstrate growth, emerging confidence and to improve achievement in literacy, Pacific Junction School will provide a literacy program; including a scope and sequence that addresses the strengthening of foundational literacy skills.
- **Numeracy:** Students at Pacific Junction will develop in their fluency and confidence in foundational math skills and basic computation skills. Students will be able to articulate one strategy to work through and solve a word problem.
- **Learning for a Better World:** To ensure students demonstrate growth, emerging confidence and to improve understanding in...
 - ◆ Indigenous Education
 - ◆ Outdoor Learning
 - ◆ Environmental Advocacy
 - ◆ Learners as Leaders
 - ◆ Health & Wellbeing
 - ◆ Sense of Community & Belonging
 - ◆ Character Strengths and
 - ◆ Social & Cultural Diversity

Pacific Junction School will provide school-wide learning opportunities, collaborative projects, community events and more, to equip our students today and future citizens of Canada, to contribute to a kinder, healthier, collaborative, just 'Better World' tomorrow.

Progress Toward School Plan Priorities:

Literacy:

- Our classroom and student support teachers have provided balanced and rigorous literacy instruction, responding to the needs of each individual student. We continue to respond to literacy assessment data, which highlights targeted areas for student growth.
- For example, the scope and sequence of the UFLI program, in whole-class and small group instruction has led to 79% of Grade 1 students and 78 % of Grade 2 students demonstrating an 'at grade level or beyond' understanding of phonological awareness; the ability to recognize and manipulate parts of words and a key building block to enhanced reading and comprehension skills. 100 % of our Grade 1 and 2 students have indicated growth, and all those approaching grade level expectations are supported through targeted intervention groups.
- This year, we used this described methodology alongside whole text reading instruction, class community book experiences and opportunities to listen, view, speak and represent in our classrooms, Library and whole-school gatherings.
- PJ teaching staff had the opportunity to participate in further UFLI training, to observe colleagues at PJ and in the division and, in turn to provide opportunities for staff from other schools to observe our practice.

Numeracy:

- Students in classrooms at Pacific Junction have received targeted and deliberate repetition of grade-level appropriate math facts. This regular routine has led to an increase in confidence in their basic computation skills and instant recall. For example, of the 113 students at PJ in Grades 1 to 5, 104 students (92%) are at, above, or closely approaching grade level outcomes in Mental Math.
- Another PJ example targeted and deliberate repetition of math concept and skills is in our Grade 4/5 classrooms where 'Number Talks' are a regular feature on the menu. Students habitually unpack a grade level algorithm or word-problem, communicating how they will go about solving the problem using mathematical vocabulary.
- Our Grade 3/4 classroom also made a project out of targeted and deliberate repetition of skills while communicating concepts in math, when creating their own mathematical board games. This gamification of numeracy, and setting grade level outcomes in real-world contexts, has led to an increase in Math fluency and confidence.

Learning for a Better World:

- Our third School Plan Priority is a lofty one, one that we will continue to pursue next year. To see improvements in Sense of Belonging, Health & Wellbeing, and Learners as Leaders; 100 % of students at PJ have participated in Character Strength education. These regularly scheduled classes used picture books, common language, roleplay, class discussion and art to explore attribute contributing to mental wellbeing, improved self-esteem community-building.
- 100% of our students participated in regularly scheduled Forest Walks with our Phys. Ed teacher to explore our outdoor space and concepts in outdoor education.
- There were more than 25 events in our calendar this year fostering community joy, engagement, wellbeing, cultural diversity (including Indigenous Education) and sense of belonging.

Progress Toward the Three Expectations for Student Learning 2024/2025:

Engagement

- All students had opportunities to engage in a variety of clubs and extra-curricular activities; including curling, tennis, badminton, pickleball, handball, Earthrangers, Indigenous Teachings, 'Reading like an Olympian' for I Love to Read Month, choir and drumming.
- Our school continued Active Start to support our students' needs for social connection, physical activity and emotional regulation. This ran all year long for the first 10 minutes of every school day, and staff and students participated together.
- 1 Hour Forest Walks and Inquiry Time was prioritised by being hard scheduled into our weekly planning.

Literacy and Numeracy

- Using data from the end of our Term 3 report cards, 88% of our students from Grade 1 to Grade 5 achieved a 2 or more in the area of Reading Comprehension.
- Further data from our end of Term 3 report cards indicate that 93% of Pacific Junction students from Grade 1 to 5 achieved a 2 or more in the area of Math: Knowledge and Understanding.
- Students requiring further support have student-specific planning and intervention in place to ensure they are working towards these goals with agency. All students have made excellent progress towards our divisional expectations around Numeracy and Literacy.

Graduation

- Many of our community-focussed, whole-school events were centred around ensuring each student has a sense of belonging at Pacific Junction School.
- Our focus around inclusive practices and a growth mindset have ensured that every student is able to celebrate their unique talents and abilities. These are key factors that support student graduation, beginning in the Early Years and on throughout a student's journey through education.

On behalf of the team at Pacific Junction School, we would like to thank our community for your willingness to collaborate, for your contributions to our school-wide events, and your partnership in your student's education. Your communication and feedback as we continue to refine our practice, is ap-

