



ÉCOLE VISCOUNT ALEXANDER
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Mission Statement

At École Viscount Alexander, we are proud of our French language learning and of our diversity. We are building a strong and inclusive plurilingual community while developing the perseverance every student needs to grow and flourish.

Fiers. Inclusifs. Persévérants. *En français.*
Proud. Inclusive. Persevering. *En français.*

Principal
Bronwen Davies
Vice Principal
Stephanie Isaac

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 student 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.**

Building Community (2025 - 2026)

Overview

During the 2025 - 2026 school year, we focused on strengthening a sense of community across our classrooms, the school, and our broader community. This work was grounded in our understanding that, while our students demonstrate strong academic achievement, there is a continued need to support positive relationships, belonging, and respectful interactions in an increasingly diverse school population.

Our actions were guided by a commitment to student engagement, mental health, equity, inclusion, Indigenous education, and fostering a strong sense of belonging for all learners.

Classroom-Level Actions

In classrooms, staff intentionally created environments that promote connection, empathy, and shared responsibility.

Key actions included:

- Co-teaching (Grade 7) and multi-age looping (Grade 5/6), which strengthened relationships over time and allowed teachers to better understand individual student needs.
- Our implementation of core model classrooms in Grades 5 – 7 to provide consistency and a strong sense of structure and community.
- Regular morning meetings and sharing circles, creating safe spaces for student voice, reflection, and relationship-building.
- The development of classroom treaties, co-created with students to establish shared expectations rooted in respect and accountability.
- The use of land-based learning to embed Indigenous knowledge and teachings in our content-area teaching

- Students in 6E participated in Roots of Empathy, helping students build compassion, emotional awareness, and understanding of others.

School-Wide Actions

At the school level, we prioritized student leadership, identity, and engagement through a variety of initiatives:

- We expanded our Grade 8 leadership opportunities, including roles as coaches, referees, and scorekeepers, allowing students to take ownership and contribute positively to school culture.
- Mr. Dvorak launched a student government group, providing authentic leadership opportunities and student voice in school decision-making.
- As a school, we began collaborative work on a renewed mission, vision, and values statement, ensuring alignment with our current community and priorities.
- In December, we gave out BOULES which celebrated positive student contributions and reinforced respectful, inclusive behaviours.
- Our staff participated in professional learning that supported these efforts, with a focus on Inclusive and Responsive Classroom practices and Universal Design for Learning.

Community Connections

Building community extended beyond the school through meaningful partnerships and family engagement:

- Our Grade 8 students served as lunch monitors at Oakenwald, fostering leadership and connection with younger students.
- We established and strengthened partnerships with other schools through:
 - Twinning with École South Pointe School: their Grade 2 students came to hear stories written by our Grade 5 & 6 students in March, and Grade 7 & 8 students from both schools came together for a day of French language activities and fun in May.
 - Pen pals with École Charleswood School: Grade 5 students exchanged letters back-and-forth between schools.
 - Collaboration with École St. Avila: including inviting Grade 5 & 6 students to attend our spring dance, joint track and field events and ongoing partnership to align pedagogical practices
- Our Grade 7s participated in an exchange getting the opportunity to spend a week in Quebec in February and welcoming Quebec students to Winnipeg in June, supporting relationship-building across the country.

Looking Ahead

Our commitment to community-building continues into the 2026 - 2027 school year. Planned next steps include:

- Introducing house/advisory groups to deepen connections across grade levels
- Hosting family information evenings to further strengthen school-home partnerships
- Holding school-wide, student-led monthly assemblies to celebrate to achievements of our students

Through intentional classroom practices, expanded student leadership, and strong community partnerships, École Viscount Alexander has made meaningful progress in building a more connected, inclusive, and respectful school environment. We remain committed to this work as an essential foundation for both student well-being and long-term success.