



PACIFIC JUNCTION SCHOOL

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Principal: Jane Rowland

Vision: Confident, caring learners poised for their future

Mission: Our school community educates, challenges, and inspires



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.

2025-2026 School Plan Priorities:

- **Literacy & Numeracy:** Students at Pacific Junction will demonstrate growth, emerging confidence and achievement in Literacy and Numeracy; developing their fluency and confidence in foundational math skills and basic computation skills, and strengthening their foundational literacy skills.
- **Foster a Culture of Equity, Inclusion, and Respect for Human Diversity:** Create and implement school-wide practices that ensure every student feels seen, heard, and valued, regardless of their background, identity, or ability. Use inquiry-based learning and Indigenous perspectives to explore identity, equity, and diversity in meaningful, student-centered ways.
- **Strengthen Student Wellbeing and Engagement Through Community, Citizenship, and Outdoor Education:** Enhance student wellbeing and engagement by fostering strong connections within the school and broader community, promoting active citizenship, and using outdoor and inquiry-based learning to support holistic development.

Progress Toward School Plan Priorities:

Literacy & Numeracy:

- Pacific Junction students demonstrated continued growth in both literacy and numeracy as a result of intentional classroom instruction, targeted interventions, and a shared commitment to developing confident learners. Staff focused on foundational literacy and numeracy skills through the use of scope and sequence documents, differentiated instruction, small-group learning, and ongoing assessment practices.
- In Literacy, students benefited from consistent participation in reading groups, word-work activities, listening centres, UFLI literacy instruction, and targeted support from classroom and support teachers. Increased opportunities for independent reading, exposure to engaging literature, and regular writing experiences contributed to stronger student confidence and skill development. As a staff, our continued focus on using the UFLI scope and sequence to pinpoint students' emerging skills in decoding text has been key; alongside opportunities to hear, read and comprehend whole language and text.
- In Numeracy, students demonstrated increased fluency with basic facts, improved computational skills, and greater confidence when selecting strategies to solve problems. One example of this is in Grade 1 and 2, where we piloted a new online platform, Matific, which reinforces students' foundational math skills in a game-based environment.
- Our achievement data continues to reflect these successes. Our most recent report card data for the end of Term 3, indicates that 92% of students in Grade 1 to 5 achieved at, above, or were closely approaching grade-level expectations in Reading. 89% of students in Grades 1 to 5 achieved at, above, or were closely approaching grade-level expectations in Mental Math & Estimation. Students who were previously approaching outcomes showed encouraging progress toward mastery, demonstrating greater perseverance, confidence, and a willingness to take risks in their learning.

Foster a Culture of Equity, Inclusion, and Respect for Human Diversity:

- Students demonstrated growing understanding of their own identities while developing appreciation and respect for the diverse experiences, cultures, abilities, and backgrounds of others. Classroom and school-wide initiatives provided opportunities for students to practice empathy, inclusion, respectful communication, and collaboration. Teachers worked to ensure learning experiences were accessible and meaningful for all learners. A focus this year was to increase the visibility of displays within our school environment that celebrate and explore notions of allyship and the diversity represented within our community and Canadian society.
- Throughout the year, staff intentionally embedded diverse perspectives and Indigenous ways of knowing into classroom learning experiences. Students explored identity, fairness, equity, culture, and community through inquiry-based activities, discussions, literature, art, and storytelling. 100% of PJ students participated in whole-school activities, thoughtfully learning about Indigenous culture, demonstrating respect and appreciation for Indigenous ways of knowing and being.

- A highlight for teaching staff this year, was the opportunity to learn from Shirley Delorme Russell, a prominent Librarian and member of the Métis community, who walked our staff through an in-depth exploration of the history, stories, and significance of the traditional land upon which our school is built. With deeper knowledge of the historical contexts regarding Indigenous and Métis relationships to local waterways, ecosystems, and traditional territories, this learning opportunity equips our educators to support our school community with more meaningful Land Acknowledgements and foster deeper reconciliation efforts within our classrooms.

Strengthen Student Wellbeing and Engagement Through Community, Citizenship, and Outdoor Education:

- Supporting student wellbeing remained a key focus throughout the year. Students participated in a variety of opportunities designed to strengthen self-awareness, resilience, citizenship, and community engagement. Character Strength programming, student leadership experiences, classroom discussions, and community projects helped students build important social-emotional skills while developing a greater understanding of themselves and their responsibilities to others.
- Outdoor learning continues to be an important part of student life. Through Wilderness Wednesdays, forest walks, and outdoor inquiry experiences, students engaged in hands-on learning that fostered curiosity, collaboration, problem solving, and connections to the natural world while building confidence and resilience.
- A highlight of our work in this area, was our 'Rough and Tumble Play' learning initiative. Staff observations and office referral data noted a disconnect between students' understanding of suitable games and activities during recess time and outdoor play; and the understanding that everyone's body, boundaries, comfort level, and personal space deserve respect. Grade 1 and 2 students led our collective learning, by co-creating the *Rules of Rough and Tumble Play* and presenting them to the entire school community during an assembly.
- Students increasingly demonstrate empathy, positive self-awareness, courage, and perseverance when faced with challenges. Staff observed strong student engagement, more positive conversations around problem solving and conflict resolution, and improved ability to discuss emotions and classroom or recess situations thoughtfully. Participation in school-wide events, leadership opportunities, and community initiatives reflected students' growing sense of citizenship and commitment to making a positive difference within their school and broader community.



PJ Community Walk for Day of Truth & Reconciliation



The Enchanted Forest: PJ Glow Art Exhibition

Progress Toward the Three Expectations for Student Learning 2025-2026:

Engagement:

- Pacific Junction School continues to provide students with a wide range of opportunities to connect, participate, and develop a sense of belonging through extracurricular activities and school-wide experiences. Students explored their interests and strengths through activities such as curling, tennis, badminton, pickleball, handball, choir, drumming, Indigenous learning opportunities, drama club, and special literacy initiatives including our *I Love to Read Month* celebrations.
- Active Start begins our school day in a good way by connecting to move, interact and build community. Forest Walks and Inquiry Learning time continue to be scheduled into the timetable to ensure meaningful opportunities to engage with nature, learn through exploration, strengthen problem-solving skills, and develop connections to both the environment and one another.

Literacy and Numeracy:

- Student achievement in Literacy and Numeracy remain a significant area of strength throughout the school year. Our Term 3 report card data indicates that, over and above our successful Reading statistic stated earlier, 93% of our students in Grades 1 to 5 also achieved a Level 2 or higher in Writing; and 97% achieved a Level 2 or higher in Critical Thinking.
- Similarly for Numeracy, beyond our students' successful achievement in Mental Math & Estimation mentioned previously; 92% of our students in Grades 1 to 5 also achieved a Level 2 or higher in Mathematical Knowledge and Understanding; and 90% achieved a Level 2 or higher in Problem Solving.
- Teachers regularly monitored student learning through classroom assessments, observations, and intervention planning. Students requiring additional support received targeted instruction and individualized learning plans designed to promote success and foster student ownership of learning. As a result, students across all grade levels demonstrated meaningful growth toward divisional expectations in both Literacy and Numeracy.

Graduation:

- Creating a strong sense of belonging is central to our work at Pacific Junction School. Participation in school-wide events, leadership opportunities, and community initiatives reflected a strong sense of belonging and citizenship. Attendance data further supports this success, with 9 in 10 of our students attending school at least 90% of the total school days, and more than half of students absent for 5% of the school year or less.
- Our ongoing commitment to inclusive practices, student voice, and growth mindset principles ensured that every learner had opportunities to experience success and contribute to the school community in meaningful ways. Students were encouraged to recognize and celebrate their unique strengths, talents, and identities while developing confidence in themselves as learners.

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 appreciated.

