



Ecole Bonnycastle School

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Mission Statement

Ecole Bonnycastle School is committed to building an educational community that inspires academic and personal excellence.

Principal
Monaliza Vianzon

Vice Principal
Carissa Comeault



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 School Plan Priorities:

- **Inclusion & citizenship:** All students will be engaged in their learning, and demonstrate active citizenship. We will promote equitable access for all, so that all students see themselves as part of our learning community and feel safe and valued.
- **Social emotional learning:** All students will learn and apply two or more regulation strategies when dysregulated.
- **Literacy and Numeracy:** All students will learn and apply a variety of strategies to communicate their thinking and increase comprehension.

Progress Toward School Plan Priorities in Inclusion and citizenship:

All students participated in school-wide events and inquiry projects focused on inclusion throughout the school year. Students developed an awareness of the diversity of our school population, as well as a strong sense of self and community. This included: school wide soft start and universal breakfast program, Orange Shirt Day, Remembrance Day, Baskets of Love, Bonnycastle Boutique, Black History Month, Festival du Voyageur Week, I Love to Read Week, Kindness Week, Pink Shirt Day, 321 Day, MMWIG+ Day, Bear Witness Day, Cultural Week, Dance in the Park, Pride Walk, and Play Day.

Staff integrated Indigenous perspectives across all subject areas, and incorporated Treaty education and learning throughout the school year. Students engaged in authentic learning experiences through oral storytelling, and participated in smudging with our Knowledge Keeper, "Cookem" Daisy. Schoolwide activity days incorporated Indigenous learning and teaching, and Land acknowledgements and the National Hymn (in Cree) were part of our daily morning routines.

Our Knowledge Keeper provided lessons through oral storytelling and games to share Indigenous history and teachings. Her continuous engagement in our school supported our grade 4 inquiry project around the Honourable Murray Sinclair's 4 guiding questions: *Who am I?*, *Where do I come from?*, *Why am I here?*, *Where am I going?*, as highlighted in the *Mamatawisiwin* Indigenous Education Framework document (Mb. Ed., 2022).

Our Cultural Week helped us celebrate diversity by showcasing student learning and identities. The whole school engaged in grade level inquiry projects and cross-curricular learning about the many continents and cultures that make our Bonnycastle community unique and beautiful! Parents and community groups came to present and share their cultures, and students demonstrated pride in being able to celebrate their own identities and those of their school mates.

Progress Toward School Plan Priorities in Social Emotional Learning:

Our sensory and regulation spaces continued to be accessed by students to support social emotional well-being and regulation needs throughout the day. Our clinical team (OT, PT and SLP) worked collaboratively with our student services team, classroom teachers and EAs to review and update student specific plans, and provided specific training and tools to ensure effective responsiveness to students' evolving needs.

We incorporated a school-wide soft start, where teachers and students have a chance to check in, connect and build community in a calm manner to support all students in being ready to learn for the day. We also had a universal breakfast, snack and lunch program for all students to access nutritional foods as needed throughout the day. Our student services team collects and connects with students as needed during lunch bunch, and recesses. Our specialist team runs active start for students who benefit from movement before school starts.

Teachers, Educational Assistants and Clinicians modelled strategies throughout the day to support student regulation and social emotional well-being. Our school counsellor co-taught Zones of Regulation and Spot of Feelings lessons in all classrooms this year as a whole-school approach to common practices. Classroom teachers shared tools, visuals and spaces for self regulation as universal strategies. Some classes used Educarme as a daily practice to enhance mindfulness and readiness for learning.

Students demonstrated the following ongoing learning: recognizing their needs and asking for breaks; knowing which spaces and tools would help them regulate; verbalizing their feelings and emotions and seeking assistance for co-regulation, as needed.

Progress Toward School Plan Priorities in Literacy and Numeracy:

Teachers participated in professional development with our literacy consultants, dedicated to sharing and refining their practice around instruction and assessment. PD sessions included UFLI training, EYE-TA assessments, levelled literacy instruction, and structured literacy. Grade level teams engaged in co-teaching or co-planning incorporating UFLI in their guided literacy instruction.

New teachers participated in professional development using Mathology resources with our numeracy consultant to increase student engagement and communication in numeracy. Numeracy program leaders provided ongoing resources and strategies for open ended problem solving, and supporting growth mindset in math. Staff invited families for a Math Night where families were engaged in various math activities and games that could be used to support fun and practice at home.

Each classroom teacher was allocated a budget to purchase resources to augment their classroom libraries and numeracy learning tools (manipulatives).

Our school library continues to build on diversity to include mother tongue books, Indigenous stories and resources, texts representative of our diverse school population, and books that are age appropriate for inclusion and sensitive topics.

Teachers blended storytelling with digital platforms to support literacy and worked collaboratively with our teacher-librarian on inquiry and makerspace projects.

Students shared their successes and identified learning goals during tri-conferences. Ongoing progress is also documented through their Seesaw portfolios.

Progress Toward the Three Expectations for Student Learning:

Engagement

Students participated in various field trips focusing on cross-curricular connections and building community. We had several schoolwide activities for students to not only show their school spirit, but to also demonstrate our school motto *Embracing diversity and embodying hope*. These learning experiences provided opportunities for students to develop knowledge and understanding to grow as individuals and active members of our community, as well as become advocates for inclusion.

Many extra-curricular and leadership opportunities were provided for students throughout the school year. Our teacher teams provided a wide variety of clubs for students to join, including track and field, choir, cross country, art

club, green team, skipping club, marathon club, as well as other student generated clubs. Students were also invited to be bus leaders and social action leaders through the Recycling Club, the Bonny Boutique, and Tabs for Laila. Our grade 4 students also developed and promoted monthly bulletin boards and hallway art, and led the morning announcements.

Literacy and Numeracy

Our school team hosted a Math Night open to all families at the beginning of the school year. Teachers and some students ran stations to model and support a love of Math across the grades. Each family was provided divisional information about numeracy instruction, and a bag of fun tools to support games and fun with math at home.

A focus on early intervention helped to ensure the growth of all learners in the areas of literacy and numeracy. Literacy and numeracy performance was monitored regularly through ongoing formative assessments, running records, and observations to ensure student growth and achievement, and to provide timely support or intervention, as needed. We continue to improve our practice in the area of structured literacy, as well as using open-ended problems to support student engagement and mathematical thinking. Grade level class profile meetings were held throughout the school year to review progress and develop a collaborative approach for targeted support, as needed.

Teachers have benefitted from professional development opportunities around numeracy and literacy, Treaty Education, and infusing Indigenous perspectives. Our leadership team provided invitational lunch and learn sessions, as well as informal PD during staff meetings to support ongoing learning and collaboration across grade level teams focusing on numeracy and literacy. Admin and our student services team attended regular common planning meetings to monitor progress and provide resources and support, as needed.

Additional resources were purchased for Mathematics, English and French literacy, class libraries, guided reading instruction, Indigenous perspectives, as well as the school library.

Graduation

We have a shared belief that the work we do in Early Years contributes to developing a sense of belonging, safety and community, and creates a solid foundation for learning. The early interventions we provide fosters a strong sense of self, builds resiliency, and supports long-term success. Our grade 4 transition process with receiving schools provides an opportunity to share individual student progress and support planning for a positive and successful transition to the Middle Years.

At Bonnycastle School, student voice is a fundamental part of our ongoing efforts to achieve our school and divisional priorities. Here are some reflections students shared about Bonnycastle School:

Mon activité préférée était la semaine et la journée culturelle! (Philo, 2e année)

J'aime l'éducation physique et la bibliothèque! (Olivia, 2e année)

My favorite memories were doing the morning announcements and all the leadership activities! (Swara & Aaradhya, Grade 4)

My favorite memories are Dance in the Park and all the fun clubs! (Tiara & Manjot, grade 3)

Mes choses préférées à Bonnycastle sont les enseignants et l'éducation physique! (Noor et Adelnie, classe combinée 1/2)

I love being with all my friends at Bonnycastle! (Kennedy, Grade 1)

I like art, music and science! (Ruth, Grade 1)

I like playing tug-of-war during Festival du Voyageur! (Sam, maternelle)

I love seeing the trees at Fort Whyte! (River, Kindergarten)

Mes moments préférés étaient la journée d'activités et souhaiter la bienvenue aux petits poussins, Lowry et Perfetti! (Sophie, 4e année)

On behalf of the École Bonnycastle School staff, we thank our learning community for their ongoing support and partnership! We will continue to reflect on and enhance our teaching and assessment practices to inform instruction and support student well-being, well-becoming and achievement.