



## 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**  
Nicole Girardin

**Vice Principal**  
Carissa Wiens



### 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.

**2025-20256 School Plan Priorities:** *How does our school equitably address diverse student needs to foster inclusive and effective learning experiences for all?*

- **Indigenous Ways of Knowing and Being:** Students will participate in learning environments where Indigenous identities, languages, and cultures are reflected and valued. This will strengthen students' sense of identity, belonging, and respect for all cultures.
- **Social emotional learning:** Students will learn and apply two or more regulation strategies.
- **Literacy:** Students will learn and apply a variety of reading strategies to increase comprehension and show their understanding.
- **Numeracy:** Students will think more creatively and critically so they can experience greater success in numeracy (alleviate anxiety around math/numeracy).

### Progress Toward School Plan Priorities: Indigenous Ways of Knowing and Being

Throughout the school year, Bonnycastle School made meaningful progress toward our goal of ensuring that students participate in learning environments where Indigenous identities, languages, and cultures are reflected, valued, and celebrated. Our ongoing partnership with Cookem Daisey provided students with authentic opportunities to engage in Indigenous Ways of Knowing and Being through land-based learning experiences that connected culture, wellness, and traditional knowledge. Through these experiences, students developed a deeper understanding of Indigenous perspectives while strengthening their own sense of identity, belonging, and connection to the land. Students also engaged in learning about the Seven Sacred Teachings, exploring values such as respect, courage, honesty, humility, wisdom, truth, and love. These teachings were integrated into classroom discussions and learning experiences, helping students make meaningful connections between Indigenous teachings and their own daily lives.

All students participated in an inquiry project inspired by the Honourable Murray Sinclair's four 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). Supported by Cookem Daisey's teachings and guidance, students explored identity, belonging, and purpose through an Indigenous lens. The project encouraged deep reflection and helped students develop a stronger understanding of themselves.

Staff learning was also a key area of progress. Educators engaged in professional learning opportunities focused on cultural responsiveness, equity, and anti-racism. Plans were developed to continue partnering with Cookem Daisey to support teacher learning around land-based education, local Indigenous knowledge systems, and strategies for embedding Indigenous perspectives into curriculum and classroom practice. In addition, staff participated in equity-focused professional development with Stephanie Zirino and anti-racism training facilitated by Catherine Birch and Troy Scott. These learning opportunities increased staff capacity to

create inclusive learning environments that honour Indigenous identities and support all students in developing a strong sense of belonging.

### **Progress Toward School Plan Priorities: Literacy**

Teachers engaged in professional development related to foundational literacy instruction, including learning connected to UFLI, Sonographe, and other literacy-focused approaches. In addition, the entire teaching staff participated in professional learning centered on Adrienne Gear's powerful writing structures, enhancing teachers' ability to explicitly teach comprehension, critical thinking, and effective written communication. These learning opportunities strengthened instructional practices and increased consistency in literacy instruction throughout the school.

Inquiry-based learning experiences further supported literacy development by providing authentic opportunities for students to read, research, question, communicate, and apply their understanding. Students engaged with a variety of texts and learning resources, developing both comprehension skills and critical thinking abilities as they explored meaningful topics and real-world connections.

### **Progress Toward School Plan Priorities: Numeracy**

Throughout the school year, Bonnycastle School made strong progress toward the numeracy goal of helping students think more creatively and critically while building confidence and reducing anxiety around mathematics. Teachers focused on creating positive learning environments where students were encouraged to take risks, view mistakes as opportunities for growth, and develop a growth mindset toward math. This approach helped students become more willing to engage in challenging tasks and share their mathematical thinking.

Students engaged in a variety of authentic learning experiences that connected numeracy to meaningful contexts. Land-based learning, inquiry-based activities, and the use of Mathology resources helped students explore mathematical concepts through hands-on and engaging experiences. These opportunities encouraged creativity, critical thinking, and the application of numeracy skills in real-world situations.

School leaders and support staff continued to provide teachers with access to resources, materials, and instructional support throughout the year. Regular collaboration and "Math Moments" during staff meetings where math bins were shared allowed staff to share effective practices and strengthen their collective understanding of numeracy instruction. As a result, students demonstrated increased confidence, engagement, and success in mathematics across the school.

### **Progress Toward School Plan Priorities: Social Emotional Learning**

Across the school year, significant progress was made in supporting students' social-emotional learning through consistent access to school-wide initiatives and daily practices that promote regulation and wellbeing. Programs such as Bonny Boutique, the Universal Nutrition Grant, and soft start routines helped ensure students began their day with stability, readiness, and access to basic needs. These structures created a foundation that supported students' ability to engage more effectively in learning and regulation strategies.

Staff continued to build shared understanding and practice through school-wide professional learning and initiatives focused on programs such as Sources of Strength. Explicit instruction in self-regulation strategies was embedded across classrooms, with teachers intentionally teaching and reinforcing tools such as the Zones of Regulation, Spot of Feelings language, and visual prompts. Lessons from Educarme, Roots of Empathy (in both English and French Immersion), and Kids in the Know further strengthened students' understanding of emotions, relationships, and coping strategies.

Choice in seating, room setup, and daily learning approaches allowed students to select best-fit strategies for managing their emotions and maintaining focus. Counsellor co-teaching and targeted supports ensured that regulation strategies were modelled, practiced, and reinforced in authentic learning contexts.

As staff capacity grew—particularly with many new team members—ongoing support from the clinical team helped ensure consistent understanding and use of school-wide tools. Overall, these combined efforts strengthened students' ability to recognize emotions and apply at least two regulation strategies to support their learning and wellbeing.

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

### Engagement:

Students took part in a variety of field trips that supported cross-curricular learning while strengthening a sense of community. Schoolwide activities gave students opportunities to show their school spirit and live our motto, Embracing Diversity and Embodying Hope. Many extra-curricular opportunities were provided for students throughout the school year. These experiences helped students build knowledge, grow as individuals, and become active, inclusive members of the community.

School-wide celebrations, including Cultural Week, further reinforced our commitment to honouring diversity and Indigenous Ways of Knowing and Being. Students had opportunities to share and learn about cultures, traditions, and experiences, contributing to an environment where all identities were recognized and valued. These experiences helped strengthen a sense of belonging and fostered respect for the diverse backgrounds represented within our school community.

### Numeracy and Literacy:

Significant progress has been made toward ensuring that students meet provincial curricular standards in literacy by the end of Grade 8. Teachers engaged in sustained, high-quality professional learning focused on foundational literacy practices. Inquiry-based approaches allowed students to read, research, and communicate their understanding in meaningful contexts, strengthening both comprehension and critical thinking skills. Staff also examined literacy practices through an equity lens, ensuring that students had access to diverse, representative texts and inclusive learning experiences. This focus on representation and belonging contributed to increased student engagement and confidence, which are key factors in achieving literacy success.

Progress in numeracy is also evident as teachers created positive, supportive learning environments that encouraged risk-taking and helped reduce math anxiety. Students benefited from hands-on, inquiry-based, and land-based learning experiences that connected mathematics to real-world contexts. As a result, students across the school have demonstrated increased confidence, engagement, and success in numeracy, moving closer to meeting provincial standards and achieving readiness for high school. Each classroom teacher was allocated a budget to purchase resources in literacy/numeracy to augment their library. Students shared their successes and learning goals through tri-conferences, and this year with a student-led conference for them to showcase their learning.

### Graduation:

We have a shared belief that the work we do in Early Years contributes to developing a sense of belonging, safety, and community, creating a strong foundation for learning and long-term success. Through early interventions, we foster a positive sense of self, build resiliency, and support students' academic, social, and emotional growth. Recognizing that school attendance is a key driver of student success, we work to remove barriers that may impact regular participation in learning. Initiatives such as the Walking School Bus, divisional and provincial support for breakfast and lunch programs, and ongoing check-ins by school staff help ensure students are present, engaged, and ready to learn. As students prepare to transition to Middle Years, our Grade 4 transition process with receiving schools provides an opportunity to share individual student progress and collaboratively plan for a positive and successful next step in their educational journey.

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:

*J'aime la bibliothèque et mon enseignante. (Harper, 2e année)*

*The best thing about my school is my teachers really love and care for me, and I have fun learning about bugs, birds and animals. (Brianna, Grade 1)*

*What we love and our favorite memories at Bonnycastle include Dance in the Park, Roots of Empathy and Baby Ollie, Classroom building activities: Viking Ship, dioramas, STEAM with Mme. Jasper-Hall, and being the oldest in the school. (class of 4 Saurette)*

*J'aime le petit déjeuner et j'aime voir mes amis. (Philo, 3e année)*

*Bonnycastle is a school where no one gets left behind. (Victor, Grade 4)*

*J'aime Bonnycastle parce que c'est une bonne école et j'ai beaucoup d'amies. (Solomiia, 2e année)*

*Best thing about my school is the big gym. It's so fun and my best memory is planting a bean seed and now my plant is huge. (Saarth, Grade 1)*