



WHYTE RIDGE SCHOOL

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Mission Statement

Whyte Ridge School is dedicated to educational excellence through challenging and enriching experiences for all in a safe and caring community.

Principal
Val Wood

Vice-principal
Susan LaSpina



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.

2018/2019 School Plan Priorities:

- 100% of our students will demonstrate a year's growth in writing.
- 100% of our students will demonstrate the skills and values of citizenship.
 - Students will be able to articulate a sense of belonging to the community.
 - Students will act as responsible and caring citizens.
 - Students will demonstrate awareness of age appropriate inclusive behaviour.

Progress Toward School Plan Priorities:

Writing:

- Students continued to grow as writers through the exploration of inclusion and differentiation as teaching techniques that meet the needs of all students regardless of their skills and abilities. The school's leadership team participated in two professional development opportunities with Shelley Moore. Shelley Moore videos and tools were shared consistently throughout the year at staff meetings and PD activities.
- Our growing EAL population continued to be supported through adapting classroom practices with a focus on using visuals and vocabulary building tools to develop English language skills.
- The school's Student Support Team created a Professional Learning Team to look more deeply at the models for co-teaching and how they may be used in Whyte Ridge to expand and support student success in classrooms.
- Many classes participated in a variety of authentic writing projects including writing articles that were published on the school website.
- Writing was encouraged through daily activities, guest authors, Winnipeg Public Library presentations, guest story teller, etc.

- Student progress was tracked in each grade level using consistent tools such as rubrics. The whole school adopted a writing continuum to consistently track student progress.
- This writing continuum showed that of the 418 K to Grade 4 students that we were able to track for the full year, 95% made one year's growth in 50% or more of the identified writing areas, with only 1 student (0.24%) not showing growth in writing.

Citizenship:

- Staff used the 9 block model and a variety of other tools to identify and prioritize the values we want to see in our students and the community and to plan how these may be taught to students.
- Students developed socially responsible behaviour through participation in a variety of clubs and leadership opportunities such as: tabs team, language club, Green Team, etc.
- The Rick Hansen Foundation made a presentation for all interested staff members to learn more about the resources and support available through the program which promotes inclusion and responsible citizenship.
- Staff created a sensory path in the hallway to help students self-regulate and be ready for learning.
- Staff identified students who may not feel connected to adults or other students in the school and planned ways to support their sense of connection and belonging.
- Families were welcomed into the school for many assemblies, events and a family games night.
- The Student Action Club met weekly to discuss topics of concern to both the school and the greater community. Student voice determined projects undertaken by this dedicated group to improve our community. The group included the whole school body in their initiatives, making classroom presentations about issues they were learning about, encouraging whole school participation in fundraising -type activities,
- The GRIP (Gratitude, Respect, Integrity, and Perseverance) program expanded from the gym to be implemented school wide. Staff and students also revisited the Whyte Ridge School Respect Agreement.
- Students engaged regularly in thinking about sustainability through classroom lessons, outdoor classroom activities and the Earth Day celebration. Kindergarten spent the month of June in Outdoor Kindergarten. One of our grade 2 classes started "Walking Wednesdays", implementing an element of outdoor education consistently for the entire year.
- On the Tell Them From Me survey completed by our grade 4 students, 77% report that they participate in a school club, considerably higher than the Canadian norm for their age level (49%). 88% say they have friends they can trust and who encourage them to make positive choices.

Progress Toward the Three Expectations for Student Learning 2018/2019:

Engagement:

- Our students actively participate in a broad range of extra-curricular activities such as Run Club, Choirs, Yoga, Improv Club, Games Groups, Science Club, Language Club, etc.
- Library/Learning Commons continues to embrace the Makerspace philosophy and integrate classroom goals into library classes
- School participation in the Forest of Reading program provided enriching literary experiences and allowed students to express personal voice, as well as view the opinions of others across the country.

- Students engaged regularly with technology to enhance their learning experience through tools such as additional iPads, a Green Screen and a variety of apps. Grade 3 and 4 students participated in a workshop facilitated by Brian Aspinall on coding.
- Our learning community continued to expand cultural awareness through Metis dance lessons, an Indigenous story teller program, Chinese New Year celebration, Festival du Voyageur assembly, etc. Staff continued to expand their cultural proficiency through professional development.
- Students have continued to learn about mindfulness and the brain through classroom activities and lessons presented by our school counsellor. One of our resource teachers worked with classes to implement mindfulness activities and introduce yoga in the classrooms. Grade 4 classes implemented the Project 11 program to support positive mental health strategies. Students were introduced to the sensory path and how it can help them to self-regulate their bodies.
- 93% of our grade 4 students report on the Tell Them From Me survey that they feel interested and motivated in their learning.

Literacy:

- Professional Development was focused on the Standards for Success in Literacy document, authentic literacy experiences and multi-modal ways to share and participate in literacy learning.
- Students with literacy needs were identified and supported through Reading Recovery lessons and/or concentrated Literacy Support Blocks with targeted instruction for individuals and small-groups in reading and writing.
- Staff were introduced to new tool at our grade level profile meetings to support inclusiveness and identify ways to meet the needs of all of our students.

Graduation:

- In a K-4 school, we are always looking for ways to help children envision their path through high school and beyond. In order to do this, we take every opportunity to welcome members of middle and high schools into our school.
- Volunteers for school events often come from HGI.
- Our grade 4 classes visit HGI each spring as part of their transition to grade 5. HGI administrators visit our school, read to our grade 4 students and meet with each classroom.
- Our Kindergarten students celebrate with the “Graduating Class of 2031” t-shirts.
- Various community members including Whyte Ridge alumni volunteer to read to students annually during I Love to Read month or come in for special presentations or assemblies. We have had Olympians, dentists and professional athletes share their success stories.
- We celebrate the success of our grade 4 students annually at our Farewell assembly to transition them to the next step in their education journey.
- We offer a variety of leadership opportunities (milk monitors, morning announcements, green team, Student Action club) to provide our students in grades 3 and 4 with the development of necessary skills and passion for leading as they grow with us.
- Grade 4 students once again prepared bulletin boards with images of students identifying what they want to be when they graduate. It continues to be a powerful visual of the value of education.
- 95% of our grade 4 students report on the Tell Them From Me survey that they believe their education will benefit them personally and economically, and have a strong bearing on their future.