

Annual Report on Continuous Improvement 2025/2026

K – 12 Framework for Continuous Improvement

Pembina Trails School Division
October 2026

Contact Information

Shelley Amos

Superintendent of Education/CEO

samos@pembinatrails.ca

Scott Carleton

Secretary-Treasurer

scarleton@pembinatrails.ca

Troy Scott

Assistant Superintendent: Personnel, Equity & Education Services

troyscott@pembinatrails.ca

Potoula Locken

Assistant Superintendent: Inclusive Student Support Services

plocken@pembinatrails.ca

Tori Patzer

Assistant Superintendent: Curriculum, Assessment, and Learning Services

tpatzer@pembinatrails.ca

Lorraine Farmer

Chief HR Officer

lfarmer@pembinatrails.ca

Submitted on behalf of the Curriculum Inclusive Services Team

Shannon Tipping

Divisional Principal of Curriculum, Assessment and Learning Services

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EXECUTIVE SUMMARY

The 2025–2026 Continuous Improvement Report reflects Pembina Trails School Division's commitment to using evidence, inquiry, and collaboration to improve student achievement, well-being, and engagement. The findings emerged through the collective work of Senior Administration, School Leaders, Curriculum and Inclusive Services, the Board of Trustees, parents/caregivers, and students all working toward the Board's expectations for student learning.

Using four years of trend data (2022–2023 to 2025–2026), the Division analyzed provincial assessments in Grades 3, 7, and 8, as well as Grade 9 report card achievement, Grade 9 English Language Arts (ELA) and Mathematics credit attainment, and Grade 12 graduation rates to identify areas of strength and opportunities for growth. This analysis informed school and divisional improvement priorities while providing a comprehensive understanding of student outcomes across the system.

Guided by the critical inquiry question, *"Despite our best efforts, where have we not yet had significant impact?"*, and grounded with the divisional strategic priorities, schools examined evidence, identified learner needs, implemented targeted strategies, and monitored their impact throughout the year. This ongoing cycle of inquiry ensured that improvement efforts remained responsive to student needs and grounded in measurable outcomes.

Across the division, common priorities emerged in literacy, numeracy, student well-being, Indigenous education, equity, inclusion, and student engagement. The report highlights the interconnected nature of these priorities, recognizing that academic success is strengthened when students experience belonging, wellness, high-quality instruction, and equitable access to learning opportunities.

Professional learning remains an essential component of improvement. Divisional and provincial data directly informed professional development priorities, with Curriculum and Inclusive Services teams working alongside educators to strengthen instructional practices, build teacher capacity, and support student success.

The 2025–2026 report demonstrates that meaningful improvement occurs when data analysis, critical inquiry, professional learning, and collaborative action are intentionally connected. Through a shared commitment to continuous improvement, Pembina Trails continues to strengthen its capacity to ensure every learner is successful, engaged, and supported to reach their full potential.

DIVISIONAL PROFILE

Pembina Trails School Division Enrolment and Demographic Summary 2025-2026

The 2025-2026 school year reflects continued growth in enrolment across the Pembina Trails School Division, with 17,620 students enrolled in English and French Immersion programs. Serving students from Early Years through Senior Years, the division continues to provide diverse, inclusive, and high-quality educational opportunities that meet the needs of a growing and dynamic community.

Enrolment by School Type

The division's student population is distributed across all grade levels:

- **41.4%** of students enrolled in Early Years schools
- **24.5%** of students enrolled in Middle Years schools
- **34.0%** of students enrolled in Senior Years schools.

This distribution highlights the significant enrolment concentration in the Early Years, where foundational learning experiences support the largest proportion of learners.

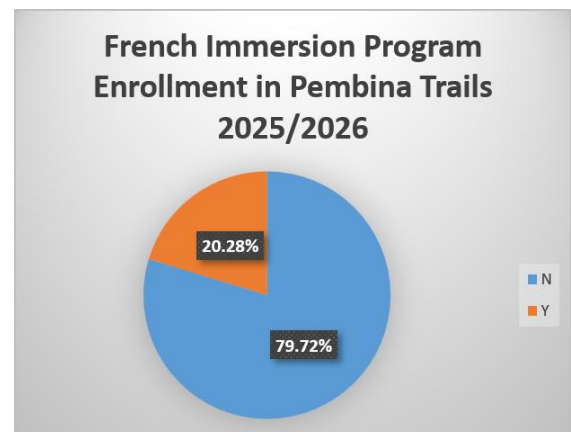
Enrolment by Program Type

Across the division:

- **79.72%** of students are enrolled in English programming
- **20.28%** participate in French Immersion programming.

French Immersion enrolment remains strong at every level, representing:

- **27.1%** of Early Years students
- **18.5%** of Middle Years students
- **12.7%** of Senior Years students.



This data reflects the continued demand for bilingual learning opportunities and demonstrates the important role French Immersion programming plays in supporting student choice and educational pathways throughout Pembina Trails School Division.

Demographic Profile

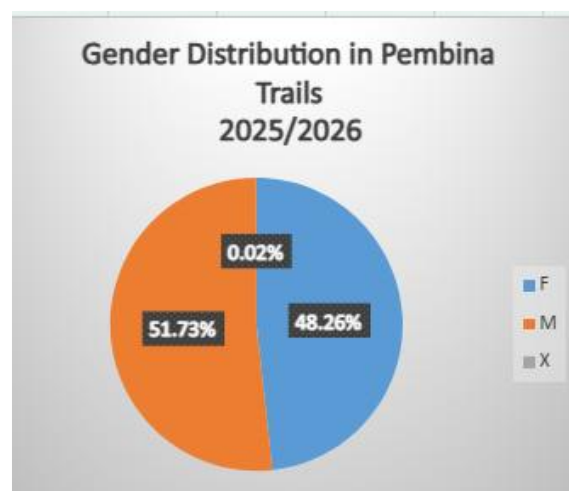
Demographic data provides additional insight into the students who make up the Pembina Trails learning community and highlights the division's commitment to fostering inclusive and responsive learning environments.

Gender Distribution

The division's student population reflects a balanced gender distribution:

- **51.73%** identify as male
- **48.25%** identify as female
- **0.02%** identify as non-binary or another gender identity.

This relatively even distribution is consistent across schools and programs and supports the division's commitment to creating welcoming and equitable learning environments for all students.

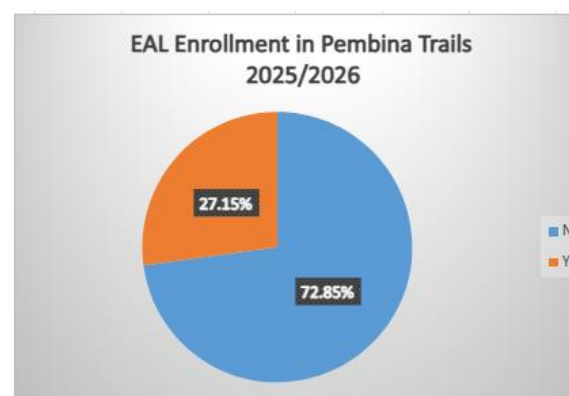


Cultural and Linguistic Diversity

Pembina Trails also serves a culturally and linguistically diverse student population.

- **27.15%** of students are English as an Additional Language (EAL) learners in their first four years in Pembina Trails
- **72.85%** of students are non-EAL learners.

This substantial proportion of multilingual learners highlights the importance of language supports, culturally responsive teaching practices, and inclusive programming that promotes student success.



The demographic data further shows that

- **8.28%** of students self-identify as Indigenous
- **91.72%** do not self-identify as Indigenous

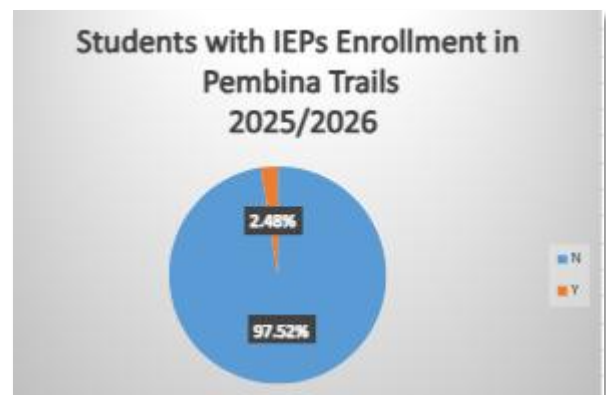
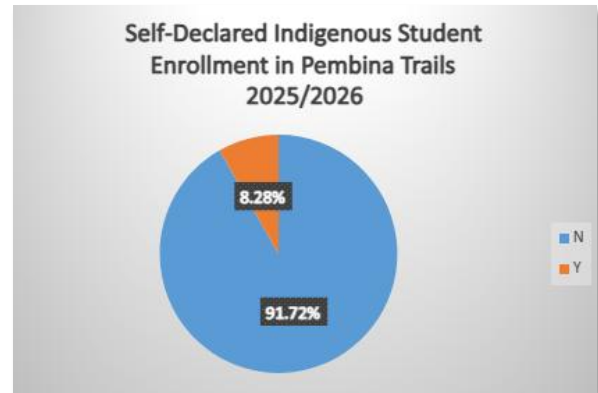
Pembina Trails remains committed to advancing Truth and Reconciliation through meaningful Indigenous education, culturally responsive practices, and opportunities for all students to learn about Indigenous histories, perspectives, and ways of knowing.

Individual Education Plans

The division continues to provide targeted support for students with diverse learning needs. During the 2025-2026 school year:

- **2.48%** of students were supported through an Individual Education Plan (IEP)
- **97.52%** of students were not identified as requiring an IEP

These supports help ensure that students receive individualized programming and accommodations that enable them to access learning and achieve success.



Together, the enrolment and demographic data present a picture of a thriving and diverse school division that is well-positioned to meet the evolving needs of students, families, and communities while advancing its commitment to excellence, equity, inclusion, and well-being for all learners. With more than 17,600 students, a growing French Immersion presence, a significant proportion of multilingual learners, and a commitment to supporting students with varied identities and learning needs, Pembina Trails continues to build learning environments where every student can succeed.

Division Staffing Profile 2025-2026

Supporting Every Learner: Staffing Profile Summary

Pembina Trails School Division continues to invest strategically in the people who support student success. For 2026–2027, the division increased staffing across teaching, clinical, support, and operational areas to meet the needs of a growing and increasingly diverse student population.

- The division added nearly 40 teaching positions, with growth focused on classroom teachers, English as an Additional Language (EAL) specialists, resource teachers, counsellors, and student support staff. These investments strengthen the division's ability to provide responsive instruction, targeted interventions, and personalized supports for learners.
- A significant emphasis remains on inclusive education. Enhanced staffing for resource teachers, counsellors, clinicians, Indigenous education, Equity, Diversity and Inclusion, and student services reflects the division's commitment to ensuring that all students have access to the supports necessary to succeed academically, socially, emotionally, and behaviourally.
- Educational Assistants and Rehabilitation Assistants continue to play a critical role in supporting students with diverse learning needs. The substantial increase in these positions demonstrates Pembina Trails' ongoing dedication to inclusive practices and individualized student support.
- Beyond the classroom, school secretaries, library technicians, Child and Youth Support Workers, transportation staff, information technology personnel, caretakers, and maintenance teams contribute to safe, welcoming, and effective learning environments. Together, these professionals ensure students have access to the resources, services, facilities, and support needed to thrive.

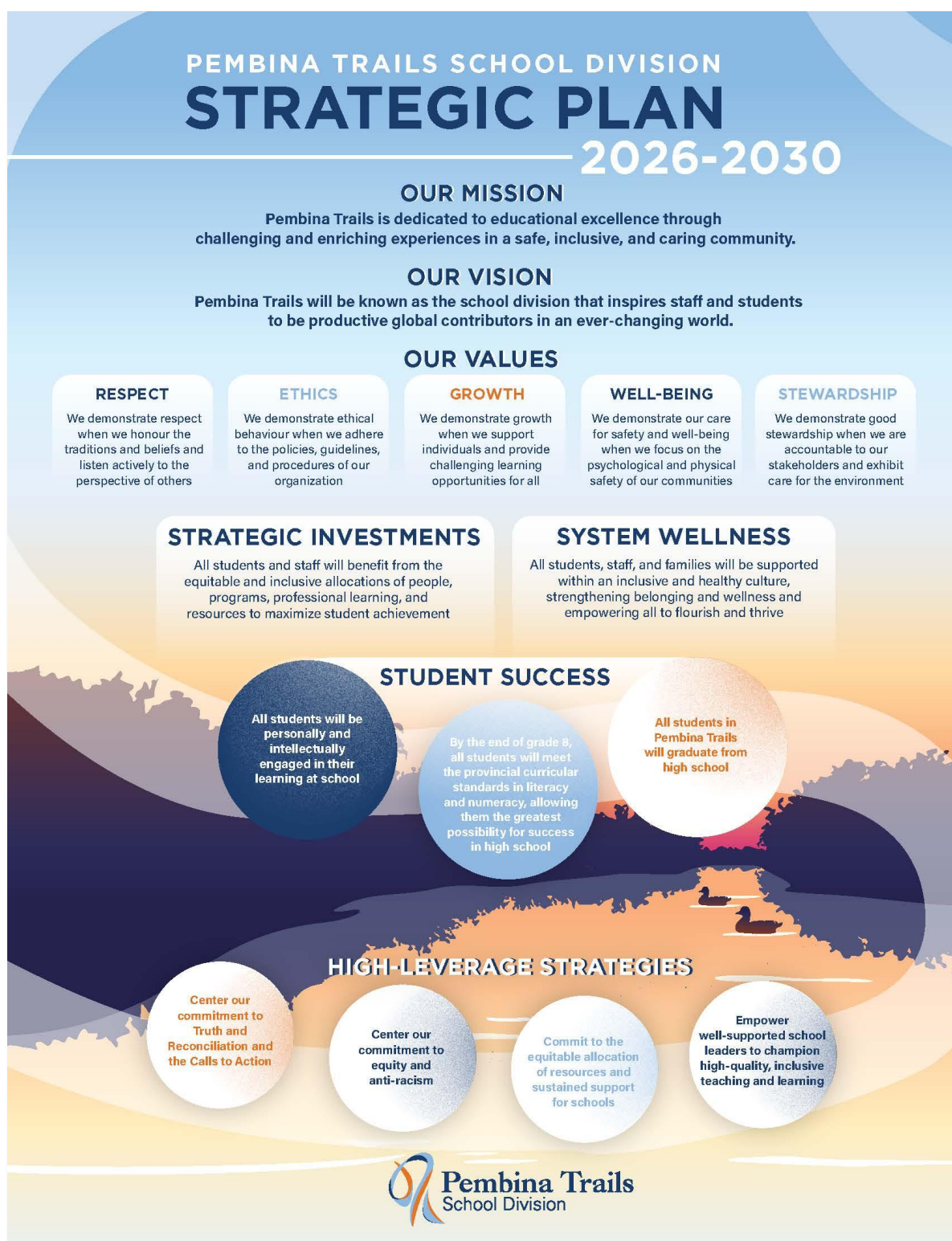
Overall, the 2025–2026 staffing profile reflects Pembina Trails School Division's commitment to building a comprehensive support system where educators, specialists, support staff, and operational teams work collaboratively to ensure every learner is welcomed, included, and empowered to achieve success.

Senior Administrative Team

- Shelley Amos, Superintendent of Education/CEO
- Scott Carleton, Secretary-Treasurer
- Potoula Locken, Assistant Superintendent Inclusive Support Services
- Tori Patzer, Assistant Superintendent of Curriculum, Assessment & Learning Services
- Troy Scott, Assistant Superintendent Personnel, Equity, & Education Services
- Lorraine Farmer, Chief Human Resources Officer

Full-Time Equivalents 2025/2026	No. FTE
Administration K-12 (Principals and Vice-Principals)	61
Divisional Principals (Curriculum and Learning & Inclusion)	2
Coordinator of Clinical Services	1
Classroom Teachers K-12	746.714
Specialist Teachers (PE, Music, Band, FI, FCC, Tech. Ed.)	139.912
School Counsellors K-12	41.538
Clinicians	37
Resource Teachers/Student Support Services/EAL	128.311
Educational Assistants	622
Early Literacy Support Teachers	15
Library	21.26
Curriculum, Assessment and Learning Consultants	13
Directors	3
Continuous Improvement Research Officer	1
Divisional Nikaniskawak Team/Indigenous Student Success Teachers	4
Divisional Early Literacy Support Teacher	1
Divisional Leveraging Digital Instructional Coach	.5
Inclusive Support Services Consultants	5
Child and Youth Support Workers	2
Caretakers, Bus Drivers and Trades	189.45
Administrative Office Clerical	48.5
School Secretaries, Technology Assistants, Library Technicians	1034.45

DIVISIONAL STRATEGIC PLANNING TO SUPPORT STUDENT LEARNING



School Planning

School Planning Overview

The Pembina Trails School Division Strategic Plan 2026–2030 serves as the foundational framework for all school planning, continuous improvement efforts, and decision-making across the division. School plans are developed through the lens of the Strategic Plan, ensuring that school-based priorities align with divisional goals and contribute to a shared vision of educational excellence, student success, and system wellness.

Grounded in the division's mission of providing challenging and enriching experiences within a safe, inclusive, and caring community, the school planning process translates the Strategic Plan's vision, values, priorities, and high-level strategies into meaningful actions that respond to the unique needs of each school community. Through this alignment, schools collectively advance the division's vision of inspiring staff and students to become global contributors in an ever-changing world.

The Strategic Plan identifies Student Success and System Wellness as the division's two strategic investment areas. School plans support these priorities by focusing on three key student success outcomes:

- Ensuring students are personally and intellectually engaged in their learning
- Achieving provincial standards in literacy and numeracy by the end of Grade 8
- Graduating students who are prepared for future pathways and opportunities

These priorities provide a consistent framework that guides goal setting, resource allocation, professional learning, and continuous improvement across all schools.

The school planning process is driven by evidence and informed by the division's critical inquiry cycle. Schools examine student achievement, well-being, student voice data and engagement data to identify strengths, determine areas for growth, and develop focused actions that address the needs of learners. This work is guided by the question: *"Despite our best efforts, for whom are our current practices not yet working and what must we change?"* Through ongoing reflection, monitoring, and adjustment, schools ensure that improvement efforts remain responsive and impactful.

Consistent with the Strategic Plan's high-leverage strategies, school plans emphasize reconciliation and the Calls to Action, equity and anti-racism, equitable allocation of resources and supports, and the development of strong instructional leadership. Schools recognize that student achievement is closely connected to well-being, belonging, identity, and access to inclusive learning environments. As a result, improvement efforts intentionally address academic growth alongside mental health, cultural responsiveness, engagement, and student voice.

Professional learning is a key component of this work. Through ongoing collaboration with Curriculum and Inclusive Services, educators strengthen their instructional practices and build collective capacity to meet the diverse needs of learners. This commitment to learning and growth reflects the division's values of respect, ethics, growth, well-being, and stewardship and supports the achievement of divisional priorities.

Collectively, Pembina Trails school plans represent the operational expression of the Strategic Plan. By aligning local actions with divisional priorities, schools contribute to a culture of continuous improvement that advances student achievement, strengthens well-being, promotes equity and reconciliation, and ensures that every learner is supported to reach their full potential.

School Planning Process

The school plan process outlines a thoughtful and responsive approach to school improvement that is grounded in inquiry, evidence, and continuous learning. Pembina Trails frames it as an ongoing process that supports meaningful student growth and achievement.

Inquiry Cycle

At the heart of the process is an inquiry cycle that begins with a deep examination of learners and priority cohorts. School teams use compelling evidence and multiple sources of data to develop a clear understanding of who their students are, what their strengths may be, and where learning challenges persist. This analysis leads to the development of a focused inquiry question that guides professional learning, collaborative exploration, and improvement efforts throughout the year. The process is intentionally flexible, allowing schools to assess the effectiveness of their actions, learn from results, and adjust strategies in response to emerging evidence.

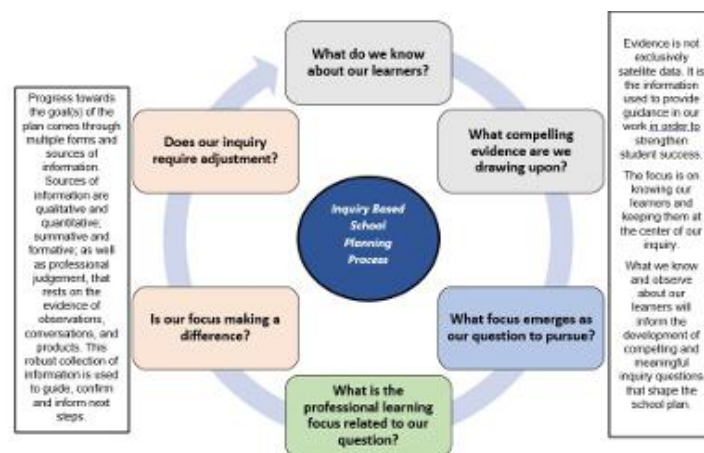


Figure 1

The division's work is anchored by a critical question: *"Despite our best efforts, for whom are our current practices not yet working and what must we change?"* This question reflects a strong commitment to equity and continuous improvement by encouraging educators to identify and address persistent learning gaps, asking schools to identify priority cohorts of learners within their context. Rather than focusing solely on overall achievement, schools examine which learners and priority cohorts may not benefit fully from current practices and interventions.

Planning and Reporting Cycle

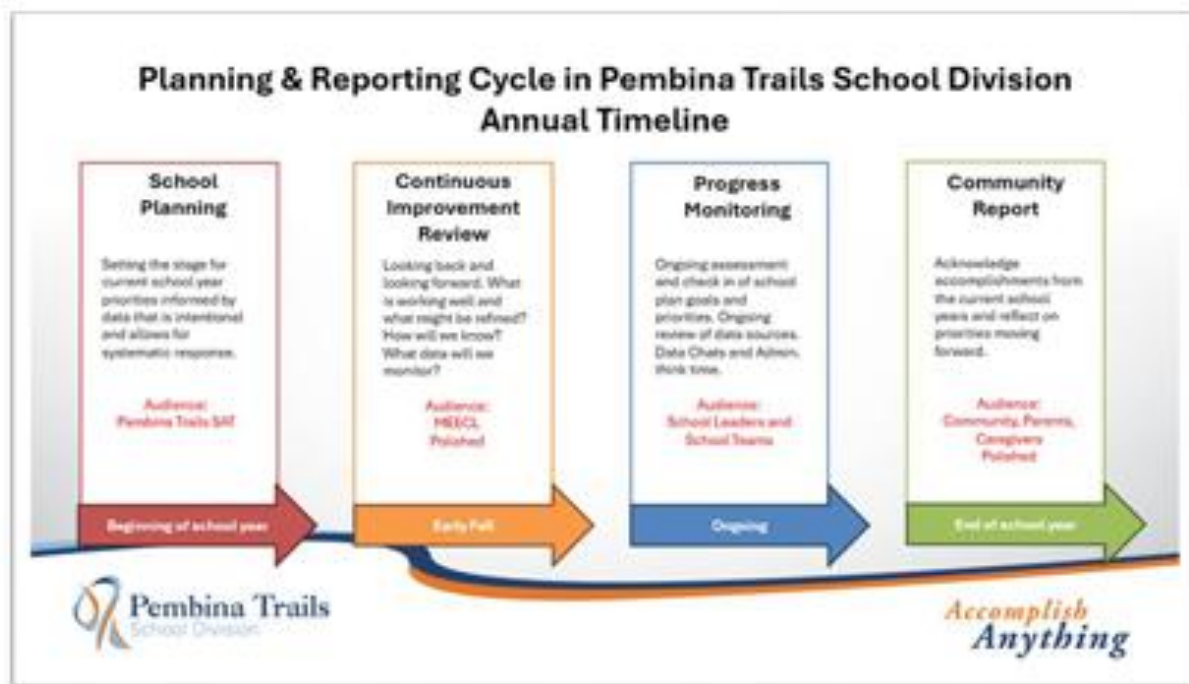


Figure 2

The planning and reporting cycle consists of four interconnected stages. Schools begin by establishing priorities based on evidence gathered from student outcomes and school practices. This information is used to identify strengths and areas for growth, create measurable goals, and develop strategic actions to support student success. Throughout the year, schools monitor progress, analyze student performance, and ask critical questions about the effectiveness of their approaches. Mid-year reviews and data dives provide opportunities for school teams to reflect deeply on their evidence, assess the impact of interventions, and determine which initiatives should be continued, adjusted, adopted, or discontinued. This reflective work is supported by structured data-analysis frameworks that encourage teams to connect evidence directly to decision making. Through the reflective inquiry process, school plans reviewed their current practices and using Usha James' work from the Critical Thinking

Consortium around affirming, adjusting, adopting or abandoning (Figure 3) current practices to ensure that we are meeting our students' needs.

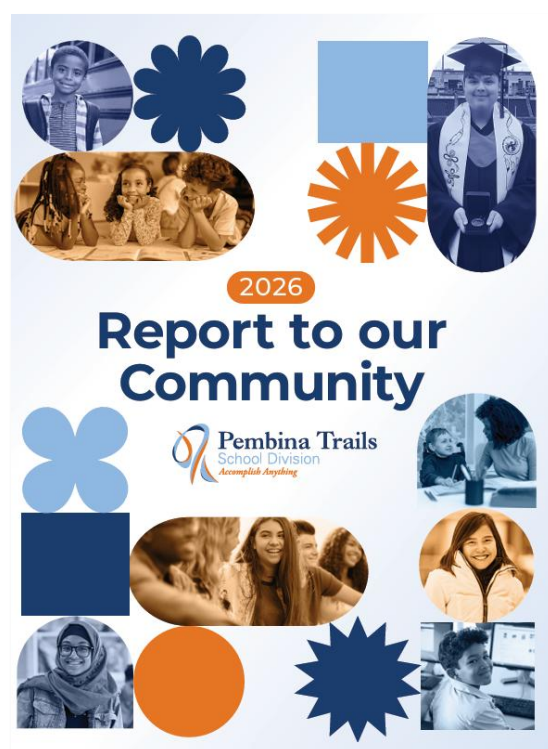


Figure 3

School-Based Community Reporting

The cycle concludes with the divisional [Annual Report to our Community](#) and school-based community reporting. These reports celebrate accomplishments, document learning, and identify ongoing priorities for future growth. By combining reflection with forward planning, schools create a continuous cycle of learning and improvement that remains responsive to student needs and changing contexts.

A key feature of the Pembina Trails approach is the belief that school plans should be living documents. Rather than being static reports completed at a single point in time, they evolve throughout the year as educators gather new evidence and gain deeper insights into student learning. This approach allows schools to remain agile and responsive while maintaining a clear focus on student success.



The framework emphasizes that meaningful school planning is visionary, purposeful, inclusive, aligned, practical, and responsive. It is designed to keep students at the center of all decisions while ensuring alignment with divisional priorities and provincial expectations. Through this

inquiry-based process, schools create conditions for continuous improvement, foster professional learning, and strengthen their collective capacity to support every learner.

Summary of Pembina Trails School Plans and Areas of Focus

Pembina Trails School Plan Priorities 2025–2026

Literacy & Numeracy	Student Well-Being
• Reading and writing achievement • UFLI and evidence-based literacy practices • Mathematical thinking and problem solving • Data-informed instruction and intervention • Strong foundations for future learning	• Mental health and wellness • Social-emotional learning • Self-regulation and resilience • Safe, caring, and inclusive learning environments • Student belonging and engagement
Indigenous Education & Reconciliation	Equity, Diversity & Inclusion
• Truth and Reconciliation Calls to Action • Indigenous perspectives and ways of knowing • Treaty education and land-based learning • Partnerships with Elders and Knowledge Keepers • Culturally responsive education	• Equity and anti-racism initiatives • Culturally responsive teaching • Support for multilingual learners • Inclusive learning environments • Representation, belonging, and identity
Student Success & Future Readiness	Continuous Improvement
• Graduation pathways • Student agency and leadership • Attendance and engagement • Career exploration • Skills for future learning, work, and life	• Evidence-informed decision making • Collaborative inquiry • Professional learning • Monitoring and reflection • Responsive supports for learners

The 2025–2026 Pembina Trails school plans demonstrate a shared commitment to improving student success through evidence-informed inquiry and continuous improvement. While each school identified priorities based on its unique context and student needs, common themes emerged across the division.

Schools focused primarily on strengthening literacy and numeracy achievement, while also advancing Indigenous education and reconciliation, supporting student well-being and mental health, promoting equity, inclusion, diversity, and anti-racism, and preparing students for graduation and future success.

Across all schools, educators used data, collaborative inquiry, targeted interventions, and professional learning to improve outcomes for learners. Whether through literacy and numeracy instruction, culturally responsive practices, wellness initiatives, student voice data or engagement strategies, schools worked to create inclusive learning environments where students experience success, belonging, and meaningful opportunities to achieve their full potential.

Collectively, the school plans reflect a division-wide commitment to high-quality teaching and learning, equitable outcomes, student well-being, and continuous growth for all learners.

Professional Learning to Support School Planning and Addressing Divisional Priorities

Key themes across the 2025-2026 Professional Learning Calendar

The professional learning opportunities offered throughout the year were intentionally designed to support the divisional and school priorities of student success, reconciliation, equity and anti-racism, high-quality teaching and learning, and system wellness. The largest areas of investment focused on literacy and numeracy improvement, strengthening inclusive practices, supporting multilingual learners, advancing Indigenous education and reconciliation, enhancing staff wellness and student mental health supports, and preparing educators for evolving areas such as curriculum implementation, artificial intelligence, and digital literacy. Together, these offerings demonstrate a coordinated divisional approach to building educator capacity and improving outcomes for all learners.

Some highlights from the Curriculum, Assessment and Learning Services (CALs) and Inclusive Support Services (ISS) divisional offerings are summarized below:

Literacy	Inclusive Support Services / Wellness
✓ UFLI Introduction to Implementation and Lesson Structure	✓ Introduction to Low Arousal
✓ Introduction to Reading Records	✓ Student Specific Planning
✓ Literacy Leaders Sessions (1-3)	✓ Non-Violent Crisis Intervention (NCI)

✓ Key Themes in the Library Learning Commons (EY & MY)	✓ Violence Threat Risk Assessment (VTRA)
✓ Media Literacy and Resource Selection	✓ safeTALK
✓ School Libraries at the Centre	✓ ASIST Suicide Intervention Training
✓ French Communication & Culture Leads	✓ Resource Teacher Meetings
✓ French Immersion Leads	✓ School Counsellor Meeting
✓ Son-au-graphe (UFLI en français)	✓ Supporting Students with Complex Communication Needs
✓ DIBELS Training and DIBELS Overview	✓ School-Based Suicide Risk Assessment Training

Numeracy	Indigenous Education / Equity
✓ New to MathUP	✓ Treaty Education Sessions
✓ New to Mathology/Mathologie	✓ Kiskinohamawak Meetings
✓ New to Grade 3 Provincial Assessment	✓ Aski Group Meetings
✓ New to Grade 7 Provincial Assessment	✓ Education for Sustainable Development
✓ Numeracy Leaders Sessions (1-3)	✓ Exploring an Equity Framework for Band Educators
✓ Grade 8 Provincial Assessment Support	✓ Science Curriculum Implementation through Indigenous Perspectives
✓ Assessment and Data-Informed Numeracy Practices	✓ Indigenous Education Professional Learning
✓ Running Records for Mathematics	✓ Equity and Inclusion Learning Opportunities

Arts Education	Physical Education / Health
✓ Middle Years Honour Band	✓ First Aid/CPR Training
✓ Grade 4 Orff Day	✓ CPR Instructor Re-certification
✓ MOC/WSO Listening Workshop	✓ Kids in the Know
✓ Cultural Dancing for Early Years Music Educators	✓ Teaching Human Sexuality Education
✓ Reclaimed, Thrifted and Cast-Off Art Projects	✓ Playground and Lunch Supervisor Training
✓ Performing and Visual Arts Professional Learning	✓ Wellness and Safety Training
✓ Music Education Workshops	✓ Physical Education Teacher Training

Technology / Innovation / Career Development	Plurilingual Learning & Inclusion
✓ Applied Technology and MITT Pathways	✓ EY Planning & Programming for EAL/LAL Learners
✓ Teaching in the Age of Artificial Intelligence (MY & SY)	✓ MY Planning & Programming for EAL/LAL Learners
✓ New Teacher Librarians: Leading from the Library	✓ Supporting Multilingual Learners in the Early Years

✓ Career Education Learning Opportunities	✓ Empowering Multilingual Learners in the Middle Years
✓ Digital Literacy and Resource Selection	✓ SY EAL/LAL Designates Train-the-Trainer Sessions
✓ 3D Printing for Beginners	✓ Inclusive Practices in French Immersion
✓ myBlueprint Electronic Portfolios	✓ New Student Services Teachers Orientation

CALS PD OFFERINGS

PLUSIEURS
OPTIONS
DISPONIBLES EN
FRANÇAIS!

This menu is designed for school administrators to reference for school plans and PD planning.

It includes whole-school PD as well as smaller group options from the CALS department.

ASSESSMENT & GENERAL CURRICULUM INSTRUCTION

- Framework for Learning and Global Competencies Overview
- Best practices for Inquiry based teaching and learning
- Rich Instructional Strategies and Assessment Practices to Engage MY Students
- Got Data, Now What?
- Decolonizing and Diversifying Curricular Resources
- Assessment and Sources of Learning Data

LITERACY & LIBRARY

- ULU
- Son-Au-Graphe (ULU en français)
- Read Aloud and Literature Discussion
- Writing
- Digital Literacy and Media with e-resources
- Reading Assessments and Reading Groups
- A Commitment to Success in Language and Literacy
- Literacy Resources in Pembina Trails

NUMERACY

- Divisional Numeracy Platforms (e.g. MathUp & Mathology.ie)
- Early Years & Middle Years Algebraic Reasoning
- Mental Math and Estimation/Fact Fluency
- Mathematical Problem Solving
- Manipulatives in Mathematics
- Success for ALL Learners in Numeracy
- Numeracy Resources in Pembina Trails

EQUITY & INCLUSION

- Inclusive Language/Words Matter
- Speak Up! At School
- Anti-Racism Education & Next Steps
- Human Rights in History: Anti-Racism in Canada
- Respect for Human Diversity

INDIGENOUS EDUCATION

- Mamahawisiwin
- Mino Pimatisiwin [The Good Life]
- Indigenous Knowledge Systems
- Treaty Education
- Land-Based Education
- Teach True History as Social Justice
- Blanket Exercise

SPECIALIST GROUPS

These sessions can be offered as a small-group option during other subject-specific PDs.

- Music & Band
- Visual Arts
- Physical Education
- Job Coach Training
- Establishing Safe Work Experiences Within the Community
- Drama
- Dance
- Tech Ed Specialty Areas

STEM & CAREER EDUCATION

- AI
- 3D Printing
- Tower Gardens & Sustainability
- My Blueprint Career Ed Software
- Skilled Trades - Apprenticeship Pathways

PLURILINGUAL EDUCATION

- Designing Schoolwide Conditions for Multilingual Success
- Strategic Planning and Programming for Multilingual Learners: From Intake to Classroom
- Understanding Multilingual Learners with Complex Learning Profiles
- Scaffolding Content Instruction for Multilingual Learners
- Assessment, Reporting, and Data-Informed Decision Making for Multilingual Learners

KEY FOR HIGH LEVEL STRATEGIES:

Center our commitment to Truth and Reconciliation and the Calls to Action

Center our commitment to equity and anti-racism

Commit to the equitable allocation of resources and sustained support for schools

Empower well-supported school leaders to champion high-quality teaching and learning

Intéressé(e) à offrir l'une de ces formations professionnelles en français? Veuillez communiquer avec le département CALS pour plus d'information.

REPORT ON THE DATA

Data Overview

This section highlights an overview of the 2025-2026 provincial assessment results, highlighting key findings and trends across student achievement. The report includes outcomes from:

- Grade 3 provincial assessments in reading, writing, and numeracy;
- Grade 4 French Immersion assessment in reading in French;
- Middle Years assessments in mathematics, reading comprehension, and expository writing.

These results provide valuable insights into student learning and achievement and help inform the actions and strategies that support our continued commitment to learner success.

Understanding a student's growth as a learner requires the consideration of multiple sources of evidence collected over time. In addition to provincial assessment results, educators also review provincial report card data, classroom-based assessments, reading records, screening and diagnostic tools, and ongoing observations of student learning to develop a comprehensive understanding of each learner's strengths and areas for growth.

By examining these data sources, schools can monitor progress over time, identify trends, evaluate the effectiveness of instructional practices, and make informed decisions about interventions and supports. This comprehensive approach ensures an inclusive view of a student's learning journey and allows educators to recognize growth beyond a single assessment.

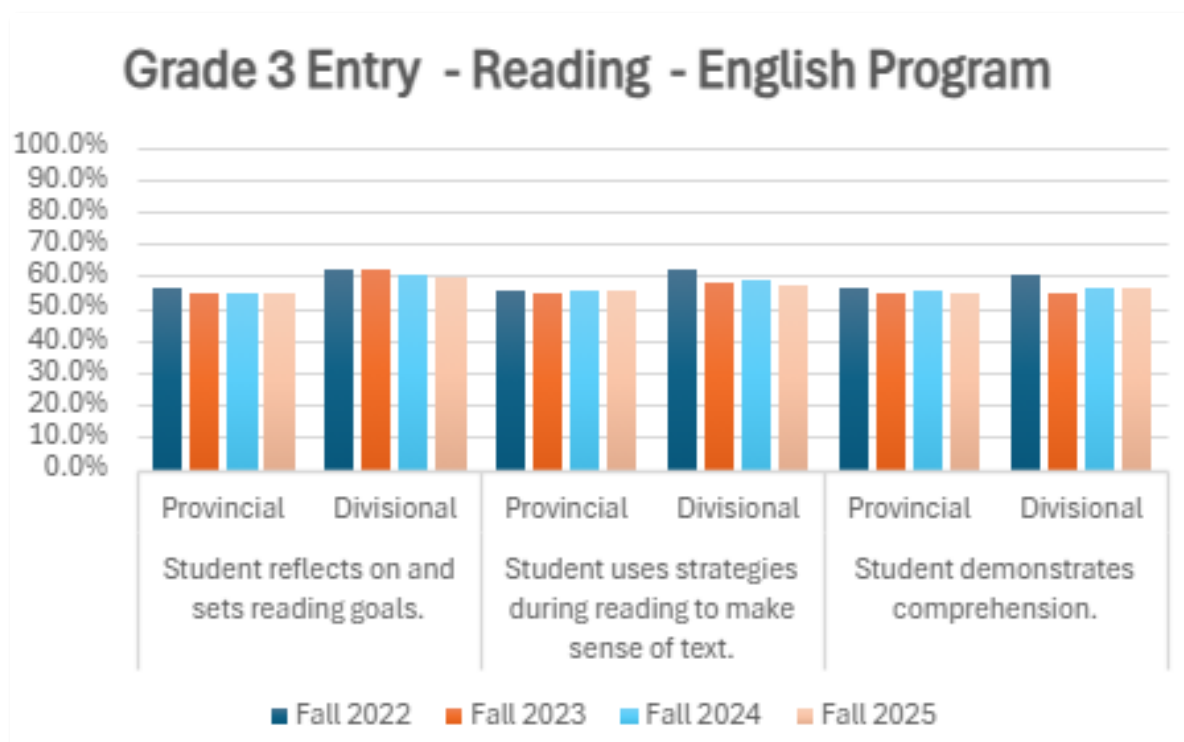
The Continuous Improvement Cycle emphasizes that a student's growth in learning is a shared responsibility. Classroom teachers, learning support teams, school leaders, and families all played a role in helping students develop as readers. Through ongoing collaboration and the use of data, schools created learning environments where students could build confidence, perseverance, and independence in reading.

Early Years Grade 3 Provincial Assessment Results in Literacy

At the beginning of the school year, Grade 3 students participate in the Provincial Assessment, which takes place over several weeks. It's important to note that teachers evaluate students based on their classroom work, group interactions, and individual conferences. This assessment helps teachers understand each student's strengths and learning needs. This approach allows educators to identify both strengths and areas for improvement, enabling them to provide meaningful instructional support throughout the year.

Grade 3 Provincial Assessment in Reading Summary – English Program

Reporting the percentage of students **Meeting expectations.*

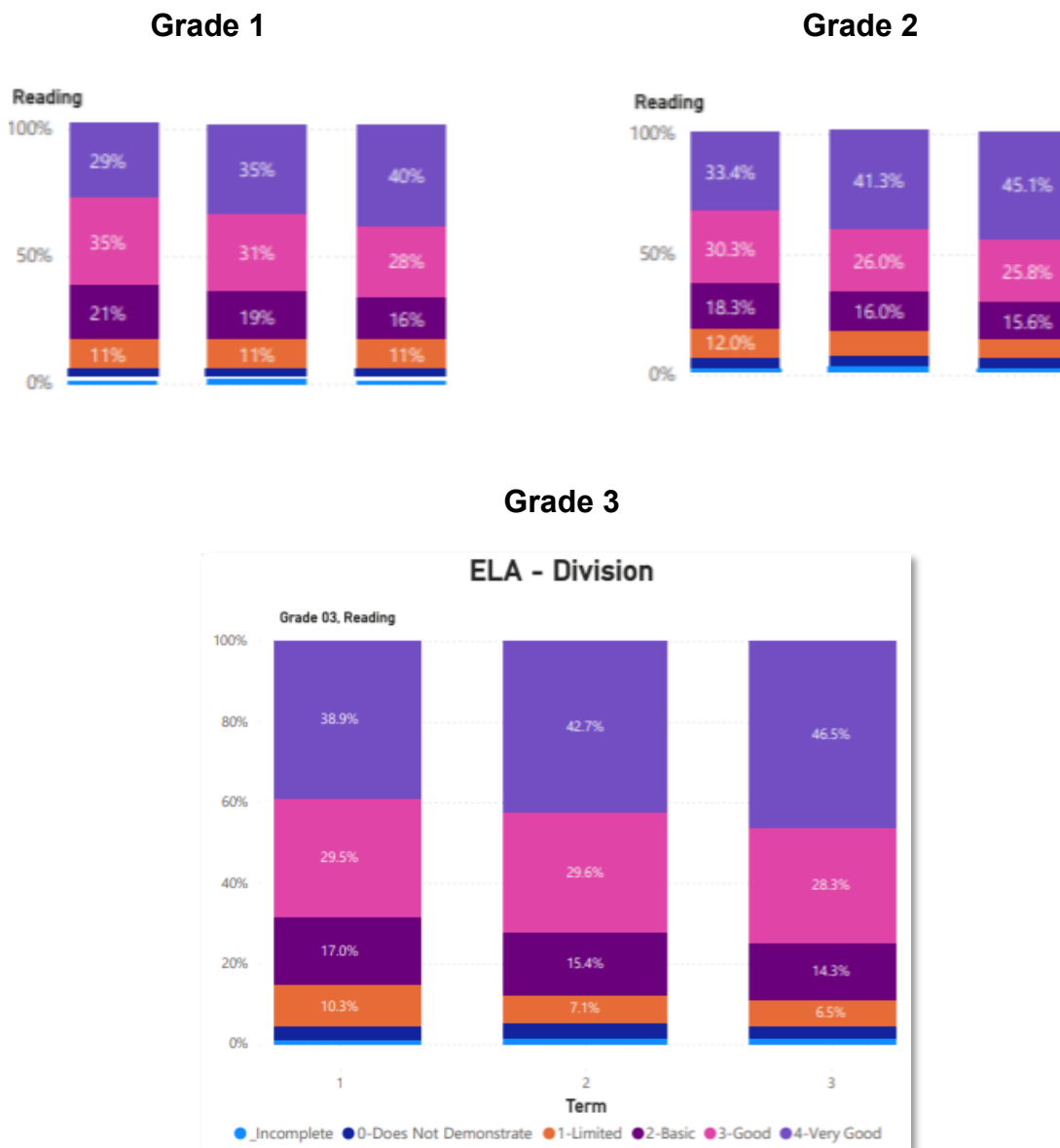


Grade 3 Entry - Reading - English Program					
Sub-Competencies in Grade 3 Reading	DATA	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Student reflects on and sets reading goals.	Provincial	55.9%	54.7%	54.5%	54.8%
	Divisional	62.4%	62.1%	60.2%	59.2%
Student uses strategies during reading to make sense of text.	Provincial	55.5%	54.7%	55.1%	55.3%
	Divisional	61.9%	57.8%	58.8%	57.4%
Student demonstrates comprehension.	Provincial	56.0%	54.6%	55.3%	54.9%
	Divisional	60.4%	54.6%	56.4%	56.3%

Key Findings and Observations

The Grade 3 English Reading data demonstrates that Pembina Trails is performing above provincial benchmarks in three of the sub-competency areas of reading goal setting, use of reading strategies, and reading comprehension. Although there have been some declines from the divisional 2022 levels of achievement in some competencies, performance has remained somewhat consistent. The data suggests that many students are successfully developing foundational reading skills and comprehension strategies. Learning opportunities to further strengthen student agency in reading, strategic thinking, and comprehension of increasingly complex texts will help further support literacy development in these sub-competencies.

Grade 3 English Provincial Report Card Indicators from Grade 1 to Grade 3

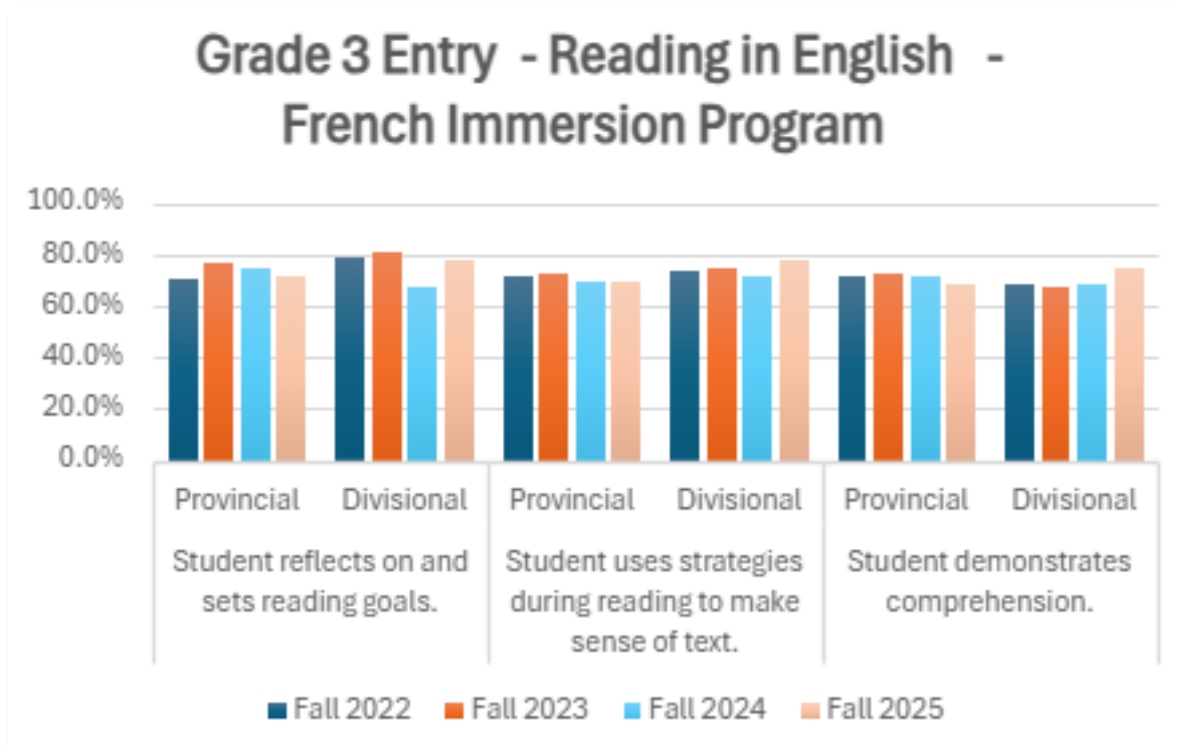


Provincial Report Card Data

The provincial report card reading data from Grades 1 through 3 demonstrates literacy growth across the early years. Each grade demonstrates a shift toward higher levels of achievement throughout the school year, with increasing numbers of students meeting or exceeding provincial expectations. This trend suggests that foundational reading skills developed in Grade 1 continue to strengthen over time, resulting in greater reading proficiency by Grade 3 due to the literacy foundations, instruction support and interventions across the primary years. The growth indicates that students are building strong literacy foundations and developing the reading skills necessary for future academic success. The Grade 3 ELA reading results demonstrate a positive trend across the three terms, with the proportion of students achieving Very Good increasing from Term 1 to Term 3. By Term 3, over 74% of students were achieving at Good or Very Good levels, reflecting growth in reading achievement and a gradual shift from lower performance levels toward higher levels of proficiency.

Grade 3 Provincial Assessment in Reading Summary in English – French Immersion Program

Reporting the percentage of students **Meeting expectations*



Grade 3 Entry - Reading in English - French Immersion Program

Sub-Competencies in Grade 3 Reading	DATA	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Student reflects on and sets reading goals.	Provincial	71.0%	76.3%	75.2%	71.4%
	Divisional	78.9%	80.9%	67.8%	77.4%
Student uses strategies during reading to make sense of text.	Provincial	71.9%	73.0%	69.3%	69.1%
	Divisional	73.2%	74.7%	71.6%	78.0%
Student demonstrates comprehension.	Provincial	71.4%	73.1%	71.1%	68.1%
	Divisional	68.2%	67.9%	68.7%	74.2%

Key Findings and Observations

In the Grade 3 Reading in English for students in French Immersion Program, the results have exceeded provincial results in all three reading sub-competencies. In 2025, divisional performance also increased across all three sub-competencies compared to the previous year. The most prominent increase in 2025 was seen in the sub-competency of students reflecting on and setting reading goals, which rose from 67.8% to 77.4%, surpassing the provincial result. Divisional results also improved in students using strategies during reading to make sense of text and in reading comprehension. These findings suggest that students are increasingly able to apply effective reading strategies, demonstrate understanding of texts, and engage in reflective practices that support their development as independent readers.

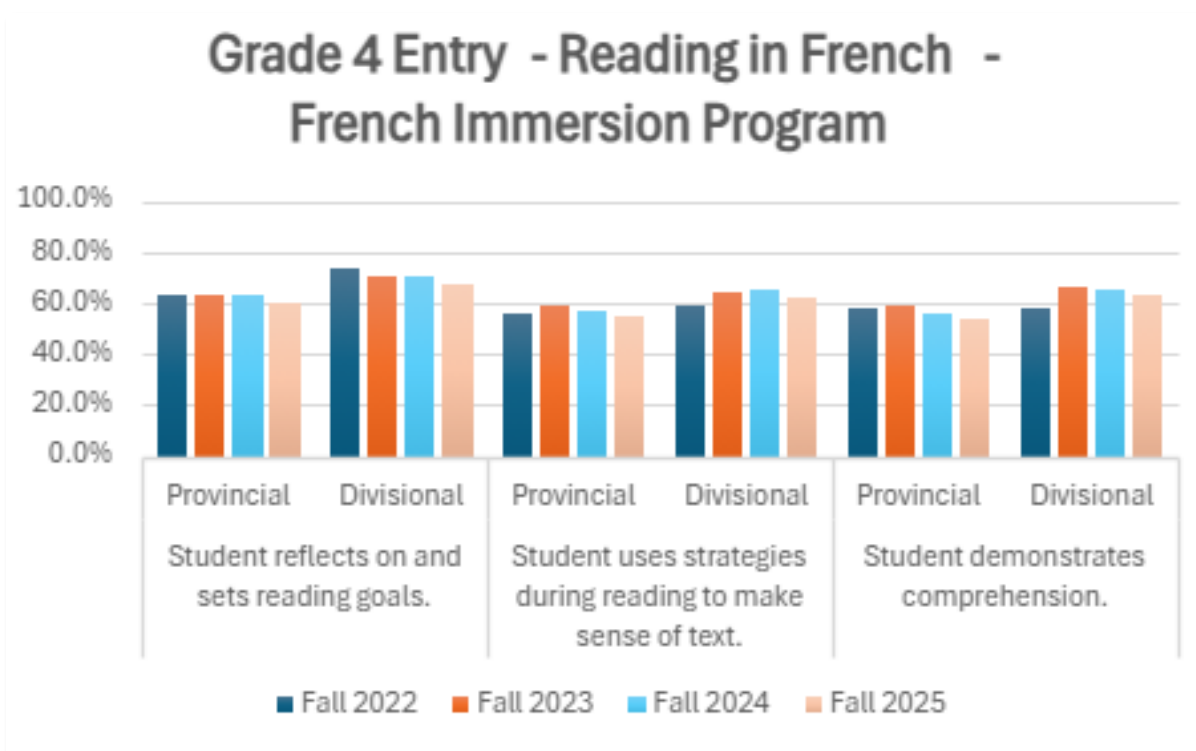
Summary

Overall, the Grade 3 reading data across the English and French Immersion programs indicates that Pembina Trails students performed above provincial levels in all reading sub-competencies, with strengths in using reading strategies and setting reading goals. These findings are consistent with divisional classroom assessment evidence, where Grade 3 report card data show increasing proportions of students achieving at Good and Very Good levels throughout the school year. Collectively, the provincial assessment, divisional assessment, and report card data demonstrate alignment, indicating that most students are successfully developing foundational reading skills, applying effective reading strategies, and demonstrating comprehension across a variety of learning contexts.

Early Years Grade 4 Provincial Assessment Results in French Literacy

Grade 4 Provincial Assessment Reading in French Summary – French Immersion Program

Reporting the percentage of students **Meeting expectations*



Grade 4 Entry - Reading in French - French Immersion Program					
Sub-Competencies in Grade 4 Reading	DATA	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Student reflects on and sets reading goals.	Provincial	63.6%	63.5%	63.3%	59.7%
	Divisional	73.6%	70.7%	70.8%	67.0%
Student uses strategies during reading to make sense of text.	Provincial	56.1%	59.2%	57.0%	54.9%
	Divisional	59.2%	64.7%	65.1%	62.0%
Student demonstrates comprehension.	Provincial	57.6%	58.9%	56.1%	53.3%
	Divisional	57.60%	66.50%	64.80%	63.20%

Key Findings and Observations

Over the past four years, the Grade 4 French Reading data in the French Immersion Program show that divisional results have consistently surpassed provincial results across all three reading sub-competencies. Compared to the 2024 divisional results, in 2025 there was a slight decline in each sub-competency. The data suggests that students are effectively applying

reading strategies, engaging in reflective goal-setting practices, and demonstrating comprehension skills, although comprehension and using strategies to make sense of text remain areas for ongoing monitoring to support students in becoming capable, confident, and engaged readers in French.

Summary

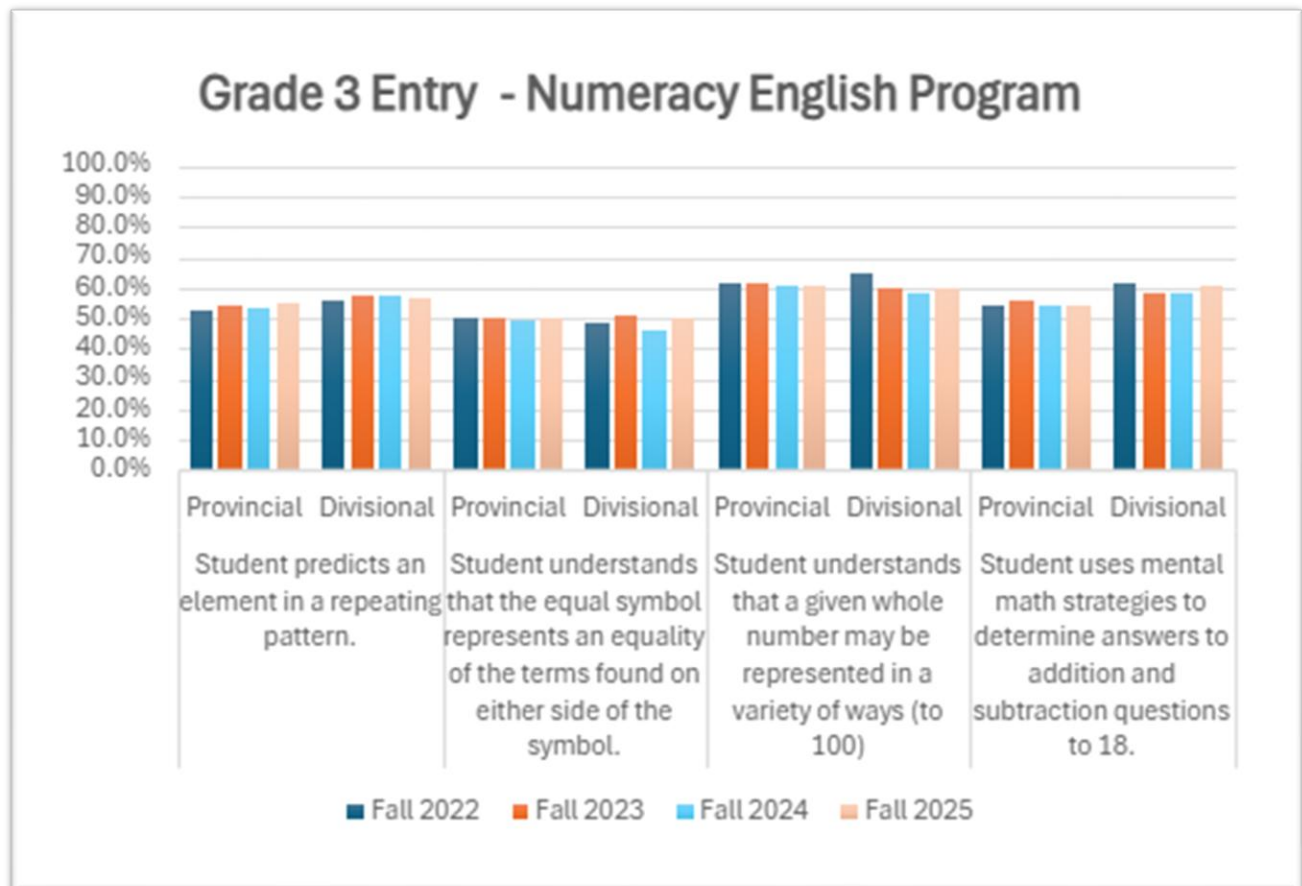
Many Grade 4 French Immersion students demonstrated an ability to read and understand French texts, drawing on their vocabulary knowledge, comprehension strategies, and prior learning experiences.

The data highlighted an important developmental reality of French Immersion learning. As reading texts become more sophisticated in Grade 4, students are expected to work with increasingly complex vocabulary, sentence structures, and ideas. While many students met or exceeded expectations, others continued to develop their fluency, comprehension, and ability to infer meaning from text. For these learners, reading in French remains a skill that requires intentional practice, targeted instruction, and ongoing support.

Early Years Grade 3 Provincial Assessment Results in Numeracy

Grade 3 Provincial Assessment in Numeracy Summary – English Program

Reporting the percentage of students **Meeting expectations*



Grade 3 Entry - Numeracy English Program

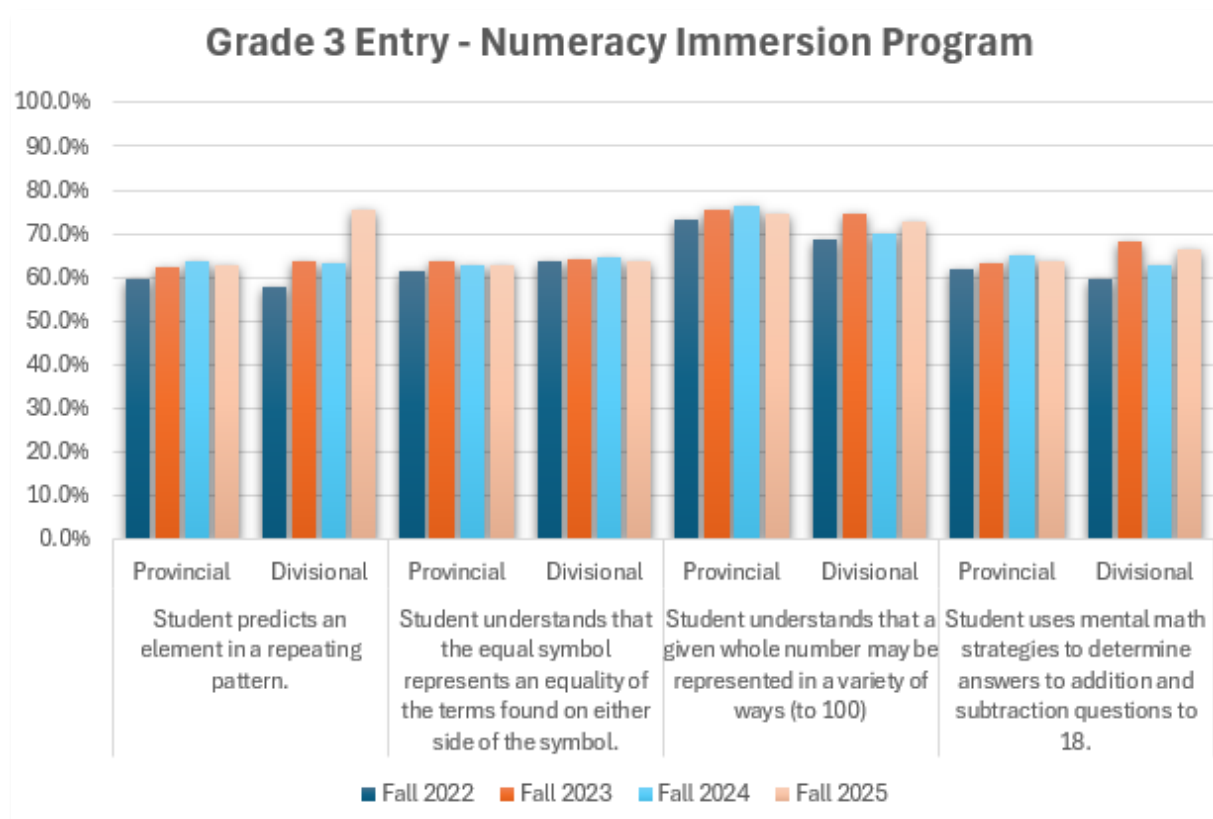
Sub-Competencies in Grade 3 Numeracy	DATA	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Student predicts an element in a repeating pattern.	Provincial	52.6%	54.3%	53.6%	54.6%
	Divisional	56.0%	57.7%	57.8%	56.7%
Student understands that the equal symbol represents an equality of the terms found on either side of the symbol.	Provincial	49.8%	50.1%	49.2%	49.9%
	Divisional	48.4%	50.8%	45.7%	50.2%
Student understands that a given whole number may be represented in a variety of ways (to 100)	Provincial	61.2%	61.4%	60.4%	60.6%
	Divisional	64.8%	60.0%	58.5%	59.9%
Student uses mental math strategies to determine answers to addition and subtraction questions to 18.	Provincial	54.4%	55.5%	54.5%	54.5%
	Divisional	61.3%	58.4%	58.3%	60.6%

Key Findings and Observations

The Grade 3 Numeracy results for the English Program demonstrate progress, with Pembina Trails students showing growth in three of the four assessed sub-competencies compared to the divisional results from 2024. In 2025, students performed above the provincial average in predicting elements in repeating patterns and using mental math strategies for addition and subtraction to 18. While student performance in understanding that the equal sign represents a relationship of equality on both sides of the equation was comparable to provincial results, and achievement in representing whole numbers in a variety of ways remained slightly below the provincial average, divisional results improved in 2025 compared to the previous year across both sub-competencies. The findings suggest that instructional efforts are positively impacting student learning, particularly in mental mathematics, while continued attention to number sense, equality, and algebraic thinking will help further strengthen early numeracy achievement.

Grade 3 Provincial Assessment in Numeracy Summary - French Immersion Program

Reporting the percentage of students **Meeting expectations*

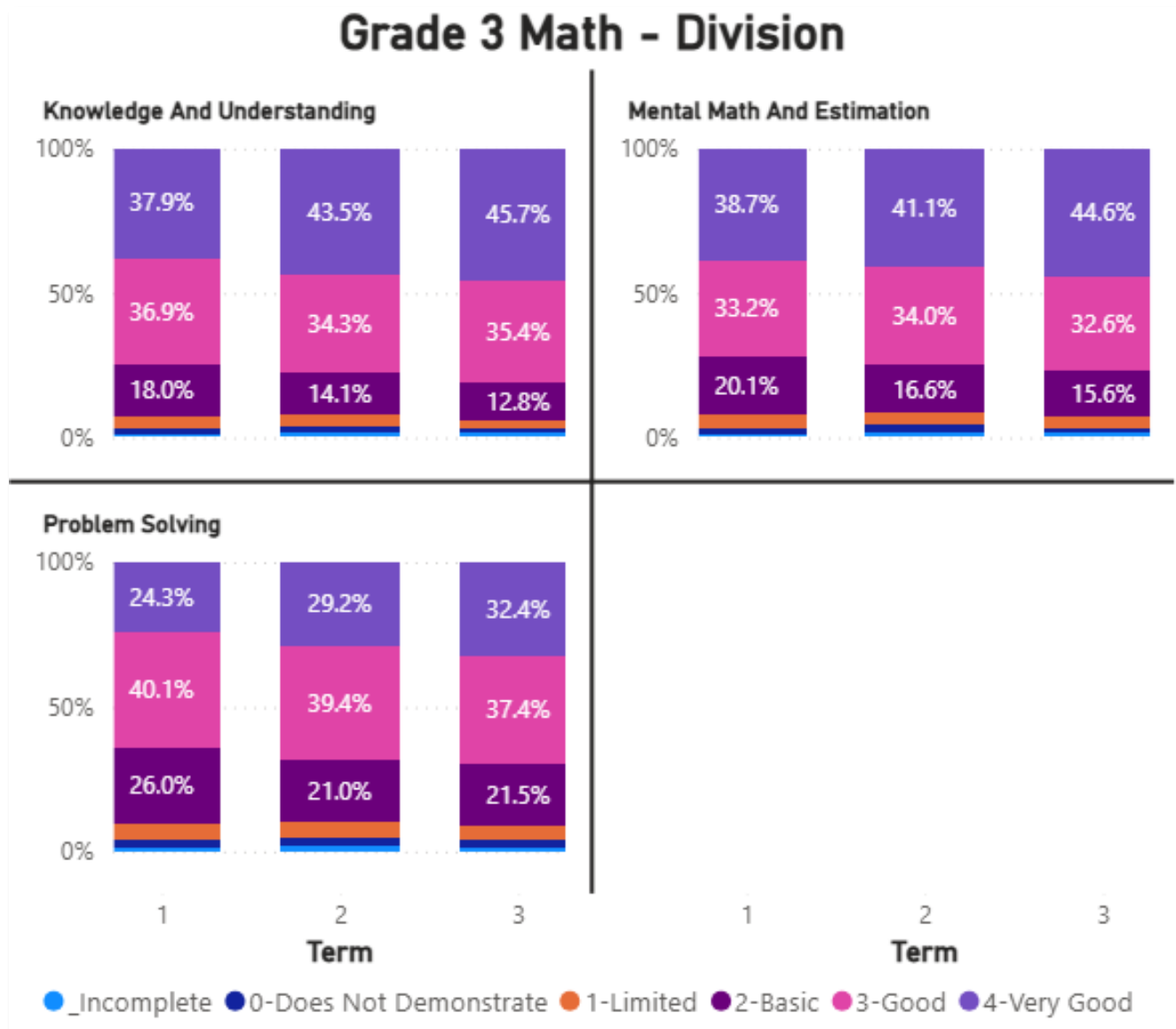


Grade 3 Entry - Numeracy Immersion Program					
Sub-Competencies in Grade 3 Numeracy	DATA	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Student predicts an element in a repeating pattern.	Provincial	59.5%	62.6%	63.9%	62.8%
	Divisional	57.8%	63.9%	63.2%	75.4%
Student understands that the equal symbol represents an equality of the terms found on either side of the symbol.	Provincial	61.4%	63.9%	62.8%	62.8%
	Divisional	63.6%	64.2%	64.6%	63.6%
Student understands that a given whole number may be represented in a variety of ways (to 100)	Provincial	73.1%	75.3%	76.5%	74.5%
	Divisional	68.8%	74.4%	69.9%	73.0%
Student uses mental math strategies to determine answers to addition and subtraction questions to 18.	Provincial	61.8%	63.2%	64.9%	63.6%
	Divisional	59.7%	68.2%	62.9%	66.6%

Key Findings and Observations

The Grade 3 Numeracy results in the French Immersion Program reflect continued growth and overall improvement. In 2025, Pembina Trails students performed above the provincial average in three of the four assessed sub-competencies, with the greatest growth seen in predicting elements in repeating patterns, increasing from 63.2% to 75.4%. Students also exceeded provincial results in understanding equality, although the divisional results showed a slight decline. Using mental math strategies also exceeded provincial results with the divisional results showing an improvement from 2024. While achievement in representing whole numbers in a variety of ways remained below the provincial average, divisional results increased. Overall, the 2025 results indicate growth across most areas of Grade 3 Numeracy in French Immersion.

Grade 3 Divisional Numeracy Data Based on the Provincial Report Card Indicators



Grade 3 Provincial Report Card Numeracy Data Findings and Observations

The Grade 3 Mathematics report card data indicate a positive pattern of growth across the school year, with an increasing proportion of students achieving the highest level of performance in all three assessed areas: Knowledge and Understanding, Mental Math and Estimation, and Problem Solving. Across each reporting period, there is a gradual shift from the achievement categories toward the Very Good category, indicating that many students are deepening their mathematical understanding and demonstrating stronger application of skills over time. In Knowledge and Understanding and Mental Math and Estimation, the percentage

of students achieving a Very Good understanding increased from Term 1 to Term 3. These results suggest continued growth in students' fluency, number sense, and confidence in applying mental mathematics strategies. The strongest gains were observed in Problem Solving, where the proportion of students achieving a Very Good increased by 6.3% from Term 1 to Term 3. This trend indicates that students are becoming increasingly capable of applying mathematical concepts, reasoning through complex situations, and selecting appropriate strategies to solve problems.

Summary

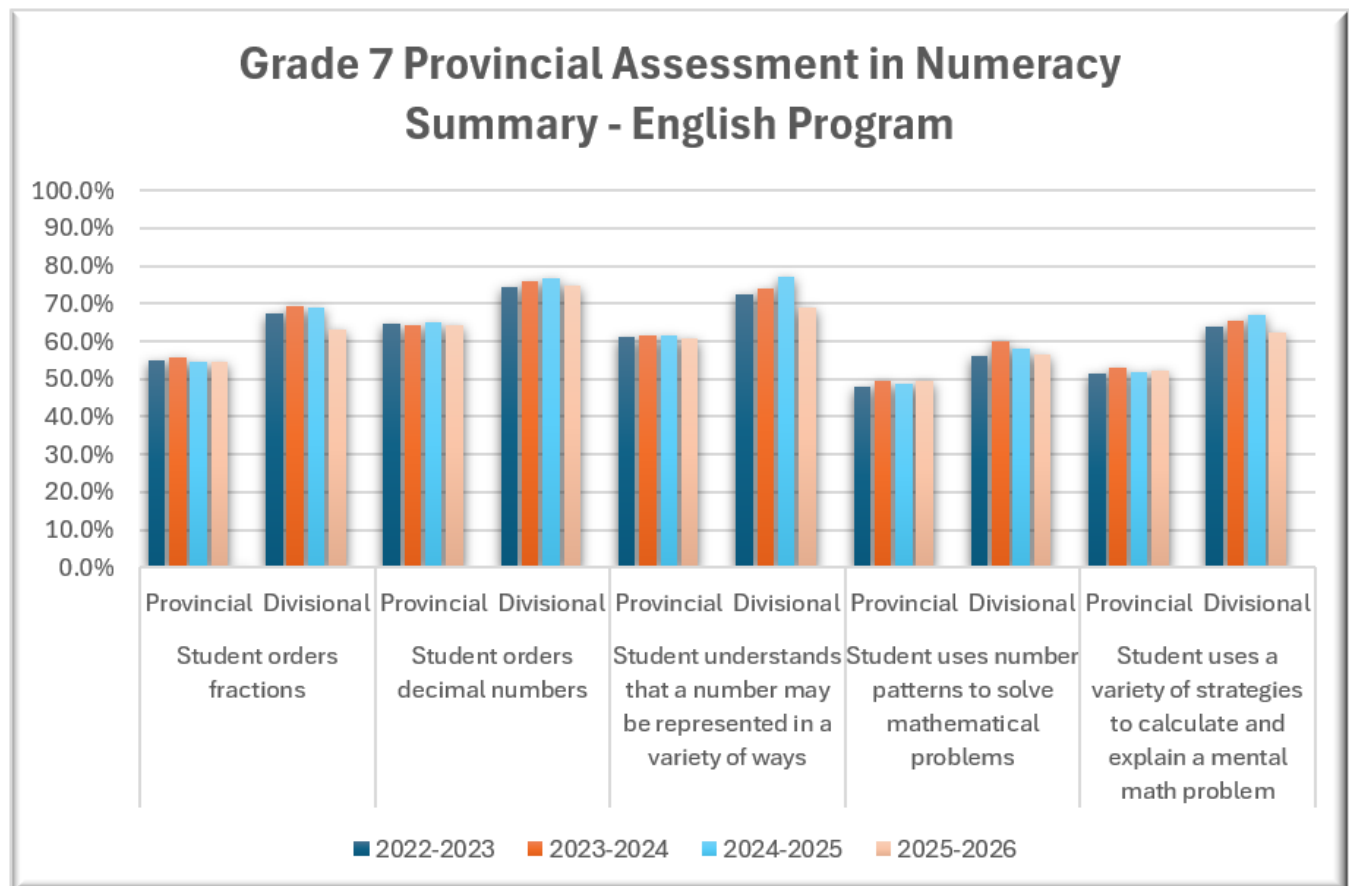
The Grade 3 numeracy data present a positive picture of student learning across both the English and French Immersion programs, with evidence of growth in several key foundational numeracy competencies. The Grade 3 numeracy evidence from both provincial assessments and report card indicators suggests that students are making meaningful progress in their mathematical learning. The alignment between improving assessment outcomes and classroom achievement data demonstrates that instructional practices are supporting the development of foundational numeracy skills. Continued attention to number sense, flexible thinking with numbers, and algebraic reasoning will further strengthen student achievement and help ensure ongoing success in mathematics as students progress through the grades.

Middle Years Grade 7 Provincial Assessment Results in Numeracy

The Middle Years Assessment complements the Grades 3 and 4 assessments conducted earlier in the school year by providing a broader perspective on student learning across the division. Administered at the end of January, this Middle Years assessment collects achievement data from students in Grades 7 and 8 in both the English and French Immersion programs. It measures student performance in the key competency areas of Mathematics, Reading Comprehension, and Expository Writing, offering valuable insights into learning outcomes at the Middle Years level.

Grade 7 Provincial Assessment Summary in Number Sense and Number Skills – English Program

Reporting the percentage of students **Meeting Mid-Grade 7 Level of Performance*



Grade 7 Provincial Assessment in Numeracy Summary - English Program

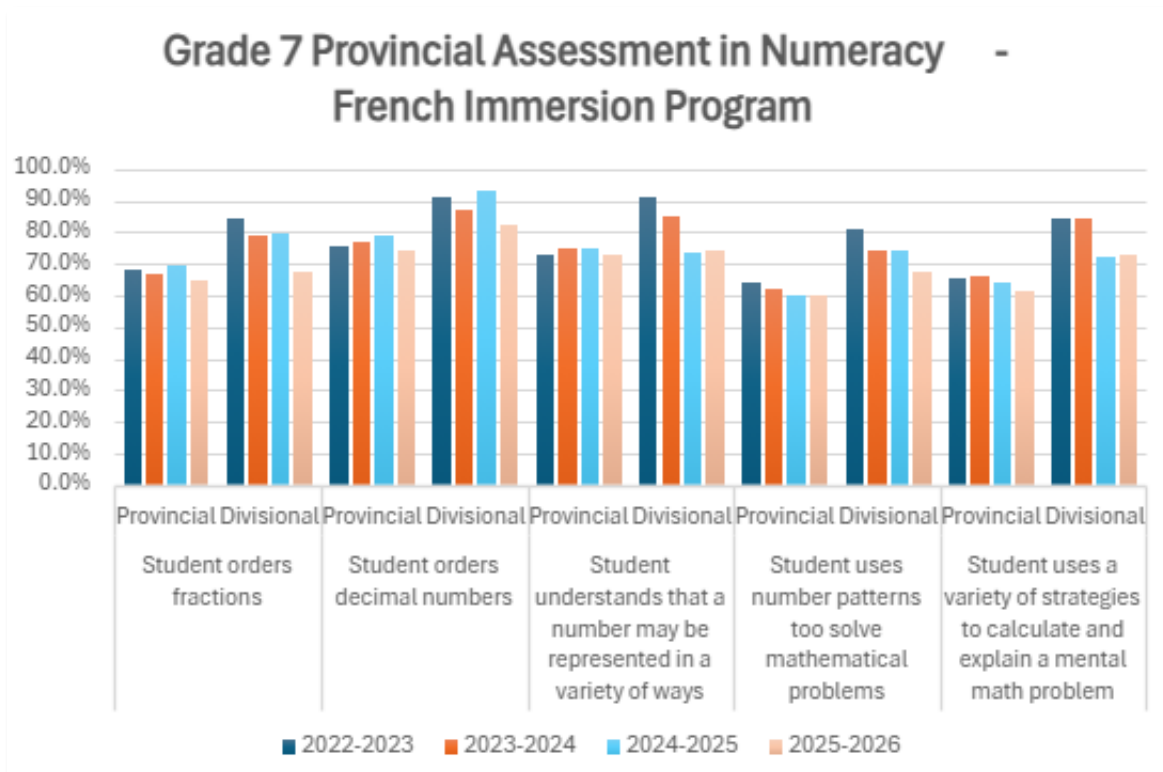
Sub-Competencies in Grade 7 Numeracy	DATA	2022-2023	2023-2024	2024-2025	2025-2026
Student orders fractions	Provincial	55.1%	55.7%	54.7%	54.5%
	Divisional	67.3%	69.4%	68.9%	63.0%
Student orders decimal numbers	Provincial	64.6%	64.4%	65.1%	64.1%
	Divisional	74.3%	75.9%	76.6%	74.8%
Student understands that a number may be represented in a variety of ways	Provincial	61.2%	61.7%	61.6%	60.7%
	Divisional	72.6%	74.0%	77.0%	68.9%
Student uses number patterns too solve mathematical problems	Provincial	47.8%	49.5%	48.8%	49.4%
	Divisional	56.2%	59.9%	58.2%	56.4%
Student uses a variety of strategies to calculate and explain a mental math problem	Provincial	51.6%	53.0%	51.9%	52.1%
	Divisional	63.7%	65.4%	66.9%	62.5%

Key Findings and Observations

The Grade 7 Provincial Assessment in Numeracy results for the English Program indicate that Pembina Trails students continue to perform above the provincial average across all assessed sub-competencies. Although divisional results in 2025–2026 declined in the sub-competency areas compared to previous years, overall achievement reflects sustained success in numeracy learning. Students demonstrated consistent strength in ordering decimal numbers, with achievement remaining high over the past four years and continuing to exceed provincial results. Performance in representing numbers in multiple ways also remained well above the provincial average despite a slight decline in the divisional results from the previous year. While divisional achievement in ordering fractions and using number patterns to solve problems decreased, results continued to surpass provincial performance. Using number patterns to solve mathematical problems remains one of the more challenging numeracy sub-competencies both provincially and within the division. Students also continued to show strength in mental mathematics, with divisional results exceeding provincial results by approximately 10 percentage points despite a modest decline in the divisional results. Overall, the results indicate strong foundational numeracy skills, particularly in number sense and decimal understanding, while highlighting opportunities for growth in fractions, patterns, and problem-solving.

Grade 7 Provincial Assessment in Numeracy Summary – French Immersion Program

Reporting the percentage of students **Meeting Mid-Grade 7 Level of Performance*



Grade 7 Provincial Assessment in Numeracy Summary - French Immersion Program

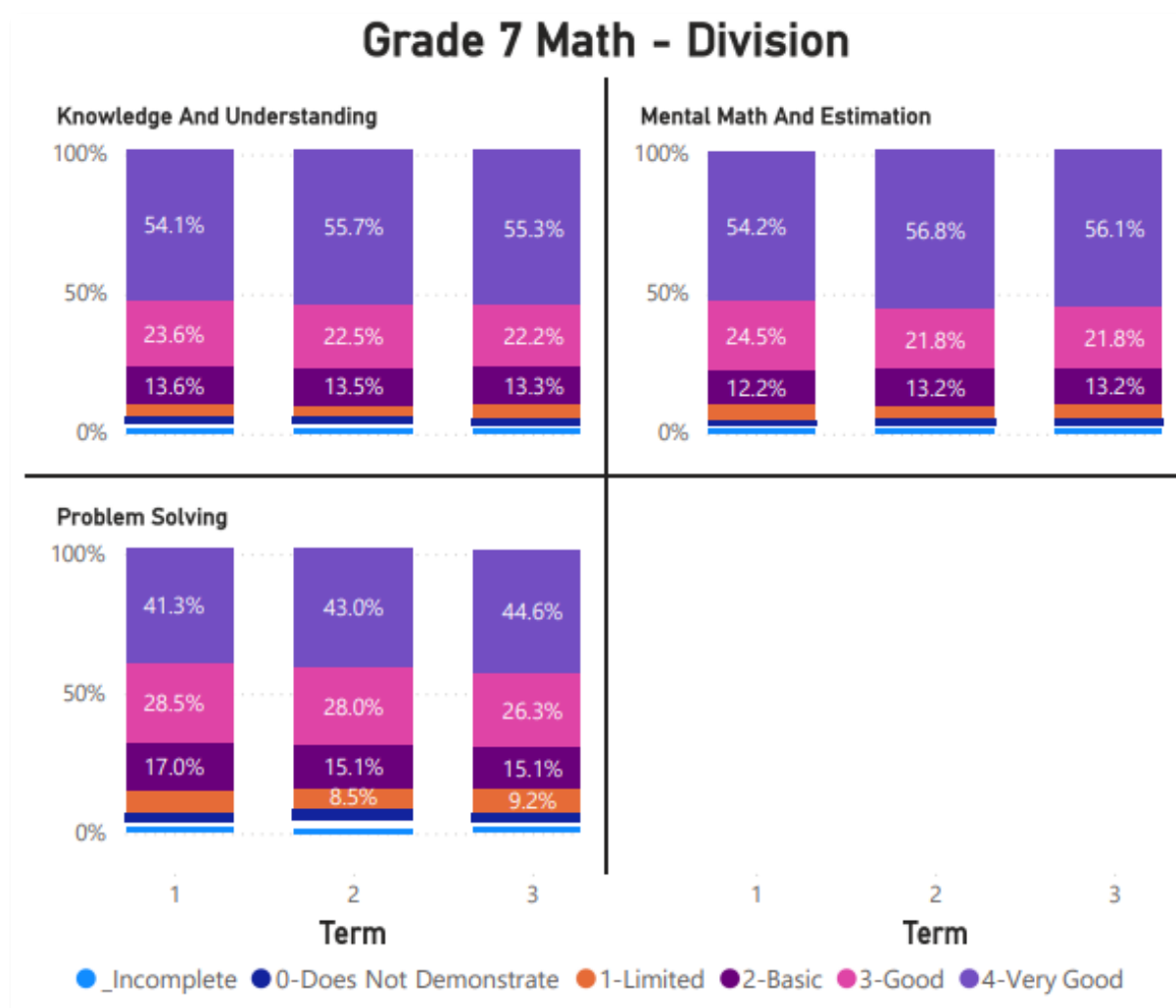
Sub-Competencies in Grade 7 Numeracy		DATA	2022-2023	2023-2024	2024-2025	2025-2026
Student orders fractions	Provincial		68.3%	66.8%	69.3%	64.6%
	Divisional		84.2%	79.2%	79.7%	67.2%
Student orders decimal numbers	Provincial		75.6%	77.2%	79.0%	74.4%
	Divisional		91.2%	87.0%	93.0%	82.6%
Student understands that a number may be represented in a variety of ways	Provincial		73.1%	74.7%	75.1%	72.5%
	Divisional		91.2%	85.3%	73.8%	74.3%
Student uses number patterns too solve mathematical problems	Provincial		63.9%	62.0%	60.1%	60.2%
	Divisional		81.2%	74.0%	74.2%	67.2%
Student uses a variety of strategies to calculate and explain a mental math problem	Provincial		65.6%	66.0%	64.1%	61.6%
	Divisional		84.6%	84.4%	72.3%	72.7%

Key Findings and Observations

The Grade 7 Provincial Assessment in Numeracy results for the French Immersion Program show that Pembina Trails students continued to exceed provincial averages across all assessed sub-competencies in 2025–2026. Although divisional results showed declines in some areas from previous years, divisional achievement remained above the provincial results. Students demonstrated their strongest performance in the sub-competency of ordering

decimal numbers, with achievement remaining consistently high over the four-year period. Students also showed a solid understanding of multiple representations of numbers, slightly exceeding provincial results. While divisional achievement in ordering fractions and using number patterns to solve mathematical problems declined from previous years, both areas remained above the provincial average. Mental mathematics was another area of strength, with a slight increase in the divisional data from the previous year and these results exceeding provincial outcomes. Despite declines in several divisional achievement in sub-competencies from previous years, Pembina Trails students in French Immersion continue to outperform provincial averages, demonstrating foundational numeracy skills and mathematical reasoning.

Grade 7 Divisional Numeracy Data Based on the Provincial Report Card Indicators



Grade 7 Provincial Report Card Indicator Data Findings

The Grade 7 Mathematics report card data indicate that achievement remained stable across all three reporting terms, with most students performing at Good and Very Good levels in all assessed areas. Results in Knowledge and Understanding remained consistent throughout the

year, while Mental Math and Estimation and Problem Solving showed growth over time, suggesting that students strengthened their ability to apply mathematical concepts, reasoning, and strategies to solve problems.

Summary

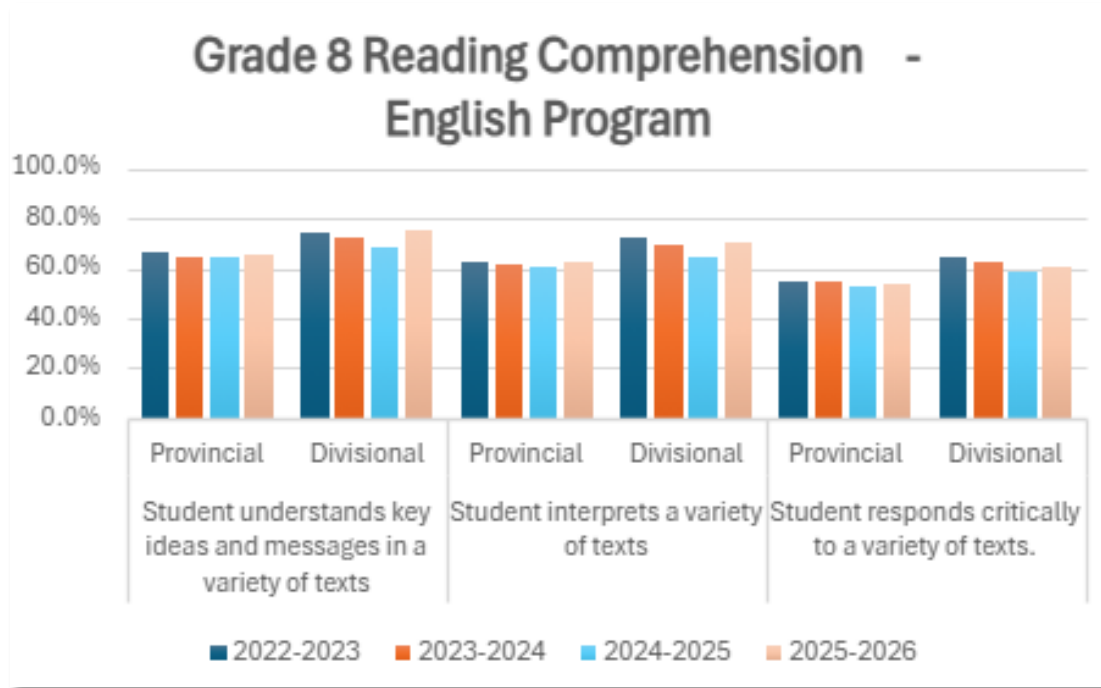
The Grade 7 Provincial Assessment in Numeracy results show that Pembina Trails students in the English and French Immersion programs continued to outperform provincial averages across all assessed sub-competencies in 2025–2026. While divisional achievement declined in some areas from previous years, overall results remained strong. Across both programs, ordering decimal numbers and understanding multiple representations of numbers were areas of strength, while ordering fractions and applying number patterns to solve problems remained more challenging despite results continuing to exceed provincial levels. Mental mathematics was also an area that reflected proficiency, particularly in the French Immersion program.

These findings are supported by Grade 7 Mathematics report card data, and indicate growth and achievement throughout the school year. By Term 3, more than 75% of students were achieving at Good or Very Good levels in Knowledge and Understanding and in Mental Math and Estimation.

Middle Years Grade 8 Provincial Assessment Results in Literacy

Grade 8 Provincial Assessment in Reading Comprehension – English Program

Reporting the percentage of students **Meeting Mid-Grade 8 Level of Performance*



Grade 8 Reading Comprehension - English Program

Sub-Competencies in Grade 8 Reading	DATA	2022-2023	2023-2024	2024-2025	2025-2026
Student understands key ideas and messages in a variety of texts	Provincial	66.1%	64.6%	64.0%	65.3%
	Divisional	74.4%	72.5%	68.4%	75.4%
Student interprets a variety of texts	Provincial	62.6%	61.7%	60.5%	62.4%
	Divisional	71.8%	69.1%	64.3%	70.6%
Student responds critically to a variety of texts.	Provincial	54.4%	54.6%	53.0%	54.1%
	Divisional	64.0%	62.7%	58.8%	60.1%

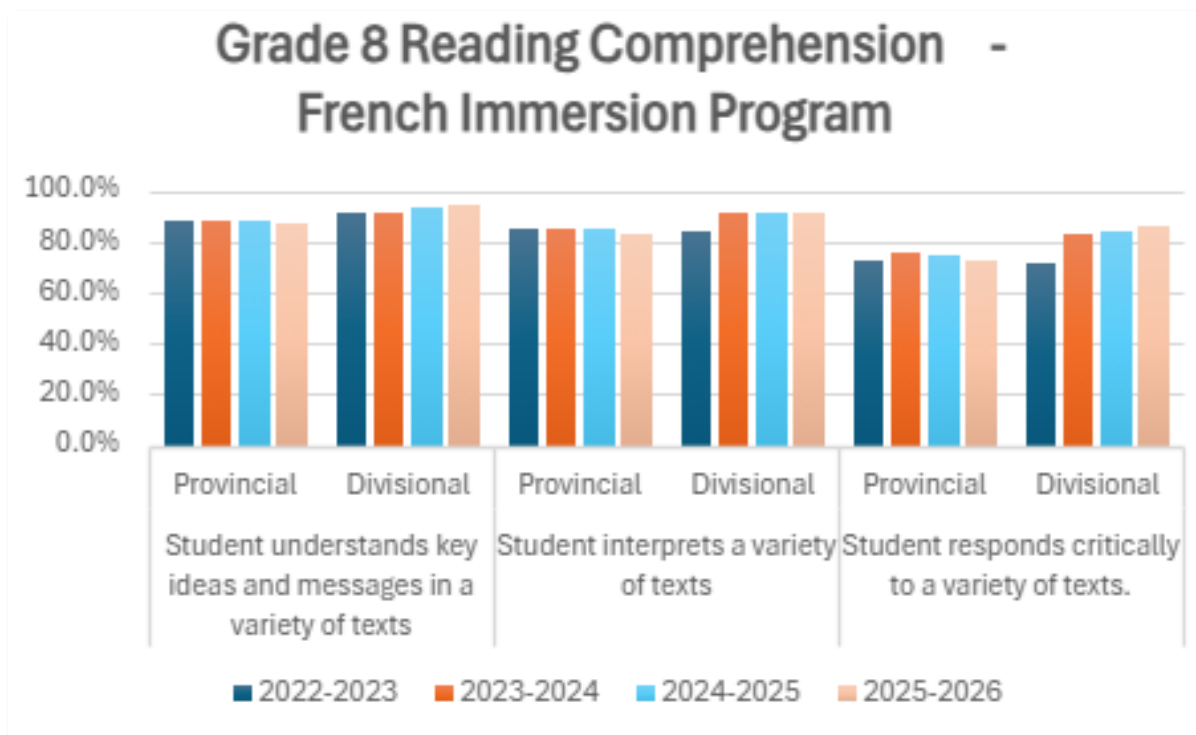
Key Findings and Observations

The Grade 8 Reading Comprehension results in the English Program indicate that Pembina Trails students consistently surpassed provincial averages across all reading sub-competencies over the four-year period reflecting a strength in reading comprehension. In the 2025-2026 school year, the divisional achievement improved in each area from the previous year. Students demonstrated their strongest performance in understanding key ideas and messages in a variety of texts. Additional strength and improvement were also shown in interpreting a variety of texts. While responding critically to a variety of texts remained the most

challenging competency, divisional achievement increased slightly and continued to exceed provincial results.

Grade 8 Provincial Assessment in Reading Comprehension in English – French Immersion Program

Reporting the percentage of students **Meeting Mid-Grade 8 Level of Performance*



Grade 8 Reading Comprehension - French Immersion Program					
Sub-Competencies in Grade 8 Reading	DATA	2022-2023	2023-2024	2024-2025	2025-2026
Student understands key ideas and messages in a variety of texts	Provincial	88.7%	87.8%	87.8%	87.7%
	Divisional	90.9%	91.7%	93.3%	94.3%
Student interprets a variety of texts	Provincial	84.9%	85.5%	84.7%	83.0%
	Divisional	83.7%	91.7%	91.1%	91.4%
Student responds critically to a variety of texts.	Provincial	73.1%	75.9%	74.6%	72.5%
	Divisional	71.8%	83.4%	83.9%	86.1%

Key Findings and Observations

The Grade 8 Reading Comprehension results in the French Immersion Program for 2025–2026 demonstrate strong achievement across all assessed sub-competencies, with Pembina

Good or Very Good by Term 3. Writing also demonstrated improvement over the year, with the 76.9% percentage of students achieving at the two highest levels by Term 3.

Overall, the results indicate that Grade 8 students demonstrated growth in ELA throughout the year. The increasing proportion of students achieving at the highest level across all three assessed areas suggests continued development of literacy and analytical skills.

Summary

The Grade 8 reading results reflect literacy achievement and growth across Pembina Trails. Evidence from both the Manitoba Provincial Assessments and provincial report card data indicates that students are developing proficient reading comprehension skills.

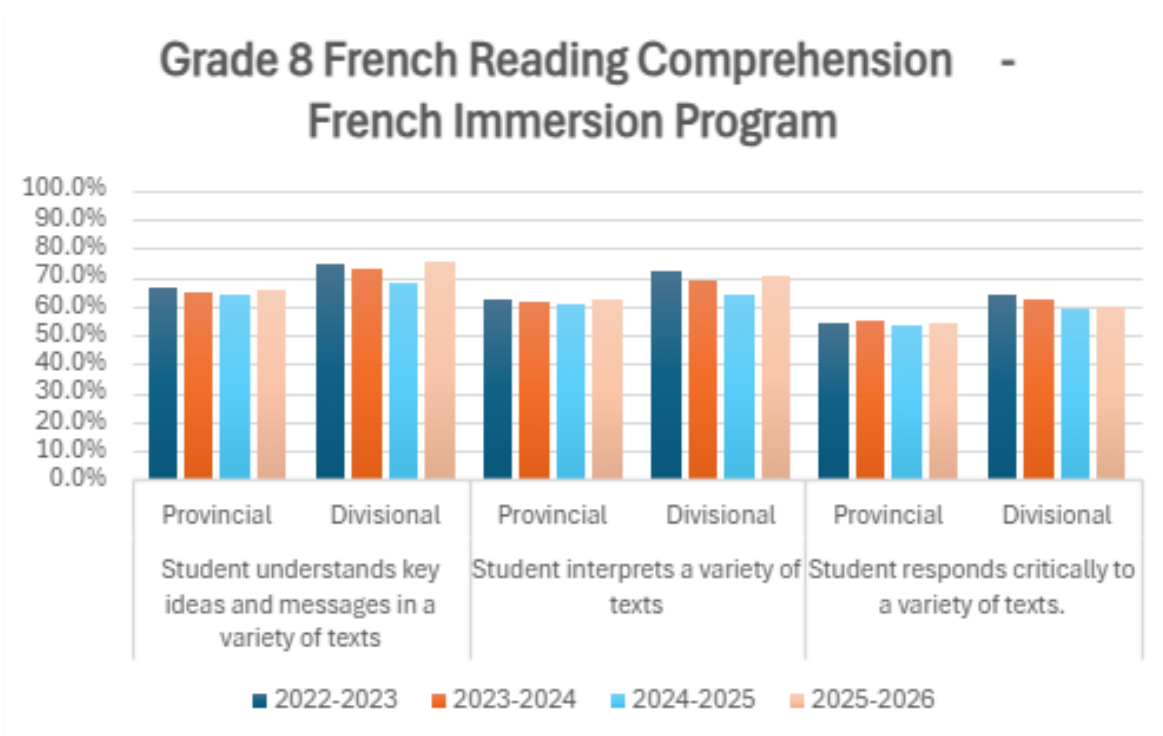
On the Manitoba Provincial Assessments, Grade 8 students in both the English and French Immersion programs consistently performed above provincial averages across all reading sub-competencies. In the English Program, achievement improved in 2025-2026, particularly in understanding key ideas and interpreting texts. In the French Immersion Program, students demonstrated continued growth across all sub-competency areas.

Provincial report card data reinforces these findings. Reading remained the strongest area of ELA achievement, with more than 82% of students achieving at Good or Very Good levels. The proportion of students achieving at the highest level increased throughout the year, while similar gains in critical thinking and writing indicate continued literacy development.

Together, the Manitoba Provincial Assessment and provincial report card results highlight reading achievement and continuous growth among Grade 8 students. Students in both English and French Immersion program demonstrated solid reading comprehension while showing critical thinking and analytical skills to engage with increasingly complex text. The alignment between provincial assessment and classroom-based evidence provides confidence that students are well prepared for future learning.

Grade 8 Provincial Assessment in French Reading Comprehension – French Immersion Program

Reporting the percentage of students **Meeting Mid-Grade 8 Level of Performance*



Grade 8 French Reading Comprehension - French Immersion Program

Sub-Competencies in Grade 7 Numeracy		DATA	2022-2023	2023-2024	2024-2025	2025-2026
Student understands key ideas and messages in a variety of texts	Provincial		66.1%	64.6%	64.0%	65.3%
	Divisional		74.4%	72.5%	68.4%	75.4%
Student interprets a variety of texts	Provincial		62.6%	61.7%	60.5%	62.4%
	Divisional		71.8%	69.1%	64.3%	70.6%
Student responds critically to a variety of texts.	Provincial		54.4%	54.6%	53.0%	54.1%
	Divisional		64.0%	62.7%	58.8%	60.1%

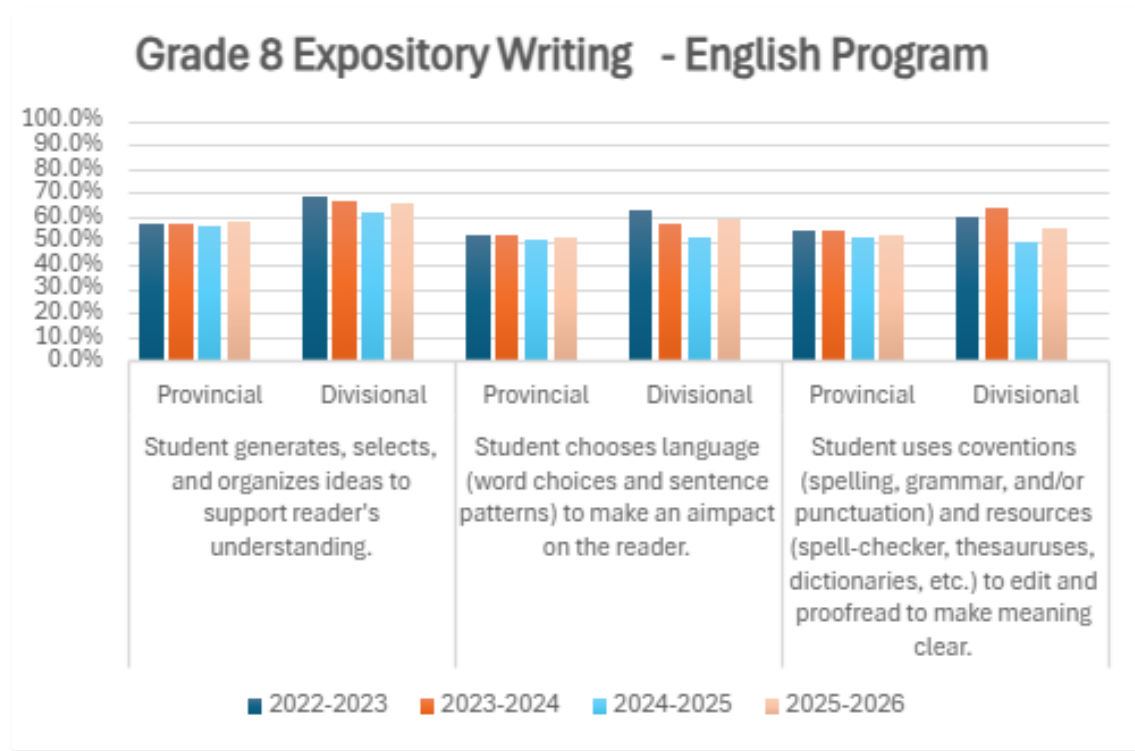
Key Findings and Observations

The Grade 8 French Reading Comprehension results indicate that Pembina Trails students continued to perform above provincial averages. In 2025–2026, student achievement improved in each area compared to the previous year, suggesting a growth following declines in 2024–2025. Students demonstrated their strongest performance in understanding key ideas and messages in a variety of texts, while also showing improvement in interpreting texts. Although results in responding critically to a variety of texts increased and remained above provincial levels, this continued to be the most challenging competency. The results reflect continued

growth in French reading comprehension within the French Immersion Program. Students showed growth in understanding and interpreting texts, while critical analysis remains an area for continued focus. The gains across all competencies in 2025–2026 suggest progress and a return to achievement levels more consistent with earlier years.

Grade 8 Provincial Assessment in Expository Writing – English Program

Reporting the percentage of students **Meeting Mid-Grade 8 Level of Performance*



Grade 8 Expository Writing- English Program					
Sub-Competencies in Grade 8 Writing	DATA	2022-2023	2023-2024	2024-2025	2025-2026
Student generates, selects, and organizes ideas to support reader's understanding.	Provincial	57.5%	57.2%	56.6%	57.7%
	Divisional	68.2%	66.2%	62.1%	66.1%
Student chooses language (word choices and sentence patterns) to make an impact on the reader.	Provincial	52.1%	52.0%	50.6%	51.6%
	Divisional	62.8%	57.6%	51.7%	58.6%
Student uses conventions (spelling, grammar, and/or punctuation) and resources (spell-checker, thesauruses, dictionaries, etc.) to edit and proofread to make meaning clear.	Provincial	54.2%	54.6%	51.7%	52.8%
	Divisional	60.2%	63.5%	50.0%	55.4%

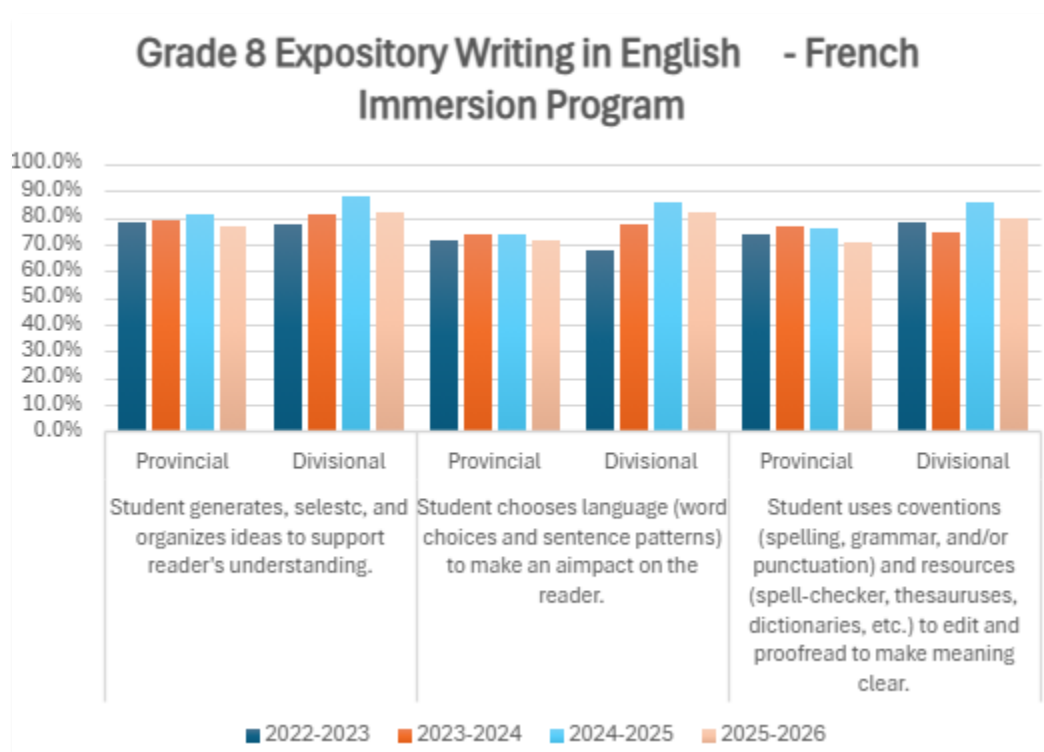
Key Findings and Observations

The Grade 8 Expository Writing results for the English Program indicate that Pembina Trails students continued to perform above provincial averages across all writing sub-competencies. Following declines in 2024–2025, achievement improved across all areas in 2025–2026, moving closer to previous divisional achievement levels. Students showed progress in organizing and communicating ideas and in using language effectively to engage readers.

However, the use of conventions, including spelling, grammar, and punctuation, remained the most challenging competency, highlighting an ongoing opportunity to strengthen editing and proofreading skills. The gains across all competencies in 2025–2026 suggest growth in expository writing within the English program.

Grade 8 Expository Writing in English – French Immersion Program

Reporting the percentage of students **Meeting Mid-Grade 8 Level of Performance*



Grade 8 Expository Writing in English - French Immersion Program

Sub-Competencies in Grade 8 Writing	DATA	2022-2023	2023-2024	2024-2025	2025-2026
Student generates, selects, and organizes ideas to support reader's understanding.	Provincial	78.3%	78.8%	81.0%	76.8%
	Divisional	77.4%	80.8%	87.5%	82.0%
Student chooses language (word choices and sentence patterns) to make an impact on the reader.	Provincial	71.7%	74.0%	74.0%	71.1%
	Divisional	67.9%	77.3%	85.7%	81.6%
Student uses conventions (spelling, grammar, and/or punctuation) and resources (spell-checker, thesauruses, dictionaries, etc.) to edit and proofread to make meaning clear.	Provincial	74.0%	76.4%	75.6%	70.6%
	Divisional	77.8%	74.7%	85.3%	79.6%

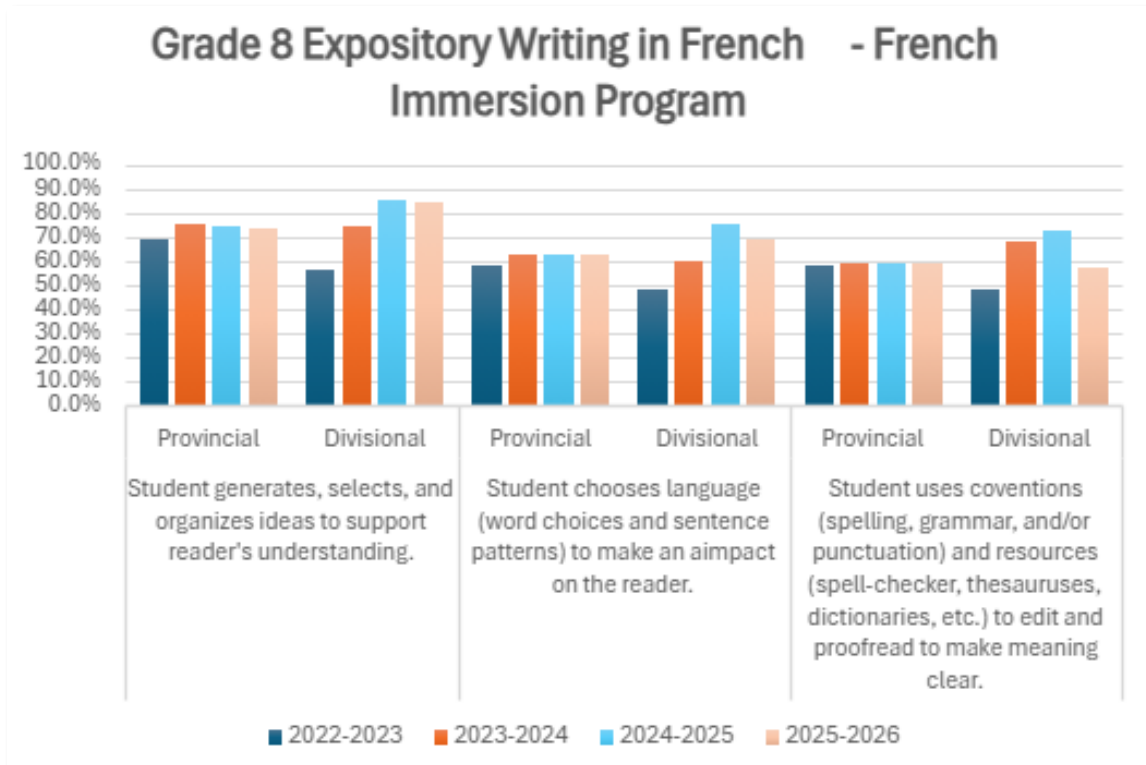
Key Findings and Observations

The Grade 8 Expository Writing in English results for the French Immersion Program indicate that in 2025–2026, Pembina Trails students performed above the provincial average in all sub-competencies: generating and organizing ideas, choosing language to create impact, and using conventions and editing strategies to communicate clearly. Although divisional results

declined from the previous year in all three areas, achievement remained above provincial levels, suggesting that students continue to demonstrate strong writing skills in idea development, language use, and writing conventions.

Grade 8 Expository Writing in French – French Immersion Program

Reporting the percentage of students **Meeting Mid-Grade 8 Level of Performance*



Grade 8 Expository Writing in French - French Immersion Program					
Sub-Competencies in Grade 8 Writing	DATA	2022-2023	2023-2024	2024-2025	2025-2026
Student generates, selects, and organizes ideas to support reader's understanding.	Provincial	69.3%	75.8%	74.2%	73.9%
	Divisional	56.7%	74.2%	85.7%	84.1%
Student chooses language (word choices and sentence patterns) to make an impact on the reader.	Provincial	58.1%	62.6%	63.2%	63.2%
	Divisional	48.0%	60.3%	75.4%	69.4%
Student uses conventions (spelling, grammar, and/or punctuation) and resources (spell-checker, thesauruses, dictionaries, etc.) to edit and proofread to make meaning clear.	Provincial	58.3%	59.2%	59.4%	58.8%
	Divisional	48.4%	68.1%	72.8%	57.1%

Key Findings and Observations

The Grade 8 Expository Writing results in French with French Immersion students indicate that students exceeded provincial averages in two of the three writing sub-competencies in 2025–2026, despite a slight decline in divisional results from the previous year. Students continued to demonstrate strength in generating, selecting, and organizing ideas to support reader understanding. Choosing language and sentence patterns to create an impact on the reader

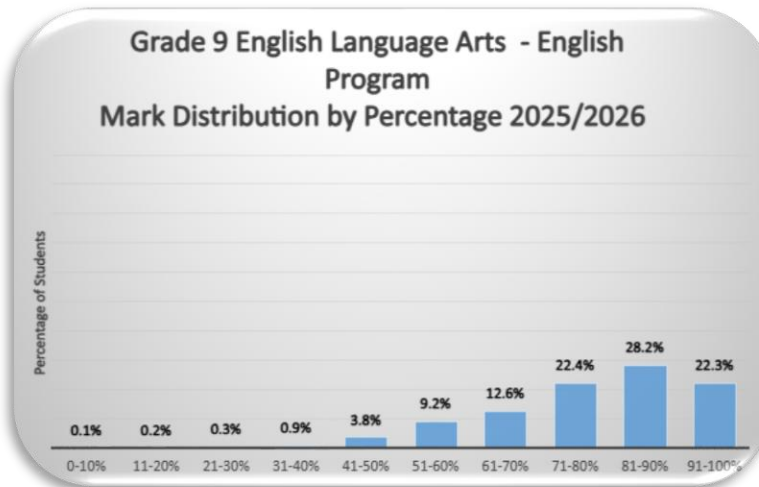
was above the provincial achievement results; however, the divisional results showed a decline from 2024-2025. The use of conventions, including spelling, grammar, and punctuation, remained the most challenging competency. Although achievement in this area declined from the previous year, divisional results remained close to the provincial average, highlighting an opportunity to focus on editing and proofreading skills. The divisional results showed success compared to provincial results in developing and communicating ideas effectively, while the application of writing conventions remains an important area for continued instructional focus.

Summary:

The Grade 8 Expository Writing results indicate that Pembina Trails students generally continued to perform at or above provincial levels across all writing sub-competencies in both the English and French Immersion programs. In the English program, student achievement remained relatively stable in 2025–2026, with divisional results exceeding provincial averages in generating and organizing ideas, choosing language effectively, and using conventions to communicate meaning clearly. In the French Immersion program, students' writing in English demonstrated particularly strong performance, continuing to outperform provincial results across all sub-competencies, although there was a slight decline in divisional achievement from the previous year. Students writing in French also exceeded provincial averages in generating and organizing ideas and language use, while achievement in writing conventions was slightly below the provincial result. Overall, the results highlight continued growth in idea development and language use across programs, while conventions in French writing remain an area for ongoing growth and support.

Senior Years Grade 9 Results in English Language Arts

Report Card Results in Grade 9 English Language Arts – English Program



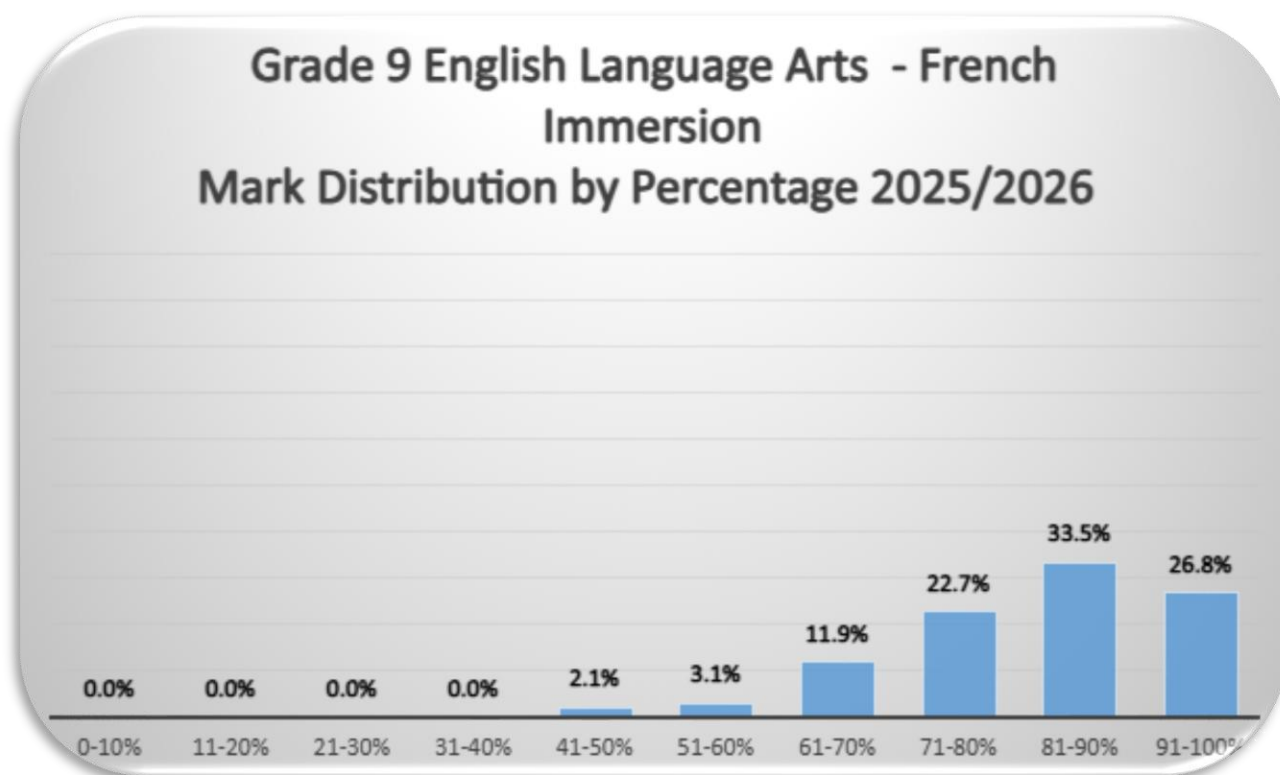
Note:
English as
Additional
Language
(E),
Foundation
(F) and
Modified (M)
designated
courses
are all
included in
these data
reports.

Key Findings and Observations

In 2025-2026, the English Program Grade 9 ELA mark distribution for 1,190 students:

- **72.9%** of students (867 students) achieved a final course grade between 70% to 100%
- **21.8%** of students (260 students) achieved a final course grade between 50% to 70%
- **5%** of students (63 students) achieved a final course grade below or equal to 50%. This is significant decrease from 12% last year

Report Card Results in Grade 9 English Language Arts – French Immersion Program



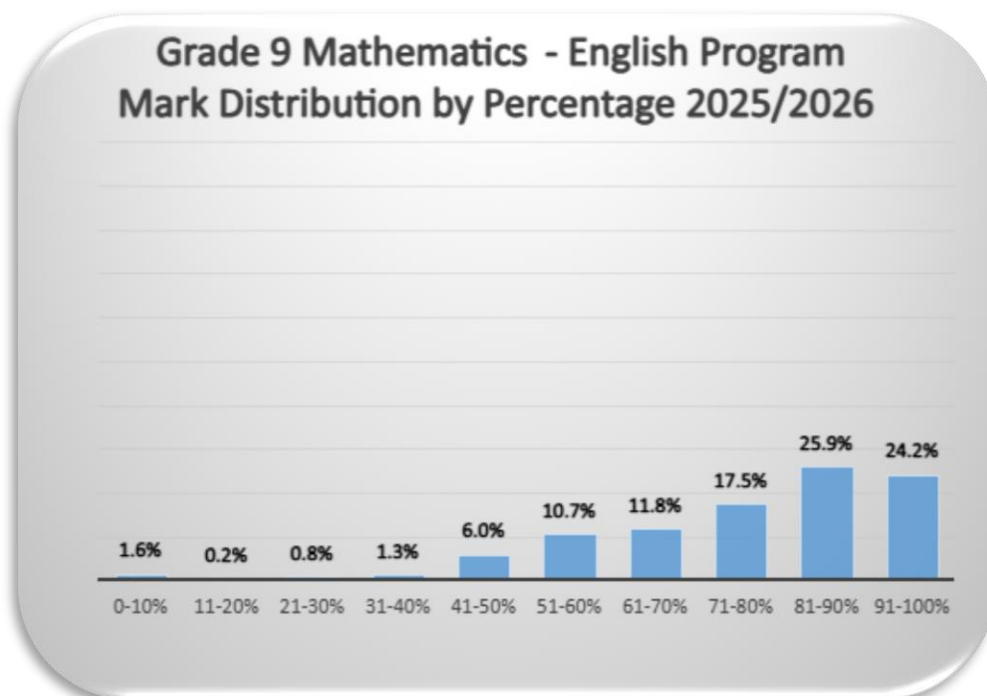
Key Findings and Observations

In 2025-2026, the French Immersion Grade 9 ELA mark distribution for 194 students shows:

- **83%** of students (161 students) achieved a final course grade between 70% and 100%
- **15%** of students (29 students) achieve a final course grade between 50% and 70%
- **2.1%** of students (4 students) achieved a final course grade below or equivalent to 50%

Senior Years Grade 9 Results in Mathematics

Report Card Results in Grade 9 Mathematics – English Program



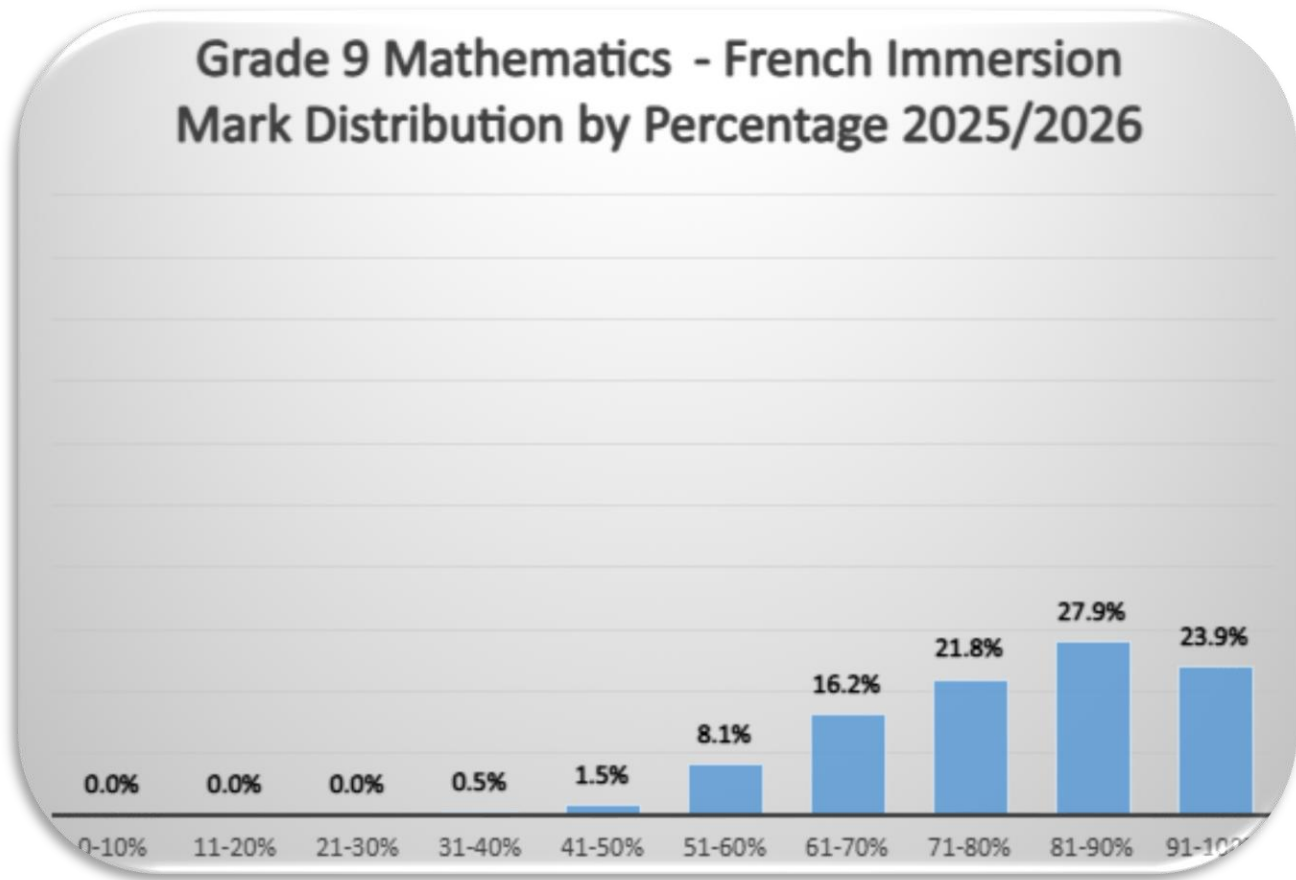
Note:
English as Additional Language (E), Foundation (F) and Modified (M) designated courses are all included in these data reports.

Key Findings and Observations

In 2025-2026, the English Program Grade 9 Mathematic mark distribution for 1,192 students showed:

- **67.6%** of students (807 students) achieved a final course grade between 70% and 100%
- **22.5%** of students (268 students) achieved a final course grade between 50% and 70%
- **9.9%** of students (117 students) achieved a final course grade below or equal to 50%

Report Card Results in Grade 9 Mathematics – French Immersion Program

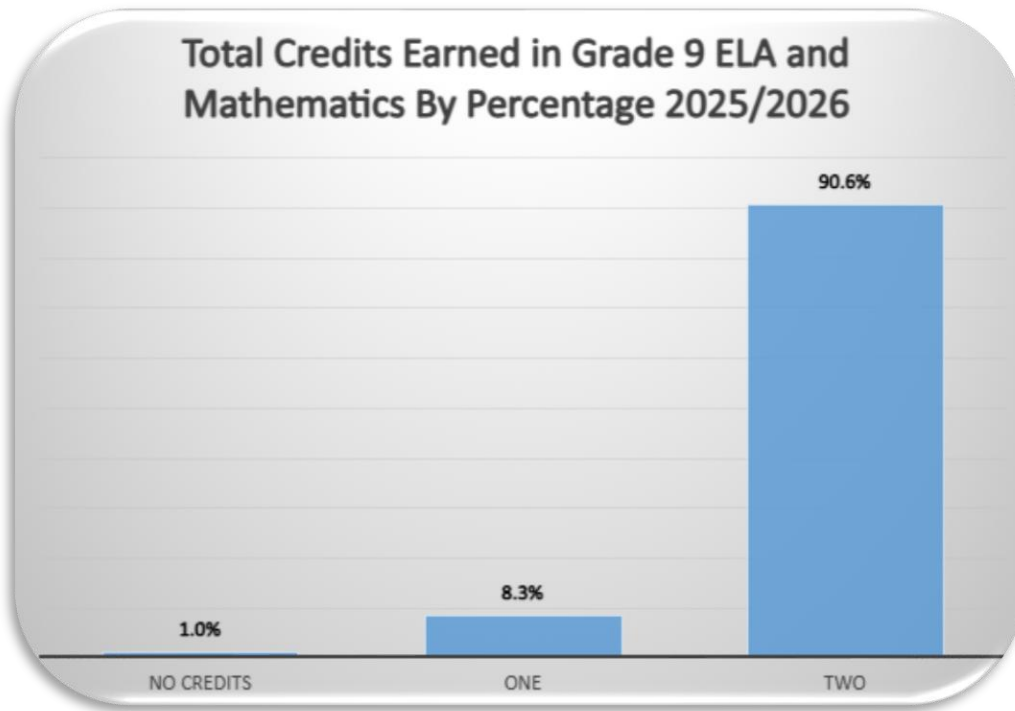


Key Findings and Observations

In 2025-2026, the French Immersion Grade 9 Mathematic mark distribution for 198 students showed:

- **73.6%** of students (145 students) achieved a final course grade between 70% and 100%
- **24.3%** of students (49 students) achieved a final course grade between 50% and 70%
- **2%** of students (4 students) achieved a final course grade below or equal to 50%

Successful Credit Attainment Grade 9 Math and ELA



Note:
English as Additional Language (E), Foundation (F) and Modified (M) designated courses are all included in these data reports.

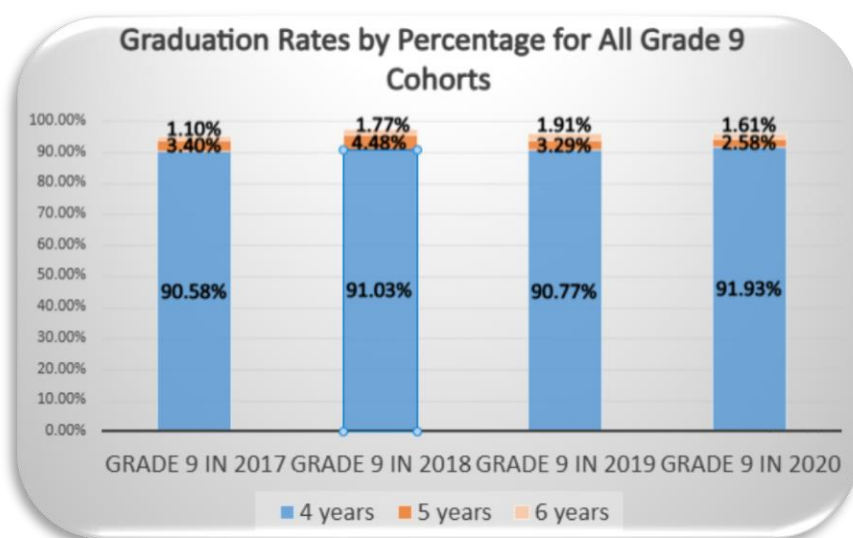
In the 2025-2026 school year, the results for Grade 9 Total ELA and Math credits for 1,452 students show that:

- **90.6%** of students (1,316 students) earned at least two credits for English Language and Math
- **8.3%** of students (121 students) received one credit for English Language Arts and/or Math
- **1%** of students (15 students) did not earn a credit for either English Language Arts or Math

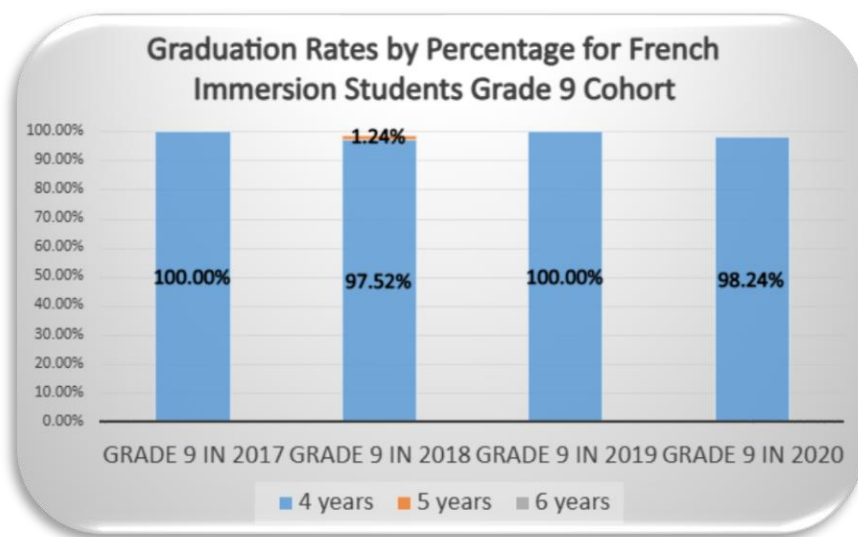
Senior Years High School Graduation Rates

The data below includes students who were tracked for high school graduation rates calculated as the percentage of students who graduate within four, five, or six years as a cohort of Grade 9 students entering high school for the first time (Manitoba Education and Early Childhood Learning). “From Grade 9 to Grade 12, students earn course credits towards high school graduation. To obtain a Manitoba high school diploma, students must accumulate a minimum of 30 credits from a combination of compulsory and optional courses” (MB Education).

Graduation Rates – All Students



Graduation Rates – All French Immersion Students



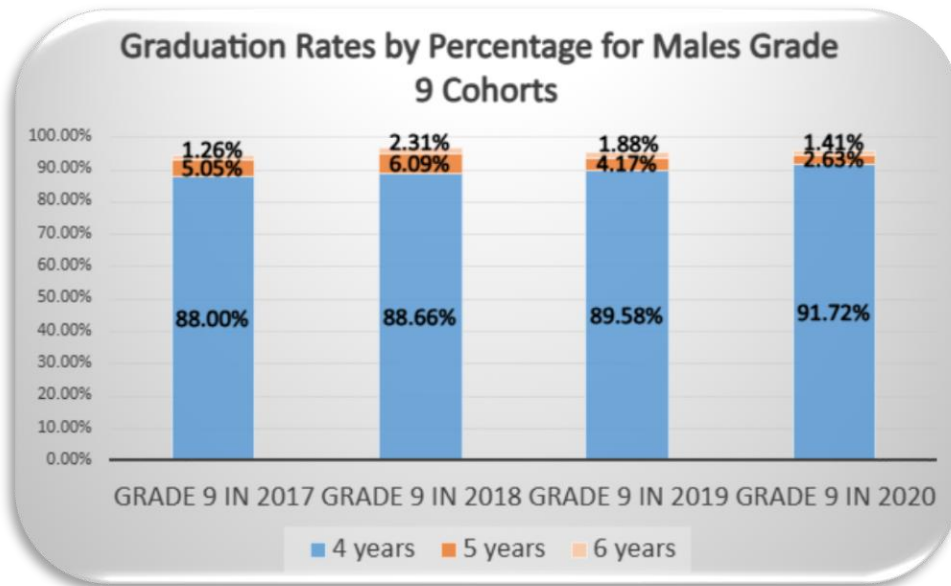
Key Findings and Observations

The graduation rates for the Grade 9 cohorts remained high across these four cohorts, with more than 90% of students graduating within four years. There was a slight increase with the 2020 cohort completing their graduation requirements within four years. The data indicates approximately 95% to 96% of students completing high school within six years across all cohorts.

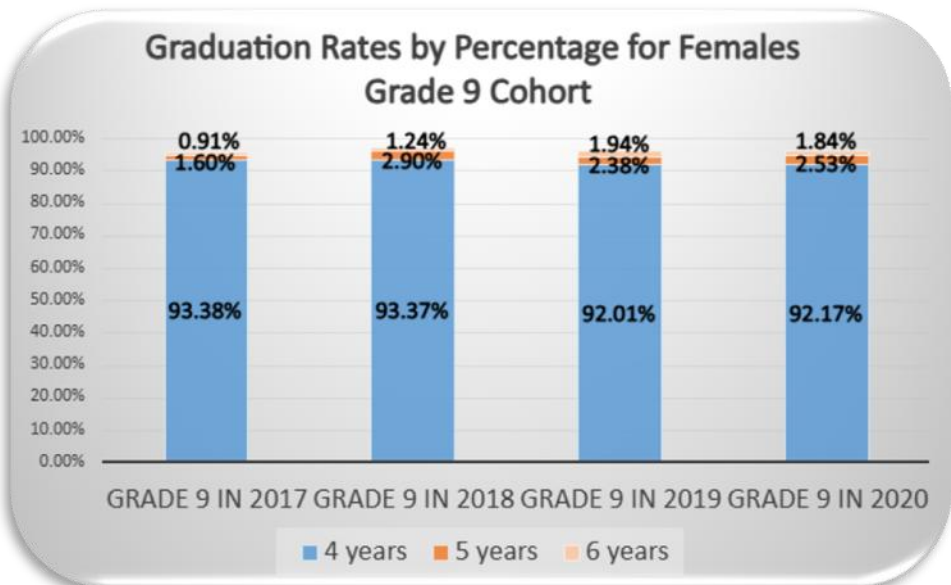
The graduation rates for French Immersion students in the Grade 9 cohorts were strong across all four years. The graduation rates ranged from 97.5% to 100%.

Graduate Rates Graduation Rates by Gender

Graduation Rates – All Male Students



Graduation Rates – All Female Students



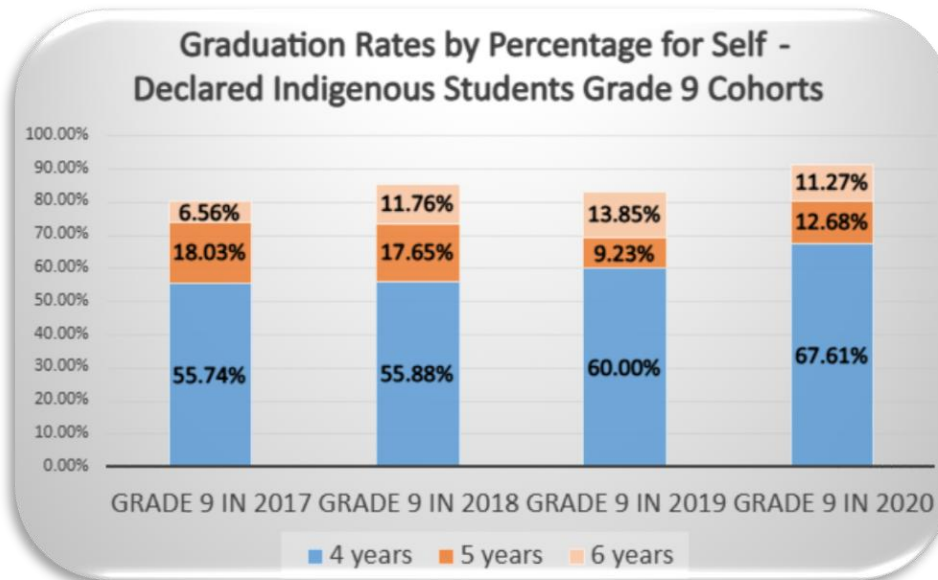
Key Findings and Observations

The graduation rates for male Grade 9 cohorts showed consistent improvement over the four-year period. Approximately 94% to 97% of male students graduated within six years across all cohorts.

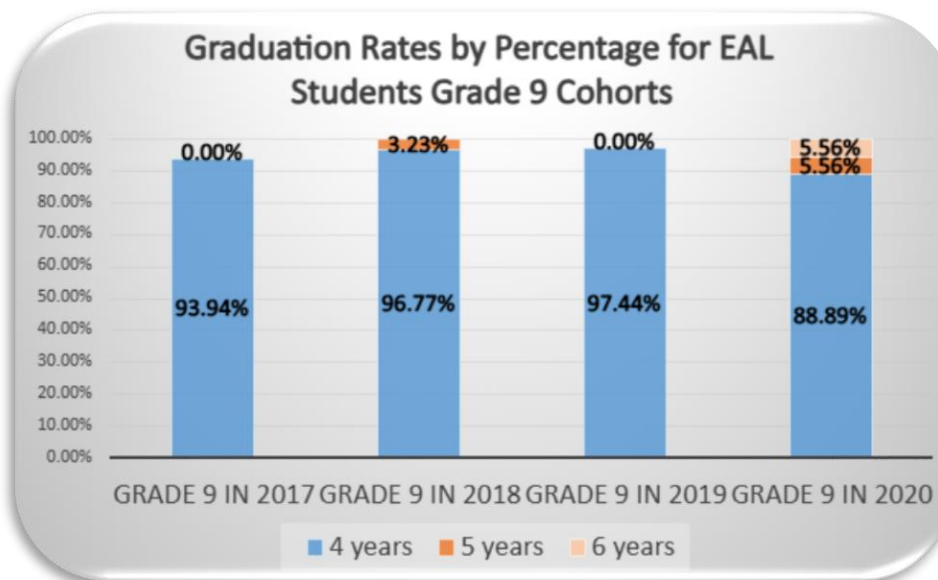
The graduation rates for female Grade 9 cohorts remained consistent across all four cohorts. Approximately 95% to 97% of female students graduated within six years across all cohorts.

Graduate Rates by Cultural and Linguistic Diversity

Graduation Rates – All Self-Declared Indigenous Students



Graduation Rates - All English as an Additional Language Students



Key Findings and Observations

The graduation rate data for self-declared Indigenous students shows an upward trend across the four Grade 9 cohorts. The graduation rates increased from approximately 80.3% for the 2017 cohort to 91.6% for the 2020 cohort.

Most of the English as an Additional Language Students (EAL) in the Grade 9 cohorts completed graduation within four years. EAL students graduating within five or six years was only noticeable in 2018 and 2020. The total graduation rates for EAL students remain above 93% across all cohorts.

RESPONSIVE ACTIONS AND COMMITMENT TO OUR LEARNERS

Our Anti-Racism Journey

Pembina Trails School Division remains committed to fostering learning environments where every student feels valued, respected, and has a genuine sense of belonging. Throughout the 2025–2026 school year, the division continued to advance its anti-racism efforts by centering student voice, strengthening staff learning, embedding Indigenous perspectives, expanding land-based learning opportunities, reviewing classroom resources, enhancing policies and practices through an updated Standard of Behaviour, and deepening partnerships with families, Elders, Knowledge Keepers, and community members.

Listening to Student Voice

Student voice continues to play a critical role in guiding this work. Findings from the Student Voice Survey highlighted the importance of positive relationships with teachers and peers in supporting students' sense of belonging and well-being. Students also shared experiences that underscored the need for ongoing action. Some students, particularly those who identify as Indigenous, Black, and People of Colour (IBPOC) and 2SLGBTQIA+, reported experiences of racism, discrimination, or feeling unseen within their school communities. These perspectives provide important insight into the lived experiences of students and help inform divisional priorities and actions aimed at creating more inclusive, equitable, and responsive learning environments.

Pembina Trails continues to create opportunities for IBPOC students to share their experiences, perspectives, and ideas through collaboration with student groups, staff, Elders, and Knowledge Keepers. These partnerships help ensure that student voices are heard and contribute meaningfully to decisions that shape school culture and learning environments across the division.

Staff Learning and Training

Building staff capacity remained another key focus throughout the year. School leaders and educators participated in ongoing professional learning designed to strengthen anti-racism practices and foster equitable learning environments. A significant component of this work was the division's Anti-Racism Response Training, which supports staff in deepening their understanding of racism, building confidence in addressing complex situations, and developing practical strategies for responding effectively when incidents occur. The division plans for all staff to participate in this training over the next three years.

Staff also participated in Speak Up! At School professional learning, which focuses on recognizing, interrupting, and responding to harmful language and behaviours in ways that prioritize care, accountability, and relationships. This learning supports staff in creating school communities where students and adults feel safe, respected, and supported.

IBPOC Allyship Event

Further strengthening this commitment, the division's IBPOC Committee hosted an allyship-focused gathering that brought together IBPOC staff and allies for reflection, dialogue, and learning. Discussions highlighted that meaningful allyship requires humility, courage, ongoing learning, and action. Participants explored the role allies play in amplifying IBPOC voices, addressing systemic barriers, and contributing to more equitable workplaces and schools. The



gathering reinforced that allyship is an ongoing commitment and celebrated those who actively work alongside IBPOC colleagues to create positive and lasting change.

Pembina Trails is one of only three Manitoba school divisions with both a formal Anti-Racism Policy and a Statement of Commitment, reflecting the division's ongoing dedication to creating learning environments where diversity is valued, equity is advanced, and every student has the opportunity to thrive. Through continued learning, reflection, and collaboration, the division remains committed to strengthening a culture of belonging for all members of the school community.

Student Voice as the Foundation for Equity, Well-being, and Student Success

The 2025-2026 school year provided an important opportunity to listen to students and use their experiences to guide continuous improvement. More than 7,200 students in Grades 5-12 participated in the Student Voice Survey, providing valuable insights into learning, well-being, safety, belonging, equity, anti-racism, and Truth and Reconciliation efforts across the division.



Listening to Student Voice

To continue fostering safe, inclusive, and caring environments, we sought feedback from the people impacted most by this every day: our students. We offered the 2025 Student Voice Survey in November and December 2025, which was designed to authentically capture Grade 5 to 12 students' experiences related to learning, belonging, well-being, equity, and graduation.

Key findings

Student learning and engagement

81% of middle years and **75%** of senior years respondents reported they are engaged in their learning.

Truth and Reconciliation

87% of middle years and **90%** of senior years respondents recognize the importance of reconciliation in Canada.

Equity and anti-racism

81% of middle years and **80%** of senior years respondents say adults in schools speak up when they hear or see harmful behaviour.

Areas to work on

- Indigenous, IBPOC, and 2SLGBTQIA+ students reported lower levels of safety and belonging.
- 66% of middle years and 71% of senior years respondents indicated a strong sense of respect and well-being.
- Find ways to gather feedback from students who didn't complete the survey.



Participation
7,200 students
(70% participation)



Graduation
Respondents expressed confidence in graduating:
86% of middle years
91% of senior years

Celebrating Successes

Student feedback highlighted many areas of strength across the division. Students consistently identified supportive relationships with teachers, school staff, friends, and peers as the most

significant contributors to feeling included, respected, and successful. Students described school communities where kindness, encouragement, and meaningful relationships foster a strong sense of belonging. Many students identified extracurricular activities, leadership opportunities, athletics, and clubs as important sources of connection and belonging.

Survey results indicated that most students are engaged in their learning, with 81% of Middle Years students and 71% of Senior Years students reporting that they are personally and intellectually engaged at school. Confidence in educational success was also high, with 86% of Middle Years students and 91% of Senior Years students expressing confidence that they will graduate.

Students also demonstrated strong support for divisional commitments to Truth and Reconciliation. The results showed that 87% of Middle Years students and 90% of Senior Years students agreed with the division's commitment to Truth and Reconciliation and the Calls to Action, reflecting broad support for ongoing Reconciliation efforts and Indigenous inclusion across schools.



Areas for Continued Growth

While students identified many strengths, they also clearly articulated areas requiring continued attention. Mental health emerged as a significant concern across all grade levels. Students described challenges related to anxiety, stress, neurodivergence, social isolation, academic pressure, and uncertainty about the future. Many expressed a desire for greater understanding from educators, increased access to mental health supports, and learning environments that are responsive to diverse learning styles and needs.

Safety and belonging were also key themes. While many students feel welcomed and included at school, students reported concerns about bullying, harassment, discrimination, and inappropriate behaviour in shared spaces such as hallways, washrooms, and changerooms. Students emphasized the need for consistent responses from adults when concerns are raised and requested greater accountability when harmful behaviour occurs.

Equity and inclusion remain important priorities. While approximately three-quarters of students agreed with the division's commitment to equity and anti-racism, students from Indigenous, IBPOC, 2SLGBTQIA+, and non-binary communities reported ongoing concerns regarding representation, discrimination, bias, and respect for identity. Students expressed a desire for greater cultural representation in curriculum and school activities, increased opportunities to celebrate diversity, more inclusive facilities, and stronger responses to racism, homophobia, transphobia, and other forms of identity-based harm. Across all responses, students emphasized the importance of being heard, respected, and involved in decisions that affect their learning and wellbeing.

Looking Forward

Student voice continues to guide divisional improvement efforts. Findings from the Student Voice Survey, along with ongoing Respect for Human Diversity, Anti-Racism, and Truth and Reconciliation initiatives, reinforce the need to strengthen mental health supports, enhance safety and belonging, deepen equity and inclusion practices, expand culturally responsive learning opportunities, and continue building meaningful relationships with students and families.

By listening to students and responding to their experiences, the division continues to build schools where every learner can experience safety, belonging, well-being, academic success, and meaningful opportunities to thrive.

Attendance and Engagement

The Divisional Attendance Committee has led divisional work to align with the Safe and Caring Schools: Presence and Engagement framework over the past few years. The committee is chaired by the Divisional Principal of Inclusive Support Services who also serves as the division's designated Attendance Officer.

To support consistent practices across schools, the committee has developed Attendance Guidelines flowcharts for both Kindergarten to Grade 8 and Grades 9 to 12+. These guidelines provide a clear framework for responding to attendance concerns and are reviewed regularly to ensure they continue to meet the evolving needs of students and schools.

In addition to developing procedures and guidelines, the committee creates resources to support school teams in promoting student engagement and regular attendance. These resources are designed for use with students and families and are grounded in a Multi-Tiered System of Supports (MTSS) framework. By providing universal, targeted, and intensive levels of support, the Division aims to ensure all students and families understand the importance of regular attendance while also receiving the appropriate level of intervention when attendance concerns arise.

During the previous school year, the committee facilitated Family of Schools Attendance Meetings, bringing together administrators, counsellors, and divisional social workers to collaborate on supporting students and families connected to multiple schools. These meetings fostered effective communication, coordinated planning, and clear direction for school teams. Given their success, these meetings will continue as an important component of the division's attendance support framework.

School Attendance Committees

Each school in Pembina Trails School Division has an attendance committee. These committees include:

- School administration

- School Counsellors
- Resource Teachers
- Divisional Social Workers

These committees meet regularly to review attendance data and determine next steps for students who have reached the threshold for chronic or severe chronic absenteeism. Team members consider existing relationships and identify staff who have positive connections with both the students and their families. Using a collaborative and strength-based approach, the committee develops plans to re-engage students and support improved attendance.

School attendance committees are also responsible for ensuring that students identified as chronically or severely chronically absent have an Attendance Student-Specific Plan (SSP) documented within the division's student information system.

School Attendance Officer

The Attendance Officer works collaboratively with school administration, divisional social workers, and Inclusive Support Services staff to develop individualized plans that support a student's successful return to school. Depending on student need, support may include:

- Assignment of a divisional Youth Support Worker (YSW)
- Transportation to and from school
- Academic tutoring and learning support
- Coordination with community agencies and external partners
- Consultation with Child and Family Services when safety concerns are present

The Attendance Officer also monitors divisional attendance trends and keeps senior administration informed of students who remain significantly disengaged despite intensive intervention efforts.

Through a coordinated, relationship-based, and multi-tiered approach, Pembina Trails School Division is committed to fostering student engagement, reducing barriers to attendance, and ensuring every student is supported to achieve success in school.

Engaging Students with Multiple Learning Pathways

Applied Learning, Career Pathways and Future Readiness

In 2025-2026, Pembina Trails continued to expand applied learning opportunities that connect students' learning with future career pathways while advancing the division's first in-house Technical Vocational Education (TVE) program. This significant initiative reflects the division's commitment to providing students with high-quality, experiential learning that builds technical skills, foster innovation, and prepare learners for success in an evolving workforce.

A major milestone is the development of the new Technical Vocational Education wing at Pembina Trails Collegiate, scheduled to open in 2026-2027. The 19,000-square-foot facility will provide division-wide access to industry-focused programming in Culinary Arts, Pastry Arts, Machining Technology, and Welding. The addition of in-house TVE programming represents an important expansion of career and technical education opportunities within Pembina Trails, strengthening access to skilled trades and technology-focused pathways for high school students across the division.



Students also continued to benefit from established partnership programs that provide authentic post-secondary and industry-connected learning experiences. Through the Pembina Trails Early College program, offered in partnership with Red River College Polytechnic, Manitoba Institute of Trades and Technology (MITT), and Tech Manitoba, 117 students were enrolled in specialized pathways leading to careers as Cloud and Network Technicians and Full-Stack Developers. The Skilled Trades Partnership Program, also offered in partnership with Red River College Polytechnic and MITT, served 120 students from across the division and provided opportunities to pursue training in Automotive Technology, Culinary Arts, Electrical Trades Technology, Hairstyling, and Welding Technology.

Engaging Students with Creative Arts for Well-Being and Belonging

Pembina Trails School Division recognizes arts education as a powerful contributor to student engagement, learning, and belonging. Students in Pembina Trails have access to specialist-led programming in all four arts disciplines: music, dance, drama, and visual arts. This breadth of programming provides meaningful opportunities for students to discover interests, develop talents, express themselves, and connect with their school communities.

The arts provide diverse and accessible pathways for learning, allowing students to engage with curriculum in ways that honour different strengths, identities, and cultural experiences. As students participate in artistic processes, they develop confidence, resilience, empathy, and a stronger sense of voice and agency.

Arts learning fosters meaningful relationships and creates inclusive spaces. By providing opportunities for self-expression, arts education strengthens students' sense of belonging and engagement in school while supporting their social, emotional, and intellectual growth.

Engaging Students with Responsible Digital Citizenship

Pembina Trails continues to foster responsible digital citizenship, media literacy, and inquiry-based learning, with an expanding awareness of artificial intelligence (AI). As generative AI transforms how information is accessed, created, and shared, students and teachers are learning how to fact-check, protect privacy, and verify information. Across the division, AI literacy is viewed as an opportunity for learning through class discussion and teacher modeling. This approach encourages students and staff to ask questions, test ideas, and reflect on how technology shapes thinking, decision-making, and learning. Teachers are building AI literacy through school-based discussions, divisional learning opportunities, and classroom collaboration. They are exploring how AI can strengthen student learning to support accessibility and differentiation while promoting responsible, ethical use.

Some high school students explored the opportunities and challenges of generative AI. They examined how AI can improve efficiency while also raising concerns about the development of literacy and critical-thinking skills. To connect classroom learning with the real world, students interviewed professionals from a variety of fields about their use of AI. Drawing on those conversations, research, and class discussions, students developed guiding questions for future AI use that looked at purpose, checking for reliability, how to cite AI, and environmental impact. Through this work, students strengthened their ability to think critically about AI while considering its role in their future learning, careers, and communities.

AI for Educators:

Integrate AI

Demonstrate how AI tools can support learning experiences. Model how AI can refine ideas and enhance understanding of concepts.

Assignment Guidelines

Provide clear assignment guidelines about AI generated content and academic integrity. Show students how to cite various types of information.

Fact Check

Teach students how to check information by researching from trusted websites, databases, books, and online encyclopedias.

Safe Use

Check every AI tool terms of use and age requirement. Students own their work as intellectual property. Avoid submitting student work into AI tools.

Ethical Use

Have frequent conversations about being a responsible digital citizen. Discuss integrity, bias, and safety, along with divisional and/or school technology agreements.

Learning & Assessment

Use AI as a supplemental tool to support personalized learning. Continue to foster critical thinking and curiosity, while considering a variety of assessment methods. Assessment remains the responsibility of the teacher.

Strengthening Engagement and Belonging Through the Universal Nutrition Program

The Universal Nutrition Program continues to make a meaningful difference for students across the division, with participation growing this year in breakfast, lunch, snacks, and comprehensive nutrition programs.

By offering food through a universal, low-barrier model, the program has increased students' willingness to try healthy and new foods while reducing stigma and ensuring every student can participate with dignity. Administrators describe the program as a "game changer," highlighting stronger relationships among students, families, and staff, and the positive sense of belonging it fosters.

Funding has been thoughtfully invested in fresh, nutritious food and in building capacity through coordinator positions, staff training, and equipment purchases. As a result, schools report that their programs are running smoothly or continuing to improve, reflecting long-term stability across the division.

Schools continue to navigate challenges of limited kitchen space and equipment, rising costs, food waste and sustainability concerns, administrative workload, and the need for additional coordinator time. Even so, schools consistently report strong student engagement and the lasting impact the program is having on student well-being and connectedness.

2025-2026 Schools Involved

- **15 schools** served breakfast
- **18 schools** served lunch
- **31 schools** served snacks
- **13 schools** served breakfast, lunch and snacks

GRANT REPORT ON RESULTS

Indigenous Academic Achievement

Pembina Trails School Division continued to advance Indigenous education through a comprehensive approach grounded in *Mino-Pimatisiwin* (The Good Life), with a focus on student success, cultural identity, reconciliation, and community engagement. Led by Indigenous education consultants, Nikaniskawak, the division supported Indigenous learning across all schools through curriculum collaboration, youth leadership, professional learning, land-based education, and partnerships with Elders and Knowledge Keepers. Approximately nine percent of students self-identified as Indigenous, and funding through the Indigenous Academic Achievement Grant and the Elders and Knowledge Keepers in Schools Initiative supported school-based programming, cultural learning opportunities, and initiatives that fostered belonging, well-being, literacy, numeracy, and Indigenous student success.

Elders in Schools

A significant milestone in 2025–2026 was the establishment of the division's first Elders Council, comprised of five Elders and Knowledge Keepers who provided guidance on divisional priorities and initiatives while strengthening connections between schools and community. This work was complemented by the ongoing efforts of Kiskinohamakewak (Indigenous education teacher champions), with at least one Indigenous education lead in every school. The group met throughout the year to engage in cultural learning and professional development and to support Indigenous education initiatives within their school communities. Additionally, cultural engagements continued to grow with the division recording over 80 Elder and Knowledge Keeper engagements and expanded opportunities for students to learn directly from Indigenous community leaders.

Indigenous Education

Curriculum integration remains a key priority. Through the newly established Indigenous Math Network, Grade 9 mathematics teachers from each high school participated in three full-day professional learning sessions focused on embedding Indigenous perspectives, ways of knowing, and knowledge systems into mathematics instruction. This work complemented broader Nikaniskawak efforts supporting the implementation of the new science curriculum and the meaningful integration of Indigenous knowledge systems across all grade levels. Across the division, Nikaniskawak supported 72 curriculum collaboration projects that incorporated Indigenous perspectives through storytelling, land-based learning, Treaty education, Indigenous languages, literature, cultural teachings, and the Seven Sacred Teachings.

Land-based learning opportunities continued to expand through two divisional professional learning communities: Askî Mâmahîhitowin for Kindergarten to Grade 8 teachers and Nipimohtan Sakahk for Grades 9 to 12 educators. Fourteen schools participated in the K–8 learning community, while all high schools were involved in the secondary group. Educators

collaborated with Elders, Knowledge Keepers, and community organizations to deepen their understanding of Indigenous worldviews and land-based pedagogies. These efforts supported learning experiences grounded in Indigenous languages, cultures, teachings, and understandings of time through the six seasons and thirteen moons.

Indigenous Student Leadership

Student leadership and engagement remained central to the division's work. The Indigenous Youth Leadership Group brought together 55 students representing all high schools, Elders, guest speakers, and facilitators through gatherings at the Canadian Museum for Human Rights, Buffalo Crossing, and at the Vision Quest Conference. These experiences strengthened students' cultural identity, leadership skills, community connections, and awareness of future opportunities as Indigenous leaders. Additional K-8 student groups across the division foster belonging, cultural pride, and leadership development. Four Indigenous students from Pembina Trails were also celebrated at the MIYAA awards for their outstanding community and academic contributions.

Community partnerships and cultural programming continued to grow. Seven schools participated in Pow Wow Club in partnership with the Aboriginal School of Dance, where students developed dancing skills while deepening their understanding of culture, language, and community. The division also recorded extensive engagement with Elders and Knowledge Keepers, creating authentic opportunities for students and staff to learn directly from Indigenous community members.

Throughout the year, Pembina Trails celebrated Indigenous education, achievement, and community through several significant events. A highlight was the inaugural Pembina Trails Community Pow Wow, a collaborative initiative involving École Bonnycastle School, Arthur A. Leach School, and Fort Richmond Collegiate in partnership with Winnipeg Foundation. The event brought together students, families, Elders, Knowledge Keepers, and community members to celebrate Indigenous culture through feasting, drumming, dancing, and student-created regalia. The division also hosted its annual Indigenous Education Gallery Walk, where 23 schools showcased Indigenous learning and programming.

Together, these initiatives reflect Pembina Trails School Division's ongoing commitment to Truth and Reconciliation, culturally responsive education, and creating learning environments where Indigenous students can thrive academically, socially, emotionally, and culturally while all students deepen their understanding of Indigenous perspectives, histories, and ways of knowing.

Honouring Indigenous Graduates Across Pembina Trails

In June 2026, the Kisténitākosowīn Kēsikow: Honouring Indigenous Graduates celebration brought together students, families, Elders, staff, and community members to recognize 93 Indigenous graduates from all six Pembina Trails School Division high schools. The annual event reflects the division's commitment to Reconciliation and Indigenous student success. Through Honour Walks, songs, community gatherings, and the presentation of graduation

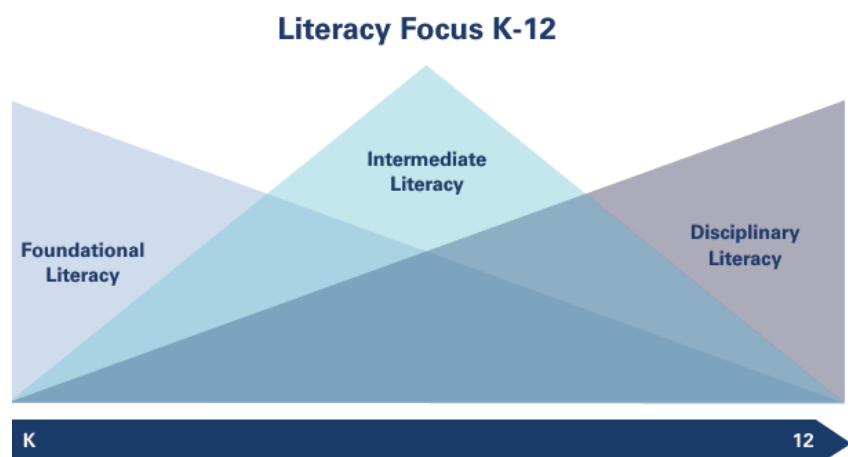
stoles, students were celebrated for both their accomplishments and the cultural identities, teachings, and relationships that have shaped their educational journeys. Ceremonies at Shaftesbury High School and Kings Park fostered a strong sense of pride, belonging, and community.

A highlight of the celebration was the presentation of the Indigenous Graduation Stole, a visible symbol of the diverse Nations and cultures represented across the division. Its braided ribbons represent the interconnected journeys of education and life, while the beadwork flower honours Métis graduates and the values of family and community, the eagle feather recognizes First Nations graduates and symbolizes truth and integrity, and the Inukshuk honours Inuit graduates and represents hope, guidance, and friendship. Together, these symbols celebrate the identities, resilience, and achievements of Indigenous graduates as they move forward into their next chapter.

Supported by Elders, Knowledge Keepers, community partners, artists, singers, families, and educators, the celebrations highlighted the impact of culturally responsive learning environments that affirm Indigenous identities and foster student success. As Pembina Trails honoured its 93 Indigenous graduates, the gatherings became more than a recognition of academic achievement. They were joyful expressions of pride, culture, belonging, and hope. Graduates crossed the stage surrounded by the encouragement of their families and communities, carrying with them the stories, teachings, and strengths of those who came before them. The celebrations served as a powerful reminder that every graduate contributes to the ongoing story of Indigenous excellence within the division. As these students take their next steps into post-secondary education, training, careers, and community leadership, Pembina Trails celebrates their accomplishments and looks forward with optimism to the contributions they will make in shaping a stronger future for themselves, their communities, and future generations.

Literacy Programming

Pembina Trails continues to emphasize a comprehensive approach to literacy that integrates oral language, reading, writing, storytelling, drama, text analysis, and poetry across language programs. The focus of the division is to build foundational, intermediate, and disciplinary literacy as students progress through each grade (see chart). Foundational literacy refers to the essential skills needed for academic success and lifelong literacy learning. Intermediate literacy builds increasingly complex skills and



Adapted from Disciplinary Literacy Exemplary Processes and Promising Practices and What's hot in literacy: Exemplar Models of Effective Practice.

supports reading and writing fluency that drive success in all disciplines. Disciplinary literacy refers to the ability to read and write complex texts within content areas.

Early reading screening

In response to Bill 225, The Public Schools Amendment Act (Universal Screening for Learning Disabilities), Pembina Trails is strengthening early literacy assessment and intervention through division wide implementation of DIBELS (Dynamic Indicators of Basic Early Literacy Skills). This universal screener supports early identification, timely intervention, and consistent literacy assessment across schools and grade levels.

Strengthening literacy instruction

In May 2026, all Grade 1 to 3 teachers participated in professional learning with Dr. David Fainstein, a leading researcher in early literacy screening and intervention. The training focused on using DIBELS screening data to guide instruction and intervention while strengthening consistency in literacy assessment across the division. Delivered ahead of the September 2026 provincial rollout, the training helped teachers build confidence and prepare for successful implementation. In addition, more than 250 teachers have been trained in University of Florida Literacy Institute Foundations, an explicit phonics program aligned with current reading research, strengthening literacy instruction and outcomes for all learners across Pembina Trails.

In support of our ongoing efforts to support ongoing professional growth in literacy assessment and instruction, Pembina Trails has established two new divisional roles for the 2026-2027 school year: a Middle Years/Senior Years Literacy Consultant, and a Divisional Reading Clinician. We will extend explicit training in the use of universal literacy screeners and the comprehensive literacy approach to Middle Years teachers, to help build consistency in literacy assessment and strengthen the use of assessment data to inform instruction and intervention.

Numeracy Programming

The Numeracy Grant provided by Manitoba Education and Early Childhood Learning is distributed to school divisions across the province to support improved teaching and assessment practices that enhance student learning outcomes in mathematics and numeracy.

In 2025-2026, the Curriculum, Assessment, & Learning Services Department supported Pembina Trails teachers through the acquisition of high-quality, pedagogically sound classroom mathematics resources, print and digital learning materials, and related professional learning opportunities.

Examples of resources and professional learning supported through the grant include:

- Mathology and Mathologie print resources, along with Mathology.ca digital subscriptions in both English and French
- MathUP digital licenses in English and French, as well as access to Numeracy Readiness Checks for a cohort of French Immersion and dual-track Middle Years pilot schools
- Participation in the Numeracy Achievement Program (NAP) through partnership with the Manitoba Rural Learning Consortium (mRLC), complemented by divisional facilitation and support
- Professional reference materials to support teacher learning, instructional practice, and capacity building
- Print resources designed to strengthen students' understanding of the global competencies in mathematics
- Numeracy and mathematics manipulatives to support conceptual understanding and student engagement

Throughout the year, numeracy consultants and instructional coaches worked alongside teachers and administrators to share, model, and support the implementation of high-impact, research-informed instructional and assessment practices. This work was designed to further build educator capacity and support growth and achievement for all students.

In addition, a divisional numeracy team comprising Early Years, Middle Years, and Senior Years school leaders, with representation from both French Immersion and English programs and divisional principals and consultants, is working collaboratively with teachers and clinicians to develop a divisional mathematics framework. This document articulates shared beliefs, guiding principles, and high expectations for mathematics teaching and learning in Pembina Trails School Division. This work reflects the division's ongoing commitment to continuous improvement, student growth, and achievement in mathematics and numeracy.

English as an Additional Language (EAL) / Language, Academics and Literacy (LAL)

The English as an Additional Language (EAL) Student Support Grant supports students whose first or primary language(s) are not English and who require language-focused programming, instruction, and additional services to develop English proficiency and achieve success within Manitoba's education system.

Pembina Trails School Division's multilingual learner population has grown significantly. During the 2025-2026 school year, more than 27% of our student population were identified as

English as an Additional Language (EAL) or Language, Academics and Literacy (LAL) learners across all 36 schools.

Throughout the year, EAL School Designated Teams consisting of administrators, EAL specialists/support service educators, and office personnel welcomed newcomer families, handled new registrations, and scheduled intakes before classroom entry. Working collaboratively with families, EAL specialists/support services educators gathered and shared student information with school staff and helped ensure students received appropriate support and timely access to services.

Professional Learning

To accommodate for this shift in student demographic, approximately 380 Early Years, Middle Years, and Senior Years educators participated in professional learning at the board office related to planning, programming, and assessment of multilingual learners using the *Manitoba K-12 EAL/LAL Curriculum Framework*. Many participants reported after these PD sessions, they had learned more about how to monitor their students' language proficiency and progress through the EAL/LAL language continuum, create English language acquisition plans, use translanguaging approaches that honour students' linguistic identities, foster learner confidence, differentiate instruction with multilingual learners in mind, and access community resources to promote meaningful participation in school and community life.

The division also provided school-based professional sessions related to *Creating Conditions for Multilingual Learners to Thrive* for classroom teachers, support teams, grade-level teams, and full staff. This work included collaborative consultation, classroom observations, and language simulations with effective classroom strategies for multilingual learners. There was also a school-based session for staff related to how to differentiate language learning from specific learning disabilities. Many participants reported after these PD sessions they felt more confident in identifying language proficiency stages, implementing language-responsive instructional practices, and collaborating to support multilingual learners through assessment, planning, and programming decisions.

A Train-the-Trainer series was offered for Early Years, Middle Years, and Senior Years EAL/LAL School Leads at the division office. During the Senior Years PD session, EAL leads were provided with support on how to implement seven new Province of Manitoba EAL and LAL courses. The Province of Manitoba partnered with the division by attending some of these PD sessions and offered virtual training related to the new LAL Literacy courses. After these sessions, the EAL leads reported they had developed a better understanding of course intent, instructional planning, assessment considerations, programming decisions, and promising pathways for multilingual learners.

During the 2025-2026 school year, EAL Portal usage increased significantly after being revised, with 450 unique viewers accessing the site and total views rising from 2,400 to more than 4,700. The portal has become an important resource for professional learning, instructional planning, and programming decisions across the division.

EAL Learning Supports

Pembina Trails School Division implemented *Strong Beginnings for K-8 Multilingual Learners* recognizing the importance of establishing welcoming and responsive entry processes for newly arrived multilingual learners and beginner English language learners, particularly stage one and two learners. This resource package supports schools in building relationships with families and gathering meaningful information about students' strengths, prior educational experiences, language backgrounds, interests, and learning needs. It also provides teachers with activities they can use with students who are acquiring English but may not yet be ready to demonstrate their knowledge and skills through formal literacy assessments. It encourages educators to gather information through multiple sources of evidence, including observation, student interactions, family conversations, and classroom learning experiences. This approach aligns with the Province of Manitoba guidance, supports equitable assessment practices, and assists educators in differentiating language learning needs from specific learning disabilities.

As the multilingual learner population continues to grow, Pembina Trails School Division works closely with community organizations and settlement partners throughout the 2025-2026 school year. Through its ongoing partnership with NEEDS Inc., Settlement Workers in Schools (SWIS) provided support services to 213 newcomer students representing approximately 121 families.

Through home visits, school visits, consultations, referrals, and ongoing communication, SWIS workers supported families in navigating the education system, understanding school routines and expectations, accessing interpretation and translation services, and connecting with community resources. Families were assisted in accessing healthcare, social services, recreation opportunities, employment-related supports, settlement programming, and other services that contribute to successful integration and well-being.

Students also benefited from mentoring opportunities, leadership development experiences, employment-readiness workshops, and connections to community programs that foster belonging, confidence, engagement, and participation in their new communities. The ongoing partnership between Pembina Trails School Division and NEEDS Inc. strengthened communication between schools, families, and community agencies, helping to reduce barriers to participation and increase access to services that support student achievement, family well-being, and successful settlement outcomes.

Family engagement remained a priority throughout the year. Schools continued to utilize interpretation and translation services, provide multilingual communication, and create opportunities for newcomer families to partner meaningfully in their children's education. To further strengthen family-school-community connections, the division developed a Community Resources for Families guide highlighting more than 93 community organizations, programs, and services available to support students and families and shared it across all schools through administration council meetings. This guide includes settlement services, recreation opportunities, health and wellness supports, language programs, and other community-based services that contribute to student well-being and successful integration. This initiative increased awareness of available community resources and strengthened connections between families, schools, settlement services, and community organizations, helping reduce barriers to information and access. The division also began planning for an After School

Newcomer Family Event with school, community, and divisional representatives that would take place the beginning of the 2026-2027 school year.

Pembina Trails School Division hosted for the first time an EAL Manitoba Leaders Meeting in March. All metro school divisions attended and many community organization representatives presented how they could work together with divisions to support newcomer families.

Special Language Credit Option

The division also continued to celebrate and recognize multilingualism as a strength and asset. During the 2025-2026 school year, 233 high school students participated in the Special Language Credit Option exam at Fort Richmond Collegiate and received up to four high school credits for the language they chose. 24 languages were represented within the exam results last year.

Pembina Trails School Division is committed to strengthening educator capacity, engaging newcomer families, expanding community partnerships, and supporting effective school-based programming so that multilingual learners can thrive in our schools and classrooms. Through these collective efforts, the division continues to build inclusive learning environments where multilingual learners are welcomed, supported, and empowered to succeed, while recognizing and valuing the linguistic, cultural, and personal strengths they bring to our schools and communities.

CONCLUSION

Continuous improvement is an ongoing process that requires reflection, collaboration, and a shared commitment to student success. Over the past year, we have worked to respond to emerging needs and create meaningful opportunities for students, staff, and families.

This report highlights the progress made across the division and demonstrates our collective dedication to achieving positive outcomes for all learners. Through a focus on evidence-informed decision-making, strong partnerships, and a commitment to excellence, we have continued to move forward on our priorities while remaining responsive to the challenges and opportunities that arise in a dynamic educational environment.

We also worked to advance its high-leverage strategies from our Strategic Plan to strengthen the foundation for continued growth and improvement across our schools and communities.

Center our commitment to Truth and Reconciliation and the Calls to Action	Center our commitment to equity and anti-racism
• Ensure resources that support curriculum implementation and instructional leadership are considered through the lenses of Reconciliation and equity, diversity, and inclusion. • Assign Indigenous Language and Graduation Success Coaches to support Indigenous language acquisition and successful graduation for Indigenous students in high schools. • Develop an Advisory Council of Elders and Knowledge Keepers to provide guidance and to ensure Indigenous voices and perspectives are considered as part of strategic planning.	• Implementation of Appropriate Education Standards and Respect for Human Diversity. • Advance equity and inclusion by fully integrating Policy and Regulation ACB: Anti-Racism into all areas of staff and student life within Pembina Trails School Division. This includes delivering comprehensive Anti-Racism and allyship training for staff, and implementing a clear, responsive protocol for addressing incidents of racism, hate, and discrimination. • Further Develop the Universal School Nutrition Program.

Commit to the equitable allocation of resources and sustained support for schools	Empower well-supported school leaders to champion high-quality teaching and learning
• Evaluate lunch programs across the division to ensure equitable access. • Managing demands of system growth through planning of catchments and additional schools, and monitoring enrolments. • Universal Training for all divisional EAs.	• Action and support school leaders in the universal data collection, analysis and evidence-based school planning cycles in alignment with the inquiry question “Despite our best efforts, where have we not yet had significant positive impact?” • Collaborate with staff, students, and families to implement Manitoba’s French Immersion Policy, including the consideration of flexible entry points and targeted professional learning for teachers. • Implementation of Atrieve Human Resources and Payroll System. • Empower successful principals and vice principals through a shared vision of the evidence-based knowledge, skills, and behaviours that promote student success in inclusive, safe, and caring school environments. This supported through a Principal Learning Network, external professional development opportunities, and leadership capacity building.

While there is still work ahead, the accomplishments outlined in this report reflect the dedication and professionalism of our staff, the support of our families and community partners, and the engagement of our students. Together, we will continue to learn, adapt, and improve as we work toward achieving our shared vision and ensuring every student has the opportunity to thrive.