



**SCHOOL NAME: Beaumont School**

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## Mission Statement

Igniting the spark for a lifetime of learning

Principal:  
Brenda  
Hanna



### Board of Trustees Three Expectations for Student Learning

1. All students in Pembina Trails will be personally and intellectually engaged in their learning at school.
2. By the end of grade 8, all student in Pembina Trails will meet the provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.
3. All students in Pembina Trails will graduate from high school.

### 2025-2026 School Plan Priorities:

- How do we provide a robust learning environment for all students given the wide range of skill and engagement level?
- How do we continue to build a calm, safe and caring school and a sense of belonging?
- What does the new science curriculum look like in practice? How does it fit with a varied multiage setting?

### Progress Toward School Plan Priorities:

#### How do we provide a robust learning environment for all students given the wide range of skill and engagement level?

Beaumont School engaged in intentional learning and school initiatives to support the learning of all students in all areas. While the intentional focus was in literacy and science, there was also targeted staff learning in the area of numeracy and science. All teaching teams have a meeting scheduled each school cycle to be able to learn from each other and to plan most effectively for students. In the area of literacy, the focus picked up from where we ended last year. This year we used our knowledge and understanding of the comprehensive approach to literacy and exposed students to a wide range of practices and opportunities. These include; UFLI, read alouds, home reading, guided reading groups, Regie Routman principles, Secret Stories, the Barton Program, LLI, Jan Richardson, Heggerty and Adrienne Gear. The literacy support teacher co-taught in the grade 1 and 2 classrooms with a particular UFLI focus. Each classroom in the school is running a home reading program that fits the age and stage of their learners and there is teaming with families to support us with this programming. The current data indicates that 88% of students are meeting grade level criteria in literacy. Of those who are not, 5% are EAL learners and 3% have extenuating circumstances that are impacting literacy. In addition to literacy learning, we

have spent time focusing on numeracy. A day and half was spent on self directed numeracy professional development for staff. Rather than being told what they needed to learn, teacher teams told admin what they needed to learn to provide better literacy instruction to their students and support was provided. The numeracy consultant met with each team, provided resources and staff were given time to guide their own learning. Follow up meetings took place to solidify the learning and to plan next steps. The areas of exploration were problem solving, math language, Mathology, multimodal learning through literacy centres, using math language and building resiliency in the math classroom. We will continue this focus into the 2026-2027 as we target more learning in the area of numeracy.

### **How do we continue to build a calm, safe and caring school and a sense of belonging?**

This year at Beaumont we put in a concerted effort to maintain a sense of calm in classrooms and in the school. For everyone to do their best learning, our bodies and minds need to be calm. This doesn't mean quiet or not active, but it means calm and in control. We spent a lot of time thinking about how we can be calm. A variety of tools and strategies have been used. They include Zones of Regulation, 3-2-1 Reset, Window of Tolerance, Volcano in my Tummy, the purchase of calming tools, The Circle of Courage, school wide quiet time and lots of learning about feelings and emotions.

This year at Beaumont we began our learning journey around the Circle of Courage. Through assemblies and school wide activities, we have learned about each quadrant of the circle and the importance of having a complete circle. If the circle is broken, we know that supports are required. Each grade level team hosted an assembly so we could learn about the spirit of belonging, spirit of generosity, spirit of independence and the spirit of mastery. We are reminded of the importance of the sense of belonging in a school and are mindful to ensure that all students have a way to feel connected at Beaumont. We will continue our work in this area as we move into next year. The hope is the language is used naturally in conversation as we celebrate learning and growth and as we look to see how we can support students.

Throughout the year the school hosted many activities and initiatives to support a sense of belonging in the school. Some, but not all of these activities include reconciliation assemblies, winter and spring activity days, musical productions, I Love to Read activities, PAC activities (dance party, school wide BBQ), field trips, assemblies, fundraising initiatives (Terry Fox, Jump Rope for Heart, Tab collection, Koats for Kids, United Way), school wide snacks, pride activities, STEAM week activities, Elder visits, and the new initiative of Positive Opportunity Patrols where students patrol the playground supporting students with small problems. If we reach their hearts, we are more likely to reach their minds.

### **What does the new science curriculum look like in practice? How does it fit with a varied multiage setting?**

Beaumont school had the opportunity to pilot the upcoming science curriculum for Manitoba. This is the second year of our implementation. This year we spent time learning more about the 5 dimensions of the new curriculum and how it goes beyond scientific knowledge and extends to Indigenous Peoples within the natural world, science identity, practical science and the nature of science. There was an intentional focus on having an Indigenous perspective in science lessons, a mixture of all of the global competencies while also developing questioning skills. Teachers also took part in a PLT book study. The book was titled The 5 E's of Inquiry Based Science. Through a practical example they were able to learn about the inquiry cycle and how it can be used in the science classroom and to complement the new curriculum. Teachers felt a sense of confidence with the new curriculum having been through it once already. One of our teachers is taking a lead role divisionally to help to train the rest of the school division through the implementation next year.

We held another week of STEAM (Science, Technology, Engineering, Arts and Math) activities to encourage inquiry and to help students to see the opportunities in science beyond facts. We had a Take Pride Winnipeg

presentation, a visit from the Stardome, an agriculture in Manitoba session, an art project around the 7 Sacred Teachings, a session on architecture and interior design and fun with the marble runs. We topped off the week with a lesson on sedimentary rocks by one of our grade 4/5 classes where we built our own layered rock out of yogurt parfait ingredients. The best part was eating it afterwards!

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

#### **All students in Pembina Trails will be personally and intellectually engaged in their learning at school.**

As a school, Beaumont School puts a great emphasis on gathering students and connecting with students. Great efforts are made to ensure students attend regularly, are fed if they need and know that they each have a champion. With these needs met, they are ready to learn and ready to engage in their learning. Teachers provide engaging learning activities and are flexible in what they do, to ensure that everyone feels valued, safe, successful and challenged. As we engage in our work with the Circle of Courage we are able to look deeper at the needs of students to help us to see where their circle might be broken so we can provide support that will be helpful.

#### **By the end of Grade 8, all students will meet provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.**

The Beaumont staff is committed to their professional learning and are continually refining their practice to ensure that they are providing the best instruction possible. Through school wide professional development, professional growth plans and individual learning, instruction in the school is thorough and current. This year targeted learning occurred in the areas of literacy, numeracy, social emotional learning as well as science learning. The school team meets regularly with classroom teachers to visit student progress, data and to address concerns. Being a small school, we are able to identify needs quickly and to also see when baseline in students is changing. This allows us to intervene to see how we can support. We have many student specific plans to help students in all areas to allow them to be successful. We have also created several attendance plans to support students who struggle with getting to school. 6 students have attendance plans along with support from our school social worker.

#### **All students will graduate from High School**

A strong foundation of literacy and numeracy skills is built at Beaumont School. With this strong foundation it sets students on a path for success. We also know that positive attendance is integral to graduation. Along with attendance plans to support students, building a strong sense of belonging helps to motivate them to come to school. One of our mottos is to connect first, teach next.

As we close out the year, we reflect on our accomplishments. We are proud of the effort and success of everyone at Beaumont School. As we focus on the 4 quadrants of the Circle of Courage we find ourselves learning and growing in all important areas. We appreciate the support that we have from our division office, our trustees, our clinical team, and most of all the families of our community. We look forward to the 2026-2027 school year and continuing our journey.

