



Institut collegial Vincent Massey Collegiate

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Mission Statement

Learning to walk in a good way toward knowing, being, doing and living together

Principal

Sharon Labossiere

Vice Principals

Cheryl Smith and Sarah Millar

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:

Last year our school community created a new mission and vision. While our vision contains four core beliefs (Knowing, Doing, Being and Living Together), this year we focused more deeply on Knowing and Living Together.

- We strive for academic excellence, nurturing curiosity, critical thinking, and a lifelong love of learning. (Knowing)
- We value cooperation, kindness, and citizenship with the purpose of promoting active participation and reconciliation in a global society. (Living Together)

Progress Toward School Plan Priorities:

- Teachers provided opportunities for our student to anchor their learning in authentic issues that required judgement, analysis, and decision-making. Some examples include debating, constructing board games, management plans and creating new political parties.
- Students practiced questioning, verifying and interpreting information through lessons on AI Literacy, database credibility and connecting current events to reliable sources of information.
- Using explicit structured frameworks such as Circle of Courage and the Manitoba Framework for Learning, students learned how to reason and make their thinking visible.
- Metacognitive strategies and ongoing self- assessment and reflection tools were used across all program areas which allowed students to regularly evaluate their own learning.
- Staff continued to deepen their professional learning of the Six Competencies, showcasing their classroom examples and developing student friendly descriptor posters in French and English.
- A group of Grade 9 math teachers participated in the Indigenous Math Network and developed a linear relations unit focusing on Knowing and Being.

- With support from our Kiskinhamakewak Consultant, our teachers continued to embed Indigenous perspectives in their daily lesson plans. Topics included water protection, Three Sister Plants, sharing circles, TRC Calls to Action and personal land acknowledgments.

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

- Our school applied for and received a grant through the Programme de revitalization du français langue seconde for our French Immersion Program aimed at supporting the development students' oral French language. Our teachers participated in professional learning and acquired resources. Additionally, our students were supported to participate in French cultural activities where they could use their French in authentic ways.
- All Grade 9 students completed the *Thinking and Learning/Penser et apprendre 10S* course, which provided opportunities to develop learning, critical-thinking, study, and organizational skills, while also exploring strategies that promote personal wellness.
- Our first annual Career Fair was a huge success. With over 40 careers showcased, our entire student body explored future job markets and seek out information with curiosity.
- Our students demonstrated an outstanding commitment to community service through a wide range of student-led groups and individual initiatives. Together, they raised thousands of dollars for charitable organizations and community causes, while also contributing countless volunteer hours to support those in need. Their efforts benefited organizations such as Canada Blood Services, Willow Place, the Terry Fox Foundation, Harvest Manitoba and Rossbrook House.
- Enrollment in our Grade 12 mentorship program grew, with senior mentors playing a key role in welcoming Grade 9 students into the school community, connecting them to activities and helping plan and organize events.
- In addition to Physical Education and Health classes, we offered a range of mental health and wellness activities throughout the year. These initiatives fostered self-care practices and helped students develop effective strategies for stress management and self-regulation.
- Our school nutrition program plays a vital role in student well-being, feeding more than 200 students each day. We also offer fresh fruit in multiple locations throughout the school to encourage healthy habits and make nutritious options easily accessible for everyone.
- Increased the number of land-based learning classes which allowed students to share stories through storytelling about the land, animals and the medicine wheel. This class was responsible for tending to the Indigenous Garden located in La Tayr Kamik (our school courtyard).
- Our low enrollment classroom model provided an alternative learning environment for students who found it challenging to manage in a traditional classroom setting. This supportive space allowed students facing barriers such as attendance or mental health to earn multiple credits while benefitting from a smaller student teacher ratio.
- We offered Transitional Math 10S to support our Grade 9 students prior to taking Math 10F, helping them review and solidify foundational mathematics topics.
- Students took part in a UNESCO travel learning experience, visiting various world heritage sites in Croatia, Germany and Czechia.
- A group of science and math teachers participated in provincial and divisional professional learning sessions focusing on new curriculum being launched next school year.
- Individual students took advantage of accessing academic support through our Peer Tutoring program.
- During Convocation, 313 students graduated with 74 receiving Honours and 110 Honours with Distinction.

- 72 students graduated with a French Immersion Diploma
- 11 students participated in our Indigenous Honoring Ceremony