



Acadia School

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Mission Statement

Committed to providing students with innovative educational opportunities in a safe, dynamic environment.

Principal:
Troy Calder

Vice-Principals:
Robert Wehrle
Shannon Shields



Board of Trustees Three Expectations for Student Learning

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

2024/2025 School Plan Priorities

This year marked a successful and exciting transition as we moved to a Grades 6 - 8 middle school model. We are proud to have welcomed over 450 new students and many new staff members to our school community. It has been a year of growth, learning, and new beginnings, and we are grateful for the support of our students, staff, and families throughout this important change.

1. Indigenous Education

Acadia School is committed to ensuring that all staff and students engage with Indigenous perspectives in a meaningful way. By honouring Indigenous ways of knowing, being, and doing, and by increasing access to cultural supports, this long-term goal seeks to promote a sense of belonging, mastery and independence for Indigenous youth within our school community.

2. Cultivating Community

This year, Acadia students and staff have worked to foster a strong sense of connection and belonging through community building activities and initiatives. These efforts have helped strengthen relationships within the school and the continue to highlight our diversity while striving to live our core values.

Inclusion continues to be an important priority at Acadia. Through education and engagement with students, parents and staff, we have worked to create a sense of belonging and connection. At Acadia, we are committed to creating safe and inclusive spaces for all students and staff, that allow us to continuously learn and grow together.

3. Academic Achievement

Acadia is dedicated to promoting high levels of student engagement and achievement. All students are supported in making measurable progress in literacy and numeracy through focused instruction and responsive educational practices.

Progress Toward School Plan Priorities

1. Indigenous Education

- Our Indigenous Education teachers inspired all students to learn more about Indigenous culture and Manitoba history and many important events throughout the school year. Indigenous students were invited to participate in a wide range of activities that highlight the beauty of the culture, while encouraging students to grow and learn in supportive ways. This included our student group called the Northern Leaders who helped lead several school assemblies including Truth and Reconciliation, MMIWG2S+ and Indigenous Peoples' Day. Several students shared their life stories and unique skills at events throughout the year.
- Our Northern Leaders group provided a space for students to share knowledge (drumming, art, stories, dancing) and enhance their skills. There was an increase of student visibility in celebrating their culture with others throughout the school year. This group also participated in Pow Wow Club which was funded and supported through funding from the Pembina Trails School Division.
- Our Minoyawin room offered a enriching space a variety of students throughout the school year. Minoyawin is a meeting place to smudge daily, share and receive knowledge from Indigenous Knowledge Keepers and Elders, and a welcoming space to bead, sew and connect.
- Knowledge Keepers were invited into the school regularly. Ribbon Wear sessions were lead by Aislyn Carlson. The Ribbon Wear was worn at numerous school events throughout the year. Cook'em Daisy also provided several enriching sessions through the year.
- Our staff participated in two Treaty Training days this year. The first session focused on the exciting work at the Urban Reserve in Winnipeg. Our second day was planned with the support of Ms. Fast our Indigenous Student Support Teacher. Our team visited The Canadian Museum for Human Rights and an interpretive walk of the monuments at The Forks. The activities were intended to support teachers in offering similar learning opportunities for students in the future.
- With support of the school division, we concluded the school year with an incredible assembly to honour Indigenous Peoples' Day. Our students and staff enjoyed a drum performance by our Northern Leaders student group, a live DJ set by The Kaptain and a hoop dancing demonstration by the Aboriginal School of Dance. Community leader and author Micheal Redhead Champagne emceed the memorable and impactful event.

Cultivating Community

- As we moved to a new 6 - 8 middle school model, community building was a joyful and important focus throughout the year.
- In February, Black History Month was recognized and celebrated. We hosted special guests such as Mr. Sheppard from Black History Manitoba and Evans Coffie who shared an amazing musical performance at the culminating assembly.
- This spring, our students and staff participated in the process of updating our school sports team name, the Axemen. After a many suggestions and voting process, the name The Acadia Thunderbirds was chosen.
- Acadia staff and students participated in Culture Day. Staff and students shared their traditional dress, foods, and customs with one another and students were able to participate in a variety of traditions celebrated throughout the world.
- At Acadia, we are dedicated to finding innovative ways to include all students. Our Student Services Team hosted a series of field trips called Fun Fridays. This included visits to accessible parks, the Zoo and splash pads which offered an enriching experience for all involved.

Academic Achievement

Literacy

- Acadia Program Leaders worked to increase student success through coaching, mentoring, and co-teaching within their respective subject areas.
- Our Grade 8 provincial results indicate that 60% of our grade 8 students understand key ideas and messages in a variety of text. We recognize that 70% of our students are identified as English as Additional Language students (EAL).
- Over 96% of our students have a Basic to Very Good ability in Reading and 92% in Writing.
- In the English Language Arts department, teachers collaboratively worked to develop literacy skills for all students. The team also incorporated diverse literature with a focus on relevant and meaningful content. Work on a reading and writing continuum, led by our Literacy Program Leader, supported new teachers in developing their understanding of grade level expectations.
- Staff have continued implementing the Leveled Literacy Intervention Program for students who are developing their English as an Additional Language skills. A primary focus this year was to deepen teacher familiarity with implementing subject specific plans and incorporating a variety of relevant and appropriate materials to help students achieve their educational goals.

Numeracy

- Similarly, students benefitted from targeted instruction in Numeracy across all grades.
- Various math and resource teachers had students access software programs, including Knowledge Hook and MathUp, and IXL to help support students' mathematical understanding.
- Our grade 7 provincial results in Numeracy indicate that 86.5% of our grade 7 students understand that a given number can be represented in a variety of ways.
- 90% of our student have a Basic to Very Good understanding of Mental Math and Estimation. Furthermore, 72% have a Good to Very Good understanding in Problem Solving.
- Acadia had a large number of participants in the Gauss and CNML Math Contests, coming in Second in the province in the Gauss Math contest.

Progress Toward the Three Expectations for Student Learning 2024/2025

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

- At Acadia, we take pride in providing a wide variety of experiences and entry points to allow students to reach their full potential academically, physically and socially. We had over 94% of our students participate in Participaction and Life Days.

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

- Our school priority regarding academic achievement aligns with the divisional expectations in literacy and numeracy. Data indicates that students continue to improve in these domains.
- We are proud that we have increased the use of texts by Indigenous authors in classrooms. In addition, we have purchased many books that focus on Indigenous teachings and stories.

All students in Pembina Trails will graduate from high school.

- We recognize that students who have their basic needs met are in a better position to succeed at school. In response, we provided access to a daily breakfast program that offers all students the opportunity to have a nutritious meal to start the school day. This year we fed over 150 students daily.