



# Bairdmore School

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**Motto:** Be Your Best

**Mission Statement:** Bairdmore School is dedicated to educational excellence through challenging and enriching experiences for all, in a safe and caring community.

Principal  
Mrs. Allison Ward  
Vice-Principal  
Mr. Darren Gerbrandt



## 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 Bairdmore School Plan Priorities:

**Engaging All Students as Active Citizens and Active Learners in the Bairdmore School Community: How do we live our motto, BE YOUR BEST?**

*Students believe and act as active citizens with a clear sense of belonging as a strong member of our Bairdmore School learning community.*

*Children at Bairdmore School are actively engaged in learning as literate and numerate students across all domains.*

## Progress Toward School Plan Priorities:

- Staff engaged in professional learning around Zones of Regulation, Conflict Resolution, Low Arousal, Indigenous Ways of Knowing and Being, and UNESCO Leadership as well as the MTS Inclusive Language Guide.
- Students engaged in citizenship learning with an emphasis on engaging with each other in kindness and respect through direct teaching in classrooms and school wide events such as a Kindness month. To support regulation, emotional control, and social learning, we implemented a school-wide focus on self-regulation, conflict resolution, and problem-solving. School-wide tools and language including Zones of Regulation, a Problem-Solving Wheel, and Sand, Pebble, Rock problems, were adopted by all staff and used throughout the school and on the playground.
- Reflective goal setting and a growth mindset approach to learning at all grade levels was implemented. Students and staff focused on the power of “yet” when approaching challenges, developing an understanding that some things are hard, it is okay to sit in big feelings, and with hard work and determination, goals can be achieved. Strengths were identified and celebrated as part of our Proud to Be week that culminated in a Proud to Be walk at the end of May.
- Bairdmore School was fortunate to partner with Indigenous Knowledge Keeper, Glenna Henderson who is known as “Cookem Daisey”. Cookem Daisey shared knowledge of Indigenous cooking, storytelling, plants, and games with our entire school population through in-class visits and whole school assemblies. Cookem’s Garden can be found on the side of the school, as a culmination of her work with our students and funding through a Whole Kids Garden Grant. Along with classroom visits and lessons, Glenna built relationships and connections with a group of student leaders both Indigenous and non-Indigenous, identified through teacher, parent, or student request.

- Engagement, belonging, and learning were enhanced through events including guest speakers and performers, from musicians, dancers, and choirs, to local sports figures and heroes. Students and staff found belonging in clubs such as the UNESCO club, Smudging Turtles, Kindness Club, MYRCA Club, Games Club, Drawing, Art, and Sketch Clubs, Dance Club, Rainbow Loom Bracelet Club, Friendship Club, Marathon Club, Gardening Club, and many others initiated by both students and staff. Students and staff also participated in French cultural experiences, Spirit Weeks, a Terry Fox Run, a Kindness Walk, a whole school Play Day, a Proud to Be Walk, assemblies and other whole-school events throughout the year.

### **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.*

*By the end of grade 8, all students in Pembina Trails will meet curricular standards in literacy and numeracy.*

*All students in Pembina Trails will graduate from High School.*

### **Actions taken to toward expectations:**

#### **Personal and Intellectual Engagement:**

Strong positive relationships between students, families and staff members are cultivated in a culture of welcome, kindness, belonging, safety, and inclusion. Opportunities for involvement are inclusive, equitable, and designed to engage students and families in our school community through a sense of belonging and connection as we help each person cultivate their passions and *Be Their Best*. Actions in this area include:

- Enhanced learning and opportunities for engagement offered through cooperative learning, STEM challenges in the library learning commons, outdoor education, and hands-on, authentic learning experiences.
- Opportunities for leadership and participation in divisional and provincial events were available for many students including Student Patrols, Library Helpers, Kindergarten Helpers, student representatives at UNESCO meetings, music festivals, Special Olympics, Cross Country running, Grade Five flag football, badminton, and soccer, Track and Field, and more.
- A universal school-wide nutrition program was expanded through grants from the Province of Manitoba and the Child Nutrition Council of Manitoba to ensure the basic needs of students are met. Social emotional health, mental health, and student regulation improved along with engagement. Through universal access of healthy snacks, breakfasts and lunches, we were able to connect with students through food and relationship while also offering snacks to support self-regulation.
- As a UNESCO school, we continue to believe that students, staff, and families should work together through a variety of service-based initiatives as a way of learning to live together. Students and families gave generously to our Holiday Hamper collection, our drive to gather items for Fire evacuees, and other initiatives throughout the year. With a focus on sustainability we hosted an assembly on reducing, and recycling while also initiating a partnership with Terracycle to enhance our school recycling program. We continue to save drink tabs as we work to help make miracles happen for others!
- Weekly school updates to families along with community events in partnership with school staff and the Bairdmore School Advisory council including a Family Reading Night, Winter Concerts, a Family Movie Night, Hallowe'en and Spring Family Dances, Community Walks including a Proud to Be Walk, and Terry Fox Run helped to foster relationship, inclusion, and connection, engaging students and families in the fabric of our school community.

### Meeting Curricular Standards in Literacy and Numeracy:

- In addition to the initiatives described above, classroom teachers in Kindergarten to Grade Two engaged in regular screening of phonemic awareness and the implementation of UFLI Foundations programming, a research-based, explicit, and systematic phonics program designed to supplement instruction as we teach foundational reading skills.
- Professional development for teachers continued to focus on literacy and numeracy instructional practices, with a commitment to reviewing the impact of instruction on student learning as teachers engaged in professional learning and implemented new instructional practices in areas such as structured phonics instruction including UFLI and Words Their Way, as well as Peter Liljedahl's Thinking Classroom, Mathology, and Math Up.
- Staff implemented targeted instructional plans in literacy and numeracy to address student needs and support students in achieving grade level curricular expectations. Plans were supported by our student services team and reviewed every six weeks to ensure student progress.
- Technology is embedded in our instruction and available to support student learning in literacy and numeracy as needed. Assistive technology is available for students with additional needs to support learning both in the classroom and towards individualized educational goals.

### High School Graduation

- A strong foundation in literacy and numeracy is built in the Early Years. This is key for student success in Middle Years and subsequently in Senior Years. Along with this foundation, staff continue to nurture engagement, curiosity and learning as we help each student Be Their Best.
- Intentional planning and support in an integrated, wrap-around team approach involving students, parents, school staff, and divisional clinical team members supports student attendance, success, engagement, and connection to the school community.
- School staff work to make the learning for all of our students at Bairdmore School purposeful, authentic, and meaningful, so they will pursue lifelong learning on the path towards graduation.
- Creating an intentional transition plan in collaboration with our two middle schools contributes to a sense of community within our neighbouring schools. Working together with our neighbourhood middle schools has set our Bairdmore School students on a path of engagement and connection as they continue on the journey towards graduation.

Thank you to the Bairdmore School community for the ongoing support and encouragement.

Community partnership in our collaborative learning journey is deeply valued and appreciated!

