



## Beaverlodge School

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### Mission Statement

Our mission is to be a learning community that R.O.C.K.S!

We do the **RGHT** thing. We are **OPEN-MINDED**. We take **CARE** of ourselves, each other and this place. We are **KIND**. We **STRIVE** to achieve our goals.

Principal: Shannon Peever



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### 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.

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### 2025-2026 School Plan Priorities:

This year at Beaverlodge School, our school plan focused on enhancing connections to learning, ourselves, and our school. We want students at Beaverlodge to view learning as worthwhile. We want them to grow into confident learners, understanding how they learn and notice and celebrate their achievements.

#### Questions that guided our inquiry:

1. What dispositions do our students have towards learning/school?
2. What specific environmental, teaching, and assessment strategies most effectively help students to see their learning as worthwhile and believe in themselves as capable learners?

### Progress Toward School Plan Priorities:

#### Enhancing Student Dispositions Towards Learning and School

- Throughout the school year, the bulletin boards in our hallways showcased staff and student learning from Kindergarten to Grade 5. Each term highlighted a shared learning identity connected to the following prompts:

“I am a Learner” (September/October)

**“I am a Mathematician”** (November/December)

**“I am a Reader”** (January/February)

**“I am Proud”** (June)

- There were many extracurricular clubs offered for students to participate in throughout the school year, many of which were initiated and led by students. This provided a wonderful leadership opportunity for students and a place for many to make connections with others who have similar hobbies and interests.

### **Enhancing Connections to Learning, Ourselves, and Our School**

- As a staff, we examined our school environment to identify ways to enhance social, linguistic, and cultural representation. Through the Indigo Love of Reading Grant, we added over 350 titles to our school and classroom libraries, increasing the number of titles that introduced diverse characters, languages, cultural celebrations, Indigenous perspectives, inclusive topics, and more.
- Each month, we held school wide, student-led assemblies. Different grade groups shared their learning on a variety of topics, including: Terry Fox, Orange Shirt Day, Remembrance Day, Winter Celebrations, Kindness, The Power of Yet, Inclusion, Bear Witness Day, and National Indigenous People’s Day.
- Our staff and students gathered to enjoy Tad and Birdy, a play about kindness and inclusion, enjoyed a Sock Hop to recognize World Down Syndrome Day, moved and grooved to a performance by Drum Café on World Day for Cultural Diversity, and received cultural teachings from Tipi Joe during National Indigenous Peoples Month.

### **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.

During professional development days, staff deepened their understanding of the Manitoba Framework for Learning and the Global Competencies, with a particular focus on how the *connection to self* competency can be expressed and supported across different subject areas.

Teachers regularly engaged students in metacognitive practices, encouraging them to reflect on their growth using “I can...” and “I am...” statements. Staff reported that students were demonstrating increased confidence in themselves as learners and taking more ownership over their learning. Overall, students are taking more risks and beginning to see themselves as capable of harder tasks and learning. Every student contributed a reflective learning comment to their March and/or June report cards, reinforcing their ability to articulate their learning and personal progress.

Our focus has made the ‘why’ behind our learning feel worthwhile, intentional and meaningful. This has increased engagement for both student learning and teacher planning and instruction.

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

In October, we worked with our Divisional Math Consultant to learn about Math Running Records and staff were encouraged to reflect on their own dispositions as mathematical learners. We learned that our own feelings about math are often rooted in our personal primary or secondary school experiences. Collectively we understood that student (and adult) dispositions towards mathematical learning can impact growth and engagement and were committed to helping students see themselves as mathematicians.

In February, our teaching staff learned from our Divisional Library Consultant. The focus of the day was on mentor texts and the global competency of "connection to self". Mentor texts were shared, reviewed and collaborative planning was done to brainstorm a variety of ways to use each text within different subject areas. Teachers had an opportunity to select some new mentor texts for their classrooms and the library through the Indigo Love of Reading Grant. This year, mentor texts have been used in a variety of ways in many classrooms. One example of how mentor texts were used in Kindergarten was with a new story called "The Weedflower". As the teacher read each page in the story, she paused to discuss what the rich language used to describe a dandelion could mean. The students had been engaged in learning about the lifecycle of the dandelion and this text expanded on their learning.

All students in Pembina Trails will graduate from high school.

Early Years education is an important time to build foundational skills and support the development of resilient, confident, curious, and reflective learners. For young children, goal setting requires guidance to become meaningful. Teaching these skills requires time and practice in the same way we approach teaching reading strategies or math concepts.

Through our collective work this year, teachers have noted that their students have a greater ability to demonstrate perseverance when approaching challenging tasks. Students are taking risks in learning and being okay if something doesn't work the first time.

When children begin to believe in themselves and their abilities—and see themselves as readers, writers, and mathematicians—they are more willing to take risks and persevere. This is learning that will support them as they move onto Middle and Senior Years.