



Chancellor School

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Mission Statement

Dedicated to learning in a safe,
caring environment.

Principal
Robin Stacey
Vice-principal
Rachel Otto



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:

School Plan priorities for the 2024/2025 school year focused on literacy, numeracy, mental health/sense of belonging and Indigenous Education. Chancellor staff engaged in a collaborative inquiry model to address each focus area, creating the following essential questions:

- “What regulation and learning skills do I need to be a successful student at Chancellor school?”
- “What does it mean to be a good treaty member in an inclusive and diverse school community?”
- “What skills do I need to read and comprehend instructional text at my grade level?”
- “What skills do I need to be a competent and confident mathematician at my grade level?”

Progress Toward School Plan Priorities:

Chancellor School continued to grow, welcoming new students and families throughout the 2024-2025 school year. We began the school year with 360 registered students and grew to 423 students by June, resulting in a 16% growth for the school year.

This was the first year Chancellor established itself as a Kindergarten to Grade 5 school. We supported our Grade 5 students to move into key student leadership roles that were previously held by our Grade 6 students. Grade 5 students confidently contributed to a strong school culture taking on roles as school patrols, learning buddies, library, recycling helpers, assembly leaders and Recess Rangers.

Chancellor School continues to focus on infusing Indigenous Education across all areas of learning as part of our commitment to truth and reconciliation. Our teaching staff engaged with Bairdmore School on April 11 to re-establish our commitment to the Truth and Reconciliation Call to Action 63 which focuses on:

- Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- Building student capacity for intercultural understanding, empathy, and mutual respect.

- Identifying teacher-training needs relating to the above.

In September, we gathered as a school community to recognize the National Day for Truth and Reconciliation. Former Chancellor students joined us to share dance and song and to lead our community Walk towards Truth & Reconciliation. Their participation in this assembly and walk provided positive role models for our students and the importance of learning from one another. These students, along with new friends from a neighboring high schools joined us again on June 23 as we gathered as a school community to recognize Indigenous People's month. The return of these former Chancellor students and other high school students spoke to the spaces of belonging and connection that are provided by a strong community school.

On April 10 we worked with Bairdmore School staff to engage in a full day of Indigenous Education Professional Development. Glenna Henderson, also known as Cookem Daisy, led our morning sharing her own experiences as a young person navigating the impact of residential schools and the trauma that resulted for generations of family members and communities. Glenna's story and her support for schools as they work to create safe spaces where everyone experiences belonging set the stage for our afternoon of learning. Teachers from both schools worked together to review resources and plan together. The collaboration and partnership between two early years schools resulted in instructional planning that was immediately implemented in the classroom. Chancellor School will engage in professional development partnerships again in the 2025-2026 school year when we gather with Bairdmore, Bonnycastle and Ralph Maybank Schools to enhance our practices in literacy instruction.

School citizenship and belonging are important focuses of our work at Chancellor School. This year students were involved in "Chancellor Cares" week where students engaged in learning activities that focused on belonging, kindness, caring and being good citizens.

As a school we responded to the Manitoba Fires which affected so many in our province. A school wide walk was organized to highlight "Manitoba Pride". Students collected coin donations with all proceeds going to the Canadian Red Cross to support fire relief in Manitoba. We thank our generous community for supporting this initiative and teaching our children that every effort, no matter how big or small, can be impactful and create change.

A new initiative "Recess Rangers" called on our Grade 5 student leaders to engage with our younger learners at recess to support and lead positive recess interactions. Our Grade 5 students met over the course of many lunch hours to brainstorm and learn games to teach to younger grades. Recess Rangers modeled important prosocial behaviours including sharing, engaging in respectful language, turn taking and so much more. Their responsibilities also included the distribution and collection of equipment each recess. The benefits of Recess Rangers touched the whole school. Grade 5s learned important leadership skills and younger students learned how to share space, time and materials with their peers. A win for everyone!

We continue to support students to become confident and skilled literacy learners. As a school, we monitor the progress and achievement of all learners from Kindergarten to Grade 5. We appreciate the opportunity Strong Beginnings provides us each September to meet with students individually and acquire student profile information which impacts instructional planning to ensure student success and achievement throughout the school year. Teachers have been involved in a variety of professional development projects this year to broaden and enhance their understanding of phonemic awareness instruction, writing instruction and numeracy instruction. Teachers have worked together in professional learning communities to critically review resources and plan for students. Our students have been directly impacted by this important teacher learning and commitment.

Progress Toward the Three Expectations for Student Learning 2024/2025:

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

Our vision for Chancellor School remains strong, focusing on the skills necessary to become caring and thoughtful citizens as we acknowledge and celebrate the strengths in our diverse learning community. We know we learn best when we learn from one another. The unique perspectives and experiences that are shared within a supportive and connected community creates a space of belonging and care for all. This sacred space provides opportunities for every student to engage in all aspects of learning and instills important values of citizenship.

2. 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.

Educating young people is important, as is ensuring staff have access to ongoing professional development. As in years past, our teaching staff has a strong energy and appetite for professional learning. They understand their professional responsibility to engage in ongoing education to enhance and improve their practice. We have observed a steady progression in student skills across learning areas and much of this success can be attributed to Chancellor teachers responding and planning for the diverse learning strengths and needs in each of their classrooms. We appreciate parent partnership in the learning journey. Students are successful when the connection between home and school is strong.

3. All students in Pembina Trails will graduate from high school.

School attendance is the primary driver for student success. Learning happens at school and students need to be present in the classroom in order to learn and grow. The Walking School Bus, divisional and provincial support for breakfast and lunch programs and regular check-ins by school staff are some of the supports offered by Chancellor School to limit and remove barriers to school attendance.

As we come to a close on our first year as a Kindergarten to Grade 5 school, we proudly reflect on another successful year of growing and learning as a community.

In June, we asked our Grade 5 students to share a statement of gratitude as they bid farewell to Chancellor School and move on to new adventures. The words of one of our Grade 5 students summarize our school commitment to belonging and community. "I love that we are all accepted at Chancellor School. I came here with no friends. Now I have many friends."

We thank our Chancellor students, families, and staff for their collective work to support student learning and achievement and to help us build a learning community that is strong, kind and caring. We are so proud to be a part of this very special community.