



École Charleswood

505 Oakdale Drive Winnipeg, MB R3R 0Z9

Phone: 204.889.9332 | www.pembinatrails.ca/charleswood

Mission Statement

*"At École Charleswood, we inspire **growth** and **perseverance** in our students, motivating them to **connect** with their learning, and in the community."*

Principal
Peggy Hobson

Vice-principal
Diane Wiebe



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:

- Acknowledging that there are achievement gaps related to factors such as attendance (illness, vacations, or student wellness), socio-emotional and personal management, difficulty concentrating in class, and English language proficiency. These issues highlight the importance of adjusting instructional strategies, increasing targeted interventions, and addressing barriers that hinder student access to support. The HUB was created to assist our diverse learners, ensuring that Educational Assistants (EAs) collaborate in a supportive environment alongside the Student Support Team (SST) and are never left to manage a single student alone.
- Positive Behaviour System - a common theme has emerged this year, students need to be explicitly taught certain skills that we often assume they already know, but they do not. We need to maintain our school expectations and regularly review the behaviours we expect from students for a productive and positive school environment. Unfortunately, some students have been displaying negative behaviours and a sense of entitlement, acting as if they can behave however they wish. To address this, we have developed a plan aimed at improving student behaviour and cultivating a positive school culture. Our focus is to help students understand appropriate behaviour and support them in making behavioural changes.
- Indigenous Education - highlight curricular opportunities that take place outdoors; remove barriers for students and teachers to be outdoors; continue to build a climate promoting reconciliation; incorporate Indigenous ways of knowing, being and history into our teaching and learning: Treaty Training for all staff.
- Student Leadership - Promote leadership development and encourage the building of school spirit and a respectful community among all Celtics by modelling pride and positive behaviour. Involve students in school decisions, lunch monitoring, and assistance on school projects, as these actions reflect our three pillars: Connect, Inspire, and Persevere.
- French Identity - promote and increase francophone/francophile culture and bilingualism at École Charleswood School in a positive and inclusive manner; and hosting French Immersion PLCs as well as embedding a significant French Immersion grant providing Professional development to the teaching team.
- Numeracy and Literacy - Facilitate Levelled Literacy Intervention (LLI) tracking student growth; offer Numeracy support for small groups of students at each grade level

Progress Toward School Plan Priorities:

Wellness - Body and Brain - to develop and enhance students wellness and positive contribution, the professional team infused the program Life Skills - Be Good People Curriculum ([google.com](https://www.google.com)) and looked to this document for our foundation: Framework for Learning ([gov.mb.ca](https://www.gov.mb.ca))

Positive Behaviour Flow Chart - A Positive Behaviour Flow Chart was created with staff to help understand student behaviours and support behaviour change. We focused on developing identified **Office-managed** and **Teacher-managed** behaviours. A **Student Reflection sheet** was created alongside an **Office Referral** sheet. This allows us to collect data and look for patterns among identified students, helping us identify areas where support is needed.

Land-Based Learning - ÉCS continues to engage students beyond the school walls. Regular outdoor learning activities have been planned for many classes: for example, class community walks and field trips. Physical Education programming occurs outdoors during the months of September and June.

Student Leadership - The Student Leadership Team hosted many school wide events, including a September new student orientation, a Halloween Activity, Grade Wars, Festival du Voyageur Day, movies, dances and sock hops, activity days, spirit weeks, and the monthly Charlie Awards assemblies. These included connections to socio-emotional learning goals as well as celebrating student success, and positive citizenship. Leadership initiatives were not limited to students in the leadership program. Other events run by students include the Remembrance Day Service, student visits to feeder schools, a partnership between our multiage class and Pacific Junction kindergarten, connecting with the local businesses, and introductory school tours in June for new families. ÉCS had a Special Olympics team that participated in multiple events, hosting a soccer baseball tournament in June. Through community partnerships, students visited residents at Riverwood Square multiple times, playing games, and forging intergenerational relationships. Other community outreach activities included Siloam Mission's "Socktober" and "Charleswood Supports Cancer Care".

Indigenous Education - The school planned and implemented a week of activities during Truth and Reconciliation Week, including our National Truth and Reconciliation observance, and Orange Shirt Day. Numerous activities throughout the year were planned, by our school Teacher Champion and with our Divisional ISST Teacher. A mural was created in our front hallway highlighting the seven teachings and the four medicines.

Health and Wellness - In response to student behaviour concerns, socio emotional learning objectives were incorporated through monthly Charlie Awards. The school will embedded the Be Good People program. Hot lunches were reinstated, as well as PAC sponsored "Munchalunches", and students continued their participation in school sports and clubs, such as Creative Writing Club, Girls who Game, Gender and Equity, and Dungeons and Dragons.

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

- Engagement - A full compliment sports, extra-curricular, and clubs were offered. Many field trips were organized, including a band trip to Edmonton, intergenerational programming with students and seniors at Riverwood, shoveling walks for neighbours in proximity to the school, The "Human Library" (students having the opportunity to learn about community members' stories and employment), daily Go Time activities offering student choice were available.
- Creating a HUB for alternative programming to meet the specific needs of a specific group of students , including at-risk students. Additionally, we have created a position for a Literacy Leader who will co-teach with classroom teachers to enhance students' literacy skills in reading and writing. The office referral system has been established to support positive behaviors and reinforce our commitment to restorative practices and responsive teaching.
- Meeting Outcomes - literacy assessment data indicates 46% of our students read above grade level; 41% read at grade level; 13% read below grade level; 16 students took part in targeted individual or small group reading intervention and 8 classes participated in centers/literacy stations
- Graduation - research demonstrates students' feelings of belonging, engagement in meaningful school activities along with their academic success at the middle years are excellent indicators of graduation. The school's areas of foci have been developed with this in mind.

Community Involvement

- Students continued their participation in school sports and clubs, such as Creative Writing Club, Girls who Game, Gender and Equity, Art Club, Yoga Club, Knitting Club, Creative Writing Club and Dungeons and Dragons Clubs. For the first time, ÉCS students participated in the middle and senior years eSports competition at Red River College Polytech.
- The library collection increased by 952 titles. 23,088 books were checked out to students this year; Top readers were Grade 5 students who checked out an average of 90 books per student. Grade level stats: Grade 5 7929 books, Grade 6 7547 books, Grade 7 2547 books, Grade 8 1579 books
- Classes developed partnerships with feeder schools, community businesses
- Students participated in Special Olympics and intergenerational learning opportunities with seniors at Riverwood Square Senior Residence.
- Physical Education programming took place for three weeks at the Charleswood Curling Club, Eric Coy Arena, and at the Michael Komenda Memorial Skatepark.