

adopted Kimochis, a social-emotional learning program with highly engaging characters and tools to help our children identify, understand, and manage big feelings. Kimochis give us common language to describe our feelings and common understandings to help us learn to work and play together in community. Students at Bairdmore School are able to identify feelings and tell each other how they feel. Through Kimochis, Zones, intentional conflict resolution, modelling and direct teaching, our students are learning to communicate with others by delivering a message with clarity and listening to hear and understand other perspectives. Students are learning to be active problem-solvers and communicate clearly as they develop the ability to respond appropriately to peers, respect 'stop' when asked, and contribute actively as citizens of a learning community.

- A focus on open-ended questioning and staff learning around critical thinking, along with Bairdmore's Big Question bulletin board have helped students to engage in deep critical thinking, ask questions, and build stamina, in both academic and social situations. Through explicit teaching and modeling, using common language and a clear criteria for critical thinking, students are learning to persevere when faced with a challenge, and articulate a growth mindset as they develop the ability to think critically and ask for help only when needed. We look forward to continuing our work through inquiry learning, provocations, and rich real-world learning experiences in the upcoming school year.

Progress Toward the Three Expectations for Student Learning 2025-2026

Personal and Intellectual Engagement:

Funded by the province of Manitoba's Nutrition Grant as well as the Child Nutrition Council of Manitoba, our school nutrition program offers breakfast foods, snacks, and lunch in a universal way. Harnessing the powerful connection between food and relationship, our nutrition program is key to supporting engagement, positively impacting attendance and regulation, as well as social, emotional, and mental health in a profound way.

Our school-wide focus on critical thinking enhances engagement through cognitive challenge, hands-on learning, STEM challenges and authentic real-world learning experiences. A focus on critical thinking highlights key components of active engagement in learning both in the classroom and through programming supported by the teacher librarian in the Library Learning Commons. Learning and engagement are enhanced through intentional outdoor learning opportunities, outdoor play, and extra recesses that offer additional active hands-on learning and real-world experiences beyond the four walls of the classroom.

For our middle years students there are many clubs and opportunities to engage in learning as leaders and to explore opportunities and personal interests through extracurricular activities such as our UNESCO club, assembly leadership, student patrols, games club, drawing and craft club, and participation in divisional events including choir festivals, Orff days, Special Olympics, cross country running, grade five flag football, badminton, and soccer, Track and Field, and so much more.

As a UNESCO school we are committed to promoting UNESCO ideals including peace, respect for diversity, democracy, and human rights, intercultural understanding, and sustainable development. We continue to engage in *Terra-Cycling* to enhance our school recycling program, support *Tabs for Wheelchairs* in their efforts to fund a wheelchair for a local child in need, and

support Harvest Manitoba through food drives as we engage our students and community through service-learning projects. Students learned the power of advocacy as the Mayor of Winnipeg responded to their letter about the need on our playground for additional garbage cans with lids.

Weekly updates are sent to families to share information about intentional opportunities to highlight learning and connect with families as we work to foster relationship, inclusion, and connection. Families and community members have joined in school assemblies, Winter Concerts, Family Movie Nights, Halloween and Spring Family Dances, Books and Bannock Family Reading Night, a Sod-Turning event for our new Play Structure, Screens to Stories (a parent information night to encourage reading at home), and community walks including our Terry Fox Run, Reflection Walk on Orange Shirt Day, Proud to Be Walk, and our Canada Day Walk in Action. These many events are key to connecting home and school as we engage students and their families in the fabric of our school community.

We are committed to continuing our work towards Mino-Pimatisiwin, the Good Life, led by our school Kiskinomakewak. We are deeply fortunate to partner with Indigenous Knowledge Keeper, Glenna Henderson, also known as Cookem Daisy as we work to learn more and take action towards reconciliation. Cookem Daisey engages students and teachers regularly in learning throughout the school, while also meeting with students who want to learn more or want to connect on a deeper level. Her work is highlighted in Cookem Daisey's Garden and extended to our community through a Books and Bannock Family Reading event where she shared stories, built relationships, and served Bannock and tea to our families.

Meeting Curricular Standards in Literacy and Numeracy:

A focus on writing instruction, as well as implementing explicit, systematic structured literacy instruction that is grounded in research has supported students in meeting curricular standards in literacy and numeracy. Classroom teachers, student support teachers, and literacy specialists implemented targeted literacy instruction across all grade levels to help close learning gaps. Targeted literacy instruction included a focus on structured literacy and phonics as well as reading comprehension and language acquisition as determined by student needs. Parents were encouraged to support literacy through a *Screens to Stories* event where information was shared about reading at home.

Numeracy skills were enhanced through instruction based on Mathology, Math Up, Peter Liljedahl's Thinking Classroom, Jo Boaler, and a review of manipulatives in our school. Thinking was enhanced through Bairdmore's Big Question Bulletin Board where open-ended problems and creative mathematical thinking were encouraged. Targeted numeracy instruction was offered in classrooms as well as by the student support team.

Technology continues to be embedded in classroom instruction to support literacy and numeracy skill development and is used as a tool to support targeted instruction and interventions. *Lalilo*, an interactive, web-based literacy and reading program developed around the Science of Reading, is used to support phonics, reading comprehension, and foundational literacy skills, while *IXL Math* offers a platform for enhanced, skills-based numeracy practice for students. Assistive technology is provided to support communication and learning both in the classroom and towards individualized educational goals.

High School Graduation

Staff at Bairdmore School are committed to providing a strong foundation for our students in literacy and numeracy as we challenge students through active learning experiences to promote engagement. A school-wide focus on communication, writing, and critical thinking this year has continued to nurture engagement, curiosity, and authentic learning as we build this foundation, and help each child *Be Their Best* on the path towards high school graduation.

We continue to work closely with parents, school staff, and divisional clinical team members to support student attendance, success, and engagement as we build relationships and connections to our school community.

We are deeply thankful for the ongoing support and encouragement of our Bairdmore School community. Relationship, connection, and partnership in our collaborative learning journey is deeply valued and appreciated.

