



Pembina Trails Collegiate

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Mission Statement

Creating Innovative Pathways



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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 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.

2025/2026 School Plan Priorities:

- Our goal is to graduate students who not only excel academically but also understand the importance of belonging, generosity, mastery, and independence in fostering a just, inclusive, and connected world. By embedding these values across grades 9 to 12, we ensure that every student is prepared to contribute meaningfully to their communities, drawing on both Indigenous and Western ways of knowing (Two-eyed Seeing).
- Fostering Engagement through a deep learning model which highlights an interdisciplinary model centering the 6 global competencies in a rigorous pedagogical teaching model.

Progress Toward School Plan Priorities:

At Pembina Trails Collegiate (PTC), we have developed a beautiful culture where respect and resiliency is at the heart of what we do. For our third year, our sense of collective efficacy as a community has led to student academic success. Our student population includes:

- *355 Grade 9 students*
- *384 Grade 10 students*
- *350 Grade 11 students*
- *317 Grade 12 students*—we are so proud that we will be hosting our second graduation at RBC Convention Centre on Friday, June 26 at 2pm followed by the dinner and dance also hosted at the RBC Convention Centre. The University of Manitoba could not accommodate us due to renovations scheduled for this year and beyond.

Next year, we have 1560 students registered as at June 24, 2026.

PTC reflects the diversity and energy of the larger community we serve: 52.4% of students identify as male, 25% are English as an Additional Language (EAL) learners, 4.5% who self-identify as Indigenous and 5% are in the care of child and family services.

We want to highlight our Flex Learning space along with our study area in Prairie Grasslands where all our students receive extra help by a team of teachers. These supports have gone a long way in helping to achieve this success rate.

- The Flex Learning space had 110 students through their doors to help them achieve their credits. This helps students in a smaller group environment to complete credits towards graduation. Of these 110 students, under 10 students used the Flex Learning space as their primary learning environment, approximately 20 students were using the Flex Learning space to complete their compulsory credits and were in other classes to complete their electives.
- Prairie Grass Lands had 40-45 students go through their doors to help them achieve their credits. This teaching space is used for small group instruction, catching up if a student has been away or struggling with attendance for a period of time or just needs some extra instruction to understand the outcomes of a course. This has provided a collaborative environment for student support teachers and subject area teachers to work together to enable students to achieve their credits in a positive and enriching way.
- Sage Space which assists PTC's English as Additional Language learners, has ran 9 sections of EAL literacy classes in addition to our push in support model of supporting students in compulsory courses and electives. This will increase next year as our student population grows. 20 students out of 341 EAL learners will retake the same EAL literacy support so they can establish a stronger acquisition of the English language. We have 38 stage 1, 90 stage 2 and 172 stage 3 & 4 EAL learners. These students have student specific plans that we use to help them prepare for life after high school.

Progress Toward the Three Expectations for Student Learning 2023/2024:

Students in PTC will be personally and intellectually engaged in their learning at school:

We are proud of how engaged and responsible our students are. In recent reporting:

- ***85.2% (up from 81.4% last year) of students are consistently or usually active participants in their learning.***
- ***83.1% (up from 82.4% last year) demonstrated strong personal management skills.***
- ***92.8% (up from 90.5% last year) were recognized as consistently or usually socially responsible.***

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:

Our academic achievement continues to soar:

- Grade 9: 98% of students achieved all of their credits. 29.8% achieving a mastery level of achievement (90% or above in 4 or more courses including Math and ELA)
- Grade 10: 94% of students achieved all of their credits. 29.9% achieving a mastery level of achievement (90% or above in 4 or more courses including Math and ELA)

- Grade 11: 92% of students achieved all of their credits. 25.4% achieving a mastery level of achievement (90% or above in 4 or more courses including Math and ELA)
- Grade 12: 95% of students achieved all of their credits. 21% achieving a mastery level of achievement (90% or above in 4 or more courses including Math and ELA)

This is an incredible achievement. On average, 95% of PTC students passed all of their courses. We can positively say all our staff have done everything to help students achieve their own level of success through a high level of teaching that meets the students where they are at and brings them forward to achieve excellence. Our teaching model that includes Interdisciplinary learning is working.

All students in Pembina Trails will graduate from high school:

We will graduate 263 PTC students this year, an increase of 62 grads from last year. We had 54 students who did not graduate this year. These students are new to Canada and need a longer time to graduate with the 30 credits that we require for high school graduation in Manitoba.

PTC's Report Card

Reflecting on our School Plan, strengths, progress & next steps: we are a forward-thinking school that demonstrates strong leadership in student engagement, inclusion, and innovative learning with the many pathways and programs we offer. Our greatest strengths lie in building belonging, fostering deep learning, and developing meaningful pathways for our 1400 diverse learners. Continued focus on critical thinking, student agency, and program development positions us well for sustained growth and success in the years ahead.

Our Strengths: Staff recognize that students are navigating a diverse and complex social environment influenced by global issues and varying backgrounds. Through the Circle of Courage framework—centering belonging, mastery, independence, and generosity—we intentionally promote positive relationships and student well-being. Success is measured not only through academic achievement but also through students' sense of connection, confidence, and engagement. We have established a distinctive deep learning model that integrates the six global competencies: critical thinking, creativity, collaboration, communication, citizenship, and connection to self. These competencies are embedded in classroom learning, assessment practices, report cards, student awards, and family conferences (celebration of learning).

Students are increasingly demonstrating kindness, collaboration, and openness to working with diverse peers, creating a positive and inclusive school culture. An Indigenous student recently stated at their Indigenous graduation celebration: *"At PTC, Indigenous cultural literacy is incorporated throughout the school, whether that be through curriculum, clubs or events. Because of this, I have noticed the school has a more respectful and appreciative attitude towards Indigenous culture"*. We are working hard towards ensuring that all our beautiful cultures and communities are celebrated at PTC. Our diversity of thought makes us stronger and not only students individual identity strengthens but so does our collective. The school's interdisciplinary approach is another notable strength. Teachers collaborate in learning pods, connecting curricula across subject areas to create authentic and meaningful learning experiences. Staff are engaged in professional learning focused on Deep Learning, Thinking Classrooms, Indigenous Ways of Knowing, and Two-Eyed Seeing, ensuring that teaching practices remain innovative, inclusive, and responsive to student needs.

