



Dalhousie School

262 Dalhousie Drive, Winnipeg, MB R3T 2Z1

Phone: 204.269.4101 | www.pembinatrails.ca/dalhousie

Mission Statement

Dalhousie School strives to provide a safe, nurturing and accepting child-centred learning community, enabling our children, staff and families to develop their intellectual, social, emotional and physical potential.

Principal
Dawn Thompson
Vice-Principal
Evi Klostermaier



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:

- **Literacy:** by June 2025, 80% of students will receive a 3 or above in writing achievement as measured by report card indicators.
- **Numeracy:** by June 2025, we will see a 5% increase in students who are achieving a 3 or better in number sense as measured by the report card indicators.

Progress Toward School Plan Priorities:

Literacy:

Report Card data indicates that 55% of our students are achieving a 3 or 4 in writing. Teachers are working towards developing common teaching strategies across all grade levels to teach writing. Grade level teams leverage Teaching Sprints, a model of imbedded professional development, to examine writing data, develop appropriate teaching strategies, and create grade level assessment tools to support our young writers. Next year, our professional development focus for all teachers will be Writer's Workshop and incorporating 6+1 Traits of Writing.

Dalhousie School has received over 90 new students since the beginning of this school year. Our students come from all over the world; as a result, 66% of our students are English language learners. With support from SST teachers, we are able to target students who continue to struggle, arrive new to Dalhousie, or are new English language learners with individual and small group strategies. These short term pull out groups are beneficial in helping students gain skills in reading and writing to reach their full learning potential.

Numeracy:

Report Card data for Number Sense indicates that 68% of our students are achieving a 3 or 4. Our classroom teachers have been using Teaching Sprints to continue to develop and improve their teaching strategies for number sense and a focus on Inquiry Learning.

All Dalhousie teachers have received professional development in Mathologie and MathUp, thanks to Divisional investment. Our vision is to continue to build school-wide consistency in our numeracy

across grade levels.

Progress Toward the Three Expectations for Student Learning 2023-2025:

Engagement:

We continue to prioritize student engagement through various school initiatives. Our Monthly Attendance Committee Meetings help us support students attend school regularly. Dalhousie School is the recipient of the Community Schools Grant which enables us to employ a full time Community Connector. The Community Connector plays a vital role in strengthening the relationship between the school, families, and the broader community. In this position, Laura Fox supports parents and guardians by facilitating access to essential resources such as emergency food and clothing hampers, local work-shops, and community services. She assists with education and training applications, resume and employment support, and provides practical services like printing. Laura also coordinates student programming during school breaks and leads parent and caregiver initiatives—including parenting work-shops, cooking classes, and family engagement activities. Through collaboration with local agencies, she helps reduce barriers for families and ensures all students have equitable opportunities for success.

New this year is our Breakfast Coordinator, Lisete Procak. Having a full-time breakfast coordinator allows the school to ensure all of our students have access to nutritious food. Many students access our Breakfast Program each morning. We also provide over seventy lunches each day and all students are able to choose healthy snacks in their classroom throughout the day. Ensuring students are well-fed helps students be ready to learn at school every day.

Home and school relationships are important; we continue to invite families annual events including Meet the Staff, Tri-Conferences, New Comer Evening, a Winter Concert, Kindergarten Information Evening and Welcome to Kindergarten. We re-imagined our January Tri-Conferences to create a Celebration of Learning Event during which we invited families to celebrate their children's learning. For the first time, we held a Cultural Expo in April to celebrate our diverse student population. We learned that we have over forty countries represented at Dalhousie School! Students created learning centres for each country and our guests were invited to sample bread from around the world. Students, parents and staff proudly wore their traditional clothing! We continue to champion many activities that our students are passionate about, including: Orange Shirt Day, Remembrance Day, Festival du Voyageur, Day of Pink, Earth Week, Pride Month and Indigenous People's Day.

A new initiative at Dalhousie School this year is Discovery Time. Students choose from a vast menu of indoor and outdoor activities to enhance their day at school. Activities are offered in four categories: movement, relaxation, creativity, and exploration and are well-supervised by staff. This year, activities included gym games, outdoor games, play ground fun, Forest Club, Lego, coding, Mind Craft, Yarn Arts, and various crafts. Discovery Time has been abundantly successful! Students are mindfully choosing activities that bring them joy and we have observed a reduction in negative recess behaviour and an increase in regulated, happy students.

We continue to strive towards including Indigenous Perspectives and other cultural activities in our school programming and continue to use the Circle of Courage as a guide. Our Indigenous students had the opportunity to sew ribbon skirts and shirts to wear at their Farewell Celebration thanks to Knowledge Keeper Marlena Muir. Marlena worked with several grade levels to share Indigenous teachings with our staff and students. Our Sharing Circle group collaborated with the University of Manitoba for a beautification event during which students participated in gardening activities. On June 23rd, we will celebrate Indigenous culture with a school-wide event that includes Pow Wow dancing, story telling, games, art and food.

Literacy and Numeracy

In order to ensure that all students are meeting provincial curricular standards in literacy and numeracy, teachers continue to hone their expertise in implementing identified high-yield instructional strategies that enable all students to learn to their best potential.

To this end, we are building consistent literacy and numeracy programming from Kindergarten to grade 5 with an emphasis on guided reading, and implementing divisional initiatives in mathematics, including Mathology and MathUP. The Teaching Sprint model supports teacher learning and expertise in these areas of programming with imbedded professional development that allows our teachers the ability to engage in collaborative discussions within grade level teams to achieve improvements in classroom practices. We are leveraging this co-planning/co-teaching model as a means of developing teaching practices that align with divisional expectations and optimize student learning.

Graduation

Our staff is committed to ensuring our students achieve graduation with a continued commitment to understanding the learning needs of our students and planning instruction to leverage learning opportunities to meet these needs. We have continued our work at improving our Classroom Profile meetings, fine-tuning this process as a means of examining student data by class, developing goals and choosing strategies to address the learning needs at each grade level. On-going reflection on achievement happens throughout the school year during our teaching sprints. We emphasize a push-in delivery model of support services so that students' learning needs are met in the classroom environment as much as possible. Our classroom teachers and student support teachers co-plan and co-teach, ensuring that all students are accessing learning regardless of ability level.

