



Fort Richmond Collegiate

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Mission Statement

Fort Richmond Collegiate is a diverse educational community committed to providing a safe learning environment which values and promotes the

Principal
Stan Hall

Vice-principals
Carol Shaw

Carrie Dunford



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:

- Graduation: By June 2025, more students are graduating with their respective cohorts. Students will have increased engagement in school and course completion rates closing the achievement gap.
- Increase student engagement all grade levels by the end of the academic year through the implementation of active learning strategies, student voice initiatives, and inclusive community events activities.

Progress Toward School Plan Priorities:

Graduation & Engagement

- The *Scribbler* creative arts anthology was created by student leaders passionate about the written word and sharing ideas.
- Each semester began with our Club Fair which was an interactive afternoon promoting the many clubs and activities available to students at FRC.
- Multiple sections of “E” designated courses to support EAL learners enhance language skills.
- Resource teachers, credit program teachers and the literacy program leader focused on supporting literacy interventions and supporting classroom teachers in promoting ongoing literacy classroom learning
- We focused on strengthening our connections with the greater Fort Richmond Community by volunteering at local daycares, Acadia Junior High and Dalhousie School.
- FRC hosted a University Fair which brought over 50 Universities from across Canada to the school for students to learn and ask questions.
- FRC hosted a career fair with over 100 careers represented. This was an interactive day for stu-

dents and families to explore a wide range of opportunities post graduation.

- 123 students successfully completed Advanced Placement (AP) courses this school year.
- FRC students represented our school across Canada and Internationally in the areas of Science, Band and Social Studies.
- FRC hosted students from Australia, England, Canada and the United States for the “Enhancing Global Food Security” student workshop.

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

Literacy

- FRC hosted the first “Fort Richmond Family Storytime” event. This was an evening for our K-4 community members to engage in literacy games, stories and activities. The event was led by FRC staff and students.
- Small class sizes intentionally maintained as much as possible for entry-level compulsory Mathematics and ELA courses to allow teachers to differentiate and support individual students.
- Our Peer Tutor program provided noon hour support for students coordinated by a team of teachers who also worked individually with students as required.

Graduation

- Post Secondary Club - monthly meetings hosted with representative from local Universities to provide indigenous students with information about pathways for opportunity/support in post-secondary education.
- FRC hosted a University Fair which brought over 50 Universities from across Canada to the school for students to learn and ask questions.
- We offered a grade 9 Math program everyday all year to support students transition to High School.
- Lunch hour peer tutoring was utilized by over 200 students throughout the school year.

Mental Wellness

- FRC began a three year building process to implement the program Sources of Strength. Peer leaders created campaigns to engage the larger student body in learning and reflecting about mental health strategies for wellness and community building. FRC focused reflection time on the topic of gratitude as part of the generosity source of strength.
- The “Meeting Place” space continued in year two to support all students with learning about Indigenous perspective, language, drumming and Elder teachings.
- Pride week activities celebrated the inclusion of all students.
- Culture Jam provided all students the opportunity to share and celebrate their culture through food, teachings, cultural attire and the performing arts.

