



## GENERAL BYNG SCHOOL

1250 Beaumont Street Winnipeg, MB R3T 0L8

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### Mission Statement

*Committed to being a dynamic  
educational community  
celebrating learning and  
personal growth*

Principal  
Tracey Groening  
Vice-principal  
Sarah Hampton



### 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:

- To promote strategies for students and teachers that enhance literacy and numeracy levels in all curricular areas.
- To promote student belonging and connection within learning environments while incorporating the Manitoba Education and Early Childhood Learning's Framework for Learning: Vision and Global Competencies; ensuring all students are aiming to reach their full potential and to live the good life: Mino-pimatisiwin.
- To engage students in inclusive practices to deepen understanding, empathy, curiosity while embracing the Pembina Trails statement of commitment toward Reconciliation and Anti-Racism.

### Progress Toward School Plan Priorities:

We would like to acknowledge that General Byng School is located in Treaty 1 Territory and the homeland of the Metis Nation. In 1871, the First Nations and the Canadian Government entered an agreement that we will all live and work together respectfully in friendship. The Treaty is our promise to take care of this land together for as long as the sun shines, the grass grows and the rivers flow.

Again, our school year began with new and returning staff, and student enrolment over our projected numbers. To support our growing and diverse school population we leaned in to our newly formed GB Room: Gather—Belong. We scheduled in five staff member to work with classes and small groups to create rich learning experiences that ranged from, cultural exploration, drumming, art, and food along with the Seven Sacred Teachings. Classes from Grade 1-8 participated throughout the year.

Our middle years students buddied up with our younger grades to provide mentorship. Each buddy group celebrated an amazing year with a wagon full of games and treats and headed to nearby Beaumont Park, an outdoor space our community takes advantage of regularly throughout the school year.

In March, our school opened its doors to the community for a Showcase of Learning: We are All Treaty People. Every classroom took the community through a journey highlighting each of our roles in reconciliation. The gymnasium was packed with students and families participating in traditional Indigenous games and our Grade 8 team had students create magazines themed around anti-racism after a grade-level book study of Tiffany Jewell's *This Book Is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do The Work*.

With the help of our Program Leaders and teams we continued to deepen our understanding and progress in creating culturally safe classrooms while celebrating what makes each of us unique. Highlights from the year include:

- Daily smudge in our GB room
- National Week of Truth and Reconciliation was full of activities to honour Indigenous Peoples.
- Jam-packed I Love to Read month kicked-off with Indigenous author David A. Robertson as well as daily guest speakers, challenges, and fun activities.
- Over 17 student/teacher-initiated clubs ran every day of the cycle for students Grade 1-8.
- Band and Music concerts highlighting music from around the world.
- Kindergarten to Grade 8 read alouds with our teacher librarian highlighting diverse voices and MYRCA (Manitoba Young Readers' Choice Award) books.
- After-school Lighthouse Program for grades 6-7 worked on homework, provided engaging activities and outings.
- Students in Grade 7 and 8 participated in Fort Whyte Farms four times over the course of the year.
- Some of our students and their unified partners participated in Special Olympic events.
- Moose Hide Campaign awareness and Indigenous Peoples Day cultural teaching and activities including our first school-wide round dance led by Elder Jennifer Stevenson.
- Students from grade 7 and 8 worked with our support services teacher to plant a Three Sisters Garden in the front, along with strawberries and beautiful new tile work made by our grade 8 students who participated in art through our Gather-Belong Room initiative.
- We capped off the year with a Meet and Mingle to thank families for an amazing year with cultural food: Ban-nock cooked by Cookum Daisey, fatire and falafel from Baraka Restaurant, lumpia from Myrna's Restaurant, samosas from Cilantro, and ice cream for the children!

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

**Engagement:** The activities listed above are examples of engagement by our staff, students, and wider community. Our support services team and administration collaborated with former Blue Bomber Kelly Butler and Bison alumnus John Mackie to create our DRIPP (Discipline, Respect, Integrity, Performance, and Play) program that ran every Monday for 8-weeks for students in grade 6-8. Students ate lunch and listened to guests brought in by the coaches to support the DRIPP acronym and promote sportsmanship on the school yard. The lessons learned along with the relationships built gave these students a sense of pride that translated into the classroom and hallways.

**Literacy and Numeracy:** Our Literacy and Numeracy Leads provided professional development at monthly staff meetings. We also embarked on Numeracy PD with the NAP (Numeracy Achievement Program) with one of our grade 6 teachers and our numeracy lead to build the numeracy skills of our students. We look forward to expanding this to all grade 6 teachers and students in the fall. Our Levelled Literacy materials were accessed across all grade levels to support student learning. We worked with our divisional EAL consultant to plan and implement strategies to support our EAL student achievement. We had a small team of teachers use push in support to help our EAL students. This has set the foundation to have a full-time EAL teacher for the fall.

**Graduation:** Our data continues to show that the work we are doing to support families has increased our student attendance, which is key to successful educational journeys. General Byng's Walking Student Bus expanded to two routes this year; supporting students getting to and from school. This year our nutrition program was federally funded allowing us to expand our efforts and supply nutritious food throughout the day. With the leadership of our Nutrition Coordinator, we offered bagged lunches for students as well as open bowls of fruit in high-traffic and quiet areas of the school. We had an abundance of snacks offered every day during morning nutrition break, emergence snack bins were in classrooms and a hot lunch add-on was offered to students Wednesday-Friday. The nutrition program has been a strong contributor to attendance and student engagement.

In addition, the implementation of our NAP grade 6 initiative and using our literacy support teacher to focus on our middle years students has shown tremendous success. Our students have gained confidence and culminated in over