



LAIDLAW SCHOOL

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Mission Statement

We are part of a community.

We demonstrate our skills and knowledge.

We help each other.

We plan and do things on our own.

Principal
Heather Eby



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.

2022/2023 School Plan Priorities:

- **Environmental Inquiry - *Generosity*:** Through purposeful play and connection with the natural world, students will be engaged and develop their sense of curiosity, critical thinking and inquiry learning skills.
- **Authentic STEM-based Learning Experiences - *Independence*:** Students will participate in authentic STEM-based learning experiences to support cross - curricular learning outcomes and develop their resiliency and design process skills.
- **Mental Math Skills - *Mastery*:** Students will be actively involved in research-based approaches of instruction and practice to increase their mental math skills throughout the year.
- **Collaborative School Community (EY/MY cross-grade connections) - *Belonging*:** Students will increase their sense of belonging, school family, and community through collaborative EY and MY cross grade activities and routine connections throughout the school year.

Progress Toward School Plan Priorities:

- **Environmental Inquiry (*Generosity*)** - As part of our school plan to connect our learning to the environment, Laidlaw School registered and participated in the "Take Me Outside" challenge. We recorded the number of minutes spent outside each day on a monthly display to motivate each other, in order to provide the data of our progress. Our Kindergarten and Grade 1/2 classes took part in three half day programs in the Assiniboine Forest with Momenta as part of our environmental inquiry work this year. Momenta is an outdoor education organization that creates experiential learning opportunities for children to connect with the land through nature exploration. To support our own learning throughout the year, we had a PLT (Professional Learning Team) of our early years teachers working on increasing their knowledge in the area of outdoor education. They created outdoor learning kits and a wagon of "loose parts" for all teachers to access and enhance their environmental inquiry learning experiences. Our Laidlaw students have notably taken more

ownership of the land. It is evident in their open-ended play, and their respect and care for our school grounds. By spending more time outdoors, we observed our students building their resiliency and grit in their interactions with each other and with the elements of nature. One of our gr.3/4 classrooms is also part of the Agriculture in the Classroom program and has spread their experience, excitement and knowledge of plant life, farming and more, schoolwide.

- **Authentic STEM-based Learning Experiences (*Independence*)** - As a divisional STEM (Science, Technology, Engineering and Math) school, Laidlaw teachers continue to make STEM a priority in their instructional practice. Over the past year, it is evident that STEM has become an embedded learning experience in all of our classrooms. Laidlaw students have been involved in everything from hydraulics projects, bridge building, electronic cars, boat design, virtual reality moon landings, 3D printing projects, nature design projects making frog homes and bird nests, and our recent participation in the Level Up Winnipeg Minecraft challenge from our grade 8 students. Everyday, our schoolwide announcements are shared through “Laidlaw TV” using the green screen and video streaming software. As a staff, we spent one of our professional learning days exploring the many apps and STEM equipment available to our Laidlaw students, this was lead by our teacher librarian, Kim McGregor. Our STEM club also participated in two divisional STEM challenges building sustainable vehicles and creating Rube Goldberg machines. Laidlaw School has demonstrated a consistent and successful implementation of authentic STEM– based learning experiences throughout their curricular learning outcomes and goals at all grade levels.
- **Mental Math Skills (*Mastery*)** - Reflecting on some of our provincial assessment data and previous years report card indicators, we took an active role in our professional learning this year to focus on improving our instructional strategies and approaches to increasing the mental math skills of our Laidlaw students. Several of our teachers were involved in PD opportunities with math educator experts, Carol Fullerton and Dave Martin, who focused on strategies and practices that engage students and strengthen their mental math skills. Our teachers brought their new knowledge back to the rest of the teaching staff during our staff meetings. The results of our collective learning were evident in the engagement and increase in report card indicators in the area of mental math over the course of the year. Tracey Johnson and Jennifer Iverach– Brereton, our divisional math consultants, also spent a half day with our teachers reviewing the new divisional Sources of Numeracy Data guidelines, math assessment strategies and of course, exploring additional math games and strategies to target the improvement of our students’ mental math skills. Mathology and Math Up continue to be excellent divisional supports and programs that our students and teachers access to increase their numeracy awareness.
- **Collaborative School Community (*Belonging*)** - In our first full year of post pandemic restrictions, it was our goal to make Laidlaw school feel like a community again and build back the spirit of family and belonging from our youngest to our oldest students. Through many of our activities and intentional planning, the students and staff have made this a reality. We had each of our middle years classes connected to an early years class as their “Buddy Class”. Homeroom teachers scheduled at least one period per six day cycle that they would be connecting with their buddy class. During these scheduled periods, students were engaged in many activities that supported our school plan. We had classes doing outdoor learning experiences together, math games, STEM building challenges, reading partners, art activities and so much more. The hallways were filled with older students giving their buddies ‘high-fives’ and hugs. During school assemblies, students were respectful and supportive of each other as they presented in front of their peers. We observed our older students grow as leaders, role models and teachers while our younger students were able to see their school community as a safe and caring place to be!

Progress Toward the Three Expectations for Student Learning 2022/23:

The Circle of Courage continues to be the framework that holds significant meaning for Laidlaw School. It represents the inclusive and supportive environment where every student feels a strong community spirit, can explore their interests and talents, develop their independence, and take responsibility for their learning and personal growth. By embracing the Circle of Courage, Laidlaw School strives to create a nurturing atmosphere, fostering resilience, character and a lifelong love for learning.

All students in Pembina Trails will be personally and intellectually engaged in their learning in school.

- Laidlaw's school population has increased significantly this year. We welcomed over 56 new registrations over the course of the year arriving from all parts of the world. Ensuring that all of our new students and current enrollment felt engaged in their learning and part of our school community, we celebrated several international holidays schoolwide. We invited our families in for a Ukrainian Christmas Eve luncheon prepared by our own staff! We honoured the Lunar New year celebration in our learning commons by recognizing cultural traditions. On June 21st, we held a schoolwide National Indigenous Peoples Day event organized by Indigenous family members along with our staff that included a tipi raising, grand ceremony, drummers, an elder sharing her language, smudging teachings done by students and so many other beautiful cultural traditions.
- The learning at Laidlaw goes beyond our classroom walls. Our dynamic athletics program offered badminton, volleyball, basketball, flag football, and track and field along with our R1 hockey skills program to enrich our students school experience. Those students with more creative interests were engaged through our winter concert, our Art and Band shows and the numerous field trips and STEM explorations throughout the year.
- Our students' social-emotional needs were met through various programs as well. Our early years classes learned about their feelings through the *Kimojis* program. One of our gr.3/4 classes was able to participate in Roots of Empathy this year and connected with baby, Phoebe, learning about her growth and development.

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.

- **Literacy:** With the addition of many new students to Laidlaw with English as an Additional Language (EAL), our school data reflects this added variable in the reading and writing indicators for the school year. Through our school plan priorities and the rigors of provincial curricular outcomes in English Language Arts, our teachers are actively supporting the acquisition of a new language for our EAL students while ensuring all Laidlaw students continue to reach their goals in achieving a 3 or above in their reading comprehension and writing scores.

Reading Comprehension: In term 1, 73% of our student population were achieving 3 or above and in term 3, this increased to 75%.

Writing: In term 1, 65% of our student population were achieving 3 or above and in term 3, this increased to 70%.

- **Numeracy:** With mental math as a priority in our school plan and problem solving as a focus for the last few years, Laidlaw students continue to make noted improvement in their mental math and problem solving report card indicators.

Mental Math and Estimation: In term 1, 79% of our student population were achieving 3 or above and in term 3, this increased to 83%.

Problem Solving: In term 1, 62% of our student population were achieving 3 or above and in term 3, and in term 3, this increased to 74%.