

Whyte Ridge School

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Administrator Report for March 2025 PAC Meeting - Mike Weekes and Cyndi Tibbs

Celebrations

In February Mrs. Tibbs and Mr. Weekes were able to read to all classes for "I Love to Read Month". **We want to thank all of the guests who came to read to our students** and a special thank you goes to Ms. Munro and the teachers who arranged special moments for their students.

We are also grateful for all staff that initiate leadership in our community, with the many different activities that were organized and facilitated (dress up days, field trips, school wide assemblies, in addition to all our clubs and extra curricular activities). Thank you to Mrs. Kreitz and our library staff for organizing and supporting Festival Days. This involved dress up days, snow shoeing, bracelet making and lessons about fur trade history, music, and the importance of French and Indigenous Languages.

This week at the Winnipeg Music Festival, Mrs. Gouriluk's grade 4 choir received a silver medal at the Winnipeg Music Festival, tomorrow her grade 3s will be participating.

Thanks to PAC for staff appreciation in February. Everything was greatly appreciated.

Special thanks go to our physical education staff for organizing, training and participating with many of our grade 4 students at this past week's Manitoba Athletics Early Years Track Meet. We are so proud of the following accomplishments (there were dozens of schools who participated):

Boys placed 8th overall:

- 4th and 7th in the 4x200 relay
- 6th and 10th in the relay shuttle
- 15th in the standing long jump
- 20th in the shot put

Girls placed 2nd overall:

- 1st and 15th in the 4x200 relay
- 2nd and 15th in the shuttle relay
- 2nd and 17th in the standing long jump
- 8th, 9th and 10th in the shot put

Office Update

- We currently sit at 616 students and we are looking forward to our staffing meeting on March 17th, when we will get an idea of how many classrooms we will have next year.
- We will once again be closed to schools of choice students for 2025/2026.
- We are currently having internal discussions with our teachers and in our office about how to best communicate with families (when, using what platform, and how).
- In the meantime we will continue to communicate about special events, important dates and reminders as best as we can.
- Our office staff will be following up before spring break, in order to get a hold of families that:
 - Have not paid school fees.
 - Have not paid lunch fees.
 - Have not returned their verification forms, confirming registration for next year.



Initiatives and Staff professional Development

- All of our grade level teams have started attending divisional UFLI Professional Development sessions, with a focus on adding yet another tool to their literacy toolboxes.
- Our student services team just finished their classroom profile meetings (we have a few more this • week) where the focus was supporting structured literacy in the classroom.
- Parents who have questions about their child's literacy program are encouraged to contact their ٠ child's teacher. In our March community report, we sent out a graphic outlining divisional initiatives.
- We have a whole school professional development day coming up on April 11th that will focus on Indigenous Education. This is the second day of the provincially mandated Treaty Training that all of our teachers participate in. We will be spending this day with the teachers from HGI.
- We have met with one architectural landscape architecture (with one more to go) and so far, with the ideas presented, the school is looking at approximately \$25,000. After the second quote admin will meet with PAC to discuss ideas and funding.
- We have formed a Run and the Ridge Committee to start planning this community event for May ٠ of 2026.

Staffing update

- Mrs. Iwan (1KD) returns April 14th.
- Once we receive our staffing information in March, we will communicate with our community changes as they develop. We are hoping again for 6 kindergarten classrooms, however we are concerned about the lack of space at WR (in order to maintain regulated spaces for students).

Report Cards and Tri Conference Update

- The Edsby scheduling system seems to be a success for families, today a reminder about • tomorrow's parent teacher tri conferences conferences was sent.
- Term 2 report cards are available online on March 21st. Emails will be coming out as and 21st, as reminders.

Our literacy and school goals – that align with the Pembina Trails School Division

School Plan A Comprehensive Approach to Literacy Instruction Visionary - hopeful A comprehensive approach to literacy instruction includes, but is not limited to Purposeful - clear and doable Inclusive - student centred should be responsive to student needs and assessment data. Aligned - division aligned Practical - patient but impactful **Oral Communication** Phonics, Phonological Responsive - what we know and see Teachers plan ample opportunities for Awareness and Word Study classroom conversation. Students use language as a tool for learning by Teachers follow a scope and sequence to guide instruction. Students learn Two Areas of Focus listening and speaking. how letters, sounds and words work. Literacy - Robust/all encompassing Read Aloud and Literature Discussion Performance Reading Teachers pair learning goals Showing growth in targeted areas and meaningful text choices while modelling fluent and Collaboration to foster resiliency phrased reading. Students Literacy Instruction participate in active Structures (teams, timetables) and conversations as they think Classroom instruction Programming about the text, beyond the text and look within the text. Teacher toolkits Student services/supports Writing About Reading Teachers use mentor texts to demonstrate specific literary skills Engagement through a lens of equity, Students learn to identify and apply text characteristics, conventions and inclusion and anti-racism craft to their own writing. EAL, newcomer, CFS, ISST Independent Reading and Writing Cultural proficiency Teachers provide multiple pathways for Teachers scaffold learning to foster Community and citizenship independence. Students read a variety of genres for enjoyment and for learning. Indigenous student supports tudents compose and write for varying Common understandings purposes and audiences.



the components listed below. The frequency and intensity of each component

Shared and

Teachers model fluent. phrased and expressive reading. Students develop fluency, explore voice and participate in reading a variety of text formats

Guided Reading and Guided Writing

Teachers create small groups for explicit literacy skill instruction Students consolidate learning with guided practice and direct connections between reading and writing

Multi-modal Communication

learning and communication options. Students make creative design and presentation choices based on audience and purpose. Students learn to think critically about information and sources

Accomplish Anything