



Oakenwald School

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Mission Statement

Learning for Life in a safe and caring place

Principal
Michael Moreau



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:

This year, staff identified and focussed on two key priority areas:

- **Literacy:** In this domain, our focus was a North Star Goal that all students will achieve 3 or 4 on their report cards in Reading and in Writing by the end of grade 5.
- **Reconciliation:** In this domain, our focus was on the North Star Goal of all students being able to answer the questions "Why is Reconciliation important?" and "What can you do to promote Reconciliation?"

Progress Toward School Plan Priorities:

In Literacy,

- Teachers implemented a Response To Intervention (RTI) strategy designed to ensure quality tiered instruction: universal teaching, targeted intervention, and intensive interventions. Using Strong Beginning assessment data and the classroom profile process, teachers and the student support team identified and targeted interventions, with particular focus on early intervention and English as an Additional Language needs.
- Staff professional development focussed on developing a shared understanding of the writing continuum from K to 5, with a staff-initiated Professional development day in January focussed on what good to excellent writing samples would look like in each grade level.
- Teachers learned about and implemented UFLI (University of Florida Literacy Institute) lessons and interventions to improve early literacy through all grade levels by focussing on foundational literacy skills.
- Universal Screening in literacy in K-2 was used to help identify students needing additional supports, enhancing the prior Strong Beginnings framework.

In Reconciliation,

- Oakenwald School engaged in multiple learning opportunities: Orange Shirt Day, Festival du Vo-

yageur, and celebrations of National Indigenous Peoples Day.

- We moved forward in relationship with Indigenous communities—Métis musician and teacher Lucille Fournier helped share teachings and songs during our celebrations of Festival du Voyageur; Cree entertainer and respected Elder Winston Wuttunee joined us for teachings in the fall and for National Indigenous Peoples Day; former MP, professor of Indigenous Education, army captain and chaplain, Robert Falcon-Ouellette joined us to build a tipi with our grade 5 students and share teachings in the tipi with all students as part of our celebration of Indigenous Peoples Day; and Indigenous Student Success Teacher Sylvia Wastesicoot shared her music and teachings with us for Orange Shirt Day and led our teacher professional development in April focused on Treaty Education and Mamahtawisiwin: The Wonder We Are Born With, the Manitoba Provincial Indigenous Education Policy Framework.
- Staff learned about and reflected on our practices with regards to the four central strategies found in Mamahtawisiwin—Authentic Involvement; Inclusive and Culturally Safe Learning Environments; Putting Students at the Centre; and, Understanding world views, values, identities, traditions and contemporary lifestyles.
- All staff participated in Treaty Education, as part of the Manitoba government mandated training to ensure all Manitobans understand the treaties and their significance within the province.
- All grade 1-5 students attended Spirit Horse at the Concert Hall
- A student-led team partnered with Mama Bear to provide much-needed supplies, building a new community connection that we hope will grow in years to come.
- Many classes attended field trips to the Canadian Museum for Human rights; Grade 3 students went on a field trip to the Festival du Voyageur.
- All classroom libraries expanded their Indigenous books sections.

Progress Toward the Three Expectations for Student Learning 2024/2025

Broadly, within our targeted domain of Literacy, report card data and reading levels show encouraging signs in working towards the first Divisional expectation that “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.” In particular:

- Early years (K-2) literacy data at year-end shows 75% of students reading at- (27%) or above- (48%) grade level. All remaining students (25%) are receiving targeted intervention, mostly for additional EAL supports, or are on Individualized Education Plans. This is in keeping with our school plan in literacy, which envisioned an RTI strategy, early universal literacy assessment, and teaching foundational skills in the early years as strategies to achieve these results.
- In report card data, we see an increase in students scoring 3 or 4 on the report card in writing. In particular, while 23% of students scored a 4 in Term 1 in Writing, 31% achieved a 4 in Term 3.
- Long term, grade 5 reading levels shows a correlation between earlier enrollment at Oakenwald and reading levels. 85% of Grade 5 students who registered at Oakenwald since early years (K-3) were at- or above-level in reading levels when leaving Oakenwald for General Byng.

In terms of the first Divisional goal, that “all student in Pembina Trails will be personally and intellectually engaged in their learning”, report card data shows that 86.7% consistently or usually Actively Participate in Learning, and 92.9% consistently or usually demonstrating Personal Management Skills (Divisional data shows 53.6% consistently demonstrating Personal Management Skills, whereas Oakenwald students achieve this 69.8% of the time.)