



École secondaire Oak Park High School

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École secondaire Oak Park High School provides a safe, inclusive, and engaging learning environment which nurtures exceptional character, and inspires excellence in academics, the arts, and athletics.

L'École secondaire Oak Park High School se consacre à fournir un environnement d'apprentissage sécuritaire, inclusif, et engageant qui favorise un caractère moral exceptionnel et de l'excellence dans l'académique, les arts, et l'athlétisme.

Principal
MICHELLE
LAWRENCE

Vice-principals
SHARON LABOSSIERE
TRACEY GROENING



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.

2019/2020 School Plan Priorities:

- Literacy Learning for All Students
- Increased Engagement/Attendance for All Students

Progress Toward School Plan Priorities:

- 93% of our students are reading at or above grade level. Our student support services team has identified every student reading below grade level and delivered a targeted intervention appropriate for that student.
- A very effective and active Peer Tutoring program exists in order to support students in various subject areas in both English and French. This program has grown this year to include more than 30 tutors, over 50 tutees receiving regular 1:1 tutoring and many more took advantage of the 4 days/week drop in sessions.
- English as Additional Language learners received targeted interventions to increase their English literacy skills and a second new LAL course was offered.
- Received an INS grant which allowed us to team with the N.E.E.D.S. Centre to support our newcomer students in their academics as well as providing a group opportunity to support students (including incoming feeder school students) around social/emotional growth.
- Grade 9 Orientation Day workshops: "Medicine Wheel—Indigenous Games", "Social Media", "Health Canada Vaping Maze", "Climate Action", "Fake News—Media Literacy", "Social Justice—The Importance of Kindness", "Time Management" and "Building Community".
- We continue to be creative in finding opportunities for students to engage them in their education and toward the goal of graduation. We have students attaining credits through InformNet, ISO, PTEC, MITT, Credit for Employment and Community Service.
- PEPIAA (Program for Elite Performing Athletes and Artists) registration continues to increase. PEPIAA facilitates flexible high school programming to allow elite performing artists and athletes to pursue opportunities outside of school.



- We continued to work with a committee structure (Literacy, Community Outreach, Power of Positivity, School Climate, Awards/Graduation, Cultural Engagement, School PD and Plan, French Language) to set priorities and plan and implement professional development.
- Staff professional development focused on literacy, inclusion, trauma informed classrooms and technology (Edsby, LOFT and other online teaching platforms).
- Students and staff continue to move towards a fully inclusive school community. Our students with special needs were engaged in all areas of our school community. Our “Buddies” program connects our community of schools. Our students visit feeder schools to support literacy and develop relationships with younger students.
- Continued a solid relationship with Elder Winston and made new relationships with Elders Pahan and Wabdi. They worked with our students and staff to increase Indigenous knowledge and community.
- One Celebration of Excellence assembly celebrated and recognized accomplishments in the academics, arts and athletics. Fall PEP Rally to wish The Winnipeg Blue Bombers good luck in the Grey Cup was worth it!
- 98% of our 2020 graduates report (prior to shutdown) they have experienced either an extremely satisfying or satisfying OP high school experience.



Progress Toward the Three Expectations for Student Learning 2019/2020:

- We continue to focus intensive energy on students who struggle with their learning in class as well as Learning From Home. Elements of in-class programming, co-curricular work and student support activities that are aimed at assisting students in their quest to graduate include but are not limited to: career development classes, seminars, apprenticeship opportunities, work experience and work for credit, student centre opportunities, counselling services, extra teacher support, intensive case management approach for some students as well as a wide range of extra-curricular activities that help to keep students engaged in school.
- Realigned the student council to better represent student initiatives—i.e. Climate Change, Mental Wellness, Sources of Strength, Communications



As a result of COVID 19:

- Teachers made incredible strides in their familiarity and use of technology through Learning from Home. All teachers are successfully using Edsby as their platform as well as using video technology in conjunction with other technologies such as document cameras to demonstrate complex lessons to students. Additionally, they have become quite proficient in facilitating classes through TEAMS.
- Teachers and support staff created and delivered packages to students who were not able to engage in learning through technology.
- Students who were struggling with mental health concerns or social/emotional issues continued to be supported by our School Counsellors, Resource Teachers and Clinicians throughout the Learning from Home phase.
- Peer tutoring program continued and flourished using the TEAMS platform.
- EAL learners received home technology supports through the INS grant.