



Pembina Trails Collegiate

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Mission Statement

Creating Innovative Pathways



Principal
Jacqui Kroeker

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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.

2023/2024 School Plan Priorities:

- To open the newest high school in English Programming in 50 years on time – September 5, 2023
- Create an inclusive education model that infuses the six global competencies for students to succeed (collaboration, communication, critical thinking, creativity, connection to self and citizenship)
- Adopt the circle of courage as a school wide approach to infuse a two-eyed seeing approach to educating the whole child.
- Model an interdisciplinary framework to allow for the deep learning philosophy to be integrated into learning relationships, shifting voice, control and interactions.

Progress Toward School Plan Priorities:

- PTC was opened on time and has been a resounding success. All teachers opted to stay at PTC to keep teaching and learning using the new model we have instilled. A positive culture has been established where both staff and students feel they belong and are safe.
- The six global competencies have been infused into all we do at PTC from the celebration of learnings with families, culturama, diversity, equity and inclusion youth panel, celebration of learning showcase which included an ambassador awards ceremony and all programming including all grades 9-11 starting their day with Ambassador Think Time (ATT). This is a time that students will gain a career development credit spanning the three years and we infuse our school model to better prepare students for life after high school.
- An interdisciplinary learning framework has resulted in 95% of grade 9's, 92% of grade 10 students and 93% of grade 11 students achieving all of their credits by the end of the year. This is a celebration in our first year of launching our new school model which supports and cultivates a holistic educational environment that prioritizes the circle of courage, integrates the six global competencies, promotes interdisciplinary learning, embraces the teachings of Deep Learning by Michael Fullan and ensures a sense of belonging and safety for all students.

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

- *Students in PTC will be personally and intellectually engaged in their learning at school:*
 - Based on the term 3 English and Math report card data using the consistently/usually markers for reporting, 89% of PTC students were active participants in their learning, 89% of students were personally responsible for their own learning and the most prominent success was 97% of students were socially responsible. For a new high school coming together in its first year, this is a very positive sign that we are building a cohesive community that centers belonging, safety and an engaging environment for all learners.
- *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:*
 - At the end of term 3 the average mark across grades 9-11 was 82.1% in English and 80.9% in Math. This is a strong achievement and with all year math consisting of two math credits for grade 9 students this provides a strong foundation to spring board into grade 10-12 math. Having an all-year interdisciplinary approach in ELA/Social Sciences/Sciences we feel that this will be even stronger next year.
- *All students in Pembina Trails will graduate from high school:*
 - As we are a grade 9-11 school this year we look forward to seeing our first graduating class succeed in their grade 12 year. We believe this graduating class will be a well rounded group moving into life after high school. 95% of students in grade 11 this year achieved consistently/usually in active participation in learning, 94% in personal management skills and 98% in social responsibility.

PTC's School Model Descriptors:



Circle of Courage:

Belonging: We develop initiatives and programs that foster a welcoming and inclusive school culture. We facilitate professional development for staff on relationship-building and cultural responsiveness. Create programs that address and prevent bullying, harassment, and discrimination. Establish a strong support system for students, including counseling services and peer support.

Mastery: We implement mentorship programs that connect students with teachers, staff and community members. We monitor student progress and celebrate achievements to motivate continuous learning, such as the celebration of learning showcase.

Independence: We encourage student-led projects and leadership opportunities within the school. All of our events are student led. We have established a student advisory council, student leadership council and a dreamcatchers club along with various committees to give students a voice in school decision-making.

Generosity: We promote community service and volunteer opportunities for students. Create recognition programs for students who demonstrate acts of kindness and service. We have our ambassador awards which celebrates this and much more.

Six Global Competencies:

Connection to Self: We model and reinforce ethical behavior and integrity. Integrate character education into the curriculum and extracurricular activities.

Citizenship: We encourage active participation in local and global community projects. Teach students about their roles and responsibilities as global citizens.

Communication: We enhance communication skills through varied mediums and platforms. Literacy in all aspects of our communication and foster an environment where open and respectful dialogue is encouraged.

Critical Thinking: We implement deep learning to develop critical thinking skills. Provide opportunities for students to engage in real-world problem-solving scenarios.

Collaboration: We promote teamwork and collaborative learning experiences. Encourage interdisciplinary projects that require students to work together across subject areas.

Creativity: We support innovative teaching methods and creative problem-solving. Provide resources and spaces for students to explore and express their creativity.

Interdisciplinary Learning: We foster a curriculum that bridges multiple disciplines to create meaningful learning experiences. Encourage teachers to collaborate on interdisciplinary projects that highlight connections between subjects. Utilize real-world problems and scenarios to teach students how to integrate knowledge from various fields.

Deep Learning (Michael Fullan):

Pedagogical Practices: We embrace Fullan's six elements of Deep Learning: character education, citizenship, collaboration, communication, creativity, and critical thinking. This promotes learning experiences that are engaging, relevant, and connected to real-world challenges.

Learning Partnerships: We build strong partnerships between students, teachers, and the community to enhance the learning experience and encourage students to take ownership of their learning through self-directed and collaborative projects.

Learning Environments: We design flexible learning spaces that support innovative teaching and learning practices, utilizing technology to create interactive and personalized learning experiences.

Leveraging Digital: We integrate digital tools and resources to enhance learning and facilitate deeper understanding. We provide professional development for teachers on effective use of technology in the classroom.

Sustained Improvement: We foster a culture of continuous improvement through regular reflection, feedback, and professional growth. We utilize data and evidence to inform instructional practices and school-wide initiatives.

