



Royal School

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Mission Statement

Our school family provides a welcoming, student-centred environment where everyone thrives.

Principal
Tanis Thiessen



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:

- Numeracy - By June 2024, students will have achieved grade level expectations or student specific outcomes in the area of mental math strategies and problem solving.
- Literacy - By June 2024, students will have achieved grade level expectations or student specific outcomes in reading and writing.
- Safe and Caring School - By June 2024, students and staff will recognize, value and support a safe, healthy, caring and inclusive school community.

Progress Toward School Plan Priorities:

- **Numeracy:** Teachers participated in professional development on mental mathematics and math facts strategies, as well as PD on the use of the Mathology online mathematics program for early years. Two teachers participated in professional development on the divisional pilot Mathematics Running Records program to track student mental mathematics, facts, and strategies. Exploration of the Thinking Classrooms mathematical problem-solving approach occurred, with a goal to explore this more in the next school year. 90% of students achieved grade level expectations or student specific outcomes in the area of mental math strategies and problem solving.
- **Literacy:** A daily literacy block in the timetable, plus the use of Leveled Literacy Intervention lessons and the Guided Reading approach, was part of our literacy focus this year. Early years classes continued with Home Reading Programs, and using the writing program Handwriting Without Tears. Journal writing and invitational writing were regular components of ELA classes. *TumbleBooks*, *Reading A-Z* and *RazKids* complemented Guided Reading programming. In older grades, Words Their Way vocabulary program was used to support writing. Fountas and Pinnell instructional reading levels continued to be tracked each term, with 85% of students achieving grade level expectations. Four teachers explored using the UFLI literacy assessment program in grades 1-2. Our I Love To Read month activities helped celebrate all forms of literacy and reading.

- **Safe and Caring School:** Classroom respect agreements were developed in September. Our school-wide Respect Agreement continued to be used throughout the year, emphasized in whole-school assemblies and on the playground. Staff participated in professional development sessions on the Zones of Regulation, and Mental Health and Wellness, to ensure a schoolwide consistent approach on creating and maintaining a safe, healthy, caring and inclusive school community. Our grade 3 class participated in the Roots of Empathy program, meeting multiple times with a mother and baby throughout the year to learn how babies grow and learn and to apply that knowledge towards empathy and understanding classmates. The School Support Team continued to provide tools to teachers and students to help support self-regulation strategies. In the fall, student leaders became pro-active Recess Buddies, initiating games with cross-grade student groupings, and helping to solve small problems using Kelso's Choice strategies. All classes participated in the recycling and composting program which was organized by student leaders. More outdoor time was encourage across grades, with the introduction of our new Polar Bear Recess Club in winter.

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

- **Engagement:** Much of our engagement at the all-school level came from regular school assemblies, a week of learning with Elder Half-Moon Woman about birch bark biting in September, our Terry Fox Run in October, our November Blue-and-Gold day (to support the Blue Bombers Grey Cup bid), our December class elf visits with gifts to all classes, our January and February school Spirit Fridays, our Book Fair in February, our visit from Indigenous dancer Kimble Chartrand in PE classes at the end of January, starting our first Polar Bear Recess Club in March, our spring outdoor concert, our grade 5 Farewell all-school cheer parade, and our June Royal Field Day. Classes helped plan and lead some of the assemblies, including our year's theme of the Seven Teachings and Turtle Island Stories. The student leadership club, recycling and composting clubs, the lunch-time crafting club, extracurricular opportunities in challenge math, problem solving, volleyball for older grades, music club, and Orff recorder club, all provided other opportunities for students to feel connected and engaged at school beyond classroom connections and, in turn, more engaged in their learning. Our homerooms took all sorts of field trips this year, to places like the Manitoba Museum, the Human Rights Museum, Assiniboine Zoo, the Children's Museum, the Royal Canadian Mint, Fort Whyte Alive, the Symphony, and the Art Gallery. Guest speakers visited different individual classes to share knowledge about flight (Boeing), bees (Prairie Sweetheart Honey), teeth (Mynt Dental), indigenous plants (the Living Prairie Museum), rocks and minerals (the Geological Society), family members as guest readers, and more.
- **Literacy and Numeracy:** We had scheduled literacy blocks daily, allowing for ongoing focused literacy support and Guided Reading time. Some classes participated in reading buddies, pairing older and younger students with reading as the focus. We continued to learn more about how to incorporate the Mathology math program to promote further mathematical understanding in the Early Years, and had professional development on how to use the Book Creator app with students to promote . Some of our early years teachers participated in professional development on how to use the UFLI assessment and support tool, as well as piloting a new divisional literacy Universal Screener assessment tool.
- **Graduation:** We believe that our literacy, numeracy, and engagement data contribute significantly to ensuring that all students graduate from high school. We continue to use early literacy and numeracy interventions such as Guided Reading, Leveled Literacy Intervention, and Mathology numeracy tools. We continue to use the programs Kelso's Choice and Kids in the Know, as well as restitution approaches, and spending more time outdoors for mental health and movement.