



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.

2024/2025 School Plan Priorities:

- **Safe, Caring, Inclusive** — Classrooms will continue to focus on ongoing use of Kelso's Choices, Kids In The Know, Zones of Regulation, and Respect Agreements to support safe, caring and inclusive classrooms.
- **Land-Based Learning** – All grades will increase opportunities for outdoor learning to support mental health and academic growth, including joining in the divisional "aski mamawihitowin" land-based learning pilot project and utilizing local resources and programming such as CPAWS and Fort Whyte Alive.
- **Literacy and Numeracy** – Supporting student growth in reading and mathematics outcomes using assessment and tracking tools including the divisional early years literacy screener, UFLI literacy supports in grades 1-4, baseline and follow-up assessments using the Wide Range Achievement Test, as well as adaptations and differentiation in classrooms.

Progress Toward School Plan Priorities:

- **Safe, Caring, and Inclusive:** We continued to build on our foundational practices of classroom and school respect agreements, using the **Zones of Regulation** tool and **Kelso's Choices** program to help solve small problems. We used **Kids In The Know** programming to address concepts such as arguments versus bullying as well as online safety issues. We continued to build students' toolkits of co-regulation tools, and used **Restitution** to bring those who made mistakes back into the school community. Grade 3 once again built their understanding of empathy through the **Roots of Empathy** program by learning how a baby grows and develops. Over a dozen **extracurricular opportunities** were offered by school staff including sports opportunities, composting and recycling, leadership, music, arts and crafts, space science, and more.
- **Land-Based Learning:** We were excited to join the divisional **land-based learning** initiative called "aski mamawihitowin", and embedded that within many grades' outdoor learning opportunities. We invited Fort Whyte Alive and the Canadian Parks And Wilderness Society to lead lessons outdoors both on and off site, and included the Polar Bear Club for extra outdoor time during the winter months. Students had academics lessons outdoors more often this year, as well as opportunities to learn about local flora and fauna through the guest speakers' involvements. We learned from CPAWS that outdoor time helps decrease anxiety, low-

ers blood pressure, and helps everyone be ready to learn. We learned that our schoolyard is host to dozens of indigenous plants and how our schoolyard and surroundings are home to butterflies, deer, rabbits, raccoons, squirrels, birds, and more.

- **Literacy and Numeracy:** Six of our homeroom teachers participated in a joint professional development group to learn more about the UFLI literacy program and how it supports literacy learning in grades 1 through 3/4. Teachers in those grades used the UFLI assessments and lessons to support literacy learning and growth. We used the divisional early years literacy screener in K-2 to support baseline assessments as well, and the Wide Range Achievement Test (WRAT) for baseline literacy and mathematics assessments in grades 3-5. We used the WRAT to assess students in May as well, to compare data from the beginning of the year and to determine progress in both literacy and mathematics. We continue to have Guided Reading as well as Corrective Reading as our foundational approaches to supporting student improvement in literacy.

Progress Toward the Three Expectations for Student Learning 2024/2025:

- **Engagement:** Our “safe, caring, and inclusive” and our “land based learning” school goals mesh with the divisional goal of having all students engaged in their learning. We continue to provide other connection events and opportunities throughout the year to build on student community connections and engagement, including our September Terry Fox Run/Walk, our monthly all-school assemblies, our Spirit Fridays with different themes during the long winter months, our all-community annual concert, our outdoor Royal Day with activities and snacks, and our Canada Day Walk at the end of the year. We are grateful for provincial and federal funding for our nutrition programming, which has provided snacks and lunches to students hundreds of times throughout the school year.
- **Literacy and Numeracy:** Our literacy and numeracy focused school goal meshes with the divisional goal of having all students be at or above grade level (or meet their specific student plan goals) by the end of grade 8. Our use of the divisionally supported Fountas and Pinnell literacy assessments layer in with our school based UFLI and WRAT assessments to help us track ongoing progress of students. This year’s school data shows that over 92% of students met their literacy grade level or Individual Plan goals, and 87% of students met their numeracy grade level or Individual Plan goals.
- **Graduation:** As a Kindergarten through Grade 5 school, we believe that Engagement, Literacy, Numeracy, and Land-Based Learning are foundational towards keeping students on track towards graduation in grade 12. We continue to build on our vision of being a Safe, Caring, and Inclusive school for all by beginning with Relationships through connection and intentional community building, then Regulation through ongoing land-based learning initiatives and important specialist courses such as Physical Education and Music, and then Academics course-work through our varied baseline and ongoing assessments, programming, adaptations, and differentiations to support student success.