



## 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.

### 2025/2026 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 continuing in the divisional "aski mamawihitowin" land-based learning 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 in K-2, UFLI literacy supports in grades 1-4, baseline and follow-up assessments using the Wide Range Achievement Test in grades 3-5, as well as adaptations and differentiation in classrooms.

### Progress Toward School Plan Priorities:

- **Safe, Caring, and Inclusive:** We continued to use the **Zones of Regulation** and **Kelso's Choices** programs 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, space science, STEM projects, and more.
- **Land-Based Learning:** We continued our work with the divisional **land-based learning** initiative called "aski mamawihitowin", and embedded that within many grades' outdoor learning opportunities. Fort Whyte Alive and the Canadian Parks And Wilderness Society led student lessons outdoors both on and off site. The Polar Bear Club was back for another year of extra outdoor time during the coldest winter days. Students had academics and co-regulation lessons outdoors again this year, as well as more opportunities for PE outside. Research shows that outdoor time helps decrease anxiety, lowers blood pressure, and helps

everyone be ready to learn. With Mr. Bridge holding many PE classes outdoors with unstructured play time, this allowed our students to continue to learn problem solving skills and risky play skills, all while using the outside environment to help with co-regulation for the remainder of the school day.

- **Literacy and Numeracy:** Teachers in grades 1 through 4/5 used the UFLI assessments and lessons to support literacy learning and growth this year. 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. In May, teachers in grades 1 through 4 participated in divisional training to use the DIBELS baseline test as an added literacy assessment for 2026-27 school year.

### **Progress Toward the Three Expectations for Student Learning 2025/2026:**

- **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 outdoor spring 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 literacy progress of students. We used the WRAT assessments in grades 3-5 to track progress for both literacy and numeracy, for targeted interventions as well as ongoing monitoring.
- **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.