



ÉCOLE ST. AVILA

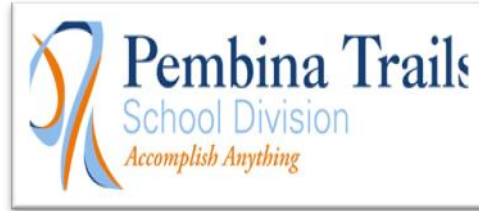
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Mission Statement

A French Immersion Centre:
Preparing Our Students for the
World of the 21st Century

Principal
Mme J. Rothwell

Vice-principal
Mme L. Marriott



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:

Literacy:

- A rich connection between reading, writing and oral language will be developed through our on-going work in both languages – in all grades and classrooms.

Numeracy:

- By June 2025, 100% of students will show improvement in automaticity and recall of basic math facts 'en français.
- There will be an increase in the common belief that: we know that all students can succeed

Culture and Belonging:

- Students and staff will continue to develop their knowledge of Truth and Reconciliation and increase the integration of Indigenous perspectives in the classroom and beyond the classroom.
- Regular movement and experiences that create opportunities to regulate – being outdoors as a priority for regulation

Progress Toward School Plan Priorities:

• Literacy:

- ⇒ Our literacy committee reviewed data, shared information and led discussions with staff during PLCs grade group meetings
- ⇒ The science of reading, and specifically, the research-based approach of 'Shifting the Balance', Burkens & Yates, 2021 as well as the UFLI program is being actively applied by our Grade 1 and Grade 2 team of teachers
- ⇒ Literacy committee provided resources, materials, and support to teachers in developing rich literacy routines, including professional discussions and development regarding 'le cheminement langagier' and 'Shifting the Balance' – to support a balanced literacy program.

- ⇒ Teachers from all grade 1&2 team were represented in utilizing funds from the Joint PD Fund to work, learn, collaborate and implement 'Shifting the Balance' and the development of a balanced literacy program for all grade levels.
- ⇒ According to the data collected and analyzed through report cards and triangulated data (observations, conversations and student evidence) during literacy routines as well as the use of continuums, it is determined that this will be an on-going literacy goal next school year.

- **Numeracy:**

- ⇒ Communication in the oral French and math language was the focus to develop quick recall facts.
- ⇒ Teachers examined the curricular document for grade level outcomes and utilized this collection of data for each grade level to plan for next steps in teaching based on student work.
- ⇒ The Numeracy Committee shared information and discussed oral language development and assessment with colleagues during regularly scheduled PLC meetings and staff meetings.

- **Culture and Belonging:**

- ⇒ This committee developed school-wide events to celebrate diversity, promote and learn more about Indigenous culture, and to enhance our students' sense of belonging and well-being. Activities such as Orange Shirt Day, Festival du Voyageur Week, Pink Shirt Day, National Indigenous Peoples Day, Pride Celebration, Black History Month contributed to our students' understanding of Indigenous perspectives and inclusion.
- ⇒ Knowledge Keeper Lucy Duchame and Zhaawashko shared teaching about water and fire with the entire school this year to share and continue our work with plants and medicines. Lucy shared knowledge as a water walker at the park with all students in September. Zhaawashko, as a fire keeper shared stories to connect our learning about plants and medicines to teachings about smudging.
- ⇒ Our library learning commons has Indigenous perspective at the forefront of teaching. We have concentrated on the "Truth" while working on Turtle Island Projects. All of our classrooms wrote their own land acknowledgements this year.
- ⇒ Staff demonstrated more understanding of Indigenous ways of knowing and integrated Indigenous perspectives into their daily teaching. The success of this initiative was evident by noting student engagement and enthusiasm.

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

1. All students in Pembina Trails will be personally and intellectually engaged in their learning at school.

- **Enriching Learning Opportunities:** As a school community, we continue to develop shared beliefs around educating the whole child, to ensure that each student is safe, healthy, happy, engaged, supported, and challenged. We provide a variety of engaging learning opportunities inside and outside of class. École St. Avila is fortunate to have a very supportive Parent Council to assist us.
- Creating a sense of belonging is important at St. Avila! Each Friday, we invite staff and students to show their school spirit by wearing their blue St. Avila t-shirts, provided by SAHASA, our Parent Council. Numerous special events contributed to high student engagement at school, such as: Orange Shirt Day, Remembrance Day, Scholastic Book Fair, Global School Play Day, Festival du Voyageur, Pancake Breakfast, Valentine's Day, I Love to Read, Pink Shirt Day, Family Literacy Night, National Indigenous Peoples Day, Grade 6 Farewell, pizza lunches, Pita Pit lunches, Booster Juice lunches and Spirit Weeks. In the Fall and Spring, students and staff, with the support of our Parent Council, participate in an outdoor clean-up day to rake, weed, plant, trim, clean up, and beautify our playground and gardens.
- Leadership opportunities for our students included: Bus Monitors, School Patrols, Stop, Drop and Go, Grade 5/6 Ambassadors, Koats for Kids," initiatives with Manitoba Harvest, morning announcements, as well as assisting with the milk program, during assemblies, at Festival activities and Welcome to Kindergarten.
- Clubs for Grade 1 – Grade 6 students offered opportunities for belonging: Lego, Coding, Beading, various sports, music composition, choir club, dance club, theatre club,
- Our school grounds and gardens were often used as outdoor classrooms for student learning and enjoyment.
- Teachers have benefitted from professional development opportunities around Numeracy, Mathology, Literacy, Treaty Education, and Anti-Racism education.
- Additional resources for Mathematics, English and French literacy, home reading programs, class libraries, guided reading instruction, Indigenous perspectives, as well as the school library were purchased.

3. All students in Pembina Trails will graduate from high school.

- We have a shared belief that the work we do in elementary school creates a solid foundation of learning, and contributes to the development of a sense of belonging and a love of learning. The early interventions we provide support the long-term success and future endeavors of our students. Our grade 6 transition process with receiving schools provides an opportunity to share individual student achievements and to plan for on-going needs, and helps to ensure a positive and successful transition to the next school.