



Beaumont School

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Mission Statement

**Igniting the spark for
a lifetime of learning**

Principal
Brenda Hanna



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:

How do we provide a robust literacy learning environment for all students?

How do we continue to build a calm, safe and caring school and a sense of belonging?

What does inquiry look like in the new science curriculum in K-5 classrooms?

Progress Toward School Plan Priorities:

How do we provide a robust literacy learning environment for all students?

Beaumont school engaged in deep and meaningful learning this year in the area of literacy and how we best teach and support students in their literacy skills. All teachers responsible for the English Language Arts instruction for their class took part in a professional learning team to dive deep into best practices for building strong literacy skills in our students. Teachers met 4 times through the year for a half day each meeting. They studied UFLI, Adrienne Gear, the divisional Comprehensive Approach to Literacy, The Right to Read, Secret Stories, Regie Routman, Words Their Way.

Beaumont staff was also very fortunate to be able to take part in a Professional Development session with Adrienne Gear a highly respected expert on reading and writing instruction. The session was focused on all facets of literacy and was applicable to all subject areas. New strategies were employed in classrooms and experiences and success stories were shared. Student engagement in lessons was evident and deep thinking was demonstrated!

Staff shared experiences and challenged each other to try new things in the classroom. Students were the beneficiaries of rich literacy instruction in the classroom. Students were provided varied literacy experiences, and their progress reflected this rich instruction. Report card data showed that all grade levels had an increase in the number of students who are reading at grade level from term 1 to term 2. 85% of Beaumont students demonstrate good or very good reading skills. Supports and interventions are in place for those who have basic or limited skills.

Our literacy support teacher provided direct instruction to a large number of students implementing a variety of strategies, specifically UFLI. 10 periods of extra literacy support was also provided in the 2/3 and 3/4 classrooms to provide more op-

opportunities for students. Growth and engagement was evident. As we move forward, more support will be pushed into classes to provide opportunities for more students.

How do we continue to build a calm, safe and caring school and a sense of belonging?

Beaumont school is very intentional in our planning to ensure a strong sense of belonging. Staff works hard to connect with all students and the student services department provides excellent support for those who need extra care. Students are provided the opportunity to take part in extracurricular activities such as clubs and sports as well as lunch hour activities, spirit weeks, volunteer opportunities and school outings. Grade level opportunities have been provided to meet this need given the number of multiage classrooms in the building. Students have appreciated these opportunities and it has helped with their sense of belonging.

Indigenous Education has been a school focus this year. Our focus has been on how to be a Good Treaty member. Our Indigenous teacher champion prepared and presented lessons to help students to understand treaties with examples and experiences. We hosted an assembly for the National Day for Truth and Reconciliation where students shared their stories and enjoyed the opportunity to watch a student from Fort Richmond Collegiate dance for us. We ended with a walk towards reconciliation, which was led by a Beaumont student who drummed us forward. We also had several visits from elder Barb who shared her knowledge and stories with us and Eric who showed us drumming. We were also so fortunate to have them join us at the PAC BBQ for more drumming and stories in the Tipi. It was incredibly special to have the whole community take part in this opportunity. We hope to continue to have them walk alongside us as we continue our journey to reconciliation. Our hope is our journey helps to build the sense of belonging for more students in the school.

This year we had regular sharing circles with the principal and classrooms. Each sharing circle had a theme for learning, discussion and sharing, depending on the need at the time.

Throughout the year we worked intentionally to maintain a sense of calm in the building. We continued our work with Zones of Regulation, created classroom treaties with student commitments, specific responsive plans were created for students, common expectations for hallway behaviours and recess behaviours were shared and revisited. School wide quiet time after lunch was also implemented to help us to regroup ourselves after the fun and play time at recess.

Each term we held a school wide activity day with cross grade groupings. Not only are these days fun, but they add to the sense of community, connection and safety for all students.

As we look ahead, we plan to incorporate the Circle of Courage into our daily practice to ensure that we are meeting the needs of all students and to help us to identify if there are needs that are not being met. We are excited to embark on this learning.

What does inquiry look like in the new science curriculum in K-5 classrooms?

Beaumont school had the opportunity to pilot the upcoming science curriculum for Manitoba. Teachers of science had the opportunity to meet and discuss the direction of the new curriculum and were able to provide feedback to the department on their learning.

Teachers learned about the 5 dimensions of the new curriculum and how it goes beyond scientific knowledge and extends to Indigenous Peoples within the natural world, science identity, practical science and the nature of science. We held a week of STEAM (Science, Technology, Engineering, Arts and Math) activities to encourage inquiry and to help students to see the opportunities in science beyond facts. We had a Mad Science presentation, guest speakers, coding robots, art connected to motion and much more. We even made ice cream in a bag with an ice cream treat to top it off! Many students shared that the STEAM activities were a highlight of their year.

Progress Toward the Three Expectations for Student Learning 2024-2025

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

As a school, Beaumont School puts a great emphasis on gathering students and connecting with students. Great efforts are made to ensure students attend regularly, are fed if they need and know that they each have a champion. With these needs met, they are ready to learn and ready to engage in their learning. Teachers provide engaging learning activities and are flexible in what they do, to ensure that everyone feels valued, safe, successful and challenged.

By the end of Grade 8, all students will meet provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.

The Beaumont staff is committed to their professional learning and are continually refining their practice to ensure that they are providing the best instruction possible. Through school wide professional development, professional growth plans and individual learning, instruction in the school is thorough and current. The school team meets regularly with classroom teachers to visit student progress, data and to address concerns. This is when we shift support and focus to areas that require it most to ensure that all students are able to meet their full potential. We have also created several attendance plans to support students who struggle with getting to school. 6 students have attendance plans along with support from our school social worker.

All students will graduate from High School

A strong foundation of literacy and numeracy skills is built at Beaumont School. With this strong foundation it sets students on a path for success. We also know that positive attendance is integral to graduation. Along with attendance plans to support students, building a strong connection to students will help them to want to be at school. Connect first, teach next.

A plan for next year is to implement a Walking School Bus route at Beaumont School. This will provide a safe way for students to get to school, particularly for those families who have factors that make it difficult to get their young children to school.

As we close out the year, we reflect on the positive moments that have occurred throughout the year. Beaumont School has a strong sense of community with much history and connection amongst the members. We as a school appreciate how everyone works together and supports each other in the school and outside of the school. We thank you for your continued support and look forward to our journey together next year.