



## Chancellor School

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### Mission Statement

Dedicated to learning in a safe,  
caring environment.

Principal  
Robin Stacey  
Vice-principal  
Brette Aubert



### 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:

- “What support, tools, strategies, attitudes and mindset do I need to grow and develop as a literacy learner?”
- “What different strategies can I use to solve a math problem?”
- “How can making mistakes help me learn and become a confident mathematician?”
- “How can I learn with and from Indigenous ways of knowing to better understand myself, my community and the land I live on?”
- “How can I contribute to and experience a sense of wellness and belonging within a diverse school community?”

### Progress Toward School Plan Priorities:

Chancellor experienced stabilized enrollment during the 2025-2026 school year. The number of students moving away from our community matched the number of new students joining our school. We settled into our second year as a Kindergarten to Grade 5 school with a commitment to our School Plan Priorities as we teach and nurture young learners.

Developing confident, articulate literacy learners remains at the heart of our instructional practices. Staff engaged in several professional development sessions throughout the school year which had an immediate and direct impact on student learning. We teamed with neighboring schools including Ralph Maybank, École R.H.G. Bonnycastle and Bairdmore as we engaged with literacy mentor, Adrienne Gear. Throughout the school year, teachers reviewed and implemented literacy instruction based on Adrienne’s research and resources to support students in developing reading, writing, communication and critical thinking skills. Teachers from all four schools worked in-person with Adrienne on January 30 as part of this professional learning series.

Chancellor School also welcomed Leigh-Anne Kehler, storyteller, as part of our Artist in the School series. Leigh-Anne worked with each Chancellor classroom to create an original classroom story mural.

Murals were showcased at our Celebration of Literacy & Storytelling on June 3 where students shared their classroom mural and other literacy learning with their families.

As students engaged in numeracy learning throughout the grades, they learned that there can be several ways to solve a mathematical problem. Instructional planning and assessment included whole class, small group and individual learning opportunities to support students in working through mathematical problems. Students developed important numeracy skills and confidence in mathematics. By continuing to focus on strong instruction, meaningful practice, and positive learning experiences, we ensure every student becomes a capable and confident mathematician.

Chancellor students and staff continue to live our commitment to Truth & Reconciliation. We are grateful that Chancellor School is surrounded by a beautiful landscape that allows us to take our learning outside and engage with the land. In April, teachers took part in professional development led by Momen-ta, which focused on land-based learning. Throughout the school year, students have appreciated learning in a setting away from the traditional classroom to gain a deeper understanding of the land as our teacher.

Miigwech to our friends at the Southeast Personal Care Home who generously share their time, knowledge and stories with Chancellor students. Students in Grade 4AB looked forward to their monthly walks to the Care Home to visit and spend time with the residents. This partnership represents strong community connection and is a wonderful example of how each of us learn from one another.

Chancellor School is all about belonging and connection. Thank you to our staff who work to build supportive and nurturing classroom spaces. Every September teachers and students work together to create their agreed upon classroom treaty. These treaties form the foundation for all members and guide how students conduct themselves and treat one another. The treaties are a promise students make to be their best selves and support one another as they learn and grow in this shared space. We are very proud of our students as they live these promises each and every day.

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

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

Students learn in community, not in isolation. The strength of Chancellor School continues to be our diverse learning community. We learn from one another. The unique perspectives and experiences that are shared within a supportive and connected community ensures a space where everyone belongs and feels valued. This is our sacred learning space and we nurture it everyday as we learn and grow together.

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

The education of our youth is important work that most certainly starts with the education and ongoing professional development of our staff. The Chancellor staff is committed to refining and enhancing their practice as they engage in high yield instructional strategies to support all learners. Each student is unique and staff work hard to ensure that learning occurs from a strength-based lens, celebrating student competencies and responding to learning goals through thoughtful instruction and assessment.

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

School attendance and student success are directly linked. One cannot occur with the other. We value parent partnership at Chancellor School. The commitment from families to ensure their child attends school consistently directly impacts student academic and social growth in a positive way. We are grateful to the care and commitment shown by our Walking School Bus Chaperones. Their work en-

tures that over one hundred students have a positive and caring start and end to the school day. Relationships formed on Walking School Bus also transfer into positive relationships during the school day.

As we come to a close of the 2025-2026 school year, we proudly reflect on another successful year of growing and learning as a community.

We believe the partnership between home and school lays the essential foundation to support students in developing a strong sense of identity and confidence. Each June, we ask our Grade 5 students to share a reflective statement as they bid farewell to Chancellor School and move on to new adventures. The words of one of our Grade 5 students speaks to how a school community provides important opportunities for student identity and confidence. "I will miss practically everything about Chancellor School and I know I will still be me at my new school. That won't ever change."

We thank our Chancellor students, families, and staff for their collective work to support student learning and achievement and to help us build a learning community that is strong, kind and caring. We are so proud to be a part of this very special community.