



Ecole Viscount Alexander

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Mission Statement

At Ecole Viscount Alexander, we believe in the formation of engaged, autonomous, responsible and bilingual citizens while encouraging academic excellence within a school culture validating learning in French.

Principal
Glenys MacLeod
Vice-principal
Jean-Baptiste Bitwenge



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.

2023 /24 School Plan Priorities:

- Reconciliation
- Belonging and acceptance
- Engagement
- Students as co-leaders of their learning

Progress Toward School Plan Priorities:

Reconciliation: How might we live our responsibilities to Reconciliation through continued learning with and gratitude for the Land?

Early in the year we noted that students were unsure of the purpose and expectations of the morning Land Acknowledgement. EVA staff and students committed to deepening our knowledge of the history of the Land Acknowledgement and its significance. All classes engaged in learning about the purpose of the Land Acknowledgement and our responsibility to care for and honour the Land. We were fortunate to work with Knowledge Keeper Grace to write our own personal Land Acknowledgements. Students are now sharing these Land Acknowledgements as part of the school wide announcements each morning.

To further this learning, and to extend our words to actions, teachers at each grade level developed a continuum of curricular experiences where explicit connection to the Land can be made. Staff engaged in professional learning to experience first hand how to learn from and with the Land.

On June 21, all students and staff will honor National Indigenous People's Day with a day of outdoor Indigenous games and learning centers. Learning for the day will center the story of the Shoal Lake 40 Freedom Road and water sustainability.

Upon reflection, we noted that this goal is one that we would like to continue in 2024/25. The benefits of being grateful for the Land are many and the experiences of Land-Based Learning and outdoor education allow learners to make meaningful and authentic connections to their community.

Belonging and Acceptance: How do the words we choose define who we are? How do the words I use affect others and my community?

EVA strives to be a community of belonging, care, and compassion. In the fall, EVA staff shared concerns about the use of racist, homophobic, and ableist language (non-inclusive language) in our school. We believe that all members of the EVA community are valuable teammates who deserve to be treated with the upmost respect and kindness and the use of such words do not reflect who we want to be. Our goal of addressing language choices focussed on education; for both ourselves as teachers, and for students as peers.

The divisional consultant for Equity and Inclusion met with grade level teams to develop a process for addressing non-inclusive language which led to a full school activity called 'Words Matter' where students explored the impact of their words on others. Staff and students worked at identifying instances of non-inclusive language and developing responses that would clarify and educate. Noticing a significant improvement in language, we continued the process by inviting students to take the lead. A group of students in grade 8 participated in a discussion with teachers and the consultant. They were invited to share their experiences, feedback, and suggestions. These grade 8 students used their learning and experiences to develop a presentation and activity for students in younger classes.

A review of this goal led us to adjust the target from a focus on language to a broader goal of citizenship and communication. This work will continue throughout the 2024/25 school year as we engage in deepening our understanding of Global Competencies.

Connection: In what ways might student leaders create belonging for and with others?

Students who feel connected to their peers, their teachers, and their school community are more likely to be successful. EVA has a tradition of hosting beautiful community building events throughout the year. This year's goal was to have students take on the responsibility of leading many of these events. The Student Voice leadership group was established in the fall and leaders have been involved in planning and carrying out the monthly assemblies, the Remembrance Day ceremony, Open House, Festival du voyageur, Journée nationale des peuples autochtones, Track and Field day, feeder school visits, and the farewell assembly. Students also took on leadership roles relating to the Kindness Club, Eco-tigres, and the Breakfast Program.

A full school approach to the weekly "Titualire" (Extended time with the homeroom) was created and allowed all staff and students to engage in rich learning around the key values of inclusion, acceptance, respect, tolerance, integrity, kindness, and well-being.

In late spring, students were invited to complete a short survey of their experiences at EVA. Our survey questions focussed on understanding where and how students feel engaged, safe, and encouraged at school. Student comments will be used to inform school goals and activities next year.

Students as co-leaders of their learning: What teaching practices best support the development of a co-created learning path for students?

The ability to describe ourselves as learners, knowing what we can do well, where we find things difficult, and how we can continue to improve is an essential skill. Guiding students through this process requires strong knowledge of the curriculum and the processes of learning. Throughout the year, staff engaged in discussions to strengthen our collective vision for teaching literacy and numeracy. Teachers shared examples of student learning and collectively assessed and developed feedback for the learner. Our Literacy Team has adopted a comprehensive approach that will frame the literacy blocks in grades 5 and 6 next school year.

Students were invited to take on a more active role in their learning by reflecting on their year, creating a Student Transition Card, in which they shared important details about themselves as learners with their next year's teachers.

Progress Toward the Three Expectations for Student Learning 2023/2024:

Student Engagement

92% of students were noted as participating actively in their learning *usually* or *consistently* on the Provincial Report Card.

In the student survey completed in May:

78% of students reported that EVA is a friendly place.

86% of students reported that they feel safe at EVA.

83% of students reported that they receive regular feedback from their teachers that helps them to learn and grow.

88% of students reported that they can and do learn in their classrooms.

Literacy and Numeracy Expectations

93% of students leaving EVA at the end of grade 8 are reading at or above grade level in English and 90% at or above grade level in French, according to F&P and GB+ reading data. To support teachers and students not yet meeting the expectation, grades 5 and 6 will be exploring a common literacy block next year.

92% of students are achieving 3 or above on the provincial report card in reading in English and 85% in French. This represents a decrease from 2022/23. Grade levels teams have been examining their evaluation practices and looking to include a more consistent and broader set of tools. Further work towards this goal is planned for the 2024/25 school year.

83% of students are achieving 3 or above on the provincial report card in writing in English and 76% in French. Grade levels teams have been sharing student writing examples to develop a shared set of criteria. This work will continue in 2024/25.

88% of our students are achieving 3 or above on the provincial report card in mental math and estimation. The numeracy team has created a series of professional learning topics to facilitate the development of differentiated instruction in math for the 2024/25 school year.

Completing High School

Indicators discussed above, such as belonging and connection, active participation in learning, numeracy and literacy achievement rates, and attendance, have been associated with increased likelihood of high school completion.