



## École Van Walleghem School

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### Mission Statement

Working together, we are a respectful and caring learning community where all individuals can reach for personal excellence and grow in social responsibility.

Principal  
Sharon Labossiere

Vice-principal  
Carrie Lourenzo



### 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.

### 2022-2023 School Plan Priorities:

#### Indigenous Perspectives

- Students will demonstrate their understandings of the unique heritage, diverse cultures and outstanding contributions to First Nations, Inuit and Metis people.
- Students will grow in their awareness of the needs faced by those in our community; increase their understanding of and capacity for empathy.

#### Engagement and Belonging

- All students will be part of one extra-curricular club, sports team or activity at the grade 3 to 8 level
- Students will demonstrate an improvement in paying attention and participating in class

#### Literacy

- 85% or more of our students at all grade levels will receive a 3 or 4 in the area of Reading Comprehension in French and English by June 2023 based on the results of the Provincial Report Card and divisional literacy data

#### Numeracy

- 90% will achieve a level 3 or 4 on the report card grade scale in demonstrating knowledge and understanding of numbers, patterns & relations, shape & space and statistics & probability.

## **Progress Toward School Plan Priorities:**

### **Indigenous Perspectives**

Throughout the school year our Teacher Champion (teacher librarian) partnered with one of the teachers from the Divisional Indigenous Student Success Teaching Team, along with every classroom teacher, Kindergarten to Grade 8 to explore the theme of “connectedness” and reconciliation. The Provincial document, *Mamahtawisiwin: The Wonder We are Born With*, is the foundation of this work. The story, *Be a Good Ancestor* was also used as a reference for all of the teachings, lessons and activities that the students engaged in. Our school also worked closely with 3 Elders and Knowledge Keepers throughout the school year to ensure all students, Kindergarten to Grade 8, received the gifts of these teachings, with the continuous theme of connectedness, including our connection to the land. Our Grade 5-8 students had the opportunity to work closely with a Divisional ISST teacher on “The Blanket Exercise” which involved students being active participants in the historical wrongs that took place in our history. This powerful activity created the opportunity for students to be deeply reflective and expand their knowledge. Our Grade 5&6 students also learned about the new urban reserve - Naawi-Oodena (which translates to “centre of the heart and community” in Anishinaabemowin) and the positive impact this will have on our community. Our school also continued with monthly teachings and embedded the use of the Medicine Wheel during our week dedicated to “Mental Health”. The opportunity to smudge continues to be offered for both staff and students.

Our teacher librarian also worked alongside staff and students infusing Indigenous perspectives throughout curriculum instruction and learning over the entire school year. This included planning school-wide initiatives focussing on learning about and celebrating Indigenous culture. Our students also displayed some of the celebrations and teachings experienced at the Indigenous Education Gallery Walk where several schools came together to celebrate and share their continued work in this area. On National Indigenous Peoples’ Day students celebrated by participating in Indigenous Games and teachings.

### **Engagement and Belonging**

There were several opportunities for all students to engage in a club or sports activity this year. We offered a variety of clubs for students, including chess, language club for students to practice communicating in French, as well as for students to “buddy read” in their home or first language, mathematics, and a variety of sports (volleyball, badminton, basketball, etc.). Our school musical and concerts also created the opportunity for many students to participate in the performing arts. Orff (instruments) club and choir were also offered.

### **Literacy**

Our students continue to progress in their literacy skills through the grades. Our school schedule allowed for a designated time slot for guided reading and writing in the Early Years. Time to meet as teachers in PLCs (Professional Learning Communities) was also established. Additionally, we received intensive supports for phonological awareness programming this year. Levelled Literacy Intervention continues to be part of our model of student support which extends across grade levels 1 to 8. We continue to add resources, in both French and English, to our classrooms and resource room to support small group reading and writing instruction. Students participated in Concours d’art oratoire to promote oral and written French language skills.

### **Numeracy**

Teacher representatives became our Numeracy Leads this year and were offered professional learning through the division. Numeracy Leads shared forward strategies and resources to the entire staff to enhance mathematical programming. Our students in grades 3 to 8 continue to participate in

Mathematica, which is an optional Canadian mathematics competition. Mathematica is offered as a club and is supported by our teachers. Many of our students have the highest scores in the Province and country.

### **Progress Toward the Three Expectations for Student Learning 2022-2023:**

Our school priorities are reflective of the divisional expectations for student learning. In addition to the information shared on our progress toward our school priorities, the following indicate progress toward the three expectations:

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

#### **Literacy and Numeracy**

- Dedicated blocks of time within the timetable for both small group instruction and PLC meetings (Professional Learning Community)
- Numeracy Leads fostered professional learning and growth at the school level through the support from the divisional consultants. They participated in learning sessions at the divisional level (in both French and English) and then shared resources and best practices with the school.
- Our Student Services Team supported classroom teachers with small group instruction, modelled effective strategies, and led school-based professional learning opportunities.

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

#### **Engagement**

- All students engaged in lessons and activities that fostered a sense of wonder, inquiry and learning about health, wellness, inclusivity, diversity, acceptance, and at the same time deepening their academic knowledge across content areas.
- Clubs - Every student, grades 1 to 8 had the opportunity to participate in a club of interest throughout the school year.

*All students in Pembina Trails will graduate from high school*

#### **Graduation**

- **Transitions**—We continue to meet with the school teams who receive our students after Grade 8. This process includes school visits and presentations about school programming at the high school level. Transition meetings with all three high schools are structured every year to share requested information.
- **Modelling** - Our Kindergarten students receive a farewell shirt with the year of their graduation on it which is an inspiring message of promise and possibility. Our grade 7 students attend the grade 8 farewell and witness the celebration that they will soon participate in.
- **Career Interest and Skill Building** — Some of our students participate in the stewardship programming through Fort Whyte Farms where they learn about horticulture, carpentry and the culinary arts. Our school also works within an overarching 5 Star Framework—Academics, Attitude, Arts, Action, Athletics. Each “star” interconnects with one of the Global Competencies— Creativity, Citizenship, Connection to Self, Critical Thinking, Collaboration and Communication (Manitoba Education and Early Childhood Learning, 2023). “Manitoba defines global competencies as complex ways of knowing, being, doing, and becoming that are multi-faceted...and developed over time. The learner accesses their ways of knowing, being, doing, and becoming to engage effectively and with purpose while living, growing, learning, and working to create and live The Good Life” (2023).