



École South Pointe School

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Mission Statement

We're all in this together.
They're all our kids.
Here goes something!

Principal
Shannon Tipping

Vice-principals
Shannon Peever
Jon Manness



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.

At École South Pointe School we believe in student-centered programming that develops the whole child. All students are included in the learning process in ways that support their intellectual, social, emotional, and physical growth. We honour and appreciate the rich cultural diversity in our community. Together with the families in our community, we work to create a stimulating, inclusive, and safe learning environment where students and staff alike experience a sense of achievement and belonging.

2024/2025 School Plan Priorities:

Global Competencies: Our school inquiry question was "How are we preparing students at École South Pointe School to live the good life?" The Manitoba Framework for Learning 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).

Diversity and Belonging: As part of our ongoing focus on school values of kindness, inclusion and respect, we wanted to deepen our work on incorporating Indigenous perspectives and acknowledging and celebrating diversity within our school to create a safe, caring learning environment where everyone feels like they belong.

Data Literacy: Reviewing qualitative and quantitative data from provincial assessments, report cards, mental health surveys, attendance, as well as cultural and linguistic data, we were able to determine areas of celebration and focus to further enhance our work around creating a safe, caring learning environment where students feel success in their learning.

Progress Toward School Plan Priorities:

Global Competencies: Our staff has been actively engaging with the six global competencies: connection to self, communication, collaboration, critical thinking, creativity and citizenship. Through dedicated professional development sessions and presentation during staff meetings, we have explored how to meaningfully integrate these competencies into our daily teaching practices. Teachers have begun weaving the language of the six global competencies into classroom activities, assessments and even report card comments, helping students to not only recognize the competencies but also identify how they use them in different contexts. Our students are becoming more confident in naming and demonstrating these skills in their learning and school life. Staff are excited about the opportunity for further professional learning and collaboration across grade levels to deepen this important work and bring the global competencies to life in every classroom.

Diversity and Belonging: To further develop our work around citizenship and deepen our school values of kindness, inclusion and respect, we created a committee to focus on how students, staff and visitors to our school see themselves represented in our school, classroom and shared spaces. We wanted everyone to feel welcomed and have a sense of belonging in our school. Two banners with a welcome message in various languages were purchased and are displayed in the entry way. Using the year at a glance of celebrations and recognition days, along with cultural religious days, our committee focused on celebrating cultural, linguistic, and gender diversity initiatives involving the school and the larger community. Celebrations such as Diwali, Light Up the World, Lunar New Year, World Day for Cultural Diversity, World Down Syndrome Day, Black History Month, Indigenous recognition days, Pride month, Festival du Voyageur and the month of La Francophonie. Our staff integrated community and student voice while organizing these celebrations with both our student ambassador group and parent community members. This work created a sense of pride amongst students and within our community. It increased student awareness of different aspects that make up our school community. Students learned and researched, ground their learning first in Indigenous culture before exploring other cultures. Our hope is that all students had an opportunity to see their culture, their identity reflecting through our initiatives, resources and celebrations. These authentic learning opportunities helped to develop students' skills to live the Good Life.

Data Literacy: Leadership and program leaders initially reviewed data on students' language demographics, attendance, mental health survey data, as well as learning behaviour and academic attainment for students across the school. Staff met in grade level teams to review data within the context for their grade-level or specialists' cohort to share observations, patterns and identify actions steps to address the data. This allowed staff to use data to inform their instruction. Areas of significance from the data include:

- The school has a rich diversity of cultures with over 60 first languages spoken. A high number of English as Additional Language Learners (EAL) are identified.
- Learning behaviour data across all grades is high, with notable growth in French language engagement.
- Math growth was evident in all grades. Higher general attainment in upper grades in Math indicate a successful learning environment in the school for growing students' mental math and understanding.
- Continuous English Language Arts growth is also evident. Given the high EAL number of learnings in the classroom, this continued growth is particularly notable.

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

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

School Wide: Our monthly grade-band assemblies focused on our diversity and belonging initiatives while grounding them in our school values of kindness, inclusion and respect. The Seven Sacred Teachings were introduced and incorporated into our grade band assemblies and will continue to a focus to develop further next year.

Classroom: Teachers continually explored new ways of engaging students in their learning. Teachers collaborated with our divisional Indigenous Student Success Teachers to incorporate and embed Indigenous perspectives in our classroom learning. Hands-on learning opportunities incorporating STEM projects, Manitoba Science Symposium, and WISE science programs continue to spark curiosity in student learning, as well as field trip opportunities to extend learning outside of the classroom.

Clubs: To allow all students to feel a sense of belonging and part of our community, many extra-curricular activities were provided in the areas of sports, music, leadership, games and other areas of interest. On many occasions in the areas of sports and music, our students were acknowledged for their outstanding performances.

Community Events: We hosted several community events to engage our community in our learning journey. In addition to the cultural events outlined previously, we also hosted Mosaic Newcomer Family Resource Network sessions, newcomer information sessions with community groups, French Immersion evenings, as well as mental health evenings for parents.

New Engagement Initiatives: We launched several new engaging learning opportunities for students. We started an E-sports program and our first team won a provincial standing for their work. Ms. Nelson's Grade 6 class organized an Indigenous Games Day for our Grades 1 and 2 students. Younger students were able to participate in an afterschool Mad Science club. Classes participated in the first provincial Power Play program where students had an authentic learning experience creating their own business. A French leadership group was established La voix d'élève, to enhance our French within our school. Additionally, French classes started to create connections with other schools within our division to create authentic French speaking experiences outside of the classroom. We also had our first sock hop for World Down Syndrome Day.

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

Literacy: At staff meetings, the comprehensive literacy approach was discussed incorporating various elements of literacy instruction such as reading, writing, speaking and listening. Teachers in both French and English programming were immersed in learning about structured literacy and phonemic awareness strategies using the UFLI resources to deepen their understanding of reading. Primary

teachers were involved in a professional learning community to deepen their understanding of how to implement these practices in their classroom. Families in Kindergarten to Grade 2 were also invited to attend a family literacy evening where students demonstrated their learning with phonemic awareness strategies and literacy work. Our first book fair supported the importance of family literacy. Our school wide I Love to Read/ J'aime lire Month provided opportunities for special guests to visit students and model their love of reading. French Immersion classes participated in an oral literacy competition, Concours d'art oratoire. Additionally, we were able to enhance our French book collection through a provincial French Revitalization Grant.

Math: Staff were involved in MathUp and Mathology professional development opportunities, and these programs and resources were incorporated into the classrooms. Mental math strategies and Number Talks continued to be integrated into lesson planning. The Gauss Math competition was also provided for students in Grades 7 and 8 that required enrichment opportunities.

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Mental Health: A mental health survey was conducted for student and staff to determine the areas of focus required to ensure that everyone felt supported with their mental health. Grade 7 and 8 students met with our divisional social worker and psychologist to ask questions and learn more about managing stress and practicing mental wellness strategies.

My Blueprint: Our counsellors introduced the My Blueprint application to have students start thinking of their career paths. With the application, students were able to gather information about themselves and reflect on their areas of interest. This application is able to be continued in high school as they continue to develop their career path in high school.

Practical Arts Programming: Through our practical arts programming in Woods, Human Ecology with textiles and food/nutrition, as well as Graphic Arts, students were provided with opportunities to learn their areas of interest allowing them to determine areas to explore further in high school.

Using Technology Responsibly: Although students didn't use phone during school hours this year, Grade 7 and 8 students had presentations from Constable Brian Foltz, our School Resource Officer, to review the importance of always being responsible with technology.

Transitions: Students participated in transitions to high school by visiting their new school with their current classes. Counsellors also organized additional visits for students that may have required additional transition time to a new building. Our Four Directions Indigenous club met with the high school club to make connections and ease transition into the new school year.