



**Institut collégial Vincent Massey Collegiate**  
975 Dowker Ave.  
Winnipeg, MB R3T 1R7

### Mission Statement

Learning to walk in a  
good way toward  
knowing, being, doing  
and living together.

Principal/Directrice-  
Sharon Labossière  
Vice-Principals –  
Cheryl Smith  
Sarah Millar



### Board of Trustees Three Expectations for 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

This year, our priorities were guided by our newly developed shared mission and vision. As an educational community, we are committed to these core beliefs and continue to align our work with students around them.

- We prioritize personal growth, fostering resilience, belonging and self-discovery within a supportive, inclusive and culturally safe community.
- We value cooperation, kindness and citizenship with the purpose of promoting active participation and reconciliation in a global society.
- We strive for academic excellence, nurturing curiosity, critical thinking and a lifelong love of learning.
- We empower students to apply their knowledge and unique skills for the betterment of society through service-learning and leadership opportunities.

### Progress Toward School Plan Priorities:

- We successfully added our grade 9 English Program to our school community.
  - i) Our new mentorship program made up of grade 12 student leaders assisted our grade 9 students in becoming active participants in our school community. Our grade 12 Mentors demonstrated leadership in supporting our grade 9 students by promoting involvement, sharing information and organizing and running events.
  - ii) Our grade 9 students joined clubs, formed teams and became leaders within our school.
  - iii) Grade 9 students took 10 courses this year with the addition of both mandatory and optional courses.
  - iv) Our teachers worked together to add the grade 9 programming to their content area by reviewing the curricular outcomes, attending professional learning opportunities and developing relevant and appropriate programming and assessment practices.
- We offered a number of mental health and wellness activities throughout the year in addition to our Physical Education and Health classes. Our activities promoted self-care and taught strategies to assist students with stress and regulation.
- All grade 9 students took the course, Thinking and Learning/Penser et apprendre 10S, providing opportunities for students to develop learning, critical thinking, study and organizational skills as well as strategies to promote wellness.
- All teachers participated in a book study on the topic of Critical Thinking. They chose between 12 different publications and each group shared their learning. They shared strategies which support the development of these skills among students.

- Through our many student-led groups as well as individual student initiatives, we were able to raise thousands of dollars to help support community initiatives. Additionally, our students volunteered countless hours to assist in many areas. Some organizations that were supported include: Canada Blood Services, Willow Place, the Terry Fox Foundation, Boys and Girls Club, Harvest Manitoba as well as to support the evacuees from the wildfires.
- A group of our students attended the Youth Empowerment Gathering held by the National Centre for Truth and Reconciliation which focused on Indigenous culture and stories from residential school survivors.
- We held a whole school Walk for Wenjack this year. Jodi Gaskin with our Indigenous student leaders and drummers led our students on a walk outside. Students and staff gathered and listened to him sing a song of welcome that honoured Downie Wenjack's life. He led us in a moment of silence for residential school survivors and inspired us in our work toward reconciliation.
- Our staff engaged in professional learning focused on Treaty Education. Together as a school community, we had the opportunity to learn from experts in this field and collaborate on ways to meaningfully support students in their understanding of Treaty relationships and responsibilities. Our staff took part in professional learning around Treaty Education.

### **Progress Toward the Three Expectation of Student Learning 2024-2025**

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

- Thinking and Learning/Penser et apprendre 10S classes created Vision Boards as part of rebuilding the courtyard. These plans were based on our school mission statement.
- Massey Proud assemblies – we had four Massey Proud Assemblies where we shared student achievement in all areas – academics, athletics, arts and community service.
- Our low enrollment afternoon classroom model provides an alternative learning environment for students who find it challenging to manage in a traditional classroom setting. This supportive space allowed students facing barriers such as attendance issues, anxiety or other concerns to earn multiple credits while benefitting from a smaller, more consistent learning environment.
- We have partnered with our feeder schools in numerous activities to promote engagement at school for our future students. These activities included game playing, choir performances, speaking in French and promoting the language, and literacy and numeracy activities.

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.

- We offered Transitional Math 10S to support our grade 9 students prior to taking the Math 10F helping them to review and solidify their skills in order to be successful in the Math 10F course.
- We continue to offer multiple courses in Math in grades 10 through 12 in order for students to select courses that meet their needs.
- Our Peer Tutoring Program was successful and students took advantage of accessing support.
- Our Resource Program supported students in improving their literacy and numeracy with small group and individual support.
- Our English as an Additional Language Program has grown this year with new students from all over the world. We were able to successfully program for these language learners through sheltered classes as well as EAL supports.
- Our teachers differentiated instruction and strategically planned for students to make gains and develop skills in the areas of numeracy, literacy and English language acquisition.

All students in Pembina Trails will graduate from high school.

- 364 graduates in June 2025 (English Program - 258, French Immersion Program – 106)
- 152 graduated with honours and 92 with honours with distinction.
- 12 students participated in the Indigenous Honouring Ceremony.