



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
Tori-Lyn Patzer
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.

2024-2025 School Plan Priorities:

Graduation:

Inquiry Question - How can we demonstrate our commitment to the four identified strategies in the provincial document Mamahtawisiwin—The Wonder We are Born With?

- Authentic Involvement
- Putting Students at the Center
- Understanding of World Views, Values, Identities, Traditions and Contemporary Lifestyles
- Inclusive and Culturally Safe Learning Environment

Literacy and Numeracy:

Inquiry Question - How will visible learning targets in our instructional practices enhance student learning outcomes in literacy and numeracy across student populations?

Student Engagement:

Inquiry Question - How will universal language support student connection to school life and learning?

Progress Toward School Plan Priorities:

Graduation

In support of Indigenous student success and the Federal Calls to Action, our school embedded Indigenous perspectives throughout the year to ensure all students feel seen, valued, and supported on their path to graduation. Each classroom created a Reconciliation Pledge focused on connection to the land and Indigenous ways of knowing. These, along with evidence of student work, were displayed at the Divisional Indigenous Gallery Walk and throughout the school. Teachers from K–8 collaborated with our Indigenous Teacher Champion and the Divisional Indigenous Student Success Team, guided by *Mamahtawisiwin: The Wonder We Are Born With*. Key learning included:

- Wilderness Wednesdays with “read the land” walks and a Wonder Wagon of outdoor learning tools
- Cross-curricular land-based lessons with Indigenous educators and Knowledge Keepers
- School-wide events like Aboriginal School of Dance performances and tipi teachings with Peguis Consultation and Special Projects on National Indigenous Peoples Day and Fest-VW

Indigenous Student Circle gatherings allowed students to connect in a culturally safe way and participate in meaningful projects, including:

- Attending the National Truth and Reconciliation Gathering through the NCTR
- Working in relationship with the Oak Park Medicine Wheel Club to harvest sage in the fall and have a feast in the spring
- Beading Circles and Art making with Artist Jesse Jannuska
- Participating in a 3-day land-based experience with Elder Wayne Manningway and Joseph Sutherland, including drum making and cultural teachings

In partnership with the Mama Bear Clan and North Point Douglas Women's Centre, staff joined community patrols, and students led donation drives—culminating in a June community block party as an act of active reconciliation and relationship.

Through these connections, land-based learning, and leadership, we are helping all students graduate with confidence, pride, and purpose.

Engagement

This year, we continued building a school culture grounded in safety, inclusion, and care. Events like Cool 2 Be Kind, Pink Shirt Day, World Autism Day, World Down Syndrome Day, Pride Week, and Mental Health Awareness Week helped promote kindness and acceptance. Our VW Parent Council partnered with the VW Student Services team to support newcomer families with a session on cross-cultural expectations led by Larissa Kanhai, and Newcomer Parent nights to reduce barriers for newcomer families and increase connection to school life and learning.

Student well-being was supported through our Five Star Framework: Academics, Attitude, Arts, Action, and Athletics. Small student groups—including the Indigenous Student Circle, lunchtime game clubs, and student leadership groups such as PRIDE and Reconcili-Action gave students space to connect and feel seen.

Mental health was a strong focus:

- Grades 3–4: *Strengths in Me*
- Grades 5–6: *Thrival Kits*
- Grades 3–8: *Words Matter*

Student-led activities like the Rock Your Socks Campaign, and participation in the Special Olympics showcased leadership and inclusion.

Our extracurricular program offered something for everyone—from sports (soccer, volleyball, basketball, and more) to clubs (Art, Chess, Choir, Coding, Concours d'art oratoire, Mathematica, Orff, and Reconcili-Action). These helped students build skills, friendships, and confidence.

We deepened school-wide connection through student-led land acknowledgements, mother-tongue announcements, a new play structure, and community celebrations like Dance in the Park, Water Play Days, and National Indigenous Peoples Day. Programs like learning buddies, student language ambassadors, and sports leaders helped foster leadership and belonging. Student-led cultural programming such as Ramadan Lunch Club and celebrations in the library for Lunar New Year, Hanukah and Nowruz highlighted diversity and belonging for all students and staff.

Finally, our music and creative arts programs were a highlight of the year. Our grades 5/6 choir received the Anne Tate Memorial Trophy at this year's Winnipeg Music Festival for Most Outstanding Choir, and student concerts and the school musical brought our school community together in celebration. Grade 7 and 8 art student work was highlighted at the annual divisional art show called Sight Unseen, and K-6 artwork was displayed at the divisional administrative offices.

Literacy and Numeracy

This year, students continued to make strong progress in literacy and numeracy. Teachers across all grades focused on clear learning goals, using "I Can" statements to make learning targets visible, and to help students understand what they're learning, why it matters, and how to measure their own progress.

In literacy, Kindergarten to Grade 4 teachers introduced the UFLI foundational reading skills program, supported by ongoing data collection to guide instruction. Students' growth was celebrated through published writing, hallway displays, a Literacy Wall, and participation in the MYRCA Book Club. All teachers engaged in professional development with Adrienne Gear, focusing on effective reading and writing strategies, and the concept of Powerful Thinking.

In numeracy, teacher leaders supported school-wide planning and all new math teachers received training in Math Up and Mathology(ie). Students built math confidence through hands-on strategies like think-alouds, manipulatives, and peer discussions. About 100 students in Grades 3–8 participated in Mathematica, a national math contest, with many placing among the top in the province and country.

Across subjects, students used learning targets, peer feedback, and classroom conversations to reflect on their growth. This helped build a strong foundation of skills—and a sense of pride—in both literacy and numeracy.

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

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 Expectations

- Dedicated blocks of time within the timetable for both small group instruction and professional learning conversations to review data and to enhance student programming.
- Clearly stated learning targets gave students the language to talk about their learning, including how to improve their work.
- 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 regulation strategies, and led school-based professional learning opportunities.

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

Student 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 had the opportunity to participate in a club, assembly, or event of interest throughout the school year to ensure a sense of belonging, engagement and connection.
- All staff completed Treaty Training as directed by the provincial Department of Education

All students in Pembina Trails will graduate from high school:

Completing High School

- **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 four high schools are structured every year to share requested information.
- **Modelling** - Our Kindergarten students received a farewell 'Future Pembina Trails Graduate' shirt which is an inspiring message of promise and possibility. Our grade 7 students support the grade 8 farewell and witness the celebration that they will soon participate in. VW Indigenous Circle students connected three times this year with the Oak Park Medicine Wheel Club, forming connections and inspiring pathways in high school.
- **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).