



Westdale School

6720 Betsworth Ave Winnipeg, MB R3R 1W3

Phone: 204-895-8205 | www.pembinatrails.ca/westdale

Team Name

Wildcats

Principal
Heather Anderson



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.

2023/2024 School Plan Priorities:

Deepening our understanding of our school as a site for Indigenous Education following our Mamahtawisiwin grant-related work

Increasing student engagement and its impact on improved attendance

Leveraging local data to improve literacy and numeracy scores

Progress Toward School Plan Priorities:

Deepening Indigenous Education

- In our library classes, students learned about our two murals which focus on The 13 Moons and The Medicine Wheel. They also learned about star stories and other Indigenous perspectives through accessing the spaces in our building that highlight Indigenous ways of knowing and being.
- We ensured that all Gr 6s continued to receive the teachings from Knowledge Keeper Sheila Caillou about Medicine Bags and Corn teachings from Cookem Daisey.
- We had Grandmother Chickadee Richard teach us how to awaken 25 hand drums and bless them.
- Staff and students then learned The Bear Song, Creator Song, and Water Song from two drummers and Knowledge Keepers, Kristin Schacht and Lisa Muswagon.

Increasing Engagement and Improved Attendance

- Through the support of the divisional literacy and equity consultants, we learned about and incorporated high-impact engagement strategies in the areas of literacy and numeracy which resulted in increased student engagement. Monitor and track attendance data.
- Over the year, 91% of our students had good attendance (missed less than 10% of school days). New provincial attendance policy describes concerning attendance as chronic (missing 10% of the year) and severe chronic (missing 20% or more). Westdale had 4% of the student population in the chronic range and 4% in the severe chronic range. One area that remains a concern is that 90% of the students who are in the severe chronic range year self-declare as Indigenous. These data suggest that we have work to do support the students and families with severe chronic attendance in understanding the “why” behind these absences.

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

- Our teachers noted that more of our students had assignments completed, which is an indicator of engagement in their learning. We saw evidence of this on Edsby. Each term, a small number of students were highlighted with risk indicators of failing a class. That helped to confirm that more students were handing in their work.
- For literacy, we offered Levelled Literacy Intervention (LLI) for students who were not yet meeting grade-level reading expectations. Every student who regularly participated in LLI made gains in their reading. Two measures of reading show varied results. One set of reading scores show that 45% of the school is reading below grade level according to the F&P assessment, which assigns a letter score to the student based on a progressive reading assessment. Students in grade 6 as assessed at W, X, and Y for reading at grade level, while students in grade 7 and 8 are assessed at Z or Z+. Most of our Gr 6s whose F&P scores show below grade level are one letter below reading at grade level. More Gr 7s are reading at a range between R-Z+ while the biggest gap appears in Gr 8 where students range from M-Z+. The great news about these data is that most of our students are right at the cusp of reading at grade level according to the F&P assessment, and we have great intervention plans in place for those who have wider gaps in their reading. Much of the F&P data is contrasted by a more fulsome literacy assessment from the teachers. That other data shows that the majority of our Gr 8 students ended the year with 3s and 4s in reading comprehension. The same is true for the Gr 7s, whose term 3 reading comprehensions marks showed an increase in term 3 over terms 1 and 2. Our Gr 6 reading comprehension scores show a slight decrease in the number of students who achieved 4s. The overall pattern, however, is that our Gr 6s also scored primarily 3s and 4s and final marks in reading comprehension.
- Our numeracy data was stable, with the majority of our students across all grades scoring 3s and 4s in knowledge and understanding, mental math and estimation, and problem solving. In knowledge and understanding, we see variability in the grade 6 classes with some groups increasing their overall scores from 3s to 4s and others decreasing from 4s to 3s. In Gr 7 and, we see an increase in the number of students who are not yet demonstrating grade level knowledge and understanding. In Gr 8, we see an increase in the number of 4s in knowledge and understanding. Overall, our numeracy data

Joy, fun, and athletics

While not an area typically included in a community report, we feel strongly that our work with students in also captured well through these categories. We hosted two successful school dances where 80% of our students attended and had an amazing time. Our Cheer team won first place at every competition and our Gr 7/8 Shooters Boys Basketball team won the Divisional championship. We installed a Tower Garden where many students helped to plant and observe the growth of basil, arugula, and other items. Our foods classes then used those herbs in their cooking. We took the school outside to view the solar eclipse, and celebrated many cultural holidays including Diwali, Hanukkah, Black History Month, Lunar New Year and Indigenous People's Day. In nearly every class, students engaged in hand-on learning through making spaghetti bridges, hand sewing emoji pillows, dining at the Buss Café while speaking French, creating and sending their own Flat Stanley's around the world. We followed the lead of our students and facilitated outdoor games of mantracker, continued our beading club, and had a successful team for ultimate frisbee. Our staff dedicated significant amounts of their time to create meaningful and engaging opportunities for students to keep them connected and engaged at school. Bravo!