



Westgrove Elementary

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www.pembinatrails.ca/WESTGROVE

Mission Statement

At Westgrove, we create safe, caring and inclusive learning environments by teaching and encouraging academics, respect, teamwork and

Principal
Chris Todd



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:

Our school plan focused on the inquiry question of:

"How can we use outdoor and play based learning to increase engagement in academic goals?"

- Students will:
 - * Live the WG respect agreement: *"Westgrove is safe a school where we are kind and helpful."* By being kind, respectful and resilient
 - * See themselves as successful learners in all ways
 - * Use play to develop knowledge and skills
- The Westgrove Team will:
 - * Support attendance with a committee who are dedicated to identifying and removing barriers for students
 - * Highlight, celebrate and embed Indigenous perspectives in the everyday practices at WG
 - * Identify and apply for opportunities to develop our grounds
- Teachers will:
 - * develop understanding of the Mamàhtawisiwin: The Wonder We Are Born With document to support our teaching
 - * differentiate our assessment as we do so well with our teaching
 - * Explore ways to teach literacy and numeracy through outdoor learning
 - * Create outdoor play-based learning schedule
 - * Explore all aspects of reading including but not limited to phonics and formal assessments

Progress Toward School Plan Priorities:

The inquiry question: “*How can we use outdoor and play based learning to increase engagement in academic goals?*” guided our work as we:

The Students:

- Lived the WG respect agreement: “*Westgrove is safe a school where we are kind and helpful.*” by being kind to everyone and learning to be kind to our school, the grounds and the environment around us.
- Respect has been an ongoing discussion all year between students and staff as we learn to recognize respect in what we say and how we act.
- Resiliency has developed as students learn to recognize mistakes as learning opportunities and that they can do hard things.
- Students are working on seeing themselves as successful learners in all ways with modelling and helpful reframing from adults to support their development of a positive self image.
- Play both in the school building and outside has developed knowledge and skills in literacy, numeracy, social development and many more areas as teachers embedded play into their plans. Professional development provided by Fort Whyte Alive Forest School educator David Seburn helped us understand the benefits of outdoor education and land-based learning and how we can program in Westgrove and the local spaces that are available to us.

The Westgrove Team:

- Supported attendance with a committee who worked to identify and remove barriers for students by working with families to understand how we can help. Our nutrition program was able to provide a healthy breakfast, with the support of Oasis Church a healthy lunch, and snacks are available for anyone who needs them.
- Works to highlight, celebrate and embed Indigenous perspectives in the everyday practices at Westgrove by offering smudging every morning, and seeking opportunities to bring Indigenous knowledge into our school. This took the form of family members coming into to classes, The Aboriginal School of Dance Pow Wow Club, and beginning to incorporate Indigenous language into our everyday. The Circle of Courage has been introduced and the use of this framework will continue to be developed.
- Are collaborating with Rotary and Westgrove Children’s Centre to identify and apply for opportunities to develop our grounds to include more seating and opportunities to be learning outside. This is encouraging us to be grateful for the land we have and program for students within the limitations of current surroundings while still looking for possibilities for the future.

Teachers:

- Developed our understanding of the Mamāhtawisiwin: The Wonder We Are Born With document to support our teaching by committing to actions throughout the year which supported the strategies and guiding principals. This helped us to understand the foundations of an Indigenous-inclusive education system and how we can implement this with students.
- Differentiated our assessment to meet the needs of our students as we do so well with our teaching. This allowed us to better understand what our students needed to move them further along their learning journey and see themselves as successful learner.
- Explored ways to teach literacy and numeracy through outdoor learning by using the emergent curriculum as a guide to building language and numeracy skills as well as bring the classroom practice outside.
- Created outdoor play-based learning schedule as a class and committed to going outside at least once a week through May and June.
- Explored all aspects of reading including by not limited to phonics and formal assessments and this was supported by active library programming with local community members coming into school to read to students.

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

1) Students Engagement:

Indigenous Success

- Indigenous exploration themed lessons were developed by our Indigenous Teacher Champion.
- National Day for Truth and Reconciliation; our school participated in a whole school assembly and classroom readings, discussions and activities to develop understanding.
- Daily Smudging.
- Pow Wow sessions offered to students in grade 1-5.
- National People's Indigenous Day; Community smudge, whole school assembly and learning stations.

Mental Well-Being

- Eight garden boxes located at the front of the grounds that are planted and maintained by our students, Ignite3 summer participants, and community members.
- Our breakfast program and lunch program support by Oasis Church is offered daily to all students.
- Westgrove Lunch Hour Clubs: Leadership Club, Intramurals, Soccer Club, Knitting Club, Cooking Club, Connections Club, Baseball Club, Quiet Lunch Club.
- Staff Professional Development Days.
- Local Community Support: Oasis Church (daily lunches provided for 90 students as well as school wide and community lunches and Barbeques, Rotary support with garden box tools, plants, food, shoes and book donations. Grant provided by the Canadian Nutrition Council of MB which supported our breakfast program. Community members supported knitting and cooking clubs, provided knitted hats and gloves, and community member volunteered in our literacy lab and reading with students.
- Students learning self-regulation through the Zones of Regulation and SPOTS programs.

2) Literacy & Numeracy

- Literacy Support Leader (in school).
- Numeracy Support Leader (in school).
- Strong connection with the divisional literacy and numeracy consultants.
- Levelled Literacy Intervention provided by our Literacy Support Teacher to provide short term intervention that provided daily, intensive, small-group instruction to students reading below grade level. Six students were part of the See Spot Read program at the Winnipeg Humane Society.
- Teachers' participated in professional development presented by our divisional literacy consultant, Shannon Konu and EAL consultant Kim Hewlett.
- Whole school participation in the Mathology program to support our curricular numeracy outcomes.

3) Graduation

- Six students were given the opportunity to participate in the CANU program through the University of Manitoba and one student was awarded a scholarship towards university studies.
- Kindergarten students presented with future graduation year T-shirts.
- Grade 5 Farewell to acknowledge the hard work and importance of the transition to middle school.