



WHYTE RIDGE SCHOOL

400 Scurfield Blvd Winnipeg, MB R3Y 1L3

Phone: 204-.488.4245 | www.pembinatrails.ca/whyteridge

Mission Statement

Whyte Ridge School is dedicated to educational excellence through challenging and enriching experiences for all in a safe and caring community.

Principal

Mike Weekes

Vice-principal

Cyndi Tibbs



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:

- Literacy— classroom best practices; differentiated instruction; specific targeted interventions
- Student Engagement — treaty training, land based education, citizenship and collaborative learning
- Building a sense of community and sense of belonging—building school wide collaborative teams that foster a sense of belonging for all students

Progress Toward School Plan Priorities:

Through participation in consistent, robust literacy programs, students will show growth in the areas of reading, writing, and thinking:

- Students received class wide, small group and individual literacy instruction that reflected best practice by classroom teachers.
- The circle of care was used to support students who had academic needs.
- Classroom teachers participated in a collaborative process within their grade level teams, and in conjunction with student services, were able to track student achievement of outcomes.
- Strong Beginnings, Classroom Profiles, Tri Conferences, and Report Cards provided intentional and purposeful feedback for teachers, students and parents.
- School wide Professional Learning Communities supported teachers in developing a comprehensive approach to literacy.
- All classroom teachers followed a divisional comprehensive approach to literacy instruction in their classrooms: guided reading, independent writing, read alouds, phonics, word study, and oral communication.
- 76.3% of Whyte Ridge Students scored 3 or 4 on their term 3 report card in the area of Writing (compared to 71.4% divisionally).
- 80.5% of Whyte Ridge Students scored 3 or 4 on their term 3 report card in the area of Reading (compared to 78% divisionally).
- 80.8% of Whyte Ridge Students scored 3 or 4 on their term 3 report card in the area of Critical Thinking (compared to 78.9% divisionally).

Through a lens of equity, inclusion and anti racism, students will continue to become better citizens inside and outside of the school community:

- We continued to offer many school community building events, such as outdoor play day, Grade 4 Farewell Celebrations, Holiday and Spring Choir concerts, Welcome to Kindergarten and Dance in the Park.
- In order to foster physical activity, engagement, and social well being, our staff offered Running Club, Track and Field, Basketball, Choir, Student Action Club, Drawing Club, and Drama Club (in addition to a few other programs).
- All of our teachers participated in Treaty Training, and were responsible in implementing Treaty lessons in their classrooms.
- Our library learning commons teacher/Indigenous champion created and implemented a school wide event for Indigenous People's Day.
- Our classroom teachers continued to work on individualized land acknowledgments, that were a part of our daily announcements.
- Our physical education staff continued to implement land based learning into their Physical Education Curriculum. This included week long Indigenous games.
- Our grade level teams continued to work on "words matter", the Physical Education team continued to focus on GRIP and our various clubs built on citizenship and anti racism initiatives.

Progress Toward the Three Expectations for Student Learning 2024-2025

Engagement:

- Classroom teachers focused on their classroom spaces to engage students in order to focus on building relationships and community. Learning carpets, table seating and creative space design are a part of classroom norms. Teachers use their spaces more often (through story telling and sharing).
- Monthly assemblies, dance parties, clubs, concerts and special events keep the Whyte Ridge School community connected.
- A school wide focus on transitions, respect and safety allowed students to feel safe on a daily basis.
- Our Indigenous Support Champion continued to develop land based learning through the Pow Wow Club, and by connecting with our Knowledge Keeper on a regular basis.

Literacy & Numeracy:

- Whyte Ridge continues to offer many different interventions for students. Our Student Services Team has worked to support classroom teachers within the circle of care, which includes developing Student Specific Plans.
- Classroom teachers worked with the Student Services Team, through classroom profiles, to support students with levelled literacy interventions.
- Professional Development focused on comprehensive literacy programming, in the area of UFLI and Words Their Way.
- Grade level teams met once a cycle to implement common literacy and numeracy goals. Conversations translated into solid professional growth plans, that resulted in best classroom practices.

Graduation:

- In order to support the diverse and regulatory needs of all of the students at Whyte Ridge, the Student Services team was more collaborative with all Educational Assistants, by supporting the support team with visuals and aids, in order to support students with significant needs.
- We engaged our grade 4 students in many leadership opportunities (working with younger students, organizing and participating in various clubs, taking on various leadership roles during the school day).
- Our grade 4 students participated in another HGI welcome event.
- We continued to work with HGI Middle School in creating effective transitions.