



Prince Edward School 2023-2024 Community Report

Our Mission

Prince Edward School with support of our community is committed to providing quality education for all learners through best teaching practices and appropriate learning opportunities in a supportive, safe, and challenging environment.

About Prince Edward School

- Our school offers both English and Ukrainian Bilingual programs.
- This year our student enrollment was 212 students from K-5 with 138 students in the English Program, and 74 students in the English Ukrainian Bilingual Program
- Our mascot is the Puma and we consider ourselves to be Puma Proud!

2023-2024 Priorities

Prince Edward School has a detailed school plan that includes the priorities outlined below. These priorities are closely aligned with the priorities of Manitoba Education and the River East Transcona School Division. We have listed these priorities below along with some of the respective success indicators for assessment, literacy, numeracy, and safe schools.

1. Enhance student achievement through authentic and appropriate literacy instruction.
2. Enhance student achievement through authentic and appropriate mathematics instruction.
3. Enhance the climate, culture and inclusivity in all schools through an authentic and appropriate comprehensive school health framework.

To facilitate our commitment to the Literacy and Numeracy priorities above we developed three specific school goals.

- By June 2024, 100% students in Kindergarten to Grade 5 will demonstrate **growth** and **emerging independence** in being able to use language to effectively communicate, comprehend and critically think .
- By June 2024, 100% of students in Kindergarten to Grade 5 will demonstrate growth, increased confidence and independence in becoming numerate citizens.

Literacy Success Indicators:

- 77% of all students are meeting literacy skills by receiving a 3 or 4 in all ELA report card categories on the provincial report card
- 100% of students demonstrated growth in being able to use language to effectively communicate, comprehend and critically think

- All students had the opportunity to participate in daily balanced literacy approaches based on high-impact literacy strategies: Literacy Talks, shared reading, shared writing, read alouds, writer's workshop, guided reading, spelling, sharing circles, IBL
- Published student writing on hallway bulletin boards displayed various types of writing such as technical, descriptive, persuasive, poetry and narrative. Samples of published work were featured on the PE Press shared with parents.
- 4 teachers participated in a literacy PLC facilitated by Divisional Consultant Lori Brooks to support teacher understanding of shared writing and word work
- Enhanced the development of classroom libraries through a budget of \$200.00 per class for the purchase of fiction and non-fiction texts selected by students and teachers
- Additional \$2500.00 allocated to the purchase of texts focusing on Indigenous culture and perspectives; texts in Ukrainian, graphic novels, picture books and others to enhance our school library
- On-demand writing samples completed by students twice during the year demonstrated growth in the artistry of written language, staying on topic, stamina and letter formation, staying on topic, and punctuation
- Classroom teachers and teacher librarian collaborated to incorporate digital literacy into the curriculum for students to develop their digital literacy competencies

Numeracy Success Indicators:

- 4 teachers in Grade 3-5 partnered with 4 other elementary schools to participate in a 4 session Numeracy PLC facilitated by Divisional consultant Lori Brooks
- Whole staff participated in a Numeracy PD focusing on Equality facilitated by Divisional consultant Lori Brooks
- 81% of all students are meeting numeracy skills by receiving a 3 or 4 across all Mathematics report card categories; an increase of 5% from last year
- Monthly STEAM afternoons supported students in the development of creative thinking, problem solving, and collaboration
- Teachers continued to use TELP strategies to engage and educate students in meaningful ways (ex.:Math games, interactive group games, Bee Bots, assistive device/iPad for targeted students, ABC ya, Prodigy, code.org, kodables)
- Educational support staff provided targeted one-on-one or small group support to identified students demonstrating emerging independence in numeracy skills focusing on basic facts, number concepts, and addition and subtraction strategies

To facilitate our commitment to creating a safe and inclusive school we worked to enhance the climate, culture and inclusivity in our school through authentic and appropriate interventions. The following specific school goals were identified.

1. By June 2024, students will be safe and caring citizens who are committed to respecting diversity, inclusivity, equity, and sustainability .

Well-being Success Indicators:

- 100% of students participated in at least one House League Club.
- Diverse House League Clubs were provided to students giving them an opportunity to build skills that enhance their mental, social and physical health – 44 House League Clubs were offered to students.

- A sense of belonging was created through Smudging, Sharing Circles, Gardening Club, Breakfast Program, Spirit Week, Indigenous Cultural Clubs (Mamawapowin), Orange Shirt Day, Pink Shirt Day, celebrating and respecting all cultural traditions, Earth Day, Books and Bannock.
- Two teachers were trained in the implementation of Sources of Strength and implemented the curriculum in 2 Grade 4/5 classes to support students in identifying areas they can lean on during challenging times.
- Each classroom created a “chill zone” area and was provided with a kit contained tools to help students regulate.
- Students were taught self-regulation strategies and ways to empower themselves and their mental health.
- Student Leadership Club was created and increased student voice in identifying and running school events such Spirit Week, Candy Cane, Valentines, and St. Patrick’s Day distribution, food rescue support, ushers at the Kindergarten information evening, and House League captains MC’ed assemblies.
- Lifting Spirits club and Big Brothers and Big Sisters Mentorship partnership with Kildonan Personal Care Center and Miles Mac respectively gave students an opportunity to connect, empathize and learn from the needs of others.
- Students participated in positive behaviour blitzes such as March Manners , May I help, and I Pawmise showing their commitment to the care and safety of others. Students were recognized with tickets which they entered into draws featuring preferred prizes identified by students through a class survey.
- Different cultural celebrations /traditions (St. Nicholas, Ukrainian Easter Breakfast, Pysanka, Eid, Ramadan, Hannukah, Diwali, Chinese New Year) are being respected through announcements, school-based assemblies, and hallway bulletin board.
- On average 50 students attended weekly smudges led by student smudge leaders.
- School wide collecting for local and global organizations: Sock Drive (over 300 pairs of socks collected), Koats for Kids, Manitoba Harvest, Poptabs, Christmas Hamper Collection (7 Prince Edward families), supported student understanding on how they can make a positive difference in their community and world.
- Breakfast program provided breakfast to an average of 40 students daily; and afternoon nutritious snack was offered to students 2x a week during afternoon recess.

Other Highlights:

Prince Edward Parent Council (PEPC)

We would like to extend our great appreciation to our Parent Council for their continued support to Prince Edward students, staff, and community. Their fundraising efforts and dedication have enhanced the experience for students at the school. With their financial support, our Parent Council has contributed to the following:

- Supported student learning activities inside and outside of the classroom
- Fundraised just over 7000.00 towards the new playground
- School wide celebrations
- Family Dance
- Christmas Shopping Day
- Community BBQ
- Teacher appreciation luncheon

Thanks also to the PEPC members whose children are moving to middle years next year and therefore are finishing their time with us. Your work in concert with school administration and staff is admirable. We look forward to our continue partnership next year.

- Whole school Field Trip to the Assiniboine Leaf supported our students in consolidating their learning of the Medicine Wheel, provided students with the opportunity to learn about Manitoba plants, and gave us a chance to all be together as a school community.



Grade 5 Farewell

This school year, 39 Grade 5 students said goodbye to Elementary school as they are moving on to Middle School next year. We are extremely proud of their growth, successes, and the responsible global citizens they are becoming. Thanks to Ms. Maneluk, Ms. Heinrichs, and Pani Cap for planning a memorable school-based celebration for our students and families.



To our students: always believe in yourself and all that you are – may you always reach beyond the sky and seek to fulfill your dreams.