

# WEST ST. PAUL SCHOOL



## REPORT TO THE COMMUNITY 2021-22

### SCHOOL PRIORITIES

**1. INFUSING  
INDIGENOUS  
PERSPECTIVES**

**2. ENHANCING  
STUDENT  
LITERACY,  
NUMERACY AND  
ENGAGEMENT**

**3. EDUCATION  
FOR SUSTAINABLE  
DEVELOPMENT**

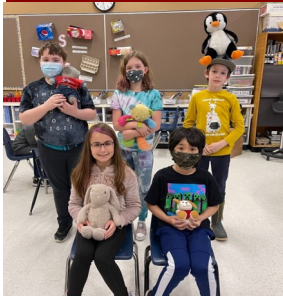
**4. DEVELOPING AN  
INCLUSIVE AND  
COLLABORATIVE  
SCHOOL  
COMMUNITY**

# 1. Infusing Indigenous Perspectives

- Room 6 - Grade 3/4 - Mrs. Cervantes -

This year our class enhanced our learning by making connections to significant moments in the past and present between Canada and Indigenous Peoples. Leading up to September 30<sup>th</sup>, the National Day of Truth and Reconciliation, we read literature by Indigenous authors and watched short documentaries about residential schools to develop a deeper understanding of Phyllis Webstad's experience at her residential school and the significance of Orange Shirt Day.

As a class, we used Art as way to learn about The Seven Teachings. We created a design for a wooden panel on the teaching of Truth (represented by the Turtle). Each student painted a portion of the panel which is displayed in the gym with other panels depicting the remaining six Teachings (Wisdom, Love, Respect, Humility, Courage & Honesty).



West St. Paul School announced the arrival of our very own Spirit Bear on May 2, 2022. We used our important math skills to tally the votes from all the students in the school (and created bar graphs to display the collection of data on all name choices) which determined the name of "Jordan" for our Spirit Bear. We studied the true story of Jordan Anderson, and the events and actions that led to the creation of Jordan's Principle. All students in the school could bring a bear to school on May 10<sup>th</sup>, Bear Witness Day, to show our support of Indigenous children receiving the medical care they need. We were excited to learn that

young people like us can have an impact on the place we live by using our voices (bringing our own bears to school) to share stories and concerns for other Manitobans.

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- Room 19 - Grade 5 - Mr. Sutton -

This year we had the opportunity to have the Indigenous Peoples Atlas of Canada at our school. It is a giant interactive floor map that gives a bird's eye view of the historical, geographical, and political experiences and realities of Indigenous Peoples of Canada. Students had an eye-opening experience with the map, learning about Indigenous perspectives in Canada.

The students were able to recognize place names from the novels we studied this year, "Fatty Legs" and "A Stranger at Home", by Indigenous authors, Cristy Jordan-Fenton and Margaret Pokiak-Fenton. The novels tell the story of residential schools through the first-hand experiences of the authors.



# 1. Infusing Indigenous Perspectives

- Room C1 - Grade 8 - Ms. Daria Puttaert -

Highlighting Indigenous perspectives was a consistent theme throughout 2022 in our classroom. We explored the work of Indigenous artists, Elders, and community advocates in many of our units and projects. To wrap up our novel study on “The Barren Grounds” by Indigenous novelist and Winnipegger David A. Robinson, each student created a creative final project and shared it with the class. We saw presentations on traditional Cree medicines, Indigenous place names, Cree astrology stories, proud personal histories of Indigenous heritage, and so much more.

In our “Water Systems” unit in Science, we learned about the challenges and resilience of the Shoal Lake 40 community and the history of Freedom Road. On Bear Witness Day and the MMIWG Day of Awareness, we took the time to pause, listen, and consider these important topics and our thoughts and feelings about them. My hope is that our time researching, listening, and connecting to Indigenous perspectives and understandings has informed, inspired, and empowered our students to be positive changemakers in our community.

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- Room 45 - Grade 6/7 - Ms. Stromberg and Ms. Anema -

After a two year pause, students from room 45, along with students in Mr. Zylstra's class got to go on a field trip to the Winnipeg Art Gallery. The focus of our trip was to experience firsthand the current INUA exhibit. INUA, or “Spirit of Life Force” in many dialects across the Arctic, brings together over 90 Inuit artists from Northern Turtle Island/Canada and beyond. One of the most impactful pieces was the 10x10 room they all squished into and later learned was the average size of a northern home. Many were shocked to learn that a family of 5 to 10+ would live together in a space many said was smaller than their bedrooms. After viewing the beautiful and powerful exhibit, students took part in a stenciling workshop connected to and inspired by the prints and pieces experienced on the tour. Students got the chance to try out a unique technique, build new art skills, and walk away from the trip with an art piece they were proud of.



# 1. Infusing Indigenous Perspectives

- Room 9 - Grades 1/2 - Mr. Heinrichs -



Indigenous perspectives have been woven through all aspects of learning in room 9, creating a space where these voices can be centred for everyone's benefit. Michif language has been used through directional games and movement breaks with students now recognizing many phrases and words in an Indigenous language. This even inspired some students to find and share the same words in their own family's languages. We have looked at beadwork, allowing students to build on their number sense through counting beads and creating symmetrical and asymmetrical patterns.

Relationship with land and place has been fostered through extensive and in-depth mapping experiences. Students engaged regularly with maps of their community and then spent time outside applying those mapping skills, looking closely at the place around them and at how the land has influenced their community and lives. As we thought about land we learned about the Indigenous plants growing in our schoolyard and the ways that each plant is important. While the seasons changed we used our science skills to observe changes in the schoolyard from plants to animal activity, often finding tracks in the fresh snow.

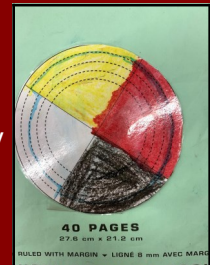
It has been exciting to see our community of learners grow their relationships to and understanding of Indigenous nations while creating space for Indigenous students to see their own identities represented in the learning.



# 1. Infusing Indigenous Perspectives

- Room 5- Grade 3/4- Ms. West -

Room 5 spent the year with a focal point of incorporating Indigenous Education and perspectives into our everyday learning. Every morning we start our day using the Medicine Wheel as a tool to reflect on our well-being by rating each quadrant on a scale from 1-4 on how we are feeling mentally, physically, spirituality and emotionally.



In the Spring, we made tobacco ties and went medicine picking in our school garden. Room 5 learned that before we pick the sacred medicines, we drop tobacco down onto the Earth and say thank you. We said thank you in either English, Michif, or Anishinaabe, "Thank you," "Maarsii," or "Miiigwech" and we gently picked sweetgrass and sage. We then had to bundle the sacred medicines and hang them to dry. The sage we picked will be used for the smudging group in the next school year.

For Indigenous Peoples Day, our class braided the sweetgrass we picked and we spent the afternoon baking Metis bannock with saskatoon berry jam, yum! Each student in Room 5 knows that learning about Indigenous Education and perspectives brings us on the right track to reconciliation.



- West St. Paul School Staff - Professional Development -



Kevin Chief came in to share stories and reminded us all of our important work as school educators, teaching students the Truth about Indigenous history in Canada, as well as taking the initiative to work towards building a spirit of Reconciliation among our next generation.

Lita Fontaine, Seven Oaks School Division Artist, came in to lead staff on a workshop where she shared some of her Ojibwe Medicine Wheel teachings with us. We learned more about the 4 directions of the Medicine Wheel, the 4 aspects of Spiritual, Emotional, Physical and Mental and some ideas of how to infuse these within our classroom routines.



## 2. Enhancing Student Literacy, Numeracy and Engagement

- Room 34 - Kindergarten - Mrs. Campbell -

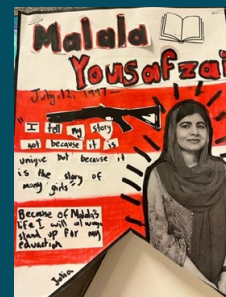
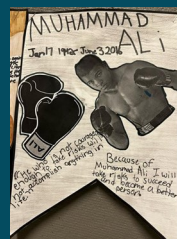
BOOKS! BOOKS! BOOKS!

Kindergarteners love to read and write. We have been learning the habits of what readers and writers do. Since the beginning of the year, we have been reading picture books with interesting illustrations, storylines and words that catch our attention. Kindergarteners also love to talk about books and try to understand the jobs of authors and illustrators. We have looked at parts of books, literary elements in stories and how to tell a story. In our room, we have jumped into writing with both feet. Kindergarteners have a lot to say about a lot of things, so we decided to make books. To be able to write by ourselves, we learned about using the tools of writers. Letters are the building blocks to make words and sentences in a story. That's why we have been doing, SPELLING! Every time we hear a sound in the word we want to make, we write down the letter. We have been on fire, writing so many books. Our classes have made books about ice cream, volcanoes, ninjas, Pokémon, Halloween, dogs, friends, families, and so many more awesome things. Kindergarten rocks!



- Room 42 - Grade 6/7 - Mrs. Jackson -

This year room 42 examined a variety of texts including I am Malala, a memoir by Malala Yousafzai. As a child, Malala fought for girls' education rights and survived being shot by the Taliban. Malala helped our class to explore literacy skills such as connecting to texts, thinking critically about the world, and reading comprehension. Through the novel A long Walk to Water by Linda Sue Park, room 42 explored the lives of two children in South Sudan, one who must spend everyday walking for hours to get water for her family, and the other who is affected by civil war and becomes a refugee. Throughout the year we have used these and other texts to learn about human rights and how we can help create change in the world.



## 2. Enhancing Student Literacy, Numeracy and Engagement

- Room 47 - grade 7/8 - Ms. Mitchell -

This year we had the opportunity to once again explore beyond the school through field trips. As part of our water systems unit, our class ventured to Fort Whyte Alive to learn about water quality and its impact on aquatic environments and on us as humans. Students had the chance to test water quality through observations, water chemistry tests and invertebrate sampling. Getting to participate in hands-on activities was a great way to help students better understand how water quality affects ecosystems and those of us living in Manitoba's watersheds. Ultimately it proved to us that all water is connected and we play an important role in its health.



- Room 44 - Grade 3/4 - Mrs. Penner -

This year Room 44 students learned valuable writing and presentation skills with TUSC, Book talks, a Freeze Frame stop motion project and many other projects throughout the year. TUSC stands for Totally Unbelievable Speakers Club which is a structured activity that allows students to choose from a variety of presentation choices such as storyteller, ask an expert, and talent show. They planned, practiced, and made presentations to their classmates which were always very interesting and entertaining! The Book Talks the students did were on books that they recommended other students to read. They shared the setting, characters, and description of what happened in the book. Many students wanted to read the books that were presented to them! Students formed small groups and wrote their own play scripts, made props, and acted them out in class! Students enjoyed the whole process to create, develop and produce their own plays! Our class also had the honour to learn how to create stop motion films using plasticine characters that they created and they constructed a short film with the Freeze Frame program that came to our school! The students learned valuable filming and editing skills when creating their short stop motion film which they did cooperatively!



## 2. Enhancing Student Literacy, Numeracy and Engagement

- Room 43 - grade 6/7 - Ms. Stockton-

We had an amazing year in room 43!

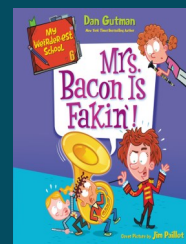
We connected to classrooms in our community when we explored the format of children's books, wrote our own, and went on a book tour to share them with early years' classes. We utilized outdoor learning spaces when creating "snowcanoes" to explore the different types of volcanoes and their eruptions, and when analyzing the biotic and abiotic components of the garden boxes. We also built boats, bridges, towers and vending machines during our design lab time, toured the world in social studies, and had an epic chess tournament.



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- Room 3 - Grade 1/2 - Mrs. Walker-

One day I started reading the story Mrs. Bacon Is Fakin'! by Dan Gutman from the My Weirder-est School series to my grade one and two students. The students enjoy these chapter books because of the silly characters and the laughs in each chapter. This book is about their school, called Ella Mentry School, hiring a band teacher to teach grade three students how to play instruments so that they can put on a recital. Most of my students wondered about the instruments mentioned in the book and some commented on their older siblings being in band at our school. The song Hot Cross Buns came up in the story and my students started singing it. They also mentioned that they can often hear the middle years students playing this song on their instruments.



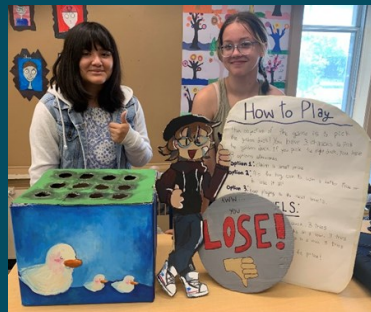
I asked our middle years music/band teacher, Mr. Hodgins, if my class could come in sometime and have a look at the instruments mentioned in our story and he graciously set up a date and time for this to happen. Mr. Hodgins planned the mini concert so perfectly. He first introduced each of the instruments and asked his students to play some notes so that my students could hear which sounds go with each instrument. His students played three songs and the first was Hot Cross Buns! We were very impressed at how serious the band students took this performance. I am grateful to have had the opportunity to see the literacy/music connection play out.



## 2. Enhancing Student Literacy, Numeracy and Engagement

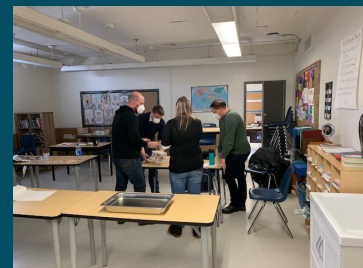
- Room 48 - grade 6/7 - Mr. Zylstra-

This year our class applied their knowledge of fractions, decimals, and percentages during our probability unit. Students enjoyed analyzing the theoretical and experimental probability of a wide variety of games and activities. While solving real world problems, they learned about important probability concepts such as tree diagrams, sample spaces, and independent and dependent events. Students demonstrated their learning through a culminating project where they worked in groups to create carnival games. The class showed a lot of creativity while creating the games, based on concepts that each group came up with on their own. Throughout the process of designing and building the games, the students applied the mathematical concepts that we had learned during the unit. Finally, the class invited other classes to their carnival to play the games and win some prizes!



- West St. Paul School Staff - Professional Development -

Dr. Richard Hechter from the Faculty of Education at the University of Manitoba joined the staff on one of our PD Days to facilitate some Science Literacy learning, using the design process, that we could, in turn, use with our students.



# 3. Education for Sustainable Development

- Room 7 - grade 3/4 - Ms. Gill -

Our class made a conscious effort to support sustainability in the classroom. We began with learning about the Great Pacific Garbage Patch in the Pacific Ocean. Students were very concerned about all the global pollution and wanted to do their part in reducing litter. Collectively, students planned their learning and use of class materials in a sustainable manner. Some of the ways that the class tried to be Earth friendly was that paper usage was carefully monitored, lights were turned off during every break time and composting was checked on a daily basis. When students created presents for family members they made certain that the gifts were long term keepsakes or made from reusable items. It was nice to see how this small study led to a year long awareness of reducing and reusing in so many ways. Way to go Room 7!



- Room 18 - Kindergarten - Mrs. Jozwiak -

Trees, trees and more trees! In Kindergarten we learned about identifying, describing and classifying parts of trees. We were fortunate to have guests from the Canadian Parks and Wilderness Society come to our school as a 'field trip' so we could learn even more. We learned words like coniferous and deciduous and made a life-like structure of a tree describing all the parts. We planted and took care of tomatoes in our classroom and watched them grow; tracking the growth progress along the way. And then as a school-wide project, we planted trees in our own playground. We were able to identify the type of trees we were planting and experienced the process of placing and covering the roots of the new trees.



## 3. Education for Sustainable Development

- Room 46 - Grade 6/7- Mr. Robertson -

We took part in a land-based learning activity where we attempted to grow vegetable plants from seed with the aim of planting them in our schoolyard box-gardens. Due to a colder than average beginning of season, we were met with varying degrees of success. In some cases, our seeds failed to even germinate.

What we learned:

- **When dropped on a classroom floor, tiny seeds are difficult to find**
- **Windowsills can be cold even when it is sunny**
- **Plants need water... sometimes every day**
- **Peat pucks work best**
- **Handling your plant like a pet does not produce good results**
- **There is a good reason why Manitobans never plant outside until AFTER May Long Weekend**

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- Room 17 - Grade 5 - Mr. Luna -

Room 17 participated in two unique learning opportunities this year that related to education for sustainable development. The first was a 6-day residency at Assiniboine Park Zoo where the students completed student-led inquiry projects that focused on climate change and the impact climate change has on animals. During the residency, students learned about what the zoo was doing to help protect animals from climate change. The second learning opportunity was the planting of 1000 trees and shrubs in the school's field. The students in room 17 helped organize and prepare the tree planting site. On tree planting day, the students took a leadership role and helped the rest of the school plant trees.



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- Room 4 - Grades 1/2 - Mrs. Rempel -

We thought about all of the ESD work that we have done as a school this year. We promote the 3Rs: reduce, reuse and recycle. Students are taught and retaught each year what items can be recycled and what goes into the garbage. The students are thrilled to have their water bottle filling stations open once again. This cuts down on thousands of plastic bottles. This year we have introduced composting into some of our classrooms as a trial and things look very promising so we are hoping to expand this program. We also had new LED lighting installed throughout the school, with dimmer switches. The school-wide tree planting of 1000 trees went very well, although we will not see the fruits of our labour for a very long growing period, it is nice to know that we have left this legacy for future generations.

## 4. Developing an Inclusive and Collaborative School Community

- Room 8 - Grades 3/4 - Ms. Greening -

One of the biggest highlights in our classroom this year was our City Exploration fieldtrip with thirteen parent volunteers! Due to the events of the past couple of years, fieldtrips taking place and parent volunteers being present had to be put on hold. After spending a great deal of time learning about the history of Manitoba in-class this year, we decided it would be a wonderful learning opportunity to go explore some of the historical landmarks and buildings in and around the Forks and St. Boniface area. Since we had such an overwhelming response from our parent community, the class was able to split into small groups and had the freedom to make individualized day plans for what they wanted to explore throughout the day. Despite the weather being cold, windy, and rainy, it was a wonderful way for students to connect and share their learning with our parent community. Everyone had a positive attitude and lasting memories were created.



- Music and TAS - Grades K – 7 - Mr. Tyborowski -

This year we dedicated most of our time to playing guitar, ukulele and singing. Fortunately, there were not many restrictions for learning guitar in the classroom, except for keeping an appropriate distance between students. In January, we performed a Winter Concert at SOPAC and in June we performed at Arts in the Park. We were also able to sing in class, wearing masks.



The grade 6/7 classes focused on developing their song writing skills. Students then presented their work to the class. I was highly impressed with the song ideas the students created and the quality of the presentation.

## 4. Developing an Inclusive and Collaborative School Community

- Room 2 - Grades 1/2- Mrs. Moniz -

The experiences that happen outside the usual classroom routines are those that can have the most impact. This school year our class celebrated being able to get back into the community and welcomed members of the community into our classroom. We started off the school year with our Learn to Skate program at 7 Oaks Arena. Children were given the opportunity to learn a new skill or practice an existing skill. At the end of our ten week program, all students gained a confidence on ice that will serve them well during our Manitoba winters. Our class was happy to continue our practice of visiting the residents of Middlechurch Home during our annual Halloween parade. It was great to wave at the residents through their windows and bring a bit of Halloween joy during our costume parade. We were also happy to welcome visitors from the Humane Society and enjoyed listening to stories read by our community officers. We spent time talking about our larger community and created pieces of art to show our support for our Ukrainian community. There is much to learn from the community around us and we look forward to future opportunities and experiences.



- Physical Education - Grades K – 8 - Mr. Forsyth and Mr. Smithson -

West St. Paul P.E. and Athletics are back and in high demand. This year, we saw a resurgence of physical activity in the gym both during and after the end of the school day. Team sports returned and our numbers have grown higher than ever. These team and individual activities contribute to healthy lifestyle practices and create a school culture that promotes student and staff leadership, wellness and inclusion.

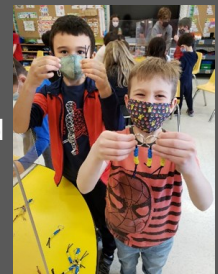
This year's activities included; Grade 7-8 Volleyball, Grade 7-8 Basketball, Grade 5-8 Badminton, Grades 4-8 Track and Field, Grade 4-8 Cross Country, and Marathon Club. Finally, we re-established our Phys. ed leadership group, the WSP Athletic Council. This group acted as leaders within our Phys. ed program and took on the roles of photographers, event organizers, officials, and scorekeepers. They played an integral role as leaders in the school, and we look forward to welcoming them back next year.

## 4. Developing an Inclusive and Collaborative School Community

- Room 1 - Grades 1/2- Ms. Morwick -



This year, the grade ones and twos of room 1 looked for ways to build connection and community within our classroom, within our school, in our broader community as well as our global community! We learned so much about compassion, helping our neighbours and our responsibilities as members of a community. As the War on Ukraine began to unfold, students turned their attention to how they could help! Along with Mr. Heinrichs' class and our middle years friends, we made beaded key chains in the colours of the Ukraine flag to sell to community members during parent-teacher conferences, with all proceeds being donated. Students worked hard to bead key chains, make posters, and spread the word to other classes. They were proud to sell 342 key chains, resulting in a total donation of \$1068.50 for the Canada-Ukraine Foundation's Ukraine Humanitarian Appeal.



As the war continued and the refugee crisis unfolded, students turned their attention to ways they could help closer to home. We partnered with Manitoba Parents for Ukrainian Education to contribute to their Backpacks 4 Hope Program. Their goal is to provide every child coming to Manitoba from the Ukraine with a backpack filled with school supplies, hygiene products, small toys, and other personal items. Students worked hard to spread the word in our local community. The result was many boxes of backpacks and thoughtful items that will directly support children arriving from the Ukraine, including right in our own community of West St. Paul. Throughout these projects, students learned important lessons about compassion, responsibility, peaceful conflict resolution, and considered the similarities and differences between their own lives and those of others elsewhere in the world.

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- Band and Music - Grades 5 – 8 - Mr. Hodgins -

Grade 6-8 students at West St. Paul School finally had a chance to play band instruments. Students were able to begin the long and rewarding journey of building their own musicianship. Grade 8 and 7/8 band classes were able to focus more closely on their own playing during instrument specific sectional classes. Due to concerns around the pandemic, concerts looked different this year. The grade 8 and 7/8 band was able to perform a band arrangement of Jingle Bells together at the Seven Oaks Performing Arts Centre! Grade 6/7 multi-age band students performed their own songs in the West St. Paul School gymnasium. All performances were recorded and made available to the community via e-mail.

Our grade 6-8 students also had the opportunity to be an audience for the West Kildonan Collegiate Grade 11 and 12 band and Jazz Band who performed for us in the West St. Paul School Gymnasium!