

WEST ST. PAUL SCHOOL



REPORT TO THE COMMUNITY 2024-25

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**



Introduction

As the school year comes to a close, the Report to the Community is a chance to reflect proudly on our journey this year as a West St. Paul School community.

We set out to enact our four school plan priorities in all that we do. We continue to grow in our knowledge of infusing Indigenous perspectives into our school and curriculum, engaging our students in literacy and numeracy learning, challenging ourselves to grow in our sustainability practices, all the while fostering an inclusive and collaborative school community. In the pages that follow you will see evidence of our school priorities, through the classroom highlights that have been shared by our teachers. Our learning as a staff during our professional development days has reflected our school plan priorities, including days dedicated to Treaty Education.

In September, we welcomed in new classes of kindergarten students and watched them grow into children who were familiar with school routines, including going outside for recesses and sitting and listening at assemblies! We saw our grade 5 students develop into leaders who looked after our composting and recycling, were Bus patrols, Kindergarten patrols and led events such as our Early Years' Tabloid Day. We watched our Grade 8 students grow and mature throughout their time at West St. Paul School and we wish them well as they make their journey to high school.

As you read through these pages, we hope you are able to get just a glimpse of the excellence that we see in our students and staff throughout the school year.



1. Infusing Indigenous Perspectives

- Room 9 - Grade 1/2 - Ms. West -

Ms. West's and Ms. Toni's class went medicine picking at Bird's Hill Park for our smudging group at the school. We learned about the sacred medicines used for smudging, such as sweetgrass and sage. We learned that we need to be kind to the Earth and only take what we need, when we need it. Students offered tobacco and gently picked sage in groups and many parent volunteers helped. We now use the sage we picked for the daily smudging group with Ms. West.



With our teddy bears for Bear Witness Day

In Room 9 we learned the Anishinaabe 'Bear Song' with Ms. West. Students learned about Jordan River Anderson and Jordan's Principle. They sang this song to honour him at the Bear Witness Day assembly.

Room 9 also made many wonderful art projects. Their treaty coins made out of plasticine, and their Metis style painted 'Giving Trees' went on display at the Seven Oaks Board Office.



1. Infusing Indigenous Perspectives

- Room 48 - Grade 5 - Toni -

We focused on 'Action' and Humility in connection to our learning about Reconciliation. One of the actions we took was to learn from, about, and how to give back to Mother Earth. Some of our actions resulted in real changes in our classroom and school.



We harvested overgrown gardens with our Nature Buddies



... and cooked up some stew with it for them to show kindness and generosity



We connected with creatures we share the land with, eat, and make clothing from to appreciate what we have and think about how we are all connected.



We began 'Boomerang Lunches', onsite composting, and upcycled unwanted clothing to reduce waste & emissions.



We put tobacco down every time we learned from the land or used something from it to remember to always give back.

Ekosani Kihci-ki-pimatisiwin

Thank you, Mother Earth

1. Infusing Indigenous Perspectives

- Room 10 - Grade 3/4 - Mrs. Sran -

This year, we had an exciting and enriching year filled with hands-on learning experiences and meaningful exploration. One of the highlights of our year was participating in the *Learn to Swim* program at Seven Oaks Pool. Over a period of 10 weeks, students were given the opportunity to learn or strengthen their swimming skills. By the end of the program, all students gained experience, confidence and safety awareness—an essential life skill.

In the classroom, we explored the **Seven Sacred Teachings**, which emphasize the core values of love, respect, courage, honesty, wisdom, humility, and truth. Students created a model to represent these teachings, leaving a lasting impression on their learning. These teachings help students build strong character and guide them in their daily lives.

Our field trips this year were full of discovery. In the winter, we visited **Oak Hammock Marsh**, where students had an immersive experience learning about the life of voyageurs. They also tried snowshoeing and played traditional Indigenous games, gaining a deeper understanding of culture, history, and nature.

Another memorable experience was our trip to **Stonewall Quarry Park**, where students explored geological formations and discovered different types of rocks and fossils. They learned about how quarries work and the types of extracted materials, such as limestone, which is commonly used in building and construction.

We also had the opportunity to participate in the **STEAM Fest** organized by the Seven Oaks School Division. This event supported our science curriculum, with a focus on materials and structures. Students engaged in hands-on challenges like building strong paper structures and designing bridges using popsicle sticks. These activities encouraged creativity, teamwork, and problem-solving skills. We are proud of the growth and achievements of our students this year.



1. Infusing Indigenous Perspectives

- Room C4 - Grade 6/7 - Mr. Chabbert -

This year, our classroom has been deeply engaged in studying Canada's numbered treaties, focusing on understanding the profound historical and ongoing relationships between Indigenous peoples and settlers. We've learned that treaties are not just historical documents, but living agreements based on mutual respect, cooperation, and shared responsibility. Our studies have emphasized that Indigenous peoples viewed these treaties as sacred partnerships of relationship-building, where both parties would work together, share the land, and support each other's communities. By exploring these treaties, we've come to recognize our role as Treaty people - not just as passive learners, but as active participants in continuing the spirit of mutual understanding and reconciliation. We've discovered that being a Treaty person means acknowledging the original inhabitants of this land, respecting Indigenous perspectives, and working towards meaningful dialogue and collaboration that honors the original intent of these important agreements. We represented our learning by creating personal treaty medals demonstrating our desire to share our culture in genuine friendship with the Indigenous people of Canada.



1. Infusing Indigenous Perspectives

- Room 3 - Grade 1/2 - Ms. Renooy -

This year, the students of Room 3 enjoyed learning about the northern community, Iqaluit, Nunavut through maps, books, videos, and pictures. Throughout our inquiry into Canadian communities, we learned about Iqaluit's natural and man-made features, the importance of its natural resources, the types of jobs people have, and how the natural environment shapes daily life.

We also explored Canada's original peoples and the rich culture of the Inuit. At the end of this unit, students applied and showcased their learning by creating beautifully detailed dioramas of Iqaluit using shoeboxes, clay, paint, and other materials. Our dioramas proudly display the unique features and beauty of Iqaluit and reflect the student's growing knowledge of life in Canada's North.



1. Infusing Indigenous Perspectives

- Room C1 - Grade 5 - Ms. Kasdorf -

In May, Grade 5 students visited Fort Whyte Alive to take part in the *Le Voyageur* program. Through canoeing, exploring a sod house, and observing bison, students were invited to reflect on the daily lives and experiences of Métis and Indigenous Peoples during the fur trade era.

This field trip supported the learning we had been doing in class by offering a hands-on connection to the stories, relationships, and histories we've been exploring. Students gained insight into how Indigenous Peoples lived, worked, and moved through the land, and how these practices were influenced by trade, tradition, and environment.

By stepping into this experience, students were able to engage more deeply with Indigenous perspectives in a way that was active, reflective, and grounded in place. It sparked meaningful conversations about identity, resilience, and the importance of honouring diverse histories.



2. Enhancing Student Literacy, Numeracy and Engagement

- Room 5 - Grades 1/2 - Ms. Puttaert -

It was a great year, with so much to celebrate and acknowledge. However, a highlight for me was watching Room 5 students discuss, imagine, plan, and create their 3-D map community of “Westville”. This project connected the science, social studies, literacy, and visual arts curriculums in such a meaningful and fun way. Hearing the students brainstorm the characteristics of a thriving community, and recognize how this must incorporate both human-made elements and elements that come from Mother Earth, was very meaningful.

Most especially, it was wonderful to see the students collaborating with such kindness and creativity when designing and creating their building. When we were done, Ms. Yeo’s class visited for a gallery walk; and our designers and builders spoke so well about what they had created and why. Building the community of “Westville” showcased the very best of our Room 5 community.



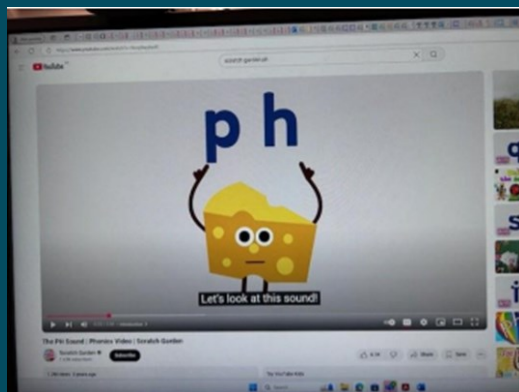
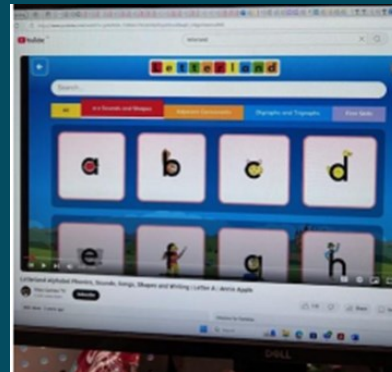
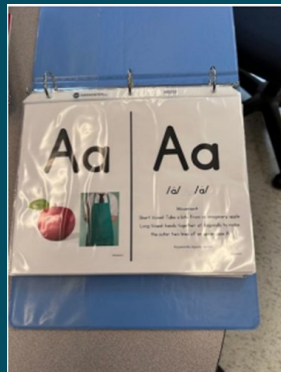
2. Enhancing Student Literacy, Numeracy and Engagement

- Rooms 4 and 7 - Grade 1/2 - Mrs. Rempel, Ms. Yeo and Ms. Deora -

We attended an MTS PD session on structured literacy during the 2023-2024 school year. We were inspired by what we heard and spent the rest of the school year researching and planning a re-design of our literacy block in our classrooms. This new routine was grounded in research based on best practice, a great routine and student involvement.

Implementing this new literacy practice was very challenging but also very rewarding. When working together we were able to share our thoughts and ideas with one another as well as learn alongside our students.

Students benefited from whole group direct instruction, small group skill building, hands-on games and interactive activities, as well as recording their learning and ideas on paper.

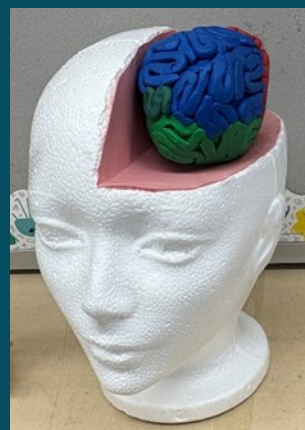


2. Enhancing Student Literacy, Numeracy and Engagement

- Room 46 - Grade 7/8 - Mrs. Lidder -

This school year in science, our classroom explored the fascinating world of human body systems through hands-on science projects. Students worked in small groups to research a specific body system (circulatory, respiratory, digestive, nervous system, endocrine, muscular, immune, urinary, skeletal, and reproductive). Students learned about the structure, function, and importance to the human body. After gathering their information, students applied their creativity to design and build detailed models representing their chosen system using a variety of materials. These models highlighted key organs and demonstrated how the systems work together to keep our bodies functioning.

To wrap up the project, students presented their models to their classmates, explaining the research behind their work and answering questions from peers. As a special highlight, the students were invited to early years classrooms to present their projects. Students enjoyed the opportunity to act as teachers, sharing their knowledge in an engaging and age-appropriate way. It was a wonderful celebration of science, collaboration, and leadership.



2. Enhancing Student Literacy, Numeracy and Engagement

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

Grade 3/4 - Room 6 - Mrs. Cervantes

Exciting opportunities and experiences for children often leave an imprint on their young minds. Then the imprint is retrieved later to hopefully be used or applied in learning something new. However, simple day-to-day routines and recurring projects also make an impact on student learning. Here are a few snapshots of our learning:



Prepared for T.U.S.C.!

(Totally Unique Speaking Club)

This year students of Room 6 demonstrated such growth in their presentation skills in addition to developing their research and technology skills. Students' ability to speak clearly, at a good pace and with expression in their voice all while using technology is something they can be proud of.

Movement in math class



Happy smiles after watching the play, *Blue Beads and Blueberries* written by a Métis playwright about Métis culture at the Manitoba Theatre for Young People.



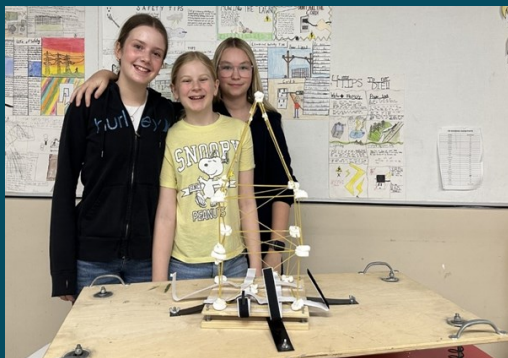
2. Enhancing Student Literacy, Numeracy and Engagement

- Room 18 - Grade 3/4 - Ms. Gill -

Students in Ms. Gill's Grade 3/4 class had an opportunity to participate in workshops presented by STEAMFest at the downtown Red River Community College campus. The class experienced science in a different milieu by participating in various hands-on workshops and activities. Students participated in the *Building Bridges workshop with a focus on constructing strong and stable structures. Everyone worked in teams to design and build bridges that were not only unique but also very strong under pressure before eventually bending or collapsing.* Our class also got to participate in many other experiments such as constructing boats designed to carry as much weight as possible before sinking, interacting with reptiles and observing live demonstrations of scientific experiments throughout the building. It was a full day of exploration and learning for all.



- Room 41- Grade - Mr. Rasmussen -



This year, room 41 kicked off term 3 science with a memorable and engaging unit on forces and structures. Students explored the strength of shapes and reinforcement strategies through hands on activities that tested their problem solving skills. A highlight of the unit was designing and building spaghetti and marshmallow structures, which we tested on our homemade earthquake table. The results were mixed, but the enthusiasm was high especially

when some materials mysteriously disappeared (the marshmallows were just too tempting). The project was a great success, sparking curiosity and laughter while helping students understand concepts in a fun, interactive way.

2. Enhancing Student Literacy, Numeracy and Engagement

- Room 44 - Grade 6/7- Mr. Brito -



In term three, room 44 explored different ways of collecting data and learned how to represent this data through a variety of graphs. We delved into various topics, ranging from temperature trends to the performance of stocks. Our learning was further enhanced through friendly competition. Our class and another went face to face in challenges from relay races to sport challenges. We carefully recorded the results and chose the best graphs to show our data. By the end of it, we all had a deeper understanding of this topic and enjoyed competing with one another.

- Room 43 - Grade 6/7 - Mr. Robertson -

One highlight of Room 43's school year was our trip to STEAMFest (Science, Technology, Engineering, Arts and Math) at Red River Collegiate where students had the opportunity to engage in a wide variety of science-related activities. One of our challenges was building a complex Rube Goldberg machine that would drop sugar into our instructor's coffee mug. This task required extensive cooperation skills as each team of four students designed and built a section of the machine, which would eventually be attached together. Despite being surrounded by the hustle and bustle of daily collegiate foot traffic and powerful distractions like Tim Hortons and walls full of bright, blinking vending machines, we managed to complete our machine which (with a little help from our instructor) successfully added sugar to his coffee.



2. Enhancing Student Literacy, Numeracy and Engagement

- Learning Support - Grades K-5 - Mr. Zylstra and Mrs. Marquardson -

This year, several of our grade 1-4 teachers participated in a numeracy pilot program called the Early Math Assessment (EMA) in collaboration with Carleton University. Throughout the year, we engaged in several meetings with the Carleton team, during which we explored the importance of math fluency as a key indicator of future numeracy success.

The primary goal of the EMA project was to assess student math fluency and track their progress over time. Teachers involved in the initiative received a math screener booklet that encompassed a wide range of foundational math concepts. Students were given short, timed intervals to complete each task, and the same assessments were administered again later in the year to measure growth.

The results were encouraging. We observed significant improvement in our students' math fluency over the course of the year. Many students were able to complete more tasks within the given time frames, demonstrating increased speed and confidence in their mathematical thinking.

The EMA proved to be a valuable tool for educators, enabling them to identify specific areas where students needed targeted support. It not only informed instruction but also contributed to meaningful gains in student achievement.

- Room 19 - Grades 3/4 - Mrs. Bhardwaj -

This academic year, I observed significant growth in my students' academic and social-emotional development. Implementing Manitoba's curriculum, I emphasized literacy and numeracy, integrating formative assessments to monitor progress and inform instruction. I utilized tools such as student portfolios, self-assessments, and peer evaluations, which fostered a culture of self-reflection and ownership of learning among students. In literacy, students engaged in diverse reading and writing activities, enhancing their comprehension and expression skills. I focused on fostering a growth mindset and creating a classroom environment where students felt safe to take risks and learn from mistakes. I observed strong progress in literacy and numeracy, particularly in reading fluency and comprehension. Through guided writing skills and individual conferencing, I was able to better tailor instruction to meet diverse learning needs. I can see the growth in my students' writing skills, some moving from writing words to writing complete sentences. I adapted my lesson plans according to class needs to include all skills of ELA, including grammar, sentence formation, comprehension, and finally writing with proper punctuation. It was a great success when we came to the part of creating the final project in our guided writing.

2. Enhancing Student Literacy, Numeracy and Engagement

- Room 1 - Kindergarten - Mrs. Jozwiak -

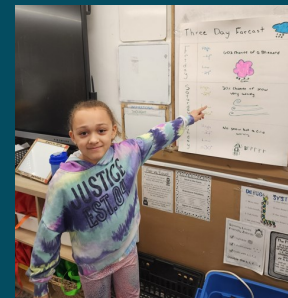
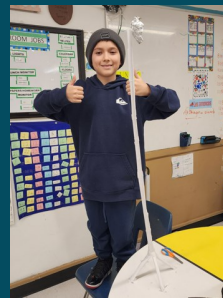
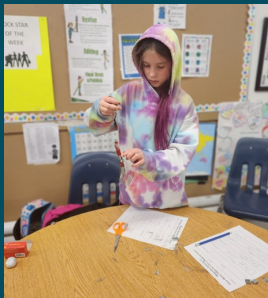
This year in Kindergarten children went on a learning journey about structures. We read a story called "Building a House" by Byron Barton. Our discussion led to questions about how we could build things in the classroom. Our first project was building structures out of toothpicks. Our conversations and learning was figuring out how things stay standing upright without falling down. We drew plans, we talked with partners, we asked our older Buddy class their opinion. The first project was toothpick and marshmallow structures. Children carefully created their own structures and discovered different ways to keep a building from falling down. We went on a community walk to observe the structures in our community. We looked at fences, houses, the play structure. Next project was a height challenge. Children were in groups and given different objects to use to build the tallest structure. A little competition, valuable teamwork, and a lot of fun!



2. Enhancing Student Literacy, Numeracy and Engagement

- Room 17 - Grade 3/4 - Ms. Penner -

Room 17 learned how to present their ideas this year through many different projects in each subject area! They were taught how to do power points, brochures, posters, and 3D representations. They had the opportunity to share their reading and writing skills with Journal writing, poems, reader's workshop, writer's workshop, short stories, book talks, presentations and TUSC (Totally Unbelievable Speakers Club). In social studies they worked in teams to create a portion of an Egyptian city and when pieced together made a complete city! We did many experiments where students had to present their observations and understanding. In art they studied an artist and made posters sharing information about the artist and replicating a picture. In health and French students did several mini- projects to show their understanding. They even made their own math games where students had to solve math equations! It was a fun year of learning!



- Room 47 - Grade 8 - Ms. Fedorchuk -

Our Grade 8 class has had a dynamic and enriching term filled with exploration, creativity, and critical thinking across all subject areas!

In **Science**, we investigated the **circulatory system**, learning how our hearts and blood vessels keep us alive and thriving. We also explored the fascinating world of **optics**, uncovering how light behaves and how we see the world around us. In **Social Studies**, we traveled back in time to study the lasting legacies of **Ancient Greece and Rome**. From democracy to engineering, we discovered how these civilizations continue to influence our lives today.

Our **ELA (English Language Arts)** focus has been on personal expression. We practiced **craft lessons** and used **mentor texts** to help us write engaging and meaningful **personal narratives** that reflect who we are and the stories we want to tell. In **Math**, we challenged ourselves with a range of concepts, including **integers**, **geometry**, and **algebra**. We've built our problem-solving skills and mathematical confidence through hands-on activities and collaborative learning. It's been a wonderful season of growth, and we're excited to keep building on this strong foundation. Thank you for your continued support!

2. Enhancing Student Literacy, Numeracy and Engagement

- Room C2 - Grade 8 - Ms. Jopka -

Dear Art

From the moment
I picked up a crayon
To the moments
Inside school
I knew that

This will be a hobby

You must be outer terrestrial
From the universe to the Earth
From the Earth to my core

Why come to a
Seven-year-old girl
Like me
Sensitive, selfless
A crybaby since birth

So, I draw
I draw until my hands hurt
Until my fingers cannot hold the pencil
And I continue
Until my inspiration fades away
Until I'm bored

I knew you wanted this

Wanted me to draw
Because I love it
And because it was you
You were the one
That called my name
Made me feel like a dove flying in the sky

Free

Now I don't know what to do
What to draw
So... uninspired
Craving for something new
Anything, just to fill this empty space

You linger in my mind

Sitting, waiting
All alone
Little bits of inspiration somewhere, somehow

Time ticks away on the clock
Tick... Took... Tick... Toek

Come back to me,
Kai

Grade 8 is a special time in our school. Students are moving onto high school, which is a very different experience from our little community outside the city. Students are encouraged to start thinking critically about issues and have the courage to share their opinions. One writing assignment has them create a poem that speaks of something they are passionate about, demonstrating their knowledge of poetic terms, but also their own character traits and mentioning the passing of time. It is such a joy to read about what is important to them and it's an honour to watch the growth in maturity at this stage of their lives.

Our grade 8 class enjoyed an exciting new venture this year, which is set up similar to the March Madness basketball tournament. Manie Musicale is a fun and engaging way to learn about new cultures and music, and the kids couldn't wait to have French class. Students

Dear Singing

Since the day
The first note
Fell from my mouth
Pretending like I was a popstar
I knew one thing was for sure

I was in love with you

My love for you was overflowing
And I began to pour countless hours
Into practising and learning

As a young girl
With dreams for the stage
And the stars
Imagining the flash of the Spotlight
Shining down upon me
I could only keep training

I wanted that reality
So I'd stand in my room
With my phone in hand
Reading lyrics off my screen
Repeating the same melody, countless times
Until each note was sung with confidence and no fault

As I trained my voice to go higher
My dreams began to dissipate
Knowing the stars were too far
From my reach
But that doesn't mean I'd let what I love
Slip through my fingers like sand

I continue to sing
Despite the absence of my dream
Because who cares for goals?
When all you need is passion

I don't need a stage
I simply wish for an audience
I sing for others when asked
A jukebox with a small fee
Of an applause when the song is over

So while I no longer
Yearn for the stage
In my heart, I will always be
The girl that would pretend
To hold a mic
On a platform with all eyes on me

By Rhinoa

from around the world vote for their favorite Francophone songs, with 16 artists competing against each other. Students and teachers submit video clips and artwork to showcase in videos that reveal who moves onto the next bracket. We completed research projects on the artists that also gave us an appreciation for different French speaking countries, and learned new vocabulary regarding song lyrics, music videos and expressing our opinions.

3. Education for Sustainable Development

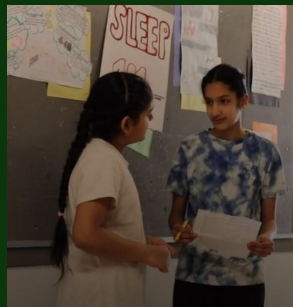
- Room C2 - Grade 5 - Ms. Greening -

This year our class embraced active transportation and explored the community on our bikes. Cycling promotes active lifestyles, environmental awareness & sustainability, community engagement, and encourages independence and self-reliance among students. Through our weekly bike rides in the fall and spring months, students had the opportunity to explore and get to know their community on a more personal level. Students also developed important safety skills while navigating roads and intersections. We used cycling as a mode of transportation for field trips to the Aki Centre and Kildonan Park. We also enjoyed shorter rides through the community to Rivercrest Park, Access Centre, and the Minnehaha, Kenabeek, Hiawatha loop. We hosted special guests from MPI who not only gave engaging presentations, but also showed us how to participate in a Bike Rodeo. Overall, integrating bike rides into our school days this year has enhanced students' connection to their surroundings, taught valuable safety skills, and provided a practical and eco-friendly means of transportation for various educational outings.



- Room 45 - Grade 6/7 - Mr. Mavi -

This student-led film project has been both inspiring and impactful. After learning about the Universal Declaration of Human Rights, students chose a right—such as the right to privacy, safety, or education—and created short films to show its importance in everyday life. Through scripting, acting, and filming, they used their voices to advocate for fairness and equality. The process showed how deeply young people can engage with real-world issues when given the tools and opportunity. This project not only empowered students but also aims to spark important conversations in our community about human rights, build empathy, and inspire action toward creating a more inclusive and just world.



3. Education for Sustainable Development

- Room 34 - Kindergarten - Mrs. Campbell -

Stop. Wait. Take Some Time to Think.

Self-regulation is central to a child's capacity to learn. Children's ability to self-regulate – to set limits for themselves and manage their own emotions, attention, and behaviour – allows them to develop the emotional well-being and the habits of mind, such as persistence and curiosity, that are essential for early learning and that set the stage for lifelong learning.

These are big words for little people in Kindergarten. Emotions and feelings can be complicated to identify, so keeping things simple helps young students to begin to understand how to identify emotions and self-regulate. We talk about how inside our bodies, it is like a CAR ENGINE.

Just like an engine helps a car get from one place to another, our bodies help us do our jobs at school. When we experience a strong feeling, it might make our engine run too fast or too slow. This might make our bodies feel more like a rocket ship or turtle, which we wouldn't expect to see on a road made for cars. Sometimes strong emotions make it hard for our bodies to do what is expected at school. By responding to emotions, students can keep their engines running at a level that helps them succeed. We all need reminders about how to keep our engines running at a speed that is "just right" for school. It may seem simple but learning how to talk to ourselves takes a lot of time, effort and practice.

When your engine is still running a little bit too fast for read-aloud time, take a couple of deep breaths before starting. It is not "bad" when our engine is running too fast or too slow. It is simply how our body is reacting to emotion and it's something we can learn how to regulate on our own. One important tool for developing self-regulation and impulse control is learning to STOP. AND WAIT. AND TAKE SOME TIME TO THINK. We used the song throughout the year to help us slow down, pause and take some time to think about what we should do.



You learn many important things in Kindergarten that help you throughout your life. So remember to:

- STOP

- And WAIT

- TAKE SOME TIME TO THINK



3. Education for Sustainable Development

- Room 8 - Grades 1/2 - Ms. Morwick -

The grade ones and twos of room 8 had many learning adventures this year! A favourite was our winter field trip to the Aki Centre here in Seven Oaks, and the learning that surrounded this field trip. It was a bitterly cold day, and I worried that it would spoil our fun. Instead, the students made the most of it, and an action packed winter day ensued! We continued to build our connection to the land by exploring activities like tobogganing, fort building, shovelling, and brick-making. For many students these were first-time experiences! We had the chance to learn about the different types of snowflakes and what they might mean for the condition of the snow, building connections to Indigenous languages as we did so. When it was time to warm up, we made bannock in small groups where everyone got to add ingredients and be involved with the mixing. In class prior to our field trip we were learning about animals and the different ways that they may adapt to survive and thrive in their environment. While at Aki, we imagined what adaptations animals may need to survive in this cold environment with very little trees. We were able to relate this learning to our studies of Iqaluit, Nunavut, and the Arctic landscape. Upon returning to school, we used our imaginations to create and name our very own animal that is well adapted to the Aki Centre's outdoor habitat. Then, we created models of our imagined animals using clay.



3. Education for Sustainable Development

- Room 11 - Grade 3/4 - Mrs. Mackay -

During the month of June, Room 11 did Beesearch (research about bees)! We sketched bees, constructed our own honeycomb cells out of paper and even sculpted mini bees. Our class was so excited to have our local Beekeeper, Mrs. Mazur (West St. Paul School Educational Assistant) visit with her bees and share her knowledge with all of us! Here are some thoughts from the students:



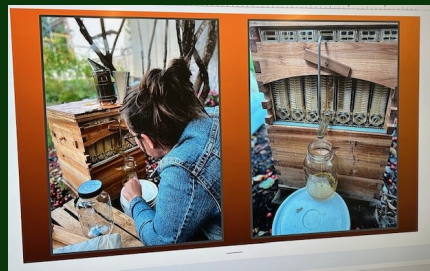
"I did Beesearch with my buddy, Sirat. We read many books about bees and it was fun!"

-Guntas

"I think it was very interesting and cool that Mrs. Mazur brought her bees to our class. We saw the different kinds of bees in the cells." - Hayes

"I liked that we made a honeycomb. We got to sculp bees out of clay. I learned that bees are so important to us." - Sirat

"Bees are so beautiful and I felt that they are so interesting. I realized that bees help us get food, like nuts, fruits and vegetables." - Jordyn



4. Developing an Inclusive and Collaborative School Community

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

Bunn's Creek Family BBQ

Room 2 celebrates spring every year with a family picnic day at Bunn's Creek Park. It's a great day that gives students and their families a chance to come together and spend some time visiting and playing in the park. Students sign up to bring in food items and we have some lovely volunteer family members who do some cooking for us. We end off the day with a nature walk along beautiful Bunn's Creek. It's a wonderful way to promote community and connect with other families and their children. This year we were gifted with beautiful weather and we had lots of fun!



- Choir - Grades 1– 5 - Mr. Knight -

After several years' hiatus, West St. Paul School is proud to have offered once again a year-round choral program for Grades One to Five. In the 2024-2025 school year, the choirs have prepared music for special assemblies for Orange Shirt Day and Remembrance Day, as well as making significant contributions to our December concert at the Seven Oaks Performing Arts Centre. We also prepared for a year-end music showcase with the guitar and band classes.

Choir classes are spent learning and rehearsing songs for performance, along with building musical literacy and applied musical skills. We have learned about the music of numerous cultures represented in our community, as connected to celebrations like Diwali, Lunar New Year, Festival du Voyageur, Black History Month, Cinco de Mayo, and others. Singing in a choir offers students the experience of presenting themselves in front of an audience, which builds confidence for future performance or public speaking opportunities. It also teaches them to listen to and coordinate with the people around them, and to take responsibility for their learning by following their conductor in a large group setting. These are some of the skills required to become a citizen who makes a positive contribution to the community.

It has been a pleasure working with the children of West St. Paul School this year and I am looking forward to being here again next year!

4. Developing an Inclusive and Collaborative School Community

- Music - Grades K – 4 - Mr. Tyborowski -

We are proud to share the accomplishments of our vibrant music program this school year. From enthusiastic classroom learning to award-winning performances, our students have demonstrated dedication, creativity, and musical growth across all grade levels.

In December, we presented a highly successful **Winter Concert** featuring students from Grades 1 to 4. The performance showcased a variety of instruments including **xylophones, hand drums, ukuleles, and guitars**, highlighting the students' musical development and teamwork.



In the spring, our **Guitar Orchestra once again participated in the Winnipeg Music Festival**, and we are proud to announce that, for the **second year in a row**, we were awarded the **Trophy for Best Guitar Ensemble in the city**—a tremendous achievement that reflects the talent and hard work of our students.

We concluded the year with a joyful **Spring Concert**, where all music classes took the stage to perform on **guitar, ukulele, and violin**, celebrating their musical journey and progress throughout the year.

Thank you to all parents, staff, and community members for your continued support of music education at West St. Paul School.



4. Developing an Inclusive and Collaborative School Community

- Physical Education - Grades K-8 - Mr. Forsyth, Ms. Janzic and Mr. MacNeil -

This year, K–8 students engaged in a dynamic Physical Education program focused on developing movement skills, confidence, and a lifelong love of physical activity. Beyond our regular programming, we were thrilled to welcome special guests from the Manitoba Wheelchair Sports Association. Their visit provided students from Grades 3–8 with the opportunity to participate in a variety of wheelchair and Para-Sport activities, culminating in exciting games of wheelchair basketball. We also welcomed a guest teaching us Tai Chi, offering students a unique and calming movement experience that emphasized balance, control, and mindfulness. This year our school also started a Special Olympics program offering events in Basketball, Soccer, Bocce ball and Track.

Students in Grades 6–8 participating in TAS classes further enriched their physical education through valuable partnerships with community organizations and facilities. These included Tennis Manitoba, Pan Am Boxing, the West St. Paul and Selkirk Curling Clubs, The Beach Volleyball Centre, and Shooters Golf Course. These partnerships gave students access to diverse sports and training environments beyond the school setting.

The West St. Paul Wildcats celebrated a fantastic year in school sports, with strong participation across all grade levels. A standout highlight was our involvement in cross country and track & field. Grade 4 students took part in Cross Country, Team Handball, and Track & Field. Grade 5 students had access to these activities along with 3-on-3 Basketball, Circulation Volleyball, Badminton, Flag Football, and Tennis. Grades 6–8 enjoyed the most extensive list of opportunities, including Cross Country, Volleyball, Basketball, Badminton, Marathon Club, Track & Field, and Soccer.



We sincerely thank our dedicated staff who volunteered their time to coach our teams. We are also deeply appreciative of our student volunteers, whose contributions as scorekeepers and referees helped make many of our teams and clubs possible. Your commitment and teamwork were key to a successful and memorable year!

4. Developing an Inclusive and Collaborative School Community

- Grade 5 Music and Grade 6-8 Band - Mr. Roces -



Grade 5 Music

This year, Grade 5 students had a strong start with a joyful winter concert, performing *Holly Jolly Christmas*, *Jingle Bell Rock*, and *Last Christmas*. In February, students attended the Winnipeg Symphony Orchestra's "Adventures in Music" series titled "The Spirit Horse Returns", gaining exposure to professional orchestral performance. On June 6th, students tested various band instruments in preparation for joining band next year. They finished the year with a confident and energetic spring showcase concert on June 10th, highlighting their musical growth. Fantastic job Grade 5's! Onto grade 6 band!



Middle Years Band

Middle years band students had a dynamic 2024-2025 year. Grade 6 beginners quickly learned their first six notes in just three weeks and joined the winter concert with enthusiasm. Grade 8 students took part in the Level One Band Festival on April 24th, gaining performance experience and feedback. West St. Paul's jazz band made its return, offering jazz music for interested students. All groups came together for a successful year-end spring showcase concert on June 10, celebrating their progress and hard work throughout this year. Great job everybody! Farewell Grade 8's!



4. Developing an Inclusive and Collaborative School Community

- Guidance/Learning Support - Grades K-8 - Ms. Davison -

As we wrap up another school year, I wanted to take a moment to share some highlights from the guidance program. Throughout the year, I had the pleasure of visiting classrooms to provide mental health education, helping students understand emotions, build resilience, and learn positive coping strategies.

Beyond the classroom, I've enjoyed leading and supporting fun and meaningful activities around the school such as **Kindness Club**, **Bracelet Club**, **Games Club**, and **Koats for Kids**. These programs give students a chance to connect, express themselves, and support one another in creative and compassionate ways.

As we head into summer, it's important to recognize that some children may find the break from routine and school friends a little challenging. Here are **five ways parents and caregivers can support their children's mental health over the summer**:

1. **Encourage Social Connections** – Help your child stay in touch with friends through planned playdates, community events, or video calls.
 2. **Maintain a Predictable Routine** – While summer is a time to relax, having some daily structure can help children feel secure.
 3. **Promote Outdoor Play and Physical Activity** – Time outside and physical movement are great for mood and energy.
 4. **Support New Interests** – Encourage your child to try something new, whether it's a craft, a sport, or reading a new book series.
 5. **Create Space for Conversations** – Check in with your child regularly about how they're feeling and let them know it's okay to talk about emotions.
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- Room 42 - Grade 6/7 - Ms. Wiebe -

Our classroom community was extremely lucky to be able to work with David Anorim, our engineer in residence during this school year. He made monthly visits to room 42 to teach the



kids all about his job as a bridge engineer. Each session consisted of a lesson, where David would teach a concept from the science curriculum and explain how he uses this knowledge in his job. Next the students would get busy with the hands-on part, which they loved. They made and tested spaghetti structures, concrete beams and popsicle stick bridges to see what weight they could hold. It has been a fantastic opportunity for students to directly see how math skills and scientific knowledge relate to real life job opportunities and the structures that we see in our towns and cities.
