



West Kildonan Collegiate

2024-25 SCHOOL PLAN

Home of the Wolverines

101 Ridgecrest Avenue
Winnipeg, MB R2V 4T6

West Kildonan Collegiate is located on Treaty One Territory - Traditional land of the Anishnaabe, Ininew and the Dakota Peoples, as well as the homeland of the Red River Metis. WKC respects the treaties that were made on these territories, acknowledges the harms and mistakes of the past and present and is moving forward in partnership with all peoples. This is in the spirit of reconciliation and collaboration.



School Profile

Grade Levels	9 – 12
Teaching Staff	58
Educational Assistants	15
Clerical and Custodial Staff	5
Library Technician	2
Enrollment	902
Principal	Adam Hildebrandt
Vice Principal	Elliot Macdonald
Vice Principal	Michelle Reimer

Mission Statement

To provide a safe, welcoming, and academically supportive environment in which students, teachers, support staff and community work together. We respect students as unique individuals with different talents and aspirations for their roles in our rapidly changing world. West Kildonan Collegiate is committed to knowledge and inquiry, diversity, equity, inclusion, leadership, rigour, and advocacy. We strive to develop in our students the senses of self worth, social obligation and morality needed to become contributing members of society.

~Last revised: Unknown



2023-24 West Kildonan Collegiate School Report

Priorities

To meet the needs of students, families, and our community, while focusing on:

1. Indigenous Studies
2. Education for Sustainable Development (ESD)
3. Culture, Community, and Identity

We addressed our school priorities in numerous ways, and the examples included in this school report are a sampling of our work.

Indigenous Studies

This year, West Kildonan Collegiate integrated Indigenous studies and culture across the school. We recognized Red Dress Day and Orange Shirt Day with school-wide participation and dialogues on MMIWG2S and residential school survivors. Educators incorporated Indigenous understandings of child development into teaching various teaching approaches. We expanded our annual celebration of the Winter Solstice to include more students, families, and community members.

Each morning our day began with our land acknowledgement, and an opportunity to smudge was offered throughout the week, and before staff professional development days. Students engaged in Métis beading workshops, and paddle-making in TAA classes, gaining hands-on experience with traditional crafts. Our senior years students participated in ribbon skirt making, traditional teachings on the land, medicine picking, and smudging. Our lacrosse program continued to expand, highlighting the sport's Indigenous roots, and Indigenous perspectives were included through various games.

We ensured Indigenous culture was present in all activities, including Remembrance Day ceremonies, band concerts, and art exhibitions. The Indigenous Cultural Credit student group actively promoted culture within the school. Land-based learning opportunities were explored, guided by the framework Mamàhtawisiwin: The Wonder We Are Born With.

These initiatives strengthened our commitment to celebrating and acknowledging Indigenous culture and history, fostering an inclusive environment that honors the diversity of our community.



Education for Sustainable Development

This year, West Kildonan Collegiate advanced its focus on Education for Sustainable Development through a variety of initiatives. Teachers prioritized using recycled and plant-based materials in projects, emphasizing the sustainability and origins of resources used in class. Economic sustainability was also considered in selecting project materials. Students and staff participated in composting, recycling, gardening.

During Earth Month in April, the classes engaged in challenges and actions, including a community-wide cleanup to promote environmental awareness. The Circle Garden became a focal point, where students explored Indigenous plants. The Outdoor Leadership course provided additional land-based learning opportunities.

Teacher advisor meetings were collaboratively planned based on assessed student and school needs, enhancing support and guidance. Partnerships with organizations like NorWest Co-op Community Health and the University of Manitoba were expanded, enriching educational experiences.

Students and staff took purposeful actions related to the global climate crisis and environmental advocacy. Intentional teaching addressed topics such as disinformation, the difference between radicalism and activism, transphobia, and supported student mental health. Students were encouraged to take ownership of outdoor spaces like the Circle Garden and to voice their opinions in healthy and safe ways within the community.

These efforts collectively strengthened our commitment to sustainability, empowered students to engage thoughtfully with global issues, and fostered a supportive and inclusive school environment.

Culture, Community, and Identity

This year, West Kildonan Collegiate focused education on culture, community, and identity through several key initiatives. We provided daily nutritious snack bowls with fresh fruits and vegetables in classrooms to promote healthy eating habits. Staff professional development was supported both within and outside the province, enriching our teaching practices. As a school we placed significant limits on access to cell phones for both students and staff, giving students access during breaks and at lunch.

The content of our classroom and school libraries continued to expand to include novels, resource materials, films, French language resources, and graphic novels that increased choice, and provided greater exposure to Indigenous knowledge and history, LGBTTTQ2S+ communities, anti-racism, environmental issues, and cultures as represented within and outside our school community.



Our extracurricular programs flourished, offering 24 sports year-round, including intramurals and staff/student teams, fostering community and teamwork. Health education was emphasized across Grades 9 to 12, and we prioritized students needing extra support by involving student services.

Staff engaged in meaningful discussions about the purpose of education in 2023/24 and adopted a "Teacher Talk" model during some staff meetings to sustain conversations around school culture. We sought increased adult presence and collaboration to better support all students, with staff helping in hallways and common areas throughout the day.

We supported educational and celebratory endeavors from student groups, and our staffing decisions continued to reflect the diversity of our school community. Students celebrated art and culture during Black History Month, Asian Heritage Month, and Pride Month, fostering an inclusive environment that honors diversity.

These efforts collectively strengthened our focus on culture, community, and identity, creating a supportive and enriching environment for all members of our school.

2024-25 West Kildonan Collegiate School Plan



2024-25 School Planning Process

In developing our yearly school plan at West Kildonan Collegiate, we have set priorities by establishing goals, tracking data, and seeking input from students, staff, and families throughout the year. Challenges raised during curriculum and staff meetings by staff, along with ongoing discussions with parents and community members, have informed us of areas of concern and student needs. We have utilized data from the OurSchool survey as a information point and will continue to use it to assess our progress over the next year.

Student attendance and credit attainment are tracked to ensure academic success and to identify students who may require additional support. We also examined the number of students and families who do not access our school information portal online as an additional measure of engagement, aiming to enhance communication within our community.

Our school planning priorities were developed and revisited at multiple points during the year in staff meetings, curriculum team meetings, and various committee meetings. Our last staff meeting and professional development day of the 2023-24 school year were



dedicated to reviewing our progress and setting new goals for the coming year. Divisional and provincial priorities are included in our plan and have been incorporated throughout. Over the summer and in September, our administrative team examined feedback and developed a school plan based on the priority areas identified.

Priorities

West Kildonan Collegiate has identified the following priorities for the 2024-25 school year.

1. Indigenous Studies
2. Education for Sustainability and Climate Action
3. Inclusion, Rigour, Assessment, and Instruction
4. Culture, Climate, and Identity

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Indigenous Studies

Goal

- Continue engaging the school community in meaningful and authentic experiences that deepen our understanding of Indigenous perspectives.

Strategies and Initiatives

- Use opportunities to celebrate and acknowledge Indigenous culture and history.
- Ensure there is presence of Indigenous culture in all we do (ie. Remembrance Day, Winter Solstice Feast, Choral and Band concerts, Art, etc.).
- Continue to make kindness, care, and generosity the foundation of how all situations, decisions, and events are approached.
- Continue exploring avenues for Land-based Learning and cultural teaching opportunities.
- Ongoing work within the framework Mamàhtawisiwin: The Wonder We Are Born With.
- Increase student enrollment in our Cultural Credit program.
- Increase presence of divisional Elders in our school and classrooms.
- Expand reach of our Solstice celebration.
- Work to ensure our physical space is welcoming to Indigenous students and families by showcasing Indigenous art, language, and images.



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Education for Sustainability and Climate Action

Goal

- Continued emphasis on education for sustainable well being and climate action.

Strategies and Initiatives

- Teacher advisor meetings will be planned by teacher groups based on needs they assess.
- Grow partnerships with support organizations such as Nor-West and University of Manitoba.
- More students and staff will engage in purposeful actions relative to the Global Climate crisis and environmental advocacy.
- Curriculum groups will continue to explore sustainable development and climate action as access points in various curricular areas.
- Intentional teaching around disinformation, Radicalism vs. Activism, and transphobia.
- Intentional teaching and actions to support student mental health.
- Staff and student involvement in maintaining our Circle Garden.
- Increase awareness and use of compost and recycling.

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Inclusion, Rigour, Assessment, and Instruction

Goal

- Increased emphasis on approaches to teaching and learning that support inclusive practices, rigorous experiences, and meaningfully authentic assessments.

Strategies and Initiatives

- Continue to support inclusion in all its forms.
- Support and admin staff to have increased presence in classrooms to support both students and staff.
- Regular meetings for grade 9 core teachers to strategize.



- Curriculum groups to explore common assessment practices at various grades, and courses.
- Create opportunities for staff to discuss ideas of rigour and high expectations, what that looks like in various classrooms and across curricular areas, and how to implement.
- Assessment approaches and practices to be shared and discussed across curriculum groups.
- Increased focus on improving student attendance and follow up on attendance concerns.
- Use of Activity Tab to document contact with families to facilitate coordination amongst teaching staff, support, and admin.

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Culture, Climate, and Identity

Goal

- Continue to solidify and develop our school's culture, the climate in our building, and our collective identity.

Strategies and Initiatives

- Continue to make kindness, care, and generosity the foundation of how all situations, decisions, and events are approached.
- Sustained conversation around school culture as we continue a "Teacher Talk" model for some staff meeting time.
- Admin team to invite and be open to regular feedback on all aspects of school culture, climate, and operations.
- Staff presence and collaboration to better support all students.
- Transparent and timely communication will be made a priority between staff, and with families.
- Continue to celebrate and show gratitude to our staff and students through morning announcements, newsletters, assemblies, meetings, etc.
- Support of educational and celebration endeavors from student groups.
- Staff will provide support in hallways and spaces throughout the school day.
- Students will celebrate art, culture, history, and identity during Black History Month, Asian History Month, Pride Month, Truth and Reconciliation Week, and other important periods throughout the year.
- Clear expectations will be established for staff and students as they relate to various aspects of our school.



- Audit spaces around the school where students indicate feeling unsafe and develop plans to address concerns.
- We will continue to limit cell phone/personal device use in all teaching spaces using a consistent approach.

Evidence and Indicators

Over the course of the year, we plan to make use of several sources of evidence and data to determine the successfulness of our strategies and initiatives. We will continue to utilize the results of our yearly OurSchool student survey to assess our students' social, emotional, and academic progress. We will also be looking at provincial assessment data, school report card data, attendance data, and potentially student, family, and staff surveys. Additionally, we will look at student and staff attendance as various school events (concerts, games, spirit weeks, assemblies, etc.).

The four pillars of the plan will be discussed and reviewed at curriculum meetings, staff meetings, and PD days, and feedback from all staff will be solicited throughout the year. In many ways this plan represents our hopes and dreams for our students and community, and as such, it will likely be added to, changed, and deleted from over the course of the year as we work to undertake what we have laid out in this document. There is always a certain amount of uncertainty related to what a school year will look like, but our dedicated and caring staff will continue to guide, nurture, and challenge our students while providing an excellent educational experience to each one of them.