

WEST ST. PAUL SCHOOL



REPORT TO THE COMMUNITY 2023-24

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 P3 - Grade 5 - Ms. Kalinsky -

Land-Based Learning with Indigenous Perspectives

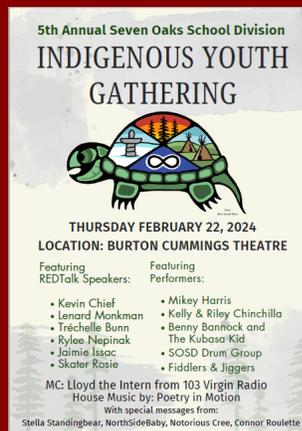
Our class explored land-based learning as a way to build connections between the land, ourselves and each other. We began in late Autumn with curiosity in mind on various field trips to Cedar Bog Trail at Birds Hill Park, throughout the changing seasons. We observed the plants and animals, to make note of the changes we could see over time. We participated in a scavenger hunt of traditional medicines that could be found in the area, while also noticing the human impact left behind along this popular trail. We took a survey of items we noticed and the students were most surprised about how much litter was left behind through the changing of the seasons between winter and spring. On our final visit, in the essence of Summer, the students were posed with the challenge of making temporary shelters with only tarps and some string provided. They quickly came together as a group to survey the area for other useful items to use such as fallen tree trunks and twigs so that they could construct their shelters most efficiently among limited resources. We discussed what could be used if those extra supplies were not provided to them. To wrap up the learning, we had a guest join us on our final trail walk to share their knowledge on the medicine teachings of the Cedar tree. We were shown how to ethically harvest cedar branches in communion with the land. Then, we were invited to make our own tea bags of cedar and sample some cedar tea. To wrap up our land based learning back at school, our class (will be/was) asked to survey their own land at school and at their home to see what plants, animals and traditional medicines are also growing “right in their own backyards” nearby.



1. Infusing Indigenous Perspectives

- Grade 7/8 Indigenous Student Group - Mr. Berens-Squires, Ms. Davison and Ms. Macdonald -

A group of nearly twenty-five students from our school attended Seven Oaks School Division's 5th Annual Indigenous Youth Gathering for the first time this year. Indigenous Grade 7 and 8 students across the division were invited to attend the February 22nd gathering. It was a wonderful opportunity to gather as a group to see and hear from inspirational Indigenous speakers, performers and presenters, along with other groups of students from our division. A group of our students went on stage to join in with the jigging! Also in the photo is our West St. Paul Jigging Instructor, Darrell Sais, who was on stage with them.



We gathered the students together again to attend the Manito-Ahbee NextGen Youth Gathering, which took place on May 17th. There is some excitement with our current Grade 6 students to be a part of the Indigenous Student Group next year.



1. Infusing Indigenous Perspectives

Orange Shirt Day

In September, classes spent time learning about the history of residential schools in age appropriate ways and shared their learning with others in a way that honours the stories of Residential School Survivors and their families.



Messages about Orange Shirt Day



Learning Through Picture Books



Learning about the Survivor's Flag



Getting Ready for the Round Dance

- Room 5 - Grade 1/2 - Mrs. Lotey-

This term students learned about The Seven Sacred Teachings. They learned about Truth through engaging activities. They also learned about Honesty and the importance of being truthful in their words and actions. They participated in a creative turtle dot art project to deepen their understanding. The children decorated turtle outlines using colorful dots, symbolizing wisdom (and their patience). This hands-on activity helped them connect the concept of Truth with their artistic expressions, reinforcing the teachings in a fun and memorable way. Through this project, the students learned about Truth, developed their artistic skills, and enjoyed a collaborative learning experience.



1. Infusing Indigenous Perspectives

- Room 9 - Grade 3/4 - Ms. Gill -

This year our class focused on learning about early French and British settlements in Manitoba including the evolution of the Metis people and culture and the establishment of forts and homes by the French and British settlers. This involved learning about the Hudson's Bay Company, the Red River Settlement, and the interactions between settlers and Indigenous peoples. Students studied some of the conflicts that arose between Indigenous peoples and European settlers, including events such as the Red River Rebellion. They also learned about the treaties that were signed between Indigenous nations and the Canadian government. Kevin Chief visited our school and shared some of the Metis history and cultural importance of fiddling and jigging now. During our excursion to Lower Fort Garry students participated in a Treaty Negotiation program. Through a first hand experience of negotiating with each other, students realized that negotiations could be difficult and that problems could arise due to people not wanting to make deals in good faith or not getting what they needed to survive. They gained a better understanding of how historic treaties were negotiated and the real problems or conflicts that arose. In addition, students focused on visiting sites at the Forks and the downtown area which showcased some of Manitoba's history during our annual City Exploration .



Louis Riel's grave site



St Boniface Cathedral



Former Bank of Montreal

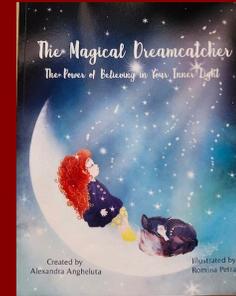
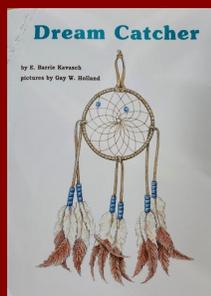
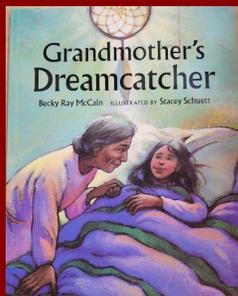
1. Infusing Indigenous Perspectives

- Room 41 - Grade 6/7 - Mr. Berens-Squires -

This year in our class, we infused Indigenous perspectives throughout the year. At the beginning of the year, we examined the book, *The Secret Path*, in response to learning more about the history of residential schools and Orange Shirt Day. Furthermore, we engaged with the Honourable Murray Sinclair's foundational inquiries: "Who am I?", "Where do I come from?", "Why am I here?" and "Where am I going?" By addressing these fundamental questions, we aim to instill hope, foster a sense of belonging, imbue meaning, and inspire purpose within our educational framework. We started our weeks off with a sharing circle to provide a safe space for students to reflect, and share thoughts, and feelings. Additionally, we integrated land-based teachings by immersing ourselves in experiential learning. Students delved into the historical significance of snowshoes and discovered the presence of the Fibonacci sequence in nature. To end the year, we talked about Red Dress Day in response to the Missing and Murdered Indigenous Women and Girls to bring awareness to a critical issue. Lastly, we learned about Nanabush/Nanabozo/Nanabozho a fictional Indigenous character in many Indigenous oral stories and performed a puppet show for the kinder garden classes.

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

Dreamcatchers



The students in room 3 began discussing dreams after someone mentioned that they were tired and didn't get much sleep because they had a nightmare. Another student said that maybe they should get a dreamcatcher. While most of the students had something to share about their dreams, I found some great books about dreamcatchers. We learned that some Indigenous peoples believed that both good and bad dreams came down from the night air. The purpose of a dreamcatcher is to protect sleeping children from bad dreams and nightmares by being hung over the child's bed. Dreamcatchers were created by Indigenous peoples to guard against negative energy and let good dreams emerge. They were/are an important part of many Indigenous cultures including Ojibway, Assiniboine and Cree. According to dreamcatcher legend, the good dreams pass through the web and down the feathers to the sleeping child. The bad dreams are trapped in the web where they disappear once the daylight shines on the dreamcatcher. For children, a dreamcatcher offers feelings of safety and protection and encourages good thoughts and energy. They are used to generate a more comfortable environment in our homes. The students appreciate the meaning and beauty of the dreamcatchers they helped to create for themselves.

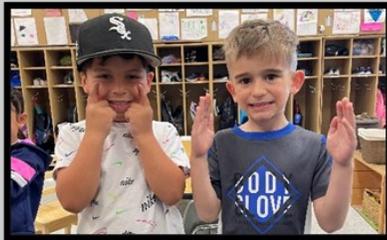
2. Enhancing Student Literacy, Numeracy and Engagement

- Room 34 - Kindergarten - Mrs. Campbell -

How We Learn in Kindergarten: Mrs. Campbell's Kindergarten AM and PM

What is Kindergarten all about? In Kindergarten, we are trying to figure out who we are, what school is all about and how to learn and become smart. Kindergarteners are joyful, creative and curious. We are now channeling our curiosity into a thirst for knowledge and a love of learning. We are trying to spark imagination and collaboration through meaningful, fun and engaging work that encourages kids to work together, respect each other and take care of the world around us. We are working in ways to develop habits of mind like courage, perseverance, concentration and motivation. The secret to being successful in school is simple: TRY and you need to know how you learn best. We teach children strategies that can help them be successful people and learners. This is what we know. Kindergarteners learn the most when we are engaged in something meaningful, fun and where we can test out new ideas and behaviours. We are all different and learn differently. In Kindergarten, we are beginning to identify each child's strengths and preferences to tell us more about each child's learning processes. There are four main types of learning styles (visual-see, auditory-hear, Tactile-say and kinesthetic-do) we start with in Kindergarten:

1. SEE - You have to see it first to learn it. Once you SEE it, you learn this much:



2. HEAR – You have to listen and think about what is being said or what you saw. Once you SEE it and HEAR it, you learn this much:



3. SAY – Saying it out loud is one more way to remember something. Once you SEE it, HEAR it and SAY it, you learn this much:



4. DO – Trying to do what's asked of you and moving your body helps you to remember important things. Once you SEE it, HEAR it, SAY it and DO it, you learn this much:



Let's all learn this much!

2. Enhancing Student Literacy, Numeracy and Engagement

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

Enhancing Grade 3 and 4 Grammar Learning Through Music

This year we explored how incorporating music into our learning might benefit the students and contribute to their academic success.

Most people are naturally drawn to music, so when music was used in a variety of lessons this year, it wasn't too surprising students became more engaged in what they were learning. During whole group activities students were more interactive and participation increased.

We noticed that music helped with our ability to memorize new information such as, grammar rules, spelling, the geography of Canada, as well as our multiplication facts. The music we used involved a lot of repetition, rhythm, and melody, which allowed for us to not only use our eyes and ears but our whole body.

We had so much fun with using music in our learning that as a class we decided to participate in Arts in the Park this year. This event gave us the opportunity to creatively collaborate with each other in designing performance attire and choreographing actions (with props) to our "homophones" song!

Many students expressed how nervous they were to perform in front of a crowd but were glad they had this experience. As their teacher, I expressed how impressed I was with the courage they had to share their learning with a tent full of audience members...all while looking like rockstars!



2. Enhancing Student Literacy, Numeracy and Engagement

- Room 45 - Grade 6/7 - Mrs. Lidder-

As we wrap up another school year, we just had to share the awesome journey our grade 6/7 class has been on with our Engineer in Residence, David Anorim. David took our class into a deep dive on forces and structures. One of the exciting lessons was the bridge experiments. With David as our guide, we built mini-bridges with popsicle sticks and put them through the wringer, testing their toughness against all sorts of forces. It was hands-on learning at its finest, teaching us about structural engineering while also sharpening our teamwork and problem-solving skills. We also dove into a crash attenuating experiment with David. We got to design structures that can take a hit and minimize the impact during a crash. Testing out different materials and setups got us thinking about the bigger picture – how our designs could affect people's safety. It was a hands-on experience that really made us stop and consider the responsibility that comes with being future engineers and innovators.



- Room P4 - Grade 5 - Mr. Luna -

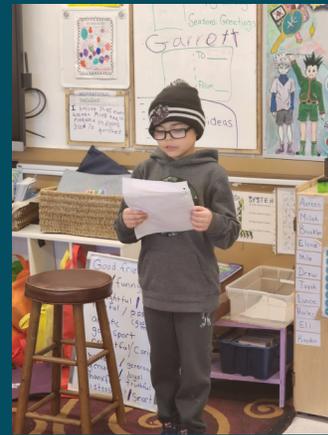
This year we used Project 11, Winnipeg Jets mental health program, to explore positive relationships, conflict strategies, and emotions. The program uses a variety of learning tools to help students develop skills they can use in the classroom and outside on the playground. The hands-on learning opportunities allowed students to role play, create art, and connect with each other.

We also used Tinkercad to design and create 3D models, which some were then printed using a 3D printer. Through this project, the students learned the basics of 3D design and the process of designing and refining their creations. They also gained insights into the workings of 3D printers and the importance of precision and accuracy in engineering. This project not only enhanced their technical skills but also encouraged problem-solving, collaboration, and perseverance as they brought their imaginative ideas to life. We explored the 3D printer with the help of our engineer in residence.

2. Enhancing Student Literacy, Numeracy and Engagement

- Room 17 - Grades 3/4 - Mrs. Penner-

Room 17 learned about many different ways to express themselves through reading and writing! Some of these included how to write different types of poems, lists, journal writing, novel studies, Reader's and Writer's Workshop, Free writes, short stories, skits, and writing and presenting various presentations with their TUSC (Totally Unbelievable Speakers Club) and Book Talks from books that they had read. They were part of the Remembrance Day assembly and wrote thank you cards to soldiers which were sent to a military base in Winnipeg for the soldiers to enjoy. All the students of Room 17 also wrote letters to other students in Canada through the Great Canadian Mail Race program. This is a program in Canada where students can write to another student in any Canadian school. Students then received a letter back! Room 17 also connected with the Room 18 kindergarten class to be reading buddies this year and share the love of reading! It was a fun year of learning!



2. Enhancing Student Literacy, Numeracy and Engagement

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

This year the grade ones and twos of room one were even busier than usual making stories, recipes, poetry, and any other form of writing they could think of! They were inspired by hearing work by various authors read aloud on a daily basis, and looking at interesting things that the authors did in their writing that the students could try out the next time we had our Writer's Workshop. Our improved writing centre was also a source of inspiration! Numerous things were added so that students could use a variety of different types of paper and writing utensils, and had access to tools such as staplers, hole punches, different types of scissors, fasteners, paper clips, etc. The creativity on display as they carefully selected the materials that they could use to create their piece was very exciting to watch! Students were so excited to share their work that we implemented an "Author's Chair" afterwards, and then added the works to our classroom library for all of us to enjoy. Many students continued on making books and other pieces of writing at home for other audiences regularly, and a few have even taken steps to look into having some of their creations published!



- Room 44 - Grade 6/7 - Ms. Lischynski -

This year, we dove into writing with choice, voice, and a whole lot of creativity! They've knocked it out of the park with two amazing publications: "The Journey" and "Our Parting Pages."

The students got to pick what they wanted to write about and how they wanted to write it, based on the forms studied: narratives, vignettes, poetry, personal essays, instructional writing, and short fiction. They really let their personalities shine through, making their pieces authentic and creative. These publications are packed with all sorts of writing. It's like a little window into their world and how they see things.

I am so proud of what the students have accomplished. By giving them the freedom to choose, express themselves, and take charge of their writing, they have become some pretty awesome communicators.

2. Enhancing Student Literacy, Numeracy and Engagement

- Literacy and Numeracy Games Club - Mrs. Lotey -

I initiated a **Literacy and Numeracy Games Club**, as playing math games can be a fun and engaging way for students to learn and practice math concepts. Engaging mathematical games can also encourage students to explore number combinations, place value, patterns, and other important mathematical concepts. The students enjoyed counting, sorting, and solving simple math problems with puzzles and games. The cozy and supportive environment helps every child to feel comfortable and motivated to learn. Here, they not only improve their math and reading skills but also become more confident. With engaging activities and support from friends, kids develop important skills while having lots of fun!



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

Room 42 was one of the four classrooms in Manitoba to be part of the Dorothy Strelsin Polar Bear Program through Assiniboine Zoo. This meant that we took two visits to the zoo in the fall to learn all about polar bears. The children spent these visits learning everything polar bear. Through hands on activities, presentations, and observations of scientists in the zoo laboratories, they came away with a plethora of knowledge about how bears are tracked: individually and populations, how they breed, how they keep warm, their hunting habits, why they need the polar ice and how their hair growth shows their health.



Back in the classroom we tied in much of our curriculum to the Arctic theme by reading "A Stranger at Home" to understand the Inuit people. Also, by researching the Arctic eco-system in science and understanding direction and longitude and latitude in social studies. The students understood that climate change was threatening the polar bears and so we launched into class wide action projects that lasted from January until May when we returned to the zoo. With some guidance from Heather Eckton, our divisional climate action teacher, we settled on group projects that ranged from collecting garbage, to saving electricity, to fixing leaky pipes and to saving shower water. When the projects were finished and presented in class, we returned to the zoo to communicate everything we had learned. Our final step was to present the projects in several different classroom to "spread the word" and get others interested in helping the polar bears.

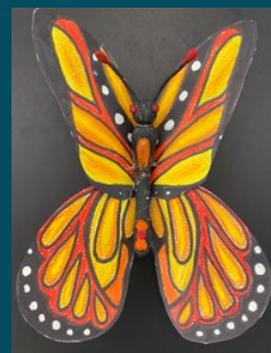
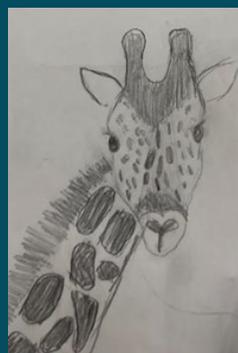
2. Enhancing Student Literacy, Numeracy and Engagement

- Room 46 - Grade 8 - Ms. Stockton -

Room 46 has had an amazing final year at West St. Paul School. We visited the Canadian Museum for Human Rights and had a chance to travel to the Tower of Hope and visit the "Beyond the Beat" exhibit that featured human rights moments in the history of music. We also took a tour of the Forks and viewed the various statues, landmarks, and monuments on the grounds.

We were busy in class as well! We built water filters and pneumatic presses in science and created a monochrome room to explore colour theory. In social studies, we learned about ancient civilizations. We constructed cat mummies out of plaster and shared student-created presentations on a civilization of our choice. In ELA we wrote stories and researched essays. We also used an exploration of resumes to find out how to achieve our dream job and how to prepare for finding our first job. In art, we became master sketchers and explored different types of paint and clay, creating beautiful scenes and three-dimensional butterflies.

We wrapped up our year by being together on a fishing trip, at Middle Years Activity Days, at camp, and at our Farewell. It has been an amazing journey for an incredible class of grade eights.



3. Education for Sustainable Development

- Room P2 - Grade 4/5 - Toni -

The overarching theme for the grade 4/5's out in P2 this year was Reconciliation and Climate Action. As an act of reconciliation, our goal was to connect with the land and work toward creating personal land acknowledgments. We did so many amazing things as we worked toward our goals!



Learning to tie tobacco bundles



Putting tobacco on the land



Cedar picking at Cedar Bog



Connecting with local birds and Chickadees



Filling the garden boxes



Waste Audits



Survival skills, staying together and setting up camp



Caring for Tadpoles

3. Education for Sustainable Development

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

Observing overflowing garbage after each nutrition break at the school prompted the need to acknowledge this issue and take action. This year, our class piloted "boomerang snacks and lunches". The idea is that whatever is packed in the lunch kit, returns home at the end of each day (in terms of packaging and partially eaten food). The goal was not to divert the garbage from the bin at school to the bin at home but rather, promote the use of reusable containers and keep unnecessary waste out of our landfill. Thanks to our water refill stations, we also encourage the use of reusable water bottles over single-use plastic bottles. We added a compost bin to our classroom where students could dispose of banana peels, orange peels, apple cores, etc. The goal with this initiative is to drastically reduce our waste and ecological footprint, and take an active role in helping the environment and promoting more sustainable practices.



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

Among other topics, Grade Seven Science focuses on *Interactions with Ecosystems* and our class felt it would enhance our learning if we brought some of the outdoors into our classroom. We did so with mixed results. To accomplish this, we embarked on a few trips to *Grassmere Creek* in hopes of collecting materials. We gathered and planted a variety of seeds and plant life into our classroom planters and allowed them to grow in our windowsills throughout April until they were ready to be transplanted into the school garden boxes. Next, we created a make-shift aquarium and filled it with frogs' eggs and tiny tadpoles. Through our investigations, we 'discovered that in term of maintenance, plants are far more forgiving compared to amphibians. We developed an appreciation of the delicate balance that exists within every community no matter how large or small. However, despite our successes being met with some loss, we learned a great deal about the connectedness of nature and how one small change can dramatically impact an entire ecosystem.

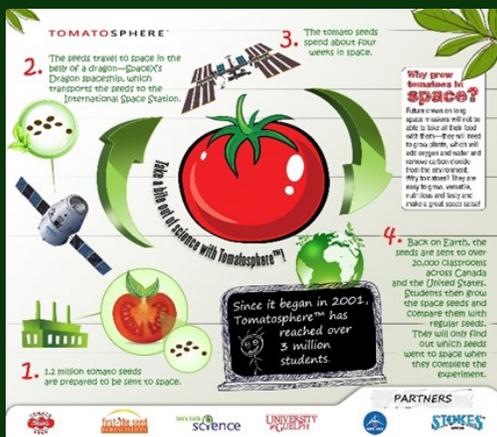


3. Education for Sustainable Development

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

Space Tomatoes!

This year the students of Room 2 participated in Tomatosphere, a free program where Kindergarten to Grade 12 students use 'space' tomato seeds to learn about growing plants in space. We planted our seeds, learned all about germination and waited for them to grow. We had a daily gardener who took care of our tomato plants and made sure they were well watered. We had discussions about what seeds and plants need to grow and be healthy. We watched as our tiny tomato plants began to grow. The students were very curious to know which seeds had visited the international space station and which ones had only spent time on earth. When most of our seedlings came up, we were able to find out which ones had come from space. We found that our "U" tomatoes were from space and our "T" tomatoes came from earth. We found that the earth tomato seeds grew slightly better than those that had visited space. We were able to compare our results from schools across Canada and found that our results matched those of other schools. The students really enjoyed learning about the whole growing process and were very proud of their efforts.



3. Education for Sustainable Development

- Room 18 - Kindergarten PM - Ms. Morrisette -

Snow, rain, or shine, kindergarteners love the outdoors! Throughout the year, we have prioritized getting outside as much as possible. The benefits of being outside are numerous, helping us feel connected to nature and fostering independence.

In the fall, we greeted the trees during our Terry Fox Walk. In the winter, we worked together to push the biggest snowball. As spring arrived, we joyfully played in puddles, and on warm, sunny days, we enjoyed the play structures. Playing outdoors has taught the kindergarteners to listen to their bodies and understand how they feel. Instead of alarming them by saying "Be careful!" when they are high on a play structure, I calmly ask, "Do you feel safe?" This encouraged them to listen to their intuition, decide their next steps, and determine if they need help or can continue independently.

Throughout the year, kindergarteners have become more independent. When they ask for help, I provide a little guidance, but ultimately, they try tasks on their own. We celebrate their successes with affirmations like, "I knew you could do it!" Witnessing their growth and increasing independence has been a joy.

This year, we also explored gardening. We got our hands in the dirt and experimented with planting beans, wildflowers, and tomato seeds. Gardening sparked curiosity among the kindergarteners. Every day, we counted how many tomato plants sprouted, made guesses about which plants would grow bigger, and sang songs to our plants. This interaction with plants brought a sense of calmness and helped build positive social connections in our classroom. Overall, this year has been an incredible journey of learning and growth, both outdoors and indoors. The kindergarteners have developed a deep connection to nature and an impressive level of independence.



4. Developing an Inclusive and Collaborative School Community

- Room 18 - Kindergarten - Mrs. Jozwiak -

Connections and Collaboration

This year in Kindergarten, a focus was connecting and collaborating frequently with our big buddies. We found connections in the curriculum and worked together on many different things. Together we learned how plants grow and the parts of a plant, we played math games, we explored art mediums together, we shared our hand made books, we made class books together, we celebrated holidays together, and we learned the importance of friendship and kindness. The Big Buddies guided the Kindergarten children as we learned how to play safely at recess times and were leaders in directing us to make good choices on the playground. The Kindergarteners taught their Big Buddies



how to play some math games, where they built their own city using addition skills and unifix cubes. The connections that were made are the many reasons why Buddies in the school are so valuable. When children were having a tough day and needing an extra hug, they would look to their Big Buddy to help them through their problem.



- Room P1 - Grade 5 - Mr. Sutton -

This year, Mr. Sutton's grade 5 class had some special visits from members of the community. The first was from Cliff Weekes who is the Divisional coordinator of Anti-Racism in Seven Oaks School Division. Mr. Weekes shared some important insight with our grade 5 students about anti-racism and what it means to be an upstander in the community. Mr. Weekes shared meaningful stories from his own experience and touched upon actions such as name-calling and how they can be harmful to people in our community.



Our other guest was Constable Rob, who had a talk with the grade 5 students about the importance of online safety. His talk touched upon topics such as social media, chat rooms, and sharing images on-line. He shared important stories about his experience as a police officer in the community and the importance of being safe in our connected world.

4. Developing an Inclusive and Collaborative School Community

- Room 47 - Grade 8- Ms. Renooy -

In the Spirit of Holi

In the week before Spring Break, Room 47 embraced our school initiative to celebrate different cultures in our community by observing the celebration, Holi, also known as the Festival of Colors. The class enjoyed videos of traditional Holi festivities, learning about one of the most vibrant and joyous celebrations in the Hindu culture. We were fascinated as students in our classroom presented what Holi means to them and shared their personal experiences and traditions. An “end of the week” activity transformed the classroom into an artistic studio where white t-shirts were tie dyed into vibrant, colourful pieces of art. Sweet treats and snacks were also enjoyed to keep the creative juices flowing. What a wonderful way to mark the end of winter and welcome in spring.



- Gidha Dance Club - Mrs. Lotey -

I decided to share my *traditional Girls' Gidha dance* with the school community to celebrate my culture. I was happy to see students from various cultures express a keen interest in joining the Gidha Club. Their excitement for this cultural activity has been really inspiring. I am thrilled to announce that our school represented Gidha for the first time on Divisional Dance Day at SOPAC. This not only highlights our commitment to preserving cultural heritage but also brings students from different backgrounds together, making them feel connected and valued.



4. Developing an Inclusive and Collaborative School Community

- School Guidance Counsellor - Ms. Davison -

Enhancing Mental Health and Kindness Initiatives in Our School

I am thrilled to share with our community the progress and impact of our mental health programming and kindness initiatives throughout the school year. Our commitment to fostering a supportive and inclusive environment for all students remains steadfast.

Mental Health Programming: Throughout the year, I visited classrooms to conduct mental health programming lessons. These lessons were designed to raise awareness about mental health issues, promote self-care strategies and stress management techniques, reduce stigma surrounding seeking help, and reflect upon how to build and maintain healthy relationships. Through interactive discussions and engaging activities, students gained valuable insights into managing stress, building resilience, and accessing support when needed.

Kindness Club and Initiatives: The Kindness Club played a pivotal role in promoting a culture of compassion and empathy. Led by dedicated student volunteers, the Kindness Club spearheaded various initiatives aimed at spreading kindness and positivity throughout the school community. The Kindness Club shared weekly inspirational kindness quotes, visited each classroom and read books that emphasized the importance of empathy and understanding, held bracelet making workshops, helped with the Holiday Hampers and Koats for Kids, and adorned the hallways with vibrant kindness posters, each one serving as a gentle reminder to choose kindness in every interaction.

Looking Ahead: Together, we can create a supportive and inclusive environment where every individual feels valued, respected, and supported on their journey towards personal growth and well-being. Thank you to the entire West St. Paul community for your ongoing support and dedication to nurturing the mental health and kindness of our students.

- Room 7 - Grade 1/2 - Ms. Yeo -



In Ms. Yeo's Grade 1/2 class we began learning about our emotions through a series of books called 'A Little Spot of'. Our Guidance Counsellor, Ms. Davison, joined us once a week to help teach us about a new spot. Happy spot, sad spot, peaceful spot, love spot, anxious spot, confident spot, anger spot and scribble spot. Scribble is when we are overwhelmed and are not sure how we are feeling. Our class loved the songs and videos that went with each spot. This allowed us a collective way to talk about our emotions. This has now extended to our morning meeting where we talk about our emotions and to writer's workshop where we are creating our own spot. Adjacent is a photo of a student holding sad spot.

4. Developing an Inclusive and Collaborative School Community

- Music and Band - Mr. Roces -

This year West St. Paul's band program has successfully performed at a plethora of concerts. In December 2023, we tackled our Winter Concert at SOPAC, in which the grade 6/7's performed the classic "Jingle Bells" (see a pattern from last year?). The grade 8's tackled popular songs such as "La Bamba" and "Rockin' Around the Christmas Tree". The grade 5's also played many holiday classics. To end the concert, all grades came together to sing "All I Want for Christmas is You" by Mariah Carey. It was a great way to show how massive the Music/Band program is altogether, and to hear the grade 8's lead the singing was amazing!



In April of 2024, the Grade 5's were in attendance for Winnipeg Symphony Orchestra's "*Bach to the Future*" concert. Later in that month, the grade 8 band proudly performed at Level One Band Festival. This festival showcases many other middle school bands from around the city. Our WSP grade 8's were complimented on their mature sound and togetherness from the adjudicators. Congratulations grade 8's!



All bands and ensembles performed at Arts in the Park in May 2024 to great reception from the listening crowd. It was incredible to see each performance go well, so much credit has to be given to the hard work and dedication the students had towards these performances. Great work all year everybody!

4. Developing an Inclusive and Collaborative School Community

- Early Years' Music - Mr. Tyborowski -

This year, our school has been alive with music, showcasing the incredible talents of our students through various performances and events. The school choir, ukulele ensemble, and guitar ensemble have all contributed to a year of wonderful concerts both within and outside the school. Below are some of our highlights:

1. "Every Child Matters " Performance: In front of the entire school, all classes from 1 to 4 came together to sing "Every Child is Special." This event set the tone for a year filled with musical achievements.

2. Winter Concert: December saw each class present a song or two at our Winter Concert. The enthusiasm and talent displayed were heartwarming, making the concert a memorable event for everyone involved.

3. Winnipeg Music Festival: Some of the grades 3 and 4 students participated in the Winnipeg Music Festival. They performed "Pink Panther" and the Ukrainian song "Hey Sokoly," earning a gold award. This is an outstanding achievement, especially considering our competitors were from high school and middle schools.



4. Arts in the Park: To wrap up the school year, our grades 3 and 4 students showcased their talents at the Arts in the Park divisional showcase. This event was a celebration of art and music, providing a fitting end to a year of hard work and creativity.

Acknowledgements

We are immensely proud of our students for their dedication and hard work. Their achievements reflect their commitment to excellence and the supportive environment fostered by our teachers and staff. We also extend our gratitude to the parents and community members who have supported our musical endeavors throughout the year.

Looking Ahead

We look forward to continuing this tradition of musical excellence in the coming years. With the support of our community, we aim to provide even more opportunities for our students to shine and develop their talents.

4. Developing an Inclusive and Collaborative School Community

- Room 10 - Grade 3/4—Mrs. Sran

This year, our class focused on fostering an inclusive education environment, celebrating and learning about various cultures, and promoting kindness through diverse activities and experiences.

One of the highlights of our year was a field trip to the Japanese Cultural Center. During our visit, we immersed ourselves in Japanese culture by exploring the art of origami, enjoying traditional music, trying on different types of clothing, and participating in their dances. We also had the chance to taste authentic Japanese food and learn about their customs and traditions.



To promote kindness, we prepared a Bhangra dance performance. Our class performed this energetic folk dance in different classrooms, emphasizing our respect and appreciation for all cultures. Through our performance, we aimed to express that we value every culture as much as our own.

In addition to our cultural exchange activities, we celebrated Diwali as a class and school. We also delved into the celebrations of Eid and the Chinese New Year, learning about the unique traditions and the significance of different animals representing each year in the Chinese zodiac.



This year, we also had the privilege of exploring the Indigenous map of Canada with Mr. Zylstra. The students learned about various locations on the map and the rich cultural heritage of Indigenous communities across the country.

Our year was filled with opportunities to learn from the diverse community around us. We look forward to more enriching experiences and continuing our journey of inclusive education.

4. Developing an Inclusive and Collaborative School Community

- Room 19 - Grade 3/4 - Mrs. Stromberg -

We welcomed a variety of guests into our classroom, each bringing unique perspectives and valuable insights. Here's a snapshot of the exceptional individuals who graced our classroom:

Tracy and Marion: Tracy, a person living with blindness, along with his guide-dog Marion, captivated our students with their visit. Tracy's firsthand account of navigating the world without sight shed light on the challenges and triumphs of living with visual impairment. Marion's presence not only delighted the students but also underscored the vital role of service animals in enhancing independence and mobility.



Honourable Jamie Moses and MLA JD Devgan: In February, we celebrated Black History Month and spent time learning about Changemakers throughout Canadian History. We were honoured to welcome local Changemaker, the Honourable Jamie Moses (Cabinet Minister in the provincial government). His visit provided valuable insights into the workings of our provincial government, inspiring students to engage with civic responsibilities. Local MLA JD Devgan's visit offered students a glimpse into the legislative process and the role of Members of the Legislative Assembly (MLAs) in representing their community. Through both visits, students gained a deeper understanding of the importance of civic engagement in shaping our communities and how each of them can be the change they wish to see in their community!



Dr. Mark: In our commitment to health and well-being, Dr. Mark, a dentist and member of the Manitoba Moose medical staff, visited our classroom to educate students about oral hygiene. Through interactive demonstrations, students learned about the importance of dental care in maintaining overall well-being. This visit reinforced healthy habits and empowered students to prioritize their oral health.



Hannah Yang: As a Manitoba Possible Ambassador, Hannah Yang exemplifies resilience and determination in overcoming challenges as she lives with Cerebral Palsy. In May, Hannah joined our class to read the inspirational story she wrote, *The Magical Runner*. Her visit empowered our students by showcasing that disabilities are not limitations but opportunities for growth and empowerment. Hannah's motivational words left a lasting impression.

4. Developing an Inclusive and Collaborative School Community

- Physical Education - Grade K-8 - Mr. Forsyth and Ms. Morrisette -

K-8 Physical Education classes participated in activities designed to improve competence and confidence in movement. This year, in addition to our traditional classes, we welcomed guests from Rovers Field Hockey, Lacrosse Manitoba, and Manitoba Wheelchair Sports Association, each providing a unique experience for our students. Gr. 6-8 TAS classes also benefited from our continued partnerships with several organizations and facilities including Tennis MB, Pan Am Boxing, West St. Paul and Selkirk Curling Clubs, The Beach Volleyball Centre, Winnipeg Soccer Federation North, Shooters Golf Course, and the University of Winnipeg.



This year the West St. Paul Wildcats enjoyed a fantastic year with very high participation in our school sports. A highlight was our Divisional Girls Volleyball Team winning the Seven Oaks School Divisional Final Tournament. Congratulations and look for the banner way up there in the gym! Gr. 4's had the opportunity to join Cross Country, Team Handball, and Track & Field. Gr.5's could join these in addition to 3-on-3 Basketball, Circulation Volleyball, Badminton, and Flag Football. Gr. 6-8's had the opportunity to join Cross Country, Volleyball, Basketball, Badminton, Marathon Club, Track & Field, Soccer, and for the first time in quite some time, Indoor Track & Field.



We thank our many staff and community members who acted as coaches. We also are appreciative of our student volunteers for dedicating their time scorekeeping and refereeing to allow many of our teams and clubs to happen. Lastly, we thank Mr. Smithson for his time and dedication to making WSP School a great place for our students during his many years as a Wildcat. Congratulations to him on his new position as Vice-Principal at Amber Trails School! We will all miss Mr. Smithson!
