



REPORT

to the community



(Kindergarten—Grade 5)



Phoenix School

VISION Phoenix is a community dedicated to learning

MISSION Phoenix School’s mission is to develop each student’s potential as a kind, empathetic citizen who values acceptance, and inclusion of others. The school will nurture life-long learners who are team players in a global community.

About Early Years

The Early Years (K–5) provides a nurturing environment where children are encouraged to investigate, create and discover. Children develop their competencies in language and literacy skills, thinking and problem-solving skills, social and emotional development, independence, creativity and knowledge in preparation for becoming responsible citizens. Instruction in the following curricula: Language Arts, Mathematics, Science, Social Studies, Physical Education/Health and the Arts is focused on meeting the unique needs of Early Years students. Instruction focuses on the integration of subject matter and heads-on activity-based approaches to learning.



16
Teachers



11
Support Staff



218
Students

Profile



SUPPORTING & CELEBRATING STUDENTS

Phoenix is a community of learners that support each other with diverse activities. We focus on collaboration and teamwork with a shared vision that “Phoenix is our School” through programming such as:

- Multi-Grade TAG Groups
- Math Enhancement
- Differentiated Instruction
- Early Literacy Resource Teacher
- PLCs (Professional Learning Communities)
- Technology as a Teaching Tool (Smart Boards, iPads)

- School wide Art projects completed by all students to celebrate interests and talents
- A sensory/resource room accessible to all students
- Project 11
- Roots of Empathy
- Newcomers Group
- Wellness Wednesdays Virtual Presentations
- Snack Program
- Theme based assemblies
- Winter Concert Production
- Choir and recorder clubs
- Diversity/Equity Committee
- Welcome Back BBQ



COMMUNITY CONNECTIONS

Phoenix School works closely with our community partners and families to enhance student learning.

- Phoenix Kindergarten students visited the Headingley Fire Station.
- Shelmerdine’s helped to subsidize a *Growing Kindness* Garden made of tulips.
- The Terry Fox Foundation sent representatives including Fred Fox (Terry’s brother) to acknowledge Phoenix’s support
- Partnership with Lincoln Middle School to create recess equipment bins.

The Phoenix Parent Advisory Council has contributed significantly to the school including hosting a scholastic book fair, sponsoring the grade 5 Farewell and purchasing specialized equipment. The Headingley Community Foundation sponsored a field trip for Phoenix students to a performance of *Spirit Horse* by the WSO. Phoenix is so thankful for our community partners.



LAST YEAR'S AREAS OF FOCUS

What did the evidence of student learning tell us?

Examples of evidence of student learning collected and analyzed included:

- Collection and analysis of on-demand writing samples.
- Analysis of ongoing formative assessment focusing on concepts of print, reading fluency and comprehension, and writing conventions.
- Assessment of problem-solving activities using rich tasks.
- Assessment of open-ended thinking during guided practice using instructional strategies such as Math Talks, Vertical Learning Spaces, and Counting Collections.
- Student participation in positive mental health strategies such as “bucket-filling,” growth mindset, Project 11, school-wide tabloid days, virtual and on-site celebrations of learning, and field trips to Assiniboine Park, Camp Manitou, and the Museum of Man and Nature.

What are the anticipated next steps?

The examination and reflection of this evidence was the catalyst for identifying the following goals:

- Students will improve their ability to communicate through writing.
- Students will communicate mathematically (orally and written) and represent their mathematical thinking (concretely, pictorially & symbolically).
- Students will improve their ability to self-regulate, be resilient, and use positive mental health strategies for positive well-being.
- Ongoing formative and summative assessment suggests that Phoenix students and staff continue with focus areas in Literacy, Numeracy, and Mental health/Well-Being.



2025-2026 PLANNING



IDENTIFIED AREAS OF FOCUS

Phoenix School goals are created under the umbrella of the St. James-Assiniboia School Division Strategic Plan (2023-2027).

The divisional strategic plan priorities are:

1. Success for Each Learner
2. Ma Mawi Anokiitaw Miinnawa (We Will Work Together)
3. Mental Health and Well-Being
4. Supporting and Celebrating Our Students
5. Family and Community Connections

Phoenix staff will be meeting regularly throughout the year to analyze goals set in the context of these divisional priorities. Phoenix staff will continue to shape their instruction based on data gained from divisional core assessments and the inquiry cycle for continuous improvement.

For the 2025-2026 school year, Phoenix School will continue to be focusing on the following areas for growth:

- Literacy: Writing Concepts and Foundational Literacy Skills
- Numeracy: Number Sense and Mental Math strategies
- Mental Health and Well-being: Supporting students with positive Mental Health Strategies. Celebrating success, community, and diversity and equity

Analysis and measurement of progress in these areas will continue throughout the year within the structure of the inquiry cycle for continuous improvement.



INDIGENOUS-INCLUSIVE EDUCATION

INDIGENOUS-INCLUSIVE EDUCATION

An Indigenous-inclusive education system is grounded in Indigenous histories, cultures, languages, traditional values, and knowledge. An equitable school community fosters a sense of belonging in all learners so that they feel they can succeed, take responsibility, and find their purpose in life. Phoenix is committed to:

- Introducing and offering cultural based practices such as smudging to Phoenix students.
- Inviting Indigenous Elders Keepers to share authentic experiences and cultural teachings.
- Exploring and acting on TRC calls to action throughout the year.
- Learning about and reflecting on the history of Residential School survivors.