

REPORT
to the community

Strathmillan School

(Kindergarten—Grade 5)

VISION We are STARS !

MISSION Through the shared commitments of students, caregivers, and staff, Strathmillan School creates a nurturing environment that produces responsible citizens who are life-long learners.

About Early Years

The Early Years (K–5) provides a nurturing environment where children are encouraged to investigate, create and discover. Children develop language and literacy skills, thinking and problem-solving skills, and creativity while becoming responsible citizens. Instruction in Language Arts, Mathematics, Science, Social Studies, Physical Education/Health and the Arts focuses on the unique needs of Early Years students. Instruction integrates knowledge and skills in active learning designs.

Profile

20 Teachers

27 Support Staff

295 Students



SUPPORTING & CELEBRATING STUDENTS

Strathmillan features a supportive learning environment where students feel valued and confident. We celebrate the effort and perseverance needed to make academic progress.

Our students often engage in cross-grade interactions For instance, we have older readers paired up with younger readers to support and celebrate reading growth and develop community.

We strive for appropriate inclusion with the support of specialists who provide resource, guidance, and literacy support, along with clinicians and members of our divisional education support services team.



COMMUNITY CONNECTIONS

We are fortunate to have the support of an active Parent Advisory Council. This past year they held staff appreciation events, raised funds for grounds improvement, held Fun Lunches for students, and organized a grade 5 farewell.

The school also partners with the Strathmillan Childcare Centre to provide strong early childhood education. This past year the school and daycare worked together to facilitate an expansion of before and after school care.

Strathmillan offers a universally accessible nutrition program, offering healthy snacks every day to all students.

LAST YEAR'S AREAS OF FOCUS

What did the evidence of student learning tell us?

Numeracy:

In 2025-2026, the school continued its work to strengthen students' problem-solving abilities, core numeracy skills, and confidence in mathematics. Many students demonstrated increased ability to explain their mathematical reasoning, showing growth in both communication and strategic thinking. Instruction included open-ended problems, real-life scenarios, counting collections, number talks, and math games.

The provincial grade 3 numeracy assessment is based on key indicators, including adding and subtracting, using the equal sign, and working with patterns. Provincially, 35% of students met all three expectations for numeracy in English Programme, while at Strathmillan, 57% of students met all three expectations. The strongest indicator for Strathmillan students was representing a number in a variety of ways, while predicting elements in a repeating pattern was the most challenging. Numeracy achievement has declined somewhat after the pandemic and has not returned to pre-pandemic levels.

Literacy

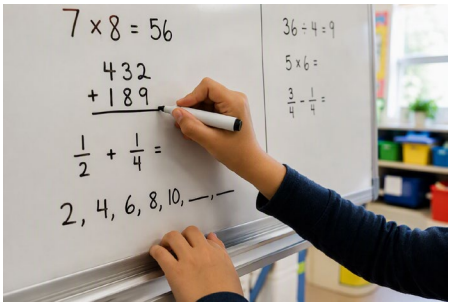
Grade 1 and 2/3 teachers were trained as a divisional cohort in a new literacy screening assessment (Acadience) and a new ELA curriculum. Meanwhile, Grades 4 -5 teachers worked collaboratively to implement new reading instructional strategies, such as focal practice.

The reading assessment gives information on student's ability to read, to understand what he or she has read, and to set goals to become a better reader. In fall 2024, 38 out of 47 students (77%) were rated as meeting expectations at the beginning of grade 3 in all three categories. By comparison, 45% of students were meeting expectations in all three categories provincially (English programme).

Writing skills are also a focus. Teachers used common assessments to guide instruction and collaborated in grade-level meetings and PLCs, often with literacy coaches, to explore new strategies. Students were exposed to a wide range of texts and genres, and peer-sharing opportunities helped build confidence and inspiration.







What next steps are anticipated?

Numeracy:

Moving forward, the school will continue using common numeracy assessments throughout the year, maintain access to numeracy coaching, and engage in professional learning to analyze student data and share effective practices. Students will continue to benefit from diverse problem-solving opportunities and multiple entry points to learning.

Literacy

For reading, the school plans to fully implement common assessments in reading and reflect on these results to design instructional responses. Professional learning through professional learning communities will support fresh approaches aligned with provincial and divisional goals. Teachers will continue to use mentor texts, explore diverse genres, and encourage student writing, reflection, and peer-sharing.

2026-2027 STRATHMILLAN SCHOOL GOALS

For the 2026-2027 school year, Strathmillan School's Strategic Plan is focused on three interconnected priorities that support student well-being, academic progress, and belonging. These goals reflect our commitment to building a strong school community, helping every learner reach their potential, and continuing our journey toward reconciliation.

Strengthen Our Shared Identity and Purpose
Strathmillan School is committed to fostering a school culture where all students, staff, and families feel connected, supported, and valued. During the coming year, we will work collaboratively to revisit and refine the vision of our school so that it reflects our shared values and aspirations. We will continue to strengthen relationships with families through community events, family learning opportunities, and increased opportunities for participation and volunteering. Our work will focus on creating an inclusive environment where every member of our community experiences a strong sense of belonging and connection.

To support this goal, we will continue to invest in professional learning related to mental health, trauma-informed practice, neurodiversity, Indigenous perspectives, and student well-being. We will also review how staff collaborate and learn together, creating more flexible and responsive structures that encourage cross-grade teamwork, professional inquiry, shared leadership, and the celebration of individual strengths. Through these efforts, we aim to build a strong and unified school community that works together in support of every child.

Develop Highly Competent Learners
Our second goal focuses on ensuring that all students develop the knowledge, skills, and competencies they need to thrive as learners. Over the next year, staff will deepen their understanding of Manitoba's new Science and English Language Arts curricula while continuing to strengthen mathematics instruction across all grade levels.

Particular attention will be given to structured literacy practices, effective writing instruction, rich learning experiences across the curriculum, and consistent mathematics teaching practices that support student success from Kindergarten through Grade 5.

We will also continue to strengthen assessment practices so that they provide meaningful information about student learning and help guide instruction. Teachers will work collaboratively to develop shared expectations for numeracy common assessments, analyze student learning, and respond to the needs of individual learners. Through targeted professional learning, early identification processes, and collaboration with specialists and support services, we will strengthen our collective capacity to address the academic, social-emotional, and developmental needs of all students. Our goal is to ensure that every learner receives the support, challenge, and opportunities they need to achieve success.

Take Steps on the Road to Reconciliation
Strathmillan School is committed to advancing reconciliation through meaningful learning, relationship-building, and the integration of Indigenous perspectives throughout school life.

During the coming year, students and staff will engage in learning experiences that deepen understanding of Indigenous histories, cultures, languages, worldviews, and contributions. This work will be embedded across the curriculum rather than confined to a single event or time of year.

Students will have opportunities to learn from Indigenous knowledge keepers, artists, community members, and educators through a variety of classroom, school-wide, and community-based experiences.

Staff will continue to strengthen their ability to authentically incorporate Indigenous perspectives into teaching and learning, including within science and environmental learning. We will also create opportunities for students to explore Indigenous languages, cultural traditions, connections to land and water, and Indigenous ways of knowing. By building understanding, respect, and meaningful relationships, we aim to help students become informed, compassionate, and engaged citizens while continuing our school's commitment to reconciliation.