

Gladstone School

Community Report

2022-2023

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Our Purpose

Winnipeg School Division provides a learning environment that fosters the growth of each student's potential and provides equitable opportunity to develop the knowledge, skills, and values necessary for meaningful participation in a global and diverse society.



WINNIPEG SCHOOL DIVISION

Our Vision

Gladstone School is committed to promoting the intellectual, social, physical and emotional growth of students who learn and play together in a caring community. Gladstone School will provide a warm and welcoming community that promotes students' success through engagement and life-long learning in a changing world.



About our School

Gladstone School is a Nursery to Grade 6 elementary school with a diverse and dynamic population of approximately 215 students. At last count, over 20 different languages are spoken by our families. Our catchment draws from Osborne Village, Downtown Winnipeg as well as the surrounding areas. We are a small school with a big heart!

We work very hard to provide an inclusive environment for all our learners. We believe in a strength based approach and building strong relationships with students and families. Though we are small, we provide technology, physical education, arts education, as well as inclusive programming and literacy support for all our students. We have embraced the outdoors and nature as another teacher and are very excited about our Nature Based Learning proposed playground enhancements.

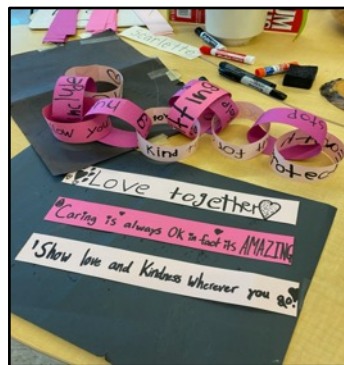
We believe strongly that our students are leaders and as such we offer multiple opportunities for students to become involved in leadership experiences, including patrols, student council, learning mentors, library and green team helpers, just to name a few.

We also believe that you are the most important partner. We have an interested and engaged Parent group, focusing on school initiatives and learning, safety, and the bettering of our physical space to allow for optimized learning.

We invite you to become a part of this amazing community!

Highlights

- ❖ Strong academic programming and student achievement, scoring higher than Divisional and Provincial averages in literacy and numeracy
- ❖ Inquiry based learning
- ❖ Inclusive classrooms and school
- ❖ Sensory room
- ❖ Physical Education program
- ❖ Intramurals
- ❖ Arts program
- ❖ Literacy support
- ❖ Numeracy support
- ❖ Inclusive Education Resource Teacher
- ❖ Early Years support
- ❖ School-wide snack program
- ❖ School run lunch program
- ❖ Student Council
- ❖ Patrols
- ❖ Nature Based Learning
- ❖ Family Library Nights
- ❖ Super Red (self-regulation) Team
- ❖ Active Parent Council
- ❖ Amazing staff



Priorities for 2023-2024

Priorities for 2022-2023

- ❖ To revise our Mission Statement and Guiding Principles, together with students, parents, and other partners, to better reflect and serve our community of learners.



- ❖ To provide strong, innovative, and creative programming in literacy and numeracy to reach maximum academic achievement for each child, *within a multi-age setting*. Students will learn through inquiry-based projects and will have excellent and varied literature in their classrooms as well as around the school.

- ❖ As a staff, to continue to learn about anti-racist education, including learning about how to best implement the Truth and Reconciliation Calls to Action in an authentic and meaningful way.

- ❖ To continue to provide an inclusive, strength-based learning environment for all our learners.



❖ Communication

- All students and staff will participate in learning experiences that involve collaborating with others to allow for clear and confident messages to be received, expressed, and understood in different areas, including literacy, numeracy and social emotional needs.

❖ Collaboration

- All students and staff will participate in learning experiences with others, working together to share and reach common goals.

❖ Creativity and Critical Thinking

- All students and staff will participate in learning experiences that explore important ideas, concepts, and skills in unique and engaging ways to allow for problem solving, synthesizing, and analysing ideas.
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(Adapted from the Framework for Learning, MB Dept. Of Education)



Parent and Community Involvement

❖ Active Parent Council

Our Virtual meetings this past year continued to involve many family members. Together, we are focusing on safety around our school, ways to engage and involve more family members, as well as supporting initiatives such as Nature Based Learning. Moving forward, we return to in person meetings with the goal to create a more formal Parent Council.

❖ Family Volunteers

Parents and community members are returning to participate in school events and initiatives, including joining field trips, being guest speakers, sharing gifts of culture as well as attending our Library Nights.

❖ Fort Rouge Co-op Day Nursery - School Age Program

This neighborhood daycare shares 2 of our classrooms for their school-age Before and After program. We work in close contact with the daycare staff to ensure that student's needs are met.

❖ Fort Rouge Child Care

This is another neighborhood daycare that we work closely with. Students attending this daycare are walked to and from school.

❖ River Osborne Community Centre

We share the field with the Community Centre and also use the centre as our safe evacuation site. It is a priority to look for ways to continue to partner with the Community Centre/City of Winnipeg.

❖ Partnerships

We have partnered with the University of Manitoba, University of Winnipeg and Red River Nursing Faculty, as well as visiting businesses in the neighborhood

Unity
By Cleo V. Swarat

I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.
One was a teacher:
the tools she used were books and music and art
One was a parent
with a guiding hand and gentle loving heart.
And when at last their work was done,
They were proud of what they had wrought.
For the things they had worked into the child
Could never be sold or bought!
And each agreed she would have failed
if she had worked alone.
For behind the parent stood the school,
and behind the teacher stood the home!

