

1410 Logan Avenue, Winnipeg, MB, R3E1R9  
Phone: 204-775-2591 Fax: 204-775-6212 Email: weston@wsd1.org

## School Vision Statement

Our vision at Weston School is to build a foundation that emphasizes curiosity and a love for learning in order to nurture and support responsible, life-long learners. Weston hawks will be welcomed into a safe, supportive and engaging learning environment that celebrates risk-taking while promoting student confidence in order to achieve their full potential.



WINNIPEG SCHOOL DIVISION



## About Our School

Weston School is a nursery to grade six elementary school in the Winnipeg School Division. We have a population of 229 students. There are 16 teaching staff and 10 educational assistant staff. We have a Community Worker who provides support to the Weston parents and families. There is a daily parent association supported lunch program. Weston School invites parents to come to our Parent Sharing Hour held once each month from 3:30-5:00 to learn more about how we can work together to support student success.

# Achievements From 2023-2024

focus on meeting their individual goals through differentiated instruction and support from E.A.'s. / Resource / Guidance / CSS clinicians.

## Instruction and Assessment

- All teachers utilize triangulation of data (observation, conversation and product) alongside pre and post assessment when determining next steps in learning.
- Teachers are involving students in the assessment process; co-creating the intent, task and criteria,
- Students are receiving immediate, descriptive feedback to move learning forward and are continuing how to do this with their peers.
- Teachers and students created visual targets to determine what they were learning and why they were learning it which are displayed publicly to honour and demonstrate the work they are committing to do.
- All teachers are a part of a Professional Learning Community to develop their understanding of common language and assessment in Mathematics and Language Arts both divisionally and provincially.
- All teachers worked with Math Support coaches to strengthen the mathematical instruction and thinking within the classroom.
- Classrooms teachers are utilizing open ended questions alongside multiple strategies to assist students in modelling their mathematical thinking.
- Dream Box Math was used by all grade 1-6 classrooms within the school and at home to augment the math curriculum.
- All students have access to a digital device and utilized a variety of technological modalities daily to enhance their learning. Students are utilizing technology in deeper ways and with various programs (Canva, Dream box, Seesaw) to demonstrate their learning visually and verbally.
- Students with diverse needs are fully integrated into all classrooms, with a

## Indigenous Education/ESD

- All teachers integrated Indigenous perspectives in all core subjects as well as Music and Phys. Ed.
- All teachers taught Treaty Education programs including the history of residential schools using Divisional resources.
- Indigenous/multi-cultural diversity through music, dance, storytelling and drama were utilized through the grades
- Elder and well-known author, Wilfred Buck, brought the star dome and told stories about the sky to all students and a parent group.
- Knowledge Keeper, Jamie Grasby, taught the significance of ribbon skirts and shirts. All grade 6 students as well as a parent group designed and created their own ribbon skirts/shirts for use in ceremony.
- A school parent taught about the importance of jingle dancing and then demonstrated and danced with the students within the school.
- All classes completed at least one unit of inquiry that highlighted Indigenous perspectives (Indigenous plants, knowledge circles, land-based education). Once completed, one classroom presented an oral story at the divisional Pow Wow as well as for the whole school during assembly.
- A focus on ensuring that all students are represented throughout the building through books, pictures, morning announcements, shared bulletin board, and school assemblies
- We purchased several Indigenous books for all classroom libraries and the school library.
- All students and staff went on a staff wide journey to understand the importance of each of the Indigenous moons and how each moon relates to Mother earth which

was shared monthly during school assemblies.

- Classrooms partook in the divisional Pow wow.
- We completed Phase 3 of an outdoor classroom that involved planting medicine plants (tobacco, cedar, sweet grass, and sage). The 3 sister plants were planted alongside plants that originated in Winnipeg. A leadership group of students became experts in the significance of these plants and presented this knowledge to each classroom in the school. Families in the community alongside the school custodians will care for the plants during the summer.
- Healthy nutrition shared in classrooms/Breakfast for Learning daily.
- Reusable bowls, cups and utensils are used for school snack and breakfast.
- A student led committee participated in weekly clean up around the community.
- School wide community clean up happened during Earth Day as well as Take Pride Winnipeg presented to the whole school.

## Student Engagement

- Teachers embarked on the significance of what it means for students to “be engaged” in their own learning.
- In Professional Learning Conversations, teachers discussed the importance of listening deeply to student voice and choice. Teachers participated in professional inquiries during Professional Development days.
- In turn TAG groups were developed to ensure that all students had at least 3 adults that they could turn to when needed.
- In TAG groups, the focus was on teamwork, critical thinking and collaboration.
- We continued to grow our student leadership team to include office helpers, library helpers, leaders during TAG groups, Morning Announcers, Instagram Support and the development of Spirit Days to name a few.
- All students engaged in inquiry based projects based on curriculum, student passion and STEAM connections.

- Students learned Canva and engaged on deeper ways with Seesaw using STEAM as the vehicle for their writing.
- The Young Designers afterschool program, led first by divisional staff and then led by classroom teachers was created. 28 families committed to the 6-week program and worked alongside their children in playful ways while building language and literacy skills.
- A Run and Read whole year program was implemented weekly, ending in a 5 kilometer race at Assiniboine Park.
- We had bi-monthly family nights which were well attended. These family nights included STEAM, an ART exhibition, a Career based evening and Math evening.
- Many new sports teams were created, and students engaged in tournaments with other schools (including flag football, soccer, volleyball, running)
- Student led talent show at the end of the year to demonstrate student passions/talents.
- Art club and Tinikling lunch clubs were started



Commented [DE1]: The 3 sister plants were planted alongside a variety of plants native to Manitoba.

## Priorities for 2024-2025

\* Creating educational experiences that promote and reflect curiosity and voice

\* Engagement of Learning

\* Learning Outcomes that emphasize best teaching practices and evidence based research.

\* Truth and Reconciliation



## Priorities for 2023-2024

### 1. Learning Outcomes

To further improve school attendance, achievements and graduation rates through the exploration of additional programs and strategies.

### 2. Addressing Barriers to Learning

To further develop initiatives and innovative approaches addressing individual student needs and accessibility requirements, mental health issues, childcare needs and nutrition needs.

### 3. Communications and Partnerships with Community

To further develop communications and partnerships with the community we serve, parents, families, government, businesses, health and social services agencies, Indigenous education, other community organizations, and our valued volunteers.

### 4. Sustainability

To strengthen and enhance sustainable development initiatives that address environmental, social and economic issues.

### 5. Employees

To increase the leadership capacity and competency within the school.





## Parent and Community Involvement

We appreciate the parents who have been involved in Parent Council and offered input and support as well as being volunteers at school. We had one Community Worker this year who provided programs for students and parents in our Family Center and provided a monthly calendar of events/activities/guest speakers and volunteer activities. We offered free childcare for our Parent Sharing Hour meetings. The Parent Association operates a daily lunch program and undertakes fundraising activities on behalf of the students; this year contributing to the purchase of trophies and awards for the Grade 6 Farewell Ceremony.

### Facts at a Glance

- No. of Students –201
- No. of Teachers –14
- No. of support staff –10
- Clinical Support-4
- Community Worker -1
- Secretary –1
- Talk to Me Programming
- Breakfast for Learning
- Mobile Vision Care clinic partnership
- The Winnipeg Art gallery partnership-Qaumajuq
- U of MB Dental program
- Can U
- WASAC partnership
- School wide snack initiative
- Healthy Schools initiative
- Nutrition program
- Daily snack program in the office
- Parent Association Lunch Program
- Can U Imagine Daycare-Grade 1-6
- Knock and Walk program
- Attendance Initiative-alarm clocks/early morning phone calls
- Family room Parent Programs (Mondays, Wednesdays and every other Friday)
- Pediatric Dentistry program
- Run and Read Afterschool program
- Intramural Sports program daily
- Career focused initiatives
- Patrol program
- Talk to Me program
- Lucy Culkins Writing
- Inner city Soccer
- Young Designers Parent/child weekly programming
- Mobile Mini Soccer Program
- Art Club and Tinikling
- Outdoor Education
- Student Led Team Up to Clean Up initiative
- Student Led Medicine Garden Inquiry and development with assistance from WSD Indigenous Coach- Matthew Mousseau
- Intramurals 5 days a week
- Sewing club- Ribbon Skirts/shirts
- School wide Dream box
- P.B.I.S.(Positive Interventions and Supports) program
- Mindful Recess
- Flexible seating options
- Classroom calming spaces
- School based low sensory space & Movement space
- Phase 2 in development of Reimagining a 21<sup>st</sup> century library
- Received a one-time grant of \$5000 for library furniture
- Celebrate families events every other month
- Doug Duff Pilot program for Leading in Mathematics



## Celebrations

- Increased engagement with community for school events
- Young Designer afterschool program- 32 families from Nursery-grade 2 students
- STEAM afterschool club participated for 30 grade 4-6 students
- Community BBQ and Staff Meet and Greet- 85% of families attended.
- STEAM Night- 75% of families attended.
- Art Museum evening- 60% of families attended.
- Winter Solstice Feast- 45% of families attended
- Whole school camp experience- 23 families attended
- Run and Read-whole year afterschool program- 49 students attended- 13 ran the 5KM run at Assiniboine Park
- Volleyball camp for grades 5/6 began
- Flag Football for grades 3-6
- Monthly TAG family groups were formed
- Students participated in Innercity Soccer
- Knock and Walk, the availability of alarm clocks was expanded to support families
- All students participated in our first school Camp day! Students wrote persuasive essays for this event to take place
- 3 whole school Writing Celebrations took place where students shared their writing with other classrooms and parents.



Student books were published and reside in our school library.

- We celebrated several students monthly who received Weston Hawk awards through our Hall of Fame
- Classrooms received Party with the Principal when they received the most Weston Hawk tickets for being responsible, respectful, safe and kind as a class
- The formation and development of the Weston Hawk Shop as part of our PBIS initiative.
- We had 26 school patrols who demonstrated responsibility and safety in grade 5/6. They then trained 16 grade 4 students to be ready for the following year.
- 5 grade 5 students took part in weekly Can U Leadership sessions throughout the year and all five received Can U scholarships for Post-Secondary Education.
- We received a generous donation from the Knockout Mortgage group for winter wear.
- We received our first school PET- Yoshi- a bearded dragon- the students received Yoshi in response to a persuasive writing assignment.

