



WINNIPEG SCHOOL DIVISION

23/24

ANNUAL  
REPORT

TO THE COMMUNITY



## LAND ACKNOWLEDGEMENT

The students, staff, and communities of Winnipeg School Division are committed to truth and reconciliation through building relationships with Mother Earth, the original peoples of this land, and the stories that bring us together. We acknowledge the place in which we gather is on Treaty 1 territory, the homeland of the Red River Métis, and the ancestral lands of the Anishinaabe, Ininiwak, and Dakota Oyate peoples.

# MESSAGE FROM THE CHAIR

The 2023/24 school year for the WSD Board of Trustees has been dedicated to cultivating relationships and responding to the hopes and dreams of our school community — all centered on the students and families we serve. With the generosity of parents, community members, and partners in education we completed some important work — hired an equity lead within WSD to help drive change, created a new Punjabi language program launching in the 2024/25 school year, began the evolution of lunch program for early years schools and initiated a board-level climate committee.

To guide this work, the Board relies heavily on our committees to engage with families and community. This year especially so as we began our journey to build a new strategic plan. In the spring we received guidance from families, community members, community-serving organizations, staff, and students. This fall we will be reporting back to community and taking this direction to build a blueprint for our next few years.

Within this year of connection, there has also been significant change. We welcomed a new leader and a re-envisioned approach to senior administration and families of schools. We welcomed a new provincial government and leadership within the Department of Education and have had the opportunity to build relationships there, as well as engage more regularly with our municipal partners at City Hall. We, along with all English school divisions in Manitoba and represented by MSBA, saw the successful negotiation of a new teacher contract — the first ever province-wide agreement.



Individually, these are big changes. To have them all happen within 12 months represents a ground shift for many in WSD. 2023/24 has been a transformational year for WSD.

Looking forward to the next school year we anticipate sharing our WSD strategic plan with community, working through the launch of a new provincial funding model, engaging through our committee work, tracking new shifts in practice and policy (better student-teacher ratios in classrooms, mobile device use in schools), and continuing to support our schools to meet the needs of students and families.

Serving as Chair of the Board of Trustees for the 2023/24 school year has been an honour.

## **Tamara Kuly**

Chair, Winnipeg School Division Board of Trustees 2023/24

# MESSAGE FROM THE SUPERINTENDENT AND CEO

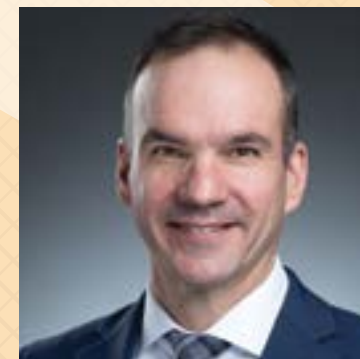
The 2023/24 year was certainly one of many changes. With a new superintendent, a relatively new board, and new path forward, WSD is ready for change in the name of ensuring all of our incredible learners feel a sense of joy, feel that they belong, and are challenged in intellectually rigorous ways each and every day.

We began last year with the appointment of our Divisional Kookum, Marsha Missyabit, to the superintendent's team. As an educator, principal, and an elder in the community, Marsha brings her teachings and experience to the Board, our principal's group, and to all our schools.

We have also seen the development of new assistant superintendent roles that match our values and our focus:

- » Assistant Superintendent of Indigenous Education
- » Assistant Superintendent of Anti-Racism, Equity, and Climate Justice
- » Assistant Superintendent of Innovation, Engagement, & STEAM
- » Assistant Superintendent of Inclusive Student Services
- » Assistant Superintendent of Deeper Learning and Rigour
- » Assistant Superintendent of Professional Learning

As well, we needed to take a huge school system, and make it more community based. As such, we developed families of schools, each with their own assistant superintendent and a network of communities that can know a family from Nursery to Grade 12.



These families of schools are:

- » Churchill/Grant Park
- » DMCI/Tec Voc
- » Kelvin/Gordon Bell
- » Children of the Earth /St. John's
- » RB Russell/Argyle/Elmwood
- » Sisler

## **ONE FAMILY AT A TIME**

As we have made WSD more community focused, we have also shifted our practice in order to reduce barriers for families while ensuring that every child has the opportunity to attend their neighbourhood school — and attends regularly.

WSD has also worked tremendously hard to reduce exclusionary practices, such as out-of-school suspensions, barriers to registrations, and streaming of learners into different programs. Our goal is to make our schools as sticky as possible — places where learners want to be and feel they belong.

WSD has partnered with Dr. John Mighton and JUMP math to ensure that our learners receive the most rigorous mathematics instruction so that they see themselves as mathematicians. We have reintroduced librarians to our libraries, and we have added more music teachers to our schools.

Throughout WSD learners engage in state-of-the-art tools and technology so that they can create new knowledge and tell their stories to an authentic audience.

We have also asked learners to think deeply together through our STEAM festival, Science Fair, and our Historical Thinking Jam. All opportunities for our learners to show us how they are smart, rather than how smart they are.

But fundamental to our work is the idea that all learners should feel that they belong. By answering the Calls to Action in the Truth and Reconciliation Commission: Calls to Action (2015) report, specifically Calls to Action 6 to 12 and 62 to 65, and by recognizing the gifts that all our learners bring, we can ensure that everyone in WSD experiences joy, love, and rigour.

## **Matt Henderson**

Superintendent and CEO  
Winnipeg School Division

# STRATEGIC PLANNING

During the 2023/24 school year, the Board of Trustees began the process of developing a multi-year strategic plan with support being provided by The Critical Thinking Consortium (TC2). As part of the process, trustees met in May with students, families, parent councils, stakeholders and members of the community to provide feedback, insights and perspective to this important process.

The purpose was to identify helpful and unhelpful/harmful practices to better support learners and their families. The guidance and feedback from students, staff, families and communities is an important component of the strategic planning process. It will be carefully considered along with other data collected by the division (e.g. achievement data, process data, demographic data, and well-being data).

The trustees facilitated round table discussions providing an opportunity for families to share their personal perspectives, voice, priorities, and to collaborate with others in shaping the future direction of WSD.

The feedback provided will play a vital role in helping the Board to identify key priorities, set goals and develop strategies that will guide efforts to enhance educational opportunities, improve outcomes, and promote equity and inclusivity across WSD that is student focused.

The feedback will be collected and reviewed by the Board of Trustees in the new school year. A report will be prepared by The Critical Thinking Consortium representing the findings from the round table discussions. The report will focus on opinions and perceptions from various educational stakeholders.

The completed Strategic Plan will be shared with stakeholders in February 2025. The Strategic Plan will be implemented over the next 3 to 5 years.

## EMPLOYMENT EQUITY

Winnipeg School Division's Staff Support and Relations department is responsible for providing services to both teaching and non-teaching staff. Included in these services are labour relations, collective bargaining and contract administration; recruitment and employment; job analysis; employee records; employment equity; policy development; wellness and workplace safety & health. Staff Support and Relations works to create positive staff morale and job satisfaction for all employees.

WSD continues to prioritize recruiting and hiring staff that reflect the diversity of our school division.

Staff Support and Relations strives to implement practices that promote inclusivity, equity, and a safe working environment, that contribute to a positive school climate.

## PRESENCE & ENGAGEMENT

WSD has remained focused on identifying barriers to attendance and the strategies required to engage students and promote attendance in schools.

- » All students engaged in educational programming every day
- » School design based on principles of Big Picture Learning

- » Emphasis on student voice guiding the reinvigoration of our cultural programming
- » Advisory, individual learning plans, exhibitions, portfolios supporting relationships, relevance, and rigour
- » Providing student specific planning
- » Creating/expanding families of schools philosophy

- » Providing culturally safe learning environments
- » Schools connecting with families to discuss options for programs and services
- » No out of school suspensions
- » Professional development opportunities to support school leaders to implement strategies/planning for student success



# EQUITY, DIVERSITY, AND INCLUSION

WSD is committed to fostering an inclusive, equitable, and supportive learning environment for all students, staff, and the broader community.

As a collective, we are in a great position to redefine our purpose in loving those we serve and fostering an inclusive, equitable, and supportive learning environment for all students, staff, and the broader community. To realize this shared vision, we are shifting the culture and reimagining the way we do things. As part of this journey, we are talking with our young and older scholars, staff, community members, grandparents, knowledge keepers, healers, and community advocates in the hopes of creating a positive impact that paves the pathway to the “Good Life”. Equity is only possible when everyone’s voice is amplified, and everyone is part of the circle.

During the 2023/24 school year, WSD has worked with families, staff, students, and the community to identify inequalities, such as:

- » Hired a Program Equity Director to assist WSD in reviewing and implementing best practices to address equity access in WSD
- » Created a divisional support teacher position in Anti-Racism, Equity and Climate Justice
- » Established a Portfolio position in superintendent team around Anti-Racism, Equity and Climate Justice
- » Held fire-side chats with various students, employee groups, and community to collect feedback
- » Hosted townhalls with community groups to address school matters

- » Reviewing hiring practices to increase Indigenous and racialized representation within WSD
- » Identified the need to collect staff demographics data on hiring Indigenous and racialized employees
- » Partnered with the University of Winnipeg in supporting research on Equity, Diversity and Inclusion and conducting research on Suspension Practices in Manitoba Schools

## INCLUSION EDUCATION

WSD holds the belief that all children deserve to go to school in a diverse community of their peers and that the diversity that exists in classrooms is seen as the norm. Children and youth are being welcomed to attend their neighborhood schools where appropriate programming is provided, and we work ‘one kid at a time — one family at a time’.

We believe that all children are gifted and all children have exceptional needs. Children that need additional supports have the right to have appropriate programming in their neighbourhood schools where at all possible.

Initiatives to highlight:

- » School Support Team Model Led by School Principals – includes combinations of Resource/IERT, Guidance Counsellor, Learning Support Teacher, Clinicians
- » 52 classrooms and 100 teachers added to schools for 2024/25 year. A portion of the added teaching positions have included support teachers to strengthen inclusion practices
- » Offering programming that is appropriate for children in their catchment school
- » Shifting from dependence on adults to fostering independence and interdependence with peers
- » Divisional Teams: Student Support Services (SSS) & Clinical Support Services (CSS) Interdisciplinary Teams for each Family of Schools
- » Additional training and professional development for Educational Assistants
- » Increased services with for OT/PT with School Therapy Services/Rehabilitation Centre for Children (SSCY Centre)
- » Piloting the use of PINE (Program for Inclusion and Neurodiversity Education)
- » Low Enrolment Programming
- » WSD X HUDDLE partnership – direct link to health services, including physical and mental health supports for families and youth
- » WSD Community Transition Program — mobility and vocational training opportunities for high school students with a diversity of needs
- » Increasing accessibility and removing barriers, making our buildings and school grounds more accessible — elevator access, grooming rooms and sensory spaces

## ACCESSIBILITY

On May 15, 2023, the Board of Trustees approved the Accessibility Policy that outlines one commitment to identifying, preventing, and removing accessibility barriers in a timely manner in the areas of Customer Service; Employment; Information and Communication; School Transportation; and Design of Public Space.

WSD is committed to creating and maintaining an environment in which students, parents and employees are aware of and respect the rights and human dignity of others. WSD has begun to implement all reasonable efforts to ensure that barriers to accessibility are identified, prevented, and removed to ensure the participation of those with disabilities.

Our work over the past year has been to ensure that schools and facilities have one or more direct access to buildings by ramps, elevator or entrances and auto door openers located at entrances. We are currently in the process of updating our play structures for students to ensure they are fully accessible.

Our communication plans are being updated to reflect notification that our various forms of publications are available in an alternative format and that our website is user friendly.

WSD has also implemented an accessibility widget to assist with navigating our website.

To further support our students, we are also exploring an improved access to FM signal or hearing aids for students who are hard of hearing, including technology and software Sound Field systems which have been installed in several classrooms to ensure students can hear classroom instruction and direction.

WSD has also reviewed our employment hiring practices provides for accommodations for applicants. WSD recently retained a Return-to-Work Officer to assist with developing individual accommodation plans for our employees to safely return to work.

WSD continues to make adjustments every day to empower our students, staff, and members of the public to feel welcome and safe in all our school buildings. Feedback is continually welcomed to improve accessibility and inclusiveness within WSD. Please visit our website for a full update on the progress and future priorities of WSD.

To submit feedback contact [wsd@wsd1.org](mailto:wsd@wsd1.org).

# CELEBRATING INDIGENOUS CULTURE

The sounds of drumming and dancing filled the air at Tec Voc High School grounds on June 6, 2024. WSD hosted the 5th Annual Pow Wow Celebration of Indigenous cultures. Students, teachers, and community members came together to honour the learning journey.

The pow wow kicked off with a Grand Entry, where esteemed guests, Principals, Vice-Principals, Assistant Superintendents, Superintendent and dancers in colourful regalia proudly entered the Pow Wow circle. Throughout the day, the sounds of drum groups kept the energy high as dancers of all ages showcased their traditional styles.

Beyond the performances, the day also offered valuable opportunities for cultural learning. Knowledge-sharing sessions and teachings provided insights into Indigenous history, traditions, and ways of life. Students had the chance to share what they had learned at school and participate in interactive sessions, asking questions for a deeper understanding and appreciation of Indigenous cultures.

The Honour Song for Winnipeg School Division Graduates was a major highlight of the event. The heartfelt tribute acknowledged the outstanding accomplishments of graduates and their families in programs like Build From Within, Medical Career Exploration, and others.

WSD is extremely proud of all our students, staff and families.

# INDIGENOUS EDUCATION

The Indigenous Education Department provides assistance to the instructional staff and support staff to develop and implement appropriate programming for all students. Indigenous students acquire a positive self-identity through learning their own histories, cultures and contemporary lifestyles.

Non-Indigenous students develop an understanding and respect for the histories, cultures, and contemporary lifestyles of Indigenous peoples. All students will develop informed opinions on matters relating to Indigenous People. The integration of Indigenous values, languages, histories and cultures occurs throughout all curricula K to 12.

## DIVISIONAL KOOKUM

The Divisional Kookum plays an important role in connecting the school and the community. The Kookum is responsible for helping break down the stigma, systemic barriers and providing support and guidance on culturally appropriate services and programs.

This includes:

- » Promoting and supporting cultural awareness and understanding for all involved with children/ students and their families
- » Linking the Indigenous community and school
- » Promoting and supporting Indigenous language acquisition and retention
- » Guiding and counselling students, families and school staff
- » Assisting all staff with the infusion of Indigenous content and perspectives into daily programming
- » Taking the lead in traditional learning environments that may include smudging, land-based teaching, and pipe ceremonies
- » Assisting with the development of culturally sensitive programs and the establishment of new criteria for programming for Indigenous and non-Indigenous students
- » Developing and facilitating in-house training for staff in order to move toward a deeper understanding of Indigenous learners and their needs

# ROADMAP TO STUDENT SUCCESS

The roadmap to student success sometimes begins outside the classroom instruction. Schools have the greatest impact for learners and families when they are more welcoming and joyful. WSD has made significant progress in supporting our families and reducing barriers.

## IMPROVEMENTS FOR FAMILIES

- » Universal Nutrition Program
- » No-fee lunch supervision (Five-year transition)
- » WSD will support funding for playgrounds eliminating the need for our school communities to raise money
- » Smaller class sizes
- » Expansion of summer programming
- » No-charge field trips within Winnipeg
- » Bulk purchasing of school supplies with maximum fee of \$40

## CREATING INCLUSIVE SCHOOL COMMUNITIES

- » Developing inclusive classrooms
- » Strengthening relationships with families through communities and providing opportunities to be present in school
- » Identifying bias and promoting understanding
- » Creation of Board Committees to bring families from diverse backgrounds to sit on committees

## ATTENDANCE

- » Reduction of student suspensions and exclusionary practices
- » Increase in co-curricular programs
- » Implementation of Middle Years philosophy
- » Late Start/Early Dismissal at Senior Years school
- » Implementation of universal nutrition program
- » Balanced school day

## PROGRAMMING

- » Expansion of Middle Years International Baccalaureate to Elmwood
- » Focus on mathematics instruction to achieve better results for all learners
- » More space for Middle Years in Industrial Arts programming
- » Addition of Punjabi Bilingual programming
- » Addition of Learn to Swim, Learn to Bike, and Learn to Skate in 2024/25

## STAFFING

- » Addition of 100 teachers to support schools for 2024/25
- » Increase of Learning Support Teachers for 2024/25
- » Increase in daily hours for EAs
- » Return of Librarians to WSD
- » Hiring additional Music Educators

## SUPPORTING OUR FAMILIES

Congratulations! to all our student learners on the successful completion of the 2023/24 school year. I am sure you are very proud of the learner in your family, whether they have graduated this year or will be transitioning to a middle or high school environment next year.



# COMMUNITY PARTNERSHIPS

Winnipeg School Division (WSD) values our many partners that provide supports and services to our students and families.

## YOUTH

Huddle is an initiative of the Province of Manitoba and Shared Health together with United Way Winnipeg and other philanthropic partners to help improve educational outcomes by removing barriers to health care, mental health, substance use treatment and support, and a range of other programming intended to help youth.

## AFTER SCHOOL AND SUMMER PROGRAMS

- » CEDA Pathways
- » Peaceful Village
- » Winnipeg Aboriginal Sport Achievement Centre (WASAC)
- » Boys and Girls Club
- » Summer School
- » Community Schools Investigators (CSI)

## CAREER

Red River College Polytechnic partnered with WSD to provide training to WSD employees and the local community.

The Medical Careers Exploration program developed at Children of the Earth High School, prepares Indigenous students for post-secondary studies and partnerships with Pan Am Clinic, Health Sciences Centre, Grace Hospital, WRHA and University of Manitoba and provides internships for students to explore various roles in health care.

Through partnerships with industry organizations such as Ubisoft, New Media Manitoba, Vancouver Film School and Disney Pixar, students are embracing the technological skills needed in all industries from agriculture to engineering to sales and fashion.

## EXTRA CURRICULAR

The WSD Swimming Counts program, in partnership with the City of Winnipeg, has provided over 1,000 Grade 4 students from 60 WSD schools the life skills to remain safe in and around water.

## CULTURALLY APPROPRIATE EDUCATION A PRIORITY

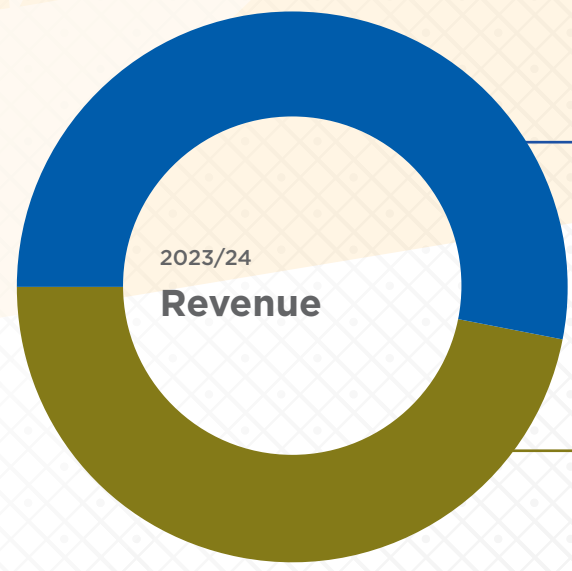
Community organizations such as Needs and Welcome Place, and through educational partnerships for the community-based Aboriginal Teacher Education Program, WSD is providing the groundwork for Indigenous students to acquire a positive self-identity through learning their own histories, cultures and contemporary lifestyles.

## COMMUNITY

WSD has partnered with the Bear Clan who is a community-based solution to crime prevention, providing a sense of safety, solidarity, and belonging to both its members and to the communities they serve.

# EQUITY RESOURCE ALLOCATION

Winnipeg School Division is proud of the excellent programs and supports available to students. WSD is equally proud of the staff who make this possible. The members of the Board were pleased to pass a budget that enabled the division to continue to provide the high quality of programs and services available to our students. WSD is committed to involving parents, employee groups, and the community in the consultation process and will continue to work with parents, employee groups, and the community in meeting the growing demands that continually challenge the education system. The Board of Trustees is committed to managing tax dollars responsibly while delivering cost-effective and efficient services for our students.



Net revenue from Provincial funding and other revenue sources  
**\$317,995,330**

Property tax revenue  
**\$143,194,336**

## DEMOGRAPHICS

Winnipeg School Division is the largest school division in the Province of Manitoba. WSD provides educational programs and related services for approximately 32,000 students. The students in the division come from a variety of backgrounds, and include a significant Indigenous and multi-ethnic population, as well as a significant number of students with special needs.

The physical plant of WSD consists of 88 buildings in total which includes 78 schools, approximately 5,130,000 square feet of building space and approximately 300 acres of grounds.

### STAFF DEMOGRAPHICS

WOMEN.....	<b>71.4%</b>
INDIGENOUS PERSONS.....	<b>12.4%</b>
RACIALIZED COMMUNITIES.....	<b>32.0%</b>
PERSONS WITH DISABILITIES.....	<b>3.2%</b>

### PRINCIPAL /VICE-PRINCIPAL DEMOGRAPHICS

WOMEN.....	<b>64.3%</b>
INDIGENOUS PERSONS.....	<b>15.5%</b>
RACIALIZED COMMUNITIES.....	<b>14.2%</b>
PERSONS WITH DISABILITIES.....	<b>0.7%</b>

There are approximately 4,500 employees who work either on a full- or part-time basis including instructional staff, clerks, teacher assistants, custodians, tradespeople, and administration. The total number of full-time equivalent staff is 3,994.

### SENIOR ADMINISTRATION DEMOGRAPHICS\*

WOMEN.....	<b>8</b>
INDIGENOUS PERSONS.....	<b>3</b>
RACIALIZED COMMUNITIES.....	<b>1</b>
PERSONS WITH DISABILITIES.....	<b>0</b>

\*Number of employees per category





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This publication is available  
in alternate formats upon request.

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