



WINNIPEG SCHOOL DIVISION

WSD 123: CONTINUOUS IMPROVEMENT 2023/24

November 2023

MAKING AN IMPACT ON STUDENTS' LIVES

Winnipeg School Division is committed to a vast array of programming and initiatives that have a positive and lasting impact on the lives of our 31,000 students. Programming in the division is designed to promote lifelong learning and enrichment. WSD offers support and services for adolescent parents to succeed as parents and learners. Indigenous and Newcomer Canadian families and students are supported with programming to help ensure success in WSD schools and communities. WSD is located at the centre of the greater Winnipeg region, reaching from Mollard Road in the northwest corner all the way south to Wilkes Avenue. In fact, the total population of WSD students and staff is almost 40,000 people – equivalent to being the third largest city in Manitoba.

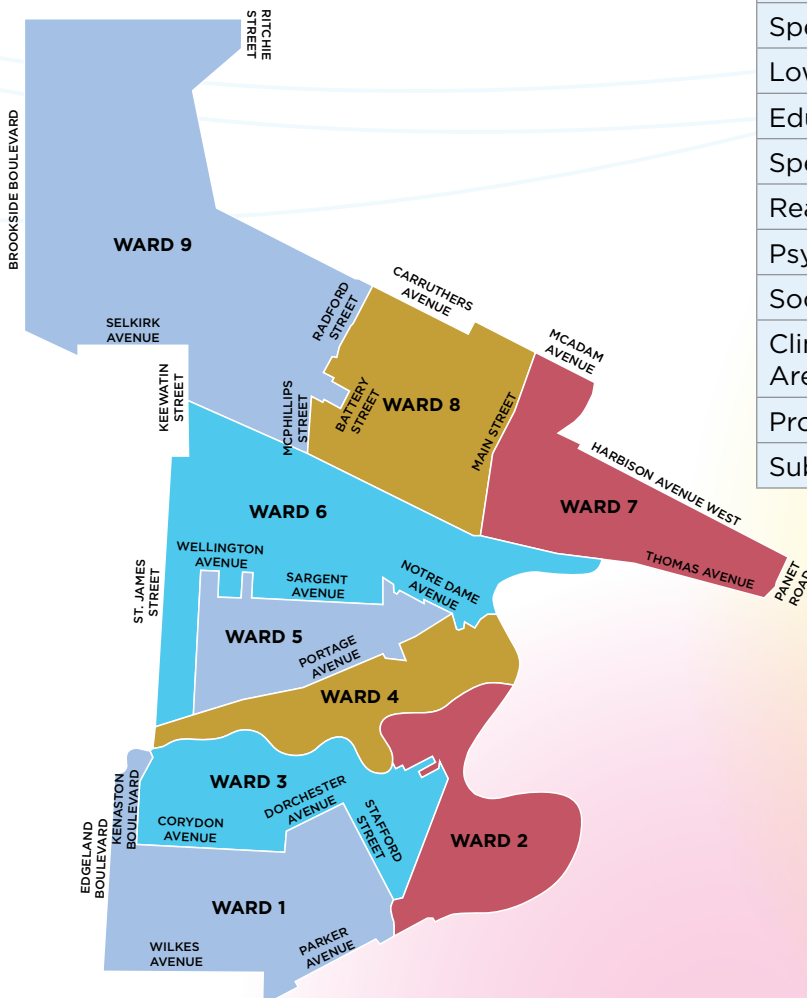
Student wellness, safety and development are priorities that are evident in programming such as school therapy and counselling services. WSD is a leader in equity, diversity and inclusion and continues to excel in these areas.

WSD's senior administration is led by Superintendent and CEO, Matt Henderson who is supported by a Divisional Kookum and six Assistant Superintendents, each with a portfolio of programs that include professional learning, innovation, engagement and STEAM, Indigenous education, anti-racism, equity and climate justice, deeper learning and rigour, and inclusive student services.

In addition, the Secretary Treasurer and Chief Financial Officer, Board and Community Liaison Services Officer, Chief Human Resources Officer and Senior Information Officer report to the Chief Superintendent/CEO. The Secretary Treasurer is further supported by the Assistant Secretary Treasurer, the Director of Information Technology and the Director of Buildings.

STAFFING PROFILE (AS OF OCTOBER 31, 2023)

Principals	81
Vice Principals	66
Teachers	2,168
Guidance Counsellors	67
Resource Teachers	60
Special Needs Teachers	33
Low Enrolment Teachers	11
Educational Assistants	1,356
Speech Language Pathologists	45
Reading Clinicians	23
Psychologists	38
Social Workers	36
Clinical Support Services Area Service Directors	5
Program Leads	10
Substitute Staff	2,209



FACTS AT A GLANCE

STUDENT ENROLMENT DATA (SEPTEMBER 30TH FILE)	COUNT	PERCENTAGE
Total student population	29,286	-
Male students	14,988	51.2%
Female students	14,298	48.8%
Indigenous (self-declared) students	8,549	29.2%
Not Indigenous (self-declared) students	20,737	70.8%
In Care (mandated) students	1,374	4.7%
Not In Care students	2,7912	95.3%
Total students Gr 1-12	25,998	-
EAL students **only includes Gr1-12	4,745	18.3%
Not EAL students (Gr1-12)	21,253	81.7%

STUDENT LANGUAGE DATA (SEPTEMBER 30TH FILE)	COUNT	PERCENTAGE
French Immersion students	4,508	15.4%
Early French Immersion students	4,419	15.1%
Late French Immersion students	89	0.3%
Hebrew Bilingual students	193	0.7%
Ukrainian Bilingual students	56	0.2%
Spanish Bilingual students	99	0.3%
Cree Bilingual students	66	0.2%
Ojibwe Bilingual students	121	0.4%
Filipino Bilingual students	11	n/a
English Program - students	24,243	82.8%

FRENCH IMMERSION BY GRADE LEVEL	2022/23	2021/22	2020/21	2019/20	2018/19
Elementary (N-6)	3,054	3,094	3,191	3,374	3,385
Junior (7-8)	666	667	640	642	617
Senior (9-12)	788	760	742	734	715

STAFF DEMOGRAPHICS	2021/22	2022/23
Women	70.9%	70.7%
Indigenous Persons	12.1%	12.4%
Racialized Communities	29.7%	30.3%
Persons with Disabilities	2.9%	3.2%

INDIGENOUS CULTURAL PROGRAMS AND LEADERSHIP

INDIGENOUS YOUTH LEADERSHIP PROGRAM

Divisional programming for Indigenous Youth, connecting with Knowledge Keepers, Grandmothers, Grandfathers in leading learning with Indigenous youth. The student is at the centre of this programming, which is guided by student voice and determined to meet needs of Indigenous students as identified by the students.

Students develop an understanding of worldviews, connection amongst other WSD high schools and sharing stories about “who am I, where do I come from”. Their journey is supported in an inclusive and culturally safe space supported by Indigenous Graduation Support Teachers who ensure Indigenous Youth can “be themselves” as they are, students are open, playing, learning, and connecting as high school kids.

PROFESSIONAL NETWORK OF INDIGENOUS EDUCATORS (PNIE)

The Professional Network of Indigenous Educators (PNIE) was established in January 2021 creating a space for self-declared Indigenous teachers to network and grow professionally with other Indigenous teachers. Students are at the centre of PNIE through building capacity with Indigenous Educators for continued best practice in developing Indigenous inclusive classrooms. The network builds educator confidence and understanding for sharing Indigenous perspectives while also modeling Indigenous learning spaces for the school community.



ANNUAL WSD POW WOW

The focus of the annual WSD Pow Wow is on student learning, student-led knowledge sharing sessions and showcasing Indigenous learning and projects done through the school year. The wide WSD Circle of Indigenous Grandmothers and Grandfathers is included and share knowledge through learning sessions and seating area at Pow Wow.

Teaching revolves around the true history and highlighting Indigenous knowledge from a strength-based perspective. The Pow Wow creates a space to celebrate what it means to be Indigenous and is an event and space for Indigenous students to shine, feel safe, lead learning, and share who they are authentically.



GRANDMOTHER/GRANDFATHER

Grandmothers and Grandfathers support the teaching and learning for students, educators and families of the First Nations, Metis and Inuit histories, cultures and traditional values, languages, contemporary lifestyles and traditional knowledge systems. The Grandparents consult on the physical environments of all schools to ensure diversity is reflected and the pedagogy includes planning for Indigenous inclusivity.

GRANTS

ENGLISH AS AN ADDITIONAL LANGUAGE

Winnipeg School Division is committed to implementing school and division-wide practices that encompass all aspects of short and long-term education planning and programming for EAL learners, from their initial intake assessment to the point where they have acquired an age/grade-appropriate level of the English language to successfully integrate into the classroom. WSD has seven LAL Centres (Literacy, Academics, Language) and four Literacy Transition Centres in junior high and high schools to address the needs of students who have experienced interruptions in their education or have demonstrated limited literacy levels in their primary language.

EAL learners with age/grade appropriate educational backgrounds and are literate in at least one language are supported at the school level by EAL or Resource teachers. The majority of the schools also have additional hours of educational assistant time to support EAL students in their home school. Time allocation of educational assistant hours is based on EAL student enrolment at each school. WSD also provides EAL and newcomer students with supports from a Newcomer Coordinator, Intercultural Support Workers, and partnerships with settlement agencies and cultural organizations that enhance opportunities for students and families.

INDIGENOUS ACADEMIC ACHIEVEMENT (IAA)

Through the IAA grant, WSD has made significant progress in implementing Indigenous education initiatives. There are five Indigenous Programming Support Teachers who provide professional learning opportunities for Principals, Teachers, Education Assistants and Community Support Workers.

Treaty Education Training is provided and supported in the classrooms. Seven graduation coaches in high schools supports Indigenous students resulting in positive increases in graduation, attendance and credit attainment. Indigenous Leaders within WSD are creating a three to four-year Indigenous Education Plan. This plan established seven “action areas” for the division and is targeting actions to focus on the effectiveness of programs and reviewing the Indigenous Education Policy (IGABA). A comprehensive overview of the history of Indigenous education in WSD, as well as current programming is included as an appendix to this document.

LEARNING TO 18

The Learning to Age 18 grant is used to hire a coordinator with the focus of re-engaging students in their education and supporting students with the transition from school to work and/or post-secondary education and training. The Learning to 18 coordinator also identifies resources and collaborates with community and educational partners on behalf of schools to facilitate and coordinate supports for students. The coordinator also works with our Off-Campus locations and provides specific support around curriculum implementation and career development.

LITERACY AND NUMERACY

The grant focuses on programming and interventions that support Literacy and Numeracy across Winnipeg School Division. The grant is used to support the implementation of Reading Recovery and Early Literacy support, Winnipeg School Division Read to Me Program for nine schools and Math Mentor Instructional coaches. Detailed reports for Reading Recovery are provided to Manitoba Education on an annual basis.

EARLY YEARS

KINDERGARTEN TO GRADE 2 LITERACY

Report card data for students in kindergarten to grade two was analyzed for the 2022/23 school year. Results from the English language arts section was reviewed to determine growths in student achievement throughout the school year. In Kindergarten, 19.1% of students were progressing well in the Fall of 2022. By the end of the school year, 50.2% of Kindergarten students were progressing well, representing an increase of 31.1%. The percent of students progressing with supports or intense supports decreased throughout the school year (29.1% for with supports and 2.0% for intense supports). In Grade 1, the percent of students progressing well throughout the year increased by 17.1% (from 49.3 to 66.4%). Again, the other two categories saw decreases in students between reporting periods. Grade 2 literacy continued to improve, with students progressing well increasing from 57.7 to 70.6% and the percent of students progressing with support dropping by 11.8% throughout the year.

EARLY CHILDHOOD DEVELOPMENT INITIATIVE

Data from the EDI and divisional assessments are used to support and develop programming for this grant. WSD's divisional program, Talk to Me, provides high quality (frequent and intense) language and speech intervention to WSD's neediest and youngest students.

This primary programming is divided into three sub-outcomes: intelligibility of speech, language, and early reading development and literacy. The outcomes are assessed, needs addressed through one-on-one support and re-assessed during and at the end of the year.

The program uses Indigenous books, Indigenous perspectives, and resources with the students' heritage in mind. Additional observations on the impact of program include attendance, social-emotional learning, learning behaviours, and family involvement.

Literacy report card data Kindergarten to Grade 2 - Fall results

FALL 2022/23	PROGRESSING WELL	PROGRESSING WITH SUPPORT	PROGRESSING WITH INTENSE SUPPORTS
Kindergarten	19.1%	74.4%	6.5%
Grade 1	49.3%	43.4%	7.3%
Grade 2	57.7%	38.4%	3.9%

Literacy report card data Kindergarten to Grade 2 - End of year results

END 2022/23	PROGRESSING WELL	PROGRESSING WITH SUPPORT	PROGRESSING WITH INTENSE SUPPORTS
Kindergarten	50.2%	45.3%	4.5%
Grade 1	66.4%	29.8%	3.8%
Grade 2	70.6%	26.6%	2.8%

Results from the mathematics report card section was reviewed to determine growths in student achievement through the school year. In Kindergarten, 18.1% of students were progressing well in the Fall of 2022. By the end of the school year, 61.3% of kindergarten students were progressing well, representing an increase of 43.2%. The percentage of students progressing well in Grade 1 and Grade 2 also increased from the fall report card to end of year report card. For all three grades, the percentage of student progressing with support or with intense support decreased throughout the year.

Mathematics report card data Kindergarten to Grade 2 – Fall results

FALL 2022/23	PROGRESSING WELL	PROGRESSING WITH SUPPORT	PROGRESSING WITH INTENSE SUPPORTS
Kindergarten	18.1%	74.4%	7.5%
Grade 1	48.2%	45.8%	6.0%
Grade 2	53.8%	42.9%	3.3%

Mathematics report card data Kindergarten to Grade 2 – End of year results

END 2022/23	PROGRESSING WELL	PROGRESSING WITH SUPPORT	PROGRESSING WITH INTENSE SUPPORTS
Kindergarten	61.3%	34.7%	4.1%
Grade 1	65.0%	31.0%	3.9%
Grade 2	68.9%	28.5%	2.6%



A divisional initiative to include more nature-based learning spaces in WSD has schools like Brock Corydon School embracing the natural elements of the school yard that encourage curiosity and active play. Nature-based learning initiatives are aimed to cultivate a deep sense of environmental appreciation, consciousness and social responsibility in students. One inspired project is the school composter, that all classrooms participate in to learn how composting can provide nutrient rich soil.



Lord Roberts School students celebrated Neurodiversity Celebration Day, an extension of the school’s annual Augmentative and Alternative Communication Day. Grades 1 to 6 students participated in various sensory, accessibility and communication experiences. The students visited five different stations setup throughout the school’s library and gym.

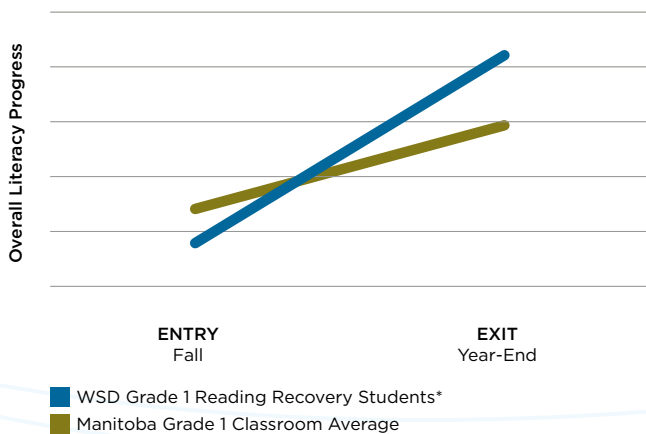
Among the stations were: Calling All Senses, the students experienced bright light and pitch black, an array of textures and a variety of soothing and harsh noises; Silent Snack Bar and Guess the Smell, students used core boards and Proloquo2Go, a symbol-supported communication iPad app, to communicate their answers non-verbally; All embRACING station featured a race to the finish line with wheelchairs, walkers and even a handcycle, while Inclusion Promise saw the students committing to their peers in specialized programs.

READING RECOVERY

The Reading Recovery program was offered in 22 schools during the 2022/23 school year. The program identifies Grade 1 students with low achievement literacy scores (based on six measures of early literacy) and provides them with daily one-on-one Reading Recovery lessons for 20 weeks during the school year. In total, 87 WSD students completed the program in 2022/23. Results from the 2022/23 Reading Recovery data collection indicate that these students scored below the provincial benchmark at the beginning of the school year. By year end, WSD Grade 1 students who completed the Reading Recovery program made greater growth than the provincial Grade 1 classroom average.

Change Over Time in Overall Literacy Progress

READING RECOVERY



*Includes Grade 1 students who completed the Reading Recovery program within WSD

Source: Canadian Institute of Reading Recovery, Western Region Manitoba, www.rrcanada.org



February is “I Love to Read” and “Black History” month. Young readers are encouraged to use this time to take part in activities that provide students a greater focus on their literacy skills and fostering a love of reading.

Black History Month is a time for celebrating the many achievements and contributions of Black Canadians. This year, Devon Clunis, the first Black Canadian ever appointed as a police chief and author of the children’s book “The Little Boy From Jamaica” joined more than 100 Grade 3 students at the Manitoba Children’s Museum to kick off the month.

GRADE 3 PROVINCIAL READING AND NUMERACY ASSESSMENT

The following data provides a comparison of students results to the provincial Grade 3 and Grade 4 assessments in reading and numeracy. Student results are based on the program offered to students (English program versus French Immersion program). Overall, reading averages for both programs are currently lower than the provincial average. In the English program, over forty percent of Grade 3 students in Winnipeg School Division met expectations in all English reading sub-competencies. In the French Immersion program, almost sixty percent of students met expectations.

2023/24 TARGET

Increase the percentage of students who meet expectations in all sub-competencies, with a focus on further closing the gap between WSD data and the provincial benchmark.

Students who met expectations in all English reading sub-competencies (English Program)

GRADE 3 READING	2018/19	2019/20	2020/21*	2021/22	2022/23	LONG-TERM	SHORT-TERM
Provincial	47.4%	49.3%	-	44.9%	45.7%	Down	Up
Winnipeg School Division	42.6%	46.1%	-	38.8%	40.6%	Down	Up
Indigenous students	29.7%	25.9%	-	18.4%	23.9%	Down	Up
Students with EAL	38.9%	48.6%	-	40.1%	39.4%	Up	Down
Students in the care of CFS	26.3%	20.2%	-	22.6%	25.0%	Down	Up

*There was no data for the 2020/2021 school year due to the COVID-19 Pandemic

Students who met expectations in all English reading sub-competencies (French Immersion Program)

GRADE 3 READING	2018/19	2019/20	2020/21*	2021/22	2022/23	LONG-TERM	SHORT-TERM
Provincial	67.6%	66.8%	-	59.8%	60.0%	Down	Up
Winnipeg School Division	59.2%	66.0%	-	55.9%	59.8%	Up	Up
Indigenous students	46.5%	58.8%	-	51.6%	46.7%	Up	Down
Students with EAL	56.0%	41.4%	-	35.3%	35.9%	Down	Up
Students in the care of CFS	**	**	-	**	**	-	-

*There was no data for the 2020/21 school year due to the COVID-19 Pandemic

**Data suppressed due to low numbers (fewer than 10 students)

In numeracy, the division's averages are higher than the provincial averages for both the English and French Immersion program. Disaggregated data indicates that all three groups (Indigenous students, students with EAL, students in the care of CFS) fall below the division and provincial averages in percent of students meeting all expectations in numeracy. The same result can be seen for disaggregated students in the French immersion program.

Students who met expectations in all numeracy sub-competencies (English Program)

GRADE 3 NUMERACY	2018/19	2019/20	2020/21*	2021/22	2022/23	LONG-TERM	SHORT-TERM
Provincial	35.9%	35.6%	-	32.6%	34.5%	Down	Up
Winnipeg School Division	40.4%	40.4%	-	33.6%	37.4%	Down	Up
Indigenous students	27.6%	23.5%	-	16.2%	22.4%	Down	Up
Students with EAL	39.1%	47.2%	-	40.1%	34.9%	Down	Down
Students in the care of CFS	26.3%	23.2%	-	16.7%	25.0%	Down	Up

*There was no data for the 2020/2021 school year due to the COVID-19 Pandemic

Students who met expectations in all numeracy sub-competencies (French Immersion Program)

GRADE 3 NUMERACY	2018/19	2019/20	2020/21*	2021/22	2022/23	LONG-TERM	SHORT-TERM
Provincial	44.4%	43.8%	-	41.8%	40.4%	Down	Down
Winnipeg School Division	47.3%	48.2%	-	49.9%	49.3%	Up	Down
Indigenous students	39.5%	47.1%	-	41.9%	23.3%	Down	Down
Students with EAL	39.0%	29.3%	-	23.5%	30.8%	Down	Up
Students in the care of CFS	**	**	-	**	**	-	-

*There was no data for the 2020/2021 school year due to the COVID-19 Pandemic

**Data suppressed due to low numbers (fewer than 10 students)

MIDDLE YEARS

GRADE 7 PROVINCIAL NUMERACY ASSESSMENT

Over the past five years, the gap between Winnipeg School Division middle years results and the provincial benchmark has decreased. Both long-term and short-term, WSD has seen an increase in grade seven numeracy results. The averages for both Indigenous students and students in the care of CFS fall below the divisional average. Although both saw increases over the previous year, the averages remain consistently lower than the division and provincial results. For the first time in five years, the WSD numeracy average for students in the French Immersion program (47.3%) was lower than the provincial average (48.2%).

2023/24 TARGET

Increase the percentage of students who meet mid-grade expectations in all numeracy sub-competencies.

Students who met expectations in all numeracy sub-competencies (English Program)

GRADE 7 NUMERACY	2018/19	2019/20	2020/21*	2021/22	2022/23	LONG-TERM	SHORT-TERM
Provincial	35.9%	35.6%	-	36.2%	38.1%	Up	Up
Winnipeg School Division	28.6%	27.0%	-	34.9%	35.8%	Up	Up
Indigenous students	10.3%	10.7%	-	10.5%	12.3%	Up	Up
Students with EAL	36.9%	28.0%	-	36.0%	34.1%	Down	Down
Students in the care of CFS	3.2%	9.5%	-	13.5%	8.9%	Up	Down

*There was no data for the 2020/2021 school year due to the COVID-19 Pandemic

Students who met expectations in all numeracy sub-competencies (French Immersion Program)

GRADE 7 NUMERACY	2018/19	2019/20	2020/21*	2021/22	2022/23	LONG-TERM	SHORT-TERM
Provincial	48.7%	49.6%	-	43.6%	48.2%	Down	Up
Winnipeg School Division	64.6%	60.5%	-	57.0%	47.3%	Down	Down
Indigenous students	48.6%	40.5%	-	24.0%	32.0%	Down	Down
Students with EAL	44.2%	**	-	**	**	-	-
Students in the care of CFS	**	**	-	**	**	-	-

*There was no data for the 2020/2021 school year due to the COVID-19 Pandemic

**Data suppressed due to low numbers (fewer than 10 students)

GRADE 8 PROVINCIAL READING AND WRITING ASSESSMENT

Over the past five years, the average percent of students who met expectations in all English reading and writing sub-competencies in the English program fell below the provincial average. In the French Immersion program, the averages, although seeing a decrease remain on par with the provincial average. As indicated in the following four tables, most division averages are down long and short-term when comparing to previous years' results.

2023/24 TARGET

Increase the percentage of students who meet mid-grade expectations in all sub-competencies for reading and writing.

Students who met expectations in all English reading sub-competencies (English Program)

GRADE 8 READING	2018/19	2019/20	2020/21*	2021/22	2022/23	LONG-TERM	SHORT-TERM
Provincial	51.0%	52.5%	-	51.9%	52.3%	Up	Up
Winnipeg School Division	45.9%	47.0%	-	48.2%	43.9%	Down	Down
Indigenous students	23.5%	21.3%	-	23.1%	22.9%	Down	Down
Students with EAL	53.3%	37.9%	-	34.7%	28.9%	Down	Down
Students in the care of CFS	18.4%	12.5%	-	8.6%	16.2%	Down	Up

*There was no data for the 2020/2021 school year due to the COVID-19 Pandemic

Students who met expectations in all English reading sub-competencies (French Immersion Program)

GRADE 8 READING	2018/19	2019/20	2020/21*	2021/22	2022/23	LONG-TERM	SHORT-TERM
Provincial	72.1%	66.0%	-	72.2%	70.6%	Down	Down
Winnipeg School Division	81.9%	65.3%	-	82.2%	72.1%	Down	Down
Indigenous students	80.0%	63.3%	-	76.0%	58.3%	Down	Down
Students with EAL	69.8%	**	-	n/a	**	-	-
Students in the care of CFS	**	n/a	-	n/a	**	-	-

*There was no data for the 2020/2021 school year due to the COVID-19 Pandemic

**Data suppressed due to low numbers (fewer than 10 students)

n/a means no students in the category

Students who met expectations in all English writing sub-competencies (English Program)

GRADE 8 WRITING	2018/19	2019/20	2020/21*	2021/22	2022/23	LONG-TERM	SHORT-TERM
Provincial	44.7%	44.8%	-	45.0%	45.2%	Up	Up
Winnipeg School Division	43.0%	41.8%	-	43.3%	37.5%	Down	Down
Indigenous students	19.3%	18.6%	-	19.5%	15.6%	Down	Down
Students with EAL	52.5%	33.8%	-	32.6%	23.3%	Down	Down
Students in the care of CFS	13.3%	9.4%	-	11.1%	7.5%	Down	Down

*There was no data for the 2020/2021 school year due to the COVID-19 Pandemic

Students who met expectations in all English writing sub-competencies (French Immersion Program)

GRADE 8 WRITING	2018/19	2019/20	2020/21*	2021/22	2022/23	LONG-TERM	SHORT-TERM
Provincial	64.3%	61.3%	-	65.7%	63.2%	Down	Down
Winnipeg School Division	68.7%	56.7%	-	79.2%	64.2%	Down	Down
Indigenous students	60.0%	46.7%	-	72.0%	54.2%	Down	Down
Students with EAL	54.7%	**	-	n/a	**	-	-
Students in the care of CFS	**	n/a	-	n/a	**	-	-

*There was no data for the 2020/2021 school year due to the COVID-19 Pandemic

**Data suppressed due to low numbers (fewer than 10 students)

n/a means no students in the category



A new art installation created by over 50 Indigenous youth artists of the OMAZINIBII'IGEG: Indigenous Artist Collective and visual art students at Children of the Earth High School is now on display at Lower Fort Garry. Facilitated by Parks Canada, this project was to address #79 of the 94 Call to Action by creating a display at the Lower Fort Garry National Historic Site to honour residential school Survivors and their families.

SENIOR YEARS

GRADE 9 CREDIT ATTAINMENT

Winnipeg School Division averages for Grade 9 credit attainment in both math and English language arts have seen increases over the past years with long-term averages up 0.5 to 0.9% and short-term averages up 4.4 to 4.7%.

2023/24 TARGET

Increase the number of Grade 9 students who are successful, in their first attempt, in earning a Mathematics and English Language Arts credit, with a focus on narrowing the gap between WSD data and the provincial benchmark.

First-time Grade 9 math students who attained a math credit by year end

GRADE 9 MATH CREDIT	2017/18	2018/19	2019/20	2020/21	2021/22	LONG-TERM	SHORT-TERM
Provincial	87.7%	86.9%	89.4%	86.6%	87.2%	Down	Up
Winnipeg School Division	83.7%	81.2%	84.9%	79.9%	84.6%	Up	Up
Indigenous students	58.9%	56.3%	63.0%	52.7%	62.3%	Up	Up
Students with EAL	93.9%	91.5%	88.7%	78.8%	92.9%	Down	Up
Students in the care of CFS	55.6%	54.8%	55.8%	63.0%	64.6%	Up	Up

Source: Manitoba Education and Early Childhood Learning

First-time Grade 9 students who attained an English language arts credit by year end

GRADE 9 ELA CREDIT	2017/18	2018/19	2019/20	2020/21	2021/22	LONG-TERM	SHORT-TERM
Provincial	89.5%	88.8%	90.0%	88.4%	88.6%	Down	Up
Winnipeg School Division	84.6%	83.6%	84.0%	80.7%	85.1%	Up	Up
Indigenous students	62.8%	61.1%	61.8%	54.7%	65.2%	Up	Up
Students with EAL	93.4%	90.9%	81.4%	77.1%	87.8%	Down	Up
Students in the care of CFS	61.6%	61.3%	54.8%	69.4%	69.7%	Up	Up

Source: Manitoba Education and Early Childhood Learning

GRADUATION RATE

Winnipeg School Division currently used a proxy cohort high school graduation rate, which is a ratio of the total number of graduates reported at the end of every academic year compared to the total Grade 9 enrolment in the division four years prior to the year of graduation. Due to the limitations of tracking students outside of WSD, this method is currently the best available in the division to determine the graduation rate of its students.

Winnipeg School Division graduation rates saw long-term and short-term increases this year. Overall, the 2021/2022 proxy graduation rate was 90.4%, up 3.1% over the previous year whereas the Indigenous graduation rate increased by 5.1% over the previous year to 55.8%.

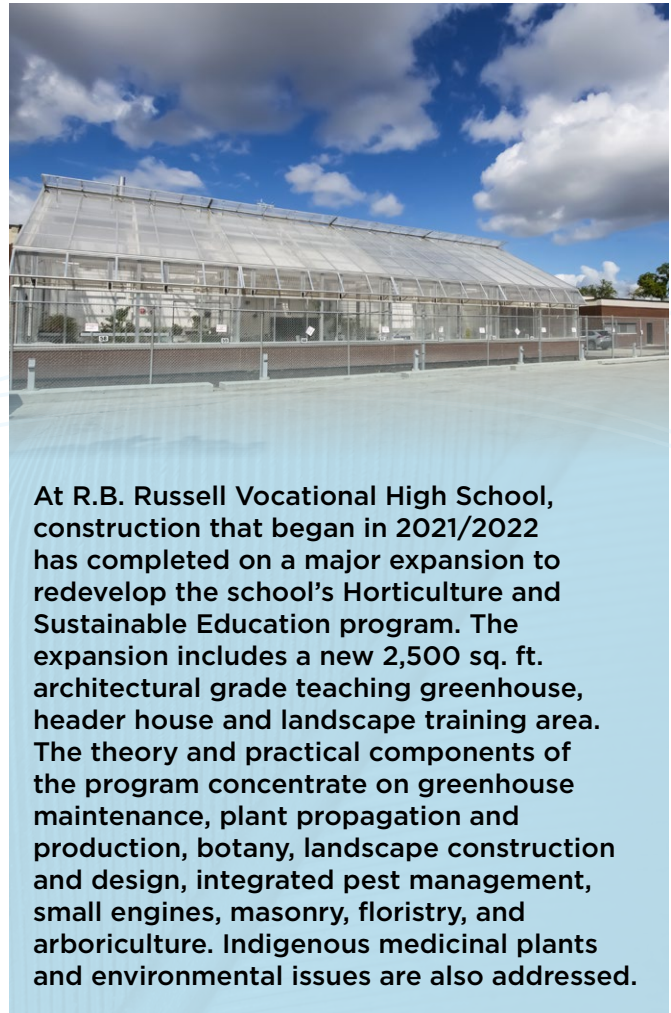
2023/24 TARGET

Increase the graduation rate with a focus on narrowing the gap between WSD data and the provincial average.

Proxy graduation rate

	2017/18	2018/19	2019/20	2020/21	2021/22	LONG-TERM	SHORT-TERM
Winnipeg School Division	87.4%	89.5%	90.8%	87.3%	90.4%	Up	Up
Indigenous students	49.5%	54.8%	59.3%	50.7%	55.8%	Up	Up

Source: Manitoba Education and Early Childhood Learning



STUDENT VOICE

The OurSCHOOL student survey, hosted by The Learning Bar, has been utilized in Winnipeg School Division for numerous years. The data collected is based on feedback and survey responses from the student population and provides insights on their needs and thoughts. The following data is based on the secondary survey which spans Grade 7 to Grade 12.

We have seen student in Winnipeg School Division experiencing the same trends seen across Canada with regard to mental health and well-being as we have come out of several years of pandemic. Through the WSD Healthy Minds programming, a solid understanding of mental health and well-being was established prior to the pandemic. This pre-pandemic work has provided a foundation for student and staff support both during and post-pandemic.

SENSE OF BELONGING

Students were considered to have a high sense of belonging if they agreed with statements such as they felt included in school activities, got along well with others at the school, were able to make friends easily, felt accepted for who they are, etc. Overall, 55% of WSD students felt a high sense of belonging in 2022/2023. This is down by nine percent in the past five years and down three percent over the previous year.

	2018/19	2019/20	2020/21*	2021/22	2022/23	LONG-TERM	SHORT-TERM
Students who had a high sense of belonging	64.0%	65.0%	-	58.0%	55.0%	Down	Down

ASPIRATIONS

In the OurSCHOOL survey, students were asked about their aspirations and plans following the completion of their high school experience. Aspiration data was collected at the division level in 2018/2019 and in the past two years. Overall, 62% of students indicated plans to pursue a post-secondary education whether through a university or a college. This average has remained stable over the past four years. Since the pandemic, the percent of students who are unsure of their post-secondary plans has increased to 28% from 22%.

	2018/19	2019/20	2020/21*	2021/22	2022/23	LONG-TERM	SHORT-TERM
Students planning to pursue post-secondary education	69.0%	63.0%	-	62.0%	62.0%	Down	Equal
Students planning to pursue apprenticeship program	6.0%	n/a	-	5.0%	5.0%	Down	Equal
Students planning to work	3.0%	n/a	-	3.0%	5.0%	Up	Up
Students who are unsure	22.0%	n/a	-	30.0%	28.0%	Up	Down

EMOTIONAL HEALTH

Students responded to questions regarding anxiety, depression and self-esteem on the survey in order to get a better understanding on the emotional health and well-being of students attending WSD. Overall, the percent of students reporting moderate to high levels of anxiety and depression has increased over the past five years from 31% and 32% respectively to 40% and 39%. The percent of students reporting high self-esteem has decreased by nine percent over the past four years (pre-pandemic) to a low of 56%.

	2018/19	2019/20	2020/21*	2021/22	2022/23	LONG-TERM	SHORT-TERM
Students reporting moderate to high levels of anxiety	31.0%	31.0%	-	39.0%	40.0%	Up	Up
Students reporting moderate to high levels of depression	32.0%	31.0%	-	39.0%	39.0%	Up	Equal
Students reporting high self-esteem		65.0%	-	57.0%	56.0%	Down	Down

WSD has partnered with Huddle, an initiative of the Province of Manitoba and Shared Health together with United Way Winnipeg and other philanthropic partners, for a pilot project that ran from December 2022 to June 2023 to help improve educational outcomes by removing barriers to health care, mental health and substance use treatment and support, and a range of other programming intended to get youth the help they need. The successful pilot has continued into the 2023/24 school year.

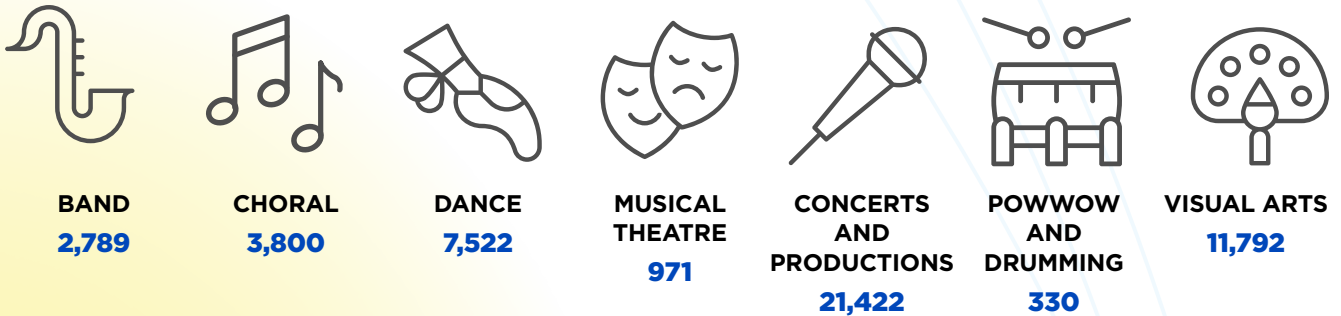


ENGAGEMENT THROUGH ARTS AND SPORTS

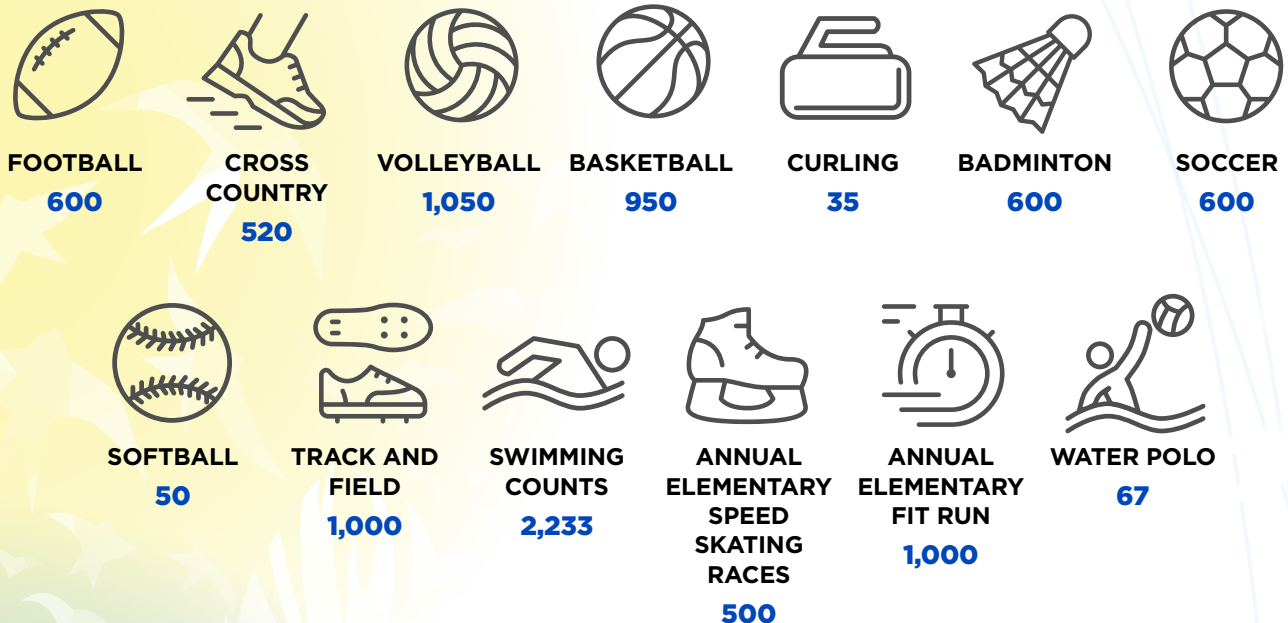
Winnipeg School Division has a student population of more than 29,000 students with a lot of diversity and cultural influences. We provide many opportunities for students to take part in a variety of cultural, artistic and sporting activities to provide the positive impact of involvement outside the classroom.

More than 75% of students across all schools participate in school concerts and special productions. The division is teeming with incredibly talented artists who are involved in visual arts that include mediums from beading and crafts to oil paints and sculpture.

Annual arts involvement



Annual participation in sports



The most popular sport in the world is Soccer, and more than 600 students in Winnipeg School Division take part in soccer intramurals and tournaments every year. The Inner-City Soccer League hosts a two-day annual inner city soccer jamboree for about 300 students each year, held at the University of Manitoba.



COLLÈGE CHURCHILL HIGHSCHOOL HOCKEY ACADEMY

The Collège Churchill High School Hockey Academy began in 2016 with Grade 7 students and has now expanded to include all grades from 7 to 12, with 165 students enrolled in the 2023/2024 year. In addition to their core academic courses, the academy enriches education for students passionate about hockey.

The Grade 7 and 8 Hockey Academy is a great place to develop the skills needed to take students to the next level. Students start each morning at Southdale Arena working on individual skills that strengthen their overall game. They participate in approximately 100 hours of on-ice instruction from September to May. The drills they participate in are aimed at developing stick handling, shooting and skating. Time is also allotted to battle, time and space-oriented drills. Students also participate in off-ice strength training and conditioning in connection with the physical education curriculum.

AFTER SCHOOL AND SUMMER PROGRAMS

WSD has an impact on students through the summer and after school through programming that includes:

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



COLLÈGE CHURCHILL HIGHSCHOOL SOFTBALL ACADEMY

The Collège Churchill High School Softball Academy began in 2022 and currently has 20 students enrolled. Students are enrolled in their core academic courses for Math, English, Science and Social Studies, as well as Home Ec/ Industrial Arts. The Softball Academy is designed to complement and enhance skill development opportunities within the current Softball Canada branches.



SWIMMING COUNTS

Since its introduction in 2018, the WSD Swimming Counts program in partnership with the City of Winnipeg has given over 10,000 Grade 4 students from 60 WSD schools the life skills to remain safe in, on or around water. The program provides an hour-long classroom session, as well as three 40-minute sessions at City of Winnipeg pools. WSD transports students to and from the pools. Experts have identified the Grade 4 target group as an appropriate age to introduce students to learn and retain water safety training.

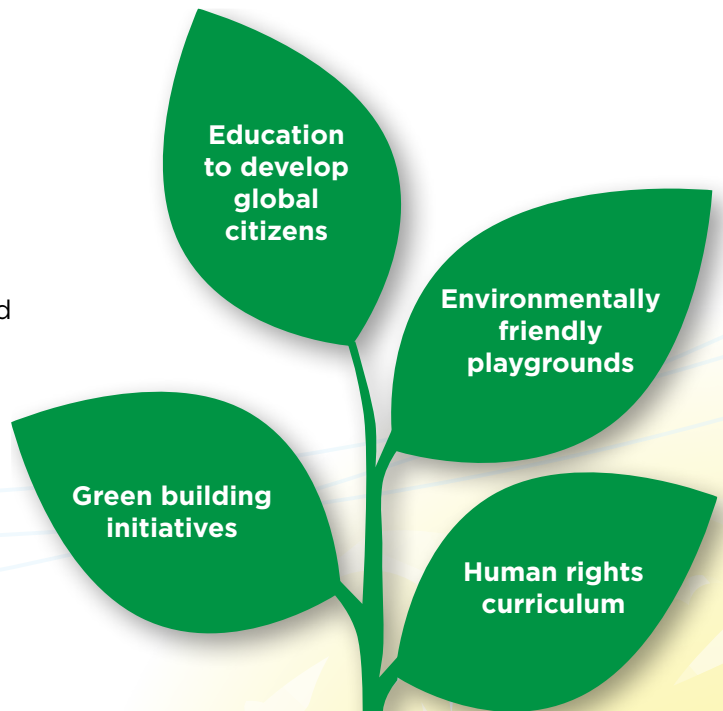
EDUCATION FOR SUSTAINABLE DEVELOPMENT

Winnipeg School Division believes in developing responsible decision-makers and global citizens, who contribute to social, cultural, environmental, and economic well-being to ensure a sustainable future for all. *Enough for All Forever* is Winnipeg School Division's Education for Sustainable Development definition. All schools in Winnipeg School Division have an Education for Sustainable Development Plan and follows guiding principles for practicing sustainability:

WSD schools and departments strive to follow sustainable practices in the social, environmental, and economic realms. For example, in April 2023, students from Elmwood, Tec Voc, Gordon Bell and Grant Park High Schools took part in the ground-breaking Science Experiential Aerial Research (SEAR) Program. The SEAR Program is designed to partner high school students with industry to research unique alternatives to community sustainability issues. For Winnipeg, that meant using drone technology to help identify the presence of dutch elm disease in the urban tree canopy. The technology will save thousands of trees that would have been marked for removal.

WSD actions have led to significant reductions in water and energy consumption. WSD has LEED building stand programs and energy management initiatives in place. Construction and maintenance materials conform to LEED Resource Re-use, Recycled Content, Durable building criteria and low VOC content where available and practical. There has also been an increase in the use of recycled paper, environmentally friendly cleaning and building products, and energy efficient electronics and appliances.

[WSD Education for Sustainable Development Plan](#)



Energy improvements have resulted in avoidance of

61,101 TONNES OF CARBON DIOXIDE EMISSIONS,

EQUIVALENT TO **18,572** CARS BEING REMOVED FROM THE ROAD

Green Manitoba, an agency of the Manitoba Government, estimates that the WSD's recycling program has the following effects each month:

- 45** TONNES GREENHOUSE GAS MITIGATED
- 77** KILOWATT HOURS SAVED IN ELECTRICITY
- 90** CUBIC METRES SAVED IN LANDFILL SPACE
- 178** BARRELS OF OIL SAVED

426,909 LITRES OF WATER CONSERVED (FOR PAPER RECYCLING)

ALLOCATION OF FUNDS

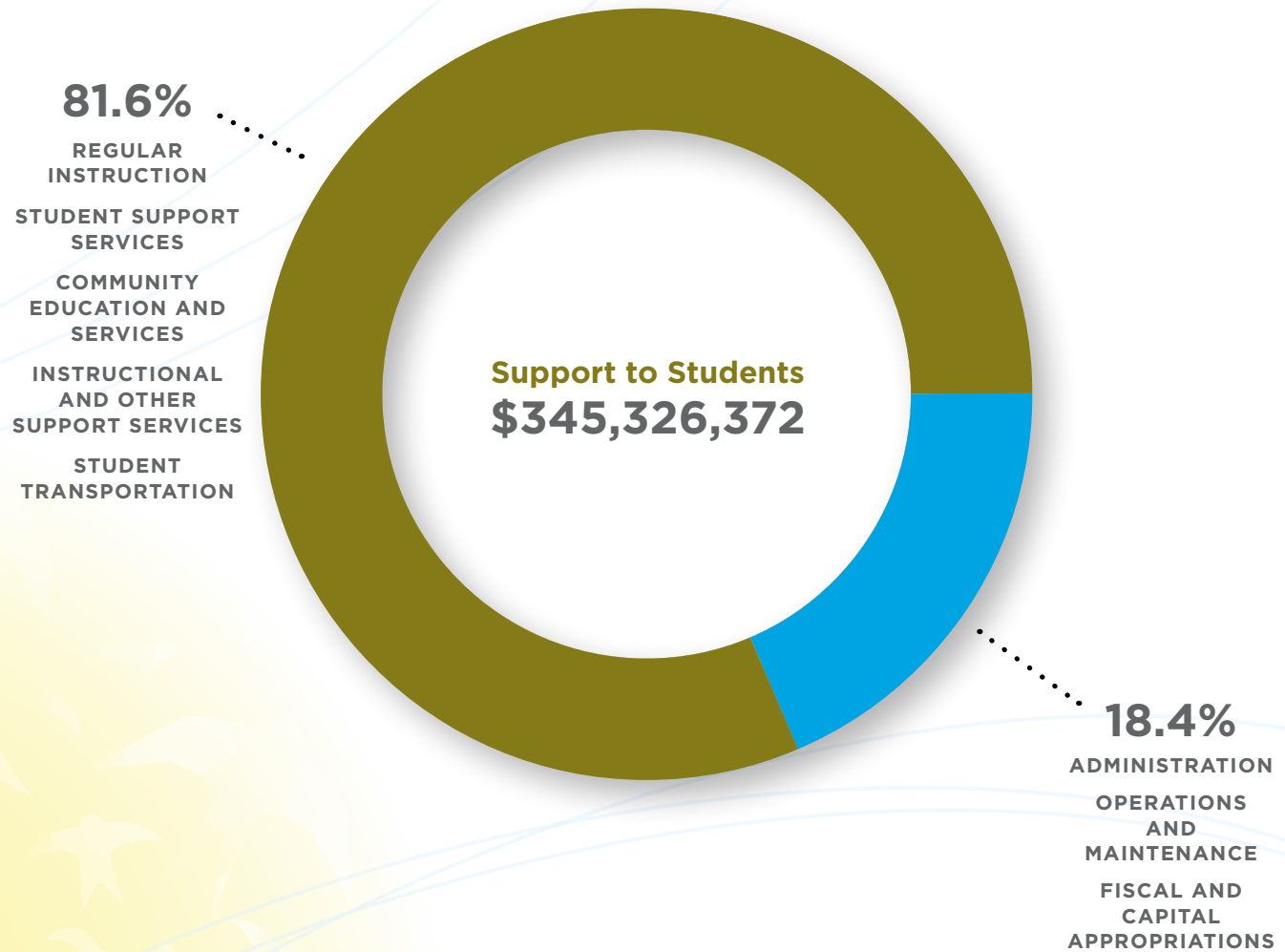
Administrative costs

Winnipeg School Division has one of the lowest admin expenses as a percentage of expenditure base; below the Provincial average of 2.72%

Winnipeg School Division	2.54%
Provincial average	2.72%

Operating cost per student

Winnipeg School Division	\$14,457
Province	\$14,205



This publication is available
in alternate formats upon request.
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