

# École Laura Secord School Community Report 2023-2024

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## WSD 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.

## WSD Vision

Is for current and future people learning and working within Winnipeg School Division to be: **Engaged, Confident, Inspired, and Successful Learners.**

## A Year of Exploration

This past year, the school's administration began a journey with the staff and students to discuss the path we wanted to take for the future. We intentionally tried to promote thought and reflection, gathered valuable input from both groups through questioning, discussion and listening as well as the exploration of our values and beliefs. We defined this process as a journey to a Collective Vision.



## A Collective Vision for Laura Secord

The following vision statement was developed over time, after asking many questions, gathering the responses and then compiling the information into the statement below. We thank the staff and students for their thoughtful contributions to its development.

At École Laura Secord School, our vision is to empower a diverse community of learners to thrive with confidence, resilience, and empathy. We strive to create a space where everyone can grow together through dialogue and inquiry, fostering a sense of purpose and hope. By embracing restorative justice and holistic education, we encourage a shared commitment to engagement, safety, belonging, and connection. Our goal is to nurture courageous and compassionate individuals who contribute meaningfully to the world. We honour each person's journey, working together for the betterment of all.

September plans include involving the school community to provide the input for the development of a mission statement, which acts as the guiding light of how to get the destination of the vision. Our vision represents the aspirations for our school. Our vision is a catalyst for change.

# Celebrate Outside the Curriculum; Activities for All

We value the combined efforts of the school staff to provide opportunities and experiences to better connect students to the school outside of the curricular requirements. Relationships are built across a wide variety of activities and strengthen the school community.

Seven Teachings Animal Sculpture	Neighborhood Inquiry Walks	UNESCO Club	MYRCA Club
Musician's Day	Outdoor Math Games	Peace Walk	Dungeons & Dragons
Royal Aviation Museum	Canadian Museum for Human Rights Visits	Orange Shirt Day	Rainbow Lunch Club
Clay Workshops	Outdoor Ed – CPAWS	Bear Witness Day	One Trunk Theatre Group
Soccer Club	Camp Cedarwood	Bike to Work Pit Stop	Assinibione Park Zoo
Basketball Club	Project 11 MB Moose Game	Crochet & Cubing Club	Ocean of Fun Concert
St. Boniface Museum	Vimy Ridge Park Visit	Puzzle Club	The Big Chill Concert
Festival du Voyageur Activities	Community Clean Up Day	Quiet Recess	Solar Eclipse Viewing
Inside Out Movie Viewing	Reading Buddies	Earth Club	Deer Meadow Farm
Swimming Counts	Basic Coding	Chess Club	Canadian Citizenship Ceremony
Pen Pal Writing and Visitation	Pink Shirt Day	Indigenous People's Day	Volleyball Club
Remembrance Day Assembly	French Week	The Leaf	Badminton Club
Patrol Activities	Bus Buddies	MTYP Performances	Low Organized Games
Captain Kurtis McConnell Visit	N/K Helpers	WSD Celebration Pow Wow	Volunteer Tea
Family Food Security	Le Festival du Conte	Winnipeg Humaine Society	Learning Buddies
Dog Therapy	N/K Year End Celebrations	Library Buddies	Agriculture in the Classroom
Fit Run	See Spot Read	WSD STEAM Day	Terry Fox Run
Mad Science	Christmas Volunteers Misericordia Place	Spirit Week	Running Club
Centre Culturel Franco-Manitobain	Winnipg Art Gallery Classes	Financial Management Activities	Scholastic Book Fair
Speed Skating Club	Thrival Kits	Siloam Mission Drive	Concours d'art oratoire
		Grade 6 Farewell	Food Preparation
		Music Therapy	Recess Sleds
		Room 117 Plant Garden	
		Monarch Teacher Network of Canada	
		Classroom Potluck	
		Tree Bingo Walk	
		Orange Shirt Button Day	
		Social Emotional Learning	

## Values

Initially, the school staff collaborated to establish what we valued as human beings and then as educators.

The process revealed the following values represented us collectively as a staff:

- A. Connection/Belonging/ Community
- B. Curiosity
- C. Compassion
- D. Creativity
- E. Authenticity

What do we believe about students?

All students are capable of learning and growing, just not in the same way or at the same time.

Every student has a strength and potential.

Every student can be successful.

## School Committees

We have identified a number of committees needed to address continuing improvements identified:

- Instruction & Assessment
- French Language and Culture
- Reconstruction of the English Program Identity
- Learning Through the Arts
- School Beautification
- Library and learning Common
- Special Events
- Student Leadership

## Priorities for 2024-2025

### • Community Building

To foster a sense of safety, belonging, connection and community among staff, students and families.

### • Indigenous Education

To develop a strategic plan for both staff and students to engage in learning about Indigenous ways of knowing and being through

**Mamahtawisiwin: Indigenous Education Policy Framework and the Truth and Reconciliation Commission's Calls to Action.**

### • Mental Health and Wellness for All

To develop a progression and continuum of learning for social/emotional wellness for students and embed it into our teaching practices. To Develop and implement a plan to bolster and support staff wellness.





# Action Plans

## Professional Learning Communities

In the 2024-2025 School year, teaching staff will have the opportunity to meet in groups once per cycle, called Professional Learning Communities (PLC's). Meeting norms will be established to increase efficiency and Inclusivity.

PLC's are a method of organizing teachers in particular groups to foster collaborative learning whereby they investigate, discuss and implement practice-based professional learning with the goal of improving student learning.

All teaching staff will participate in PLC's with particular topics including our three priorities as mentioned earlier or instructional and assessment practices. Many of the groups will be composed of similar grade teachers with administration or a lead teacher facilitating the discussion and direction of the committee.

The four questions associated with PLC's are as follows.

1. What do we want students to learn?
2. How will we know when they have learned it?
3. How will we respond when they don't learn?
4. How will we respond when they already know it?

## Learning Partnerships

In addition to our Professional Learning Communities, classroom teachers have been provided with the opportunity to meet with a learning partner or partners where they have choice in the items of similar interest they choose to acquire skills, gain knowledge or to discuss and investigate. Again, the purpose is to improve student learning.



## Learning Support Model

The Learning Support Team consisting of Inclusion Education Resource Teachers, a Learning Support Teacher and Administration will be directly involved in all classrooms working with teachers and their students.

Classroom teachers will provide the direction of the interactions based on their particular needs.