



École Luxton School Community Report 2023-2024

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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.

Our Vision

Is for current and future people learning and working within Winnipeg School Division to be:

**Engaged, Confident,
Inspired, and
Successful Learners.**

School Motto

Together We Are Better

*Ensemble Nous
Sommes Meilleurs*



École Luxton School has a rich heritage of meeting the needs of this diverse community. Built in 1907, École Luxton School is the oldest school in Winnipeg operating as an elementary school. There is a long tradition of building community leaders, one that continues today.

École Luxton School is a dual-track school, featuring programs in both English and French Immersion with a multi-age philosophy. The English program offers teaching and learning Nursery – Grade 6. The French Immersion program supports learning in the French language for anglophone students in Kindergarten – Grade 6.

École Luxton School promotes a profound sense of belonging and safety. High expectations are communicated by adults to support and encourage all students to be responsible, respectful, and mindful.

École Luxton School plays an integral part in the community in which it is situated. The strong ties with the Luxton Community Centre and the many community connections we nurture on a daily basis, all enhance our strong belief in community and relationship building.

- 265 Students
- 15 Classroom Teachers
- 1 Resource Teacher
- 8 Educational Assistants
- 1.5 Office Clerks
- English and French Immersion Programs
- LINKS – Divisional Program
- TAP – Divisional Program
- Daily Physical Education
- Movement Room
- Calming/Break Space
- Lunch Program – PAC Initiative
- Music Program
- Technology in Classrooms
- Snack Program
- Terry Fox Run
- Parent Council (PAC)



Report on Priorities (Highlights)

Priorities for 2023-2024

Priority #1: To continue offering a robust and comprehensive education, that includes equitable access content from our Indigenous perspective, while providing diverse learning opportunities and a supportive learning environment for all students.

Priority #2: To assess our initiatives and develop innovative approaches to address individual student needs, accessibility requirements and mental health issues, and to continue effective best practices.

Priority #3: To reconnect with communities we serve: parents, families, government, business, health and social service agencies, other community organizations and our valued volunteers, in order to enhance student opportunity.

Priority #4: To strengthen and enhance sustainable development initiatives that address environmental, social and economic issues.

Priority #5: To continue to develop and expand our French Immersion school identity, supporting and celebrating an appreciation for the French language and French-Canadian culture.

Priority #1. Robust and Comprehensive Education

- Commitment to formative assessment (e.g., student-involved and student-led conference formats)
- Moving towards broader and more meaningful assessment in mathematics using the whole curriculum
- Expanding reading assessment from a narrow focus on accuracy and fluency to using criterion-referenced assessments for comprehension (in both English and French)
- Gradual introduction of systematic instruction and assessment of phonics, phonemic awareness and morphology in kindergarten to grade 2 literacy instruction.
- Moving beyond narrow education about Indigenous Peoples of Canada (e.g., using Indigenous Peoples' Atlas of Canada).

Grade 3 / 4 Provincial Assessment Report

Gr. 3 Reading (31 Students)	Needs Ongoing Help	Approaching Expectations	Meeting Expectations
Reflects and Sets Goals	0%	35%	65%
Uses Strategies	0%	19%	81%
Comprehends	0%	23%	81%

Gr. 3 Numeracy (31 Students)	Needs Ongoing Help	Approaching Expectations	Meeting Expectations
<i>Number Sense</i>			
Patterns	0%	3%	97%
Equality	0%	6%	94%
<i>Number skills</i>			
Rep. Numbers	0%	10%	90%
+/- to 19	3%	13%	84%

Gr. 4 Lecture (Reading in French - 17 Ss)	Needs Ongoing Help	Approaching Expectations	Meeting Expectations
Reflects and Sets Goals	12%	71%	18%
Uses Strategies	18%	41%	41%
Comprehends	18%	53%	29%

Report on Priorities (continued)

Priority #2. Inclusion

- Taking care of student social emotional learning needs
 - Full-time guidance counsellor
 - Kids in the Know training for all staff
 - Boys' Group with Social Work Clinician
- School-wide professional development for whole-school approaches to positive behaviour
 - Framing in positive language
 - Using restorative Practice
 - Problem-solving with PBIS strategies (e.g., "Stop, Walk, and Talk")
- Surveying students' feelings of safety and belonging and developing strategies to make things better (e.g., mindful recess)
- Clubs (Kuamini, ESD, Dance, Drawing) and Sports (badminton, soccer, basketball, flag football...)
- Arts (choir, concert)

Priority #3. Reconnect with Community

- Hosted Meet the Teacher
- Re-established and re-opened our Family Centre (Room 66 – sponsored by the alumni class of 1966) for volunteer programming
- Spent time in the Healing Forest at St. John's Park for National Day for Truth and Reconciliation
- Connected with PAC and local business Eastern Chrysler Dodge Jeep Ram for Holiday Breakfast
- Celebrated Black History Month with Drum Café, a community-based African drumming group
- Good working relationship with Mary Kardash (collaborated on playground construction, Community BBQ)
- Invited partners (Winnipeg Arts Council), artist, Indigenous caregivers to repair and rededicate the reconciliation mosaic
- Partnered with Luxton PAC, Mary Kardash Child Care Centre, and Luxton Community Centre, on a School-Community BBQ



Priority #4. Sustainability

- Re-launched Kuamini student leadership group – student-driven projects focused on rainforest preservation
- Developed multiple initiatives for social justice – Treaty education, food security hampers
- Engaged in outdoor education at Camp Manitou
- Engaged students in exploring Indigenous perspectives (e.g., meaning of land acknowledgement, circle of courage)
- Education for Sustainable Development student group purchased tools and planted milkweed to re-establish butterfly way
- Breakfast and snack programs feature in school nutrition program
- Adding books to library on Black History Month and Truth and Reconciliation



Priority #5. French Immersion School Identity

- French Revitalization grant for \$4000 spent on acquiring new French learning resources and establishing a French section of the library
- Whole School assembly for learning about Métis and French culture (t'Bert the Voyageur)
- Announcements in French on alternate days
- Division French immersion Congrès (professional learning for immersion teachers), featuring Roy Lyster
- Principal completed certificate in French Immersion leadership with the Bureau de l'Éducation Français
- Hired full-time, permanent bilingual learning support teacher for the 2024-2025 school year
- Expanded French Immersion programme to grade 7 for the 2024-2025 school year



Parent and Community Involvement

OUR COMMUNITY PARTNERS

- ❖ École Luxton Parent Advisory Council (Lunch Program, Community BBQ, Fundraising)
- ❖ Mary Kardash Day Care Centre
- ❖ Luxton Community Centre (Breakfast Program, Community BBQ)
- ❖ Manitoba Public Insurance (Patrols)
- ❖ Children's Heritage Fund (Camp)
- ❖ Eastern Chrysler Dodge Jeep Ram (Holiday Breakfast, Community BBQ)
- ❖ Mobile Vision Care, Inc.
- ❖ WRHA
- ❖ U of M Dental
- ❖ Smile Dental Program
- ❖ Luxton Volunteers – The Family Centre

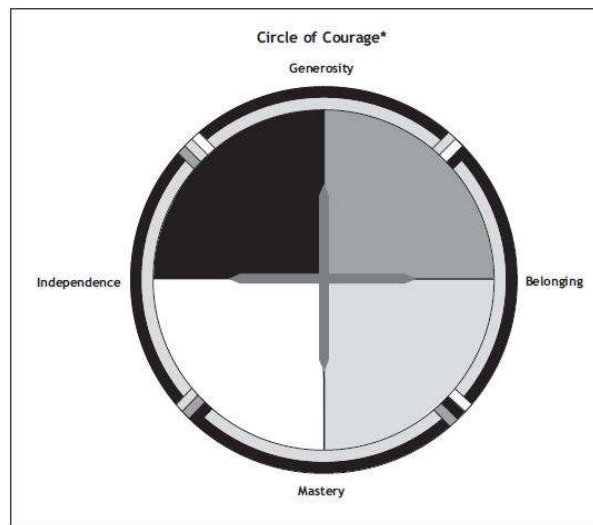
School Goals for 2024-2025

Some significant themes emerged from input from students (*OurSchool* Survey and *Sense of Belonging* Survey), parents (parent input evening), and staff (planning day table discussions). When we summarize these stakeholder perspectives, two overarching school goals emerged:

Luxton staff and students will feel **heard, valued, and connected**, and share a strong sense of **safety and belonging**.

Luxton staff will create **flexible** learning opportunities that allow students to **grow** academically and socially.

The team noted that these two themes lend themselves very well to the *Circle of Courage*. The first statement aligns well with BELONGING and GENEROSITY, while the second speaks to MASTERY/INDEPENDENCE. In the fall, the staff will collaborate on plans to enact these school goals.



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.

Les élèves, le personnel et les communautés de la division scolaire Winnipeg s'engagent à la vérité et la réconciliation en établissant des relations avec la Mère Terre, avec les premiers peuples de ce territoire et avec les histoires qui nous réunissent. Nous reconnaissons que l'endroit où nous nous sommes rassemblés se situe sur le territoire visé par le traité numéro 1, la patrie des Métis de la rivière Rouge et sur les territoires traditionnels des Anishinaabe, Ininiwak, et Dakota Oyate.