



École Luxton School

111 Polson Avenue ♦ Winnipeg, MB ♦ R2W 0M5

Ph: 204-589-4368 Email: luxton@wsd1.org

School Motto

*Together We
Are Better*

*Ensemble
Nous
Sommes
Meilleurs*



Report to the Community 2024-2025

Welcome to École Luxton School – A Proud Tradition of Excellence and Community

École Luxton School is deeply rooted heart of our vibrant community. Established in 1907, it holds the distinction of being Winnipeg's oldest operating elementary school.

We are a dual-track school, offering both English and French Immersion programs with a unique multi-age teaching philosophy that supports personalized learning. Our English program serves students from Nursery through Grade 7, while our French Immersion program provides a rich bilingual education for anglophone students from kindergarten to Grade 7. Next year we will be adding grade 8 in both English and French Immersion.

At École Luxton School, we are committed to creating a safe, welcoming environment where all students feel a strong sense of belonging. Our staff set high expectations to inspire children to be respectful, responsible, and mindful learners.

Our school is more than a place of learning – it is a cornerstone of the community. We take pride in our partnerships with the Luxton Community Centre and other local organizations, working together to build strong relationships and provide enriching opportunities for our students and families. Join us in continuing École Luxton School's legacy of community, connection, and educational excellence.

- 275 Students
- 16 Classroom Teachers
- Learning Support Teachers
- Full-time Guidance
- 1.5 Office Clerks
- 12 Educational Assistants
- No Fee Lunch Program
- Full-time Music Teacher
- Daily Physical Education
- Nursery Program (4 yr olds)
- French Immersion Program
- Middle Years (Gr. 5-7)
- Parent Council (PAC)
- Technology in Classrooms
- Snack Program
- Movement Room
- Flex Space



WINNIPEG SCHOOL DIVISION

Report on Priorities

We planned two priorities for the 2024-2025 school year. We aligned these two goals with elements of the Circle of Courage.

Priorities for 2024-2025

Belonging / Generosity

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

Mastery / Independence

- Luxton will create flexible learning opportunities to allow for students to grow and progress and meet their academic and social needs.



Belonging / Generosity

At Luxton, we believe that fostering a strong sense of belonging and connection is fundamental to student success and well-being. Our goal for 2024–2025 was to ensure that "Luxton staff and students will feel heard, valued, and connected, sharing a strong sense of safety and belonging." To achieve this, we focused on key strategies:

- **Teaching Positive Behaviour** to create a respectful and supportive environment;
- **Celebrating Our Diversity** to ensure all voices are heard and valued;
- **Making School Barrier-Free** to ensure equitable access and participation;
- **Working Toward Reconciliation** to build understanding and respectful relationships;
- **Engendering a Spirit of Fun** to cultivate a joyful and engaging school experience; and
- **Engaging Students in Sports and Clubs** to provide opportunities for teamwork, shared interests, and social development.

This section will recount these initiatives for cultivating a vibrant and inclusive school community.

Teaching Positive Behaviour

To enhance the sense of safety and belonging at Luxton, we continue to proactively emphasize positive behaviour, with whole school training for positive behavior and “Bravo Blitz Weeks.” We use restorative practice conversations to address instances where behaviour does not meet our school norms. Our teachers use whole-school social-emotional learning programs such as Second Step and Kids in the Know to teach positive behaviour and reduce bullying. Our guidance counsellor, Mrs. Zeglinski opened the library in afternoons for Mindful Recess, providing a low-stress space for reading, meditation, puzzles and other low-arousal activities.

Celebrating Our Diversity

At several points during the year, our students and staff made it known that all are welcome. For example, we celebrated our diverse community with an assembly and a Pride Walk in the community during Pride week at Luxton. One class obtained the Cool2Be Kind grant from the Winnipeg Police Association and developed a kindness project spreading positive messages

Kindness Rocks!



on colourful painted rocks that emphasized the value of being kind. Our school marched in the Rotary Elementary School Peace Walk. We celebrated Black History month by inviting African Storyteller Bola Oriyomi to share her music and cultural stories. All these actions and events reflect our value that all are heard, valued, and connected.

Making School Barrier-Free

Our school also took specific practical measures to increase belonging by making the school barrier-free. We reduced the burden on families by implementing a new no-fee lunch supervision program. In the past, families would have paid \$280 per student if their child stayed at school over the lunch hour. We have eliminated that fee this year. By enhancing our breakfast program, in collaboration with the Luxton Community Centre, and implementing universally accessible snack program, we have made our school even more supportive and accessible. Both lunch and snacks are available for all students. These changes have been successful with support from the divisional nutrition team and our on-site food coordinators, Mrs. Lotz and Ms. Seaman. The Luxton Family Centre, run by volunteers, features a free Family Program aimed at pre-school children and their caregivers on Tuesday mornings. Our guidance counsellor organized a winter clothing “free store” to ensure all students. Our school coordinates with health provides to facilitate vision screening, hearing screening, and immunization programmes.

Working Toward Reconciliation

We continue to take seriously our collective responsibility towards acknowledging the truth of the history of Indigenous people in Manitoba and to engage in Reconciliation. We recognized the National Day for Truth and Reconciliation / Orange Shirt Day by learning at the nearby Healing Forest. All staff took part in Treaty Education from the Treaty Relations Commission. Most importantly, teachers integrated Indigenous perspectives into learning by co-teaching with our Indigenous Education Support Teacher, Adrienne Perrault. One of our students, Jordy Bruyere, was honoured with an Indigenous Award of Excellence for her academic gains, much thanks to her champion and teacher, Mrs. Howard.

All Students Are Welcome at Luxton



Luxton Students at Healing Forest



Keeping truth and reconciliation at the forefront of the dialogue paves the way for a greater sense of belonging for both Indigenous and non-indigenous students.

Engendering a Spirit of Fun

Our teachers frequently organize opportunities for students in the school to mix, get to know one another, and thereby have connection and empathy.

Early Years Craft Carousel



For instance, teachers organized a **holiday craft morning** for Early Years students and a **holiday activity morning** for middle years students. Mr. Kaye and members of the community committee organized a **winter activity day** and organized **Water Day**, featuring such events as Slip N' Slide tug-of-war. Older students have frequently paired up with younger students for **book buddies**. Our school fully participates in the **Global Day of Play**, a day we play honour of Julie Bachewich, who was an important and loved member of our Luxton family. The Day of Play is a day of unstructured, child-directed play where children are allowed to explore, imagine and create.

Global Day of Play (In Honour of Julie Bachewich)



Winter Fun Day!



Engaging Students in Sports and Clubs

A specific focus of our school plan was to host a variety of clubs and sports based on student interests. Our Physical Education specialist, Mr. Kay, increased greatly the opportunities for students to get active and have fun. We took part in **several inter-school tournaments**, such as triple ball, soccer, flag football, U of W elementary relay, U of M Track Attack, and 3-on-3 basketball. Our grade 4 students took part in swimming counts (Grade 4). Throughout the year, Mr. Kay hosted **intramurals** – for basketball, badminton, indoor soccer, and other sports. Mrs. Howard ran a Dodgeball League for our middle years students.

In addition to sports, Luxton staff launched a variety of special interest clubs and leadership groups throughout the year to give

Members of the Dance Club



students opportunities to connect and shine. These clubs included pottery, beading, colouring, maker space, Christmas craft, guitar, polar bear, MYRCA, dance, STEM, and Sustainable Development, among others. Engaging in sports and clubs fosters a sense of belonging and connection by providing shared experiences, promoting teamwork, and creating opportunities for positive social interactions outside of the regular classroom setting.

Mastery / Independence

- Luxton will create flexible learning opportunities to allow students to grow and progress and meet their academic and social needs.

At Luxton, we are committed to fostering mastery and independence in our students, empowering them to become confident and capable learners. Our 2024-2025 goal was to ensure that "Luxton will create flexible learning opportunities to allow students to grow and progress and meet their academic and social needs."

To achieve this, we implemented several key strategies.

- We began by developing **Multi-tiered Systems of Support (MTSS)**, allowing us to provide targeted interventions and enrichments tailored to individual student needs.
- We also began exploring a **Middle Years Philosophy**, which guided our approach to adolescent development and learning.
- Furthermore, we focused on **Leveraging Arts Experiences** to encourage creative expression and critical thinking, and **Engaging Students with STEAM** (Science, Technology, Engineering, Arts, and Math) to cultivate problem-solving skills and innovation.
- Finally, we enriched the learning experience through **Frequent Field Trips**, providing students with real-world connections and hands-on exploration.

This section will detail the progress and impact of these initiatives in nurturing our students' growth toward mastery and independence.

Developing Multi-tiered Systems of Support

Our school worked diligently to implement a new model of inclusion this year. Multi-tiered systems of support (MTSS) is a proactive way of providing academic, behavioral, and social-emotional support to all students. We designed several ways of getting to know students strengths, interests, and needs. Each learning support teacher met with classroom teachers during **classroom profile meetings**, to discuss the plan to help build on students' academic and social-emotional strengths. Our school coordinated **vision, hearing, and dental screening**. An additional layer of support began at Luxton this year with the introduction of **Talk to Me** (a speech and language program for K-1 students). Luxton has developed shared expectations for respectful, responsible and mindful behaviour that we proactively teach to all students (**PBIS**). At times, students do not meet these expectations, and we use **restorative practice** conversations to reconnect.

To provide additional support for all students, our three learning support teachers co-taught directly in classrooms directly during **flexible learning periods**. Sometimes these times were used for reading, writing or math intervention, and sometimes they were used for enrichment, such as 'genius hour.' For students with additional needs, our learning support teachers opened **flexible learning spaces** and hosted small-group or one-on-one support. One space included equipment for physical therapy and regulation (our new sensory room), including a swing, soft surfaces, egg chairs, a roller, and a trampoline. Two middle years students worked with the **Diagnostic Learning Team**, while another benefitted from half-day participation in the **Primary Language Centre**. All education assistants took part in a three-part learning series put on by Zoe Brittain, our Student Services Support Teacher, to enhance their capacity for co-regulation, positive language, and restorative practice conversations.

Engaging Students with STEAM

Another way we worked toward having students grow and progress was to spark student interest in science. Several classes visited the Inner-city Science Centre. Teachers booked the University of Manitoba's WISE Kid-netic Energy programme brought science experiments, including a pig heart dissection, to Luxton. Classrooms were guided through Indigenous sky teachings in a mobile, inflatable planetarium with Karl Courchene.

Sky Teachings Planetarium



Karl Courchene and Courtney Berthelette, with Mr. Kay



Valuing Libraries

This year we have further built the collection of books in French and added hundreds of titles to the English books collection. Our dedicated half-time librarian, Ms. Bell, has entered a certification process to become a library technician and will be full-time next year. Every classroom has a book exchange time slot in the library. The library promotes both print and digital collections, hosts a Book Fair fundraiser twice year, and celebrates I Love to Read month.

Middle Years Philosophy

In the past year, we added grade 7 to École Luxton School in both English and French Immersion. Our aim was to keep a strong teacher-student connection by limiting the number of teachers, unlike the traditional junior high model. At Luxton, our grade 7 students have one main teacher for academic subjects, and then specialist teachers for practical arts, music, and physical education. We have a full-time learning support teacher devoted to middle years English programme. Grade 7 students were introduced to Practical Arts (sewing, cooking, metal work, woods), delivered by skilled trades at St. John's High School. Our school also acquired guitars for our music program.

In addition, we engaged our middle years students in outdoor education. Luxton took a trip to Camp Manitou with all middle years students (grades 5 -7) for engaging and educational experiences on the land,

Ropes Course at Camp Manitou



Orienteering



Archery



such as archery, rock climbing, and orienteering to build confidence, teamwork and positive leadership. Mr. Sisko and the Community Committee obtained grants from the Children’s Heritage Endowment Fund and the True North Foundation to send all Luxton student in middle years to Camp Manitou for outdoor education.

Leveraging Arts Experiences

Luxton has expanded music teacher instructional time from half-time to full-time, now led by Ms. Drewniak. The additional staffing has helped us to make progress toward our goal for Mastery and Independence. We enjoyed some traditional music performances, including Remembrance Day choral performances, a Grade 1 – 7 winter concert themed “Snow,” and a Nursery-Kindergarten 100-Day Celebration with classroom choral singing and literacy and numeracy activity stations. However, arts programming expanded beyond the traditional series of concerts. The Royal Winnipeg Ballet School of Dance delivered the Sharing Dance program to some classrooms at Luxton with a practitioner here for 10 weeks. Students also took part in drama activities and staged their own mini performances.

Professional performances at the school in dance, theatre, and symphony were a feature this school year. The RWB School of Dance performed here in both classical and modern styles. Manitoba Theatre for Young

Choral Performance at Remembrance Day



RWB School in Luxton Gym



Manitoba Chamber Orchestra with Room 16



People presented *Blue Beads and Blueberries*. Finally, the Manitoba Chamber Choir performed selections including Vivaldi’s *Four Seasons* and “Toy Symphony,” featuring the accompaniment of Luxton students.

Frequent Field Trips

We made provisions for every classroom to take at least one field trip based on a portion of the supply fee paid by caregivers. Many teachers collaborated to go on two field trips, where two classes could fit on one bus. Furthermore, the Luxton PAC extended these learning opportunities and paid for a third field trip. Classes visited such places as Assiniboine Park Zoo, Assiniboine Park Nature Playground, Canadian Museum of Human Rights, Children’s Museum, and Manitoba Museum.

At the Manitoba Museum



Parent and Community Involvement

Luxton PAC

Luxton PAC Movie Night



Our Luxton Parent Advisory Council has been active in supporting learning and life at Luxton. The group raised money for field trips and staff appreciation. They supported a read-a-thon during I Love to Read Month and hosted a March movie night in the gym.

The group is looking to the longer term to design enhancements to the play areas. The Luxton PAC has actively participated in divisional advisory committees (French Immersion, Inclusion, Indigenous, North District), and has consulted with the Superintendents

department on solutions for educational pathways and for hiring a new principal.

Luxton Family Centre

The **Luxton Family Centre**, spearheaded by long-time volunteer Angie Houston, continues weekly literacy programming for young families. Our Family Centre coordinates free, second-hand clothing and provides where there are community members in need. The Family Centre celebrates special holiday events and coordinates such activities as Bingo and Raffles.

Angie Houston and Shanti, Volunteers-Luxton Family Centre



Academic Indicators

Most of our grade 3 students are performing well according to the provincial indicators for reading in English and Math in grade 3. However, our students' proficiency in French in the French Immersion programme in grade 4 will be a focus of professional learning for improvement. Gains are also needed in areas of grade 7 mathematics.

Fall 2024 Grade 3 / 4 Provincial Assessment Report

Gr. 3 Reading (39 Students)	Needs Ongoing Help	Approaching Expectations	Meeting Expectations
Reflects and Sets Goals	5%	28%	64%
Uses Strategies	21%	13%	64%
Comprehends	15%	18%	64%

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 - 13 Students)	Needs Ongoing Help	Approaching Expectations	Meeting Expectations
Reflect / Set Goals	77%	23%	0%
Uses Strategies	23%	62%	15%
Comprehends	38%	54%	8%

January 2025 Grade 7 Provincial Middle Years Assessment

Gr. 7 Numeracy (19 Students)	Not Meeting Expectations	Approaching Expectations	Meeting Expectations
<i>Number Sense</i>			
Order Fractions	5%	47%	47%
Orders Decimals	11%	16%	74%
Representing numbers	21%	42%	37%
<i>Number Skills</i>			
Uses Patterns to solve prob.	21%	74%	5%
Mental Math Strategies	21%	63%	16%



School Plan for 2025-2026

Our 2025–2026 school plan, set within the overall vision of the WSD Strategic Plan 2025 – 2030, focuses on the unique needs of the Luxton community. A key indicator that emerged in our review was the need for more students to feel a strong sense of belonging and safety. Based on these needs, the staff have committed to making Luxton more a safe, inclusive, and engaging learning environment.

What Matters to Us in School Planning

We came to a consensus about what planning process we would commit to, one that values collaboration, consistency, and meaningful/ realistic goals. Our school plan is grounded in the needs of our students and families. Rather than chasing trends, we will build on the strengths of our school and focus on what matters for our school community.

Dimensions of Our Overall Aim

Central to our vision are four guiding dimensions of an increased sense of belonging:

ÉLS staff will engender safety and belonging through:

- Positive relationships and social connection
- Active participation and engagement
- Strong sense of identity and community
- Confidence, risk-taking and well-being

Clarifying the Vision with Descriptions of Success

We considered these dimensions in terms of what we would *see* and *hear* from our students, our staff, and in the tasks that students engage in. That way we have a shared vision of what improved belonging and safety will look like and sound like when we achieve it. For example, to observe positive relationships and social connection, we would see students “*greet one another, invite peers to participate, and share learning materials*”; we would see educators “*greet students warmly, show care and interest, and interact joyfully*”; we would have “*rituals and routines that create rhythm and safety.*” The staff collaborated on this vision for each dimension on our planning day and a summary is set out in a table for each dimension.

Balanced School Day Schedule 2025-2026

Times	Early Years	Middle Years
9:00	Homeroom	Homeroom
9:05	First Learning Block	First Learning Block
9:35		
10:05		
10:35	EY Break	MY Nutrition
11:05	EY Nutrition	MY Break
11:35	Second Learning Block	Second Learning Block
12:05		
12:35		
13:05	EY Lunch	MY Activity
13:35	EY Activity	MY Lunch
14:00	Third Learning Block	Third Learning Block
14:30		
15:00		

Key Strategies

This vision of belonging is supported by **key strategies**, such as integrating Indigenous perspectives, implementing Multi-tiered Systems of Supports (MTSS), and introducing a Balanced School Day to enhance student learning and wellness. Our professional learning communities will continue to enhance innovations in teaching and learning.

Long-Term Learning Plan

To implement these strategies, we developed a long-term learning syllabus that outlines a calendar of assemblies, cultural events, and professional development days that align with our values and goals. From Math Pedagogy to French oral language proficiency, from the Seven Teachings to Treaty Education and trauma-informed practices, our professional learning is designed to deepen our shared capacity and ensure every student feels seen, supported, and empowered.

Our plan reflects who we are and who we aspire to be – together - as a school community.