



# École George V School Community Report 2025-2026

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# ABOUT OUR SCHOOL

École George V School is a dual-track French Immersion school serving students from Nursery to Grade 8. We offer English programming from Nursery to Grade 6 and French Immersion programming from Kindergarten to Grade 8. Starting September 2026, our school will offer French Immersion Nursery programming.

Located in the Elmwood area, our school community includes approximately 250 students.

We continue to grow in how we support students by responding to their individual needs and fostering a strong sense of connection and purpose. As part of this journey, we are beginning to incorporate the Circle of Courage, which highlights the values of belonging, mastery, independence, and generosity, into our work with students. We are also exploring Murray Sinclair's Four Guiding Questions to deepen student reflection on identity, hopes, purpose, and personal strengths. Together, these approaches are helping us create a learning environment where students feel seen, valued, and inspired to grow.

Looking ahead, we will continue building on this foundation by creating more intentional spaces where students feel connected, supported, and empowered to take ownership of their learning. By honouring each student's story and focusing on strong relationships, we aim to foster a school community where everyone can thrive. Our school remains committed to creating an inclusive, respectful, and supportive environment for all. Staff, students, and families work together to maintain a positive school climate where everyone feels welcome and valued.

Professional learning continues to be a key part of our commitment to excellence. Staff are building on their strengths and deepening their practice by exploring inclusive strategies, as well as high-impact approaches to literacy and numeracy. These efforts help move learning forward and support the success of every student.

# Indigenous Education

Our school community has continued to demonstrate a strong commitment to meaningful Indigenous education through ongoing learning, reflection, and action.

We began the school year by building on last year's community-based inquiry, "*What teachings do the Four Sacred Medicines offer us, and how can we learn from them?*" This grounding supported students in deepening their understanding of Indigenous knowledge and perspectives.

In recognition of the National Day for Truth and Reconciliation (Orange Shirt Day), students and staff engaged in intentional learning through a student-led assembly, classroom discussions, and a community walk. Students created signs to honour survivors and reflect on the importance of truth, remembrance, and reconciliation.

Smudging continues to be offered as an optional morning practice, providing students with a calm, mindful, and respectful way to begin the day. Our student leaders, supported by Ms. Zacharias and our Divisional Indigenous Learning Support Teacher, Ms. Adrienne, developed their understanding of smudging and shared teachings with classrooms, including its purpose, meaning, and cultural significance.

A school-wide inquiry focused on Missing and Murdered Indigenous Women, Girls, and Two-Spirit Peoples (MMIWG2S+) was led by our *Love Committee*, using the text *Tess's Red Dress*. Through the guiding question, "*How can we show love and honour the stories and families?*", students engaged in meaningful discussions and activities as a collective act of remembrance. This learning culminated in a school-wide assembly, a guest performance by the Good Heart Elk Singers, and a community walk.

Additionally, with the support of Ms. Adrienne, students participated in a whole-school inquiry, "*What Is Braided Into Us?*", exploring important teachings related to identity, belonging, self-respect, relationships, and community. This work encouraged students to reflect on their responsibilities to themselves and others and to carry themselves in a good way.

Through these experiences, our school continues to nurture respect, empathy, and understanding while strengthening connections to Indigenous perspectives and ways of knowing.

# Student Leadership Club 2025–2026

The Student Leadership Club had a wonderful year helping make our school a fun, welcoming, and positive place to be.

Throughout the year, students helped organize Spirit Week and ran events such as face painting, Kahoot, bingo, and door decorating contests. These activities brought excitement to the school and helped students feel connected.

A big part of their leadership was also the morning announcements. Students helped write the announcements, run the intercom, and lead O'Canada on their own each morning. They did this with confidence and responsibility.

One of the most meaningful parts of the year was learning from our Indigenous Learning Support Teacher, Ms. Adrienne, about smudging. The leadership students learned about the importance of smudging and then shared their learning with classrooms across the school. They also helped lead morning smudging, with students, which was a special way to start the day together.

We are so proud of the Student Leadership Club and all they did this year. Their hard work, kindness, and leadership made a positive difference in our school community.



## No-Fee Lunch Hour

Since launching September 2025, École George V School's no-fee lunch hour has offered students a free and optional way to stay at school over lunch. It supports an inclusive and welcoming environment where students can enjoy their lunch and feel a strong sense of belonging. Over the lunch hour, many students take part in leadership opportunities and clubs, as well as connect with peers during lunch recess. It also provides families with added convenience and peace of mind, knowing their children can stay at school comfortably during the day.

## New Learning Spaces

This year, we were excited to develop several new spaces in our school, including our Big Movement Room, outdoor sensory pathway, and garden bed areas. These thoughtfully designed environments support movement, exploration, outdoor learning, and overall well-being for all students.

Our Big Movement Room provides a proactive space where students can engage in activities that support gross motor development, sensory regulation, and occupational and physical needs in an inclusive and flexible way.

Outdoors, our sensory pathway combines movement, balance, and breathing activities, giving students a fun and engaging way to build self-regulation skills while enjoying time at recess. This space builds on the indoor sensory pathway that we added last year and continues to grow. Many students were actively involved in bringing it to life through planning, preparing materials, choosing colours, and painting, and we look forward to its full completion in the coming months.

Just steps away from our outdoor learning classroom, our new sensory garden beds were created by our staff *Joy Committee* in collaboration with students from Rooms 201, 202, 203, and 112. This space offers opportunities for hands-on learning, reflection, and connection with the outdoors.

These projects highlight what's possible when a community comes together. Through shared effort and creativity, we continue to make our school more welcoming, engaging, and supportive for everyone.

# STAFF PROFESSIONAL LEARNING – HIGHLIGHTS

This year, our staff participated in a variety of professional development opportunities to strengthen overall best practices, deepen understanding of student needs, and build skills to support all learners.

Two key highlights include:

Our Educational Assistants engaged in focused learning on Augmentative and Alternative Communication (AAC) and visual supports, including Pictello, core vocabulary boards, and classroom communication tools. Staff also explored gestalt language approaches and PODD systems, along with strategies to support communication during dysregulation. This learning reinforced how AAC supports communication, participation, and engagement for a wide range of learners.

In addition, all staff participated in two workshops delivered by KIDTHINK Children’s Mental Health Centre Inc. focused on Autism Spectrum Disorder (ASD) and Attention-Deficit/Hyperactivity Disorder (ADHD). These sessions deepened staff understanding of how neurodevelopmental differences impact learning, behaviour, sensory processing, and emotional regulation, while providing practical, evidence-informed strategies to support students effectively in the classroom.

These professional learning opportunities reflect our continued commitment to building staff capacity, strengthening instructional practices, and supporting the success and well-being of every student.

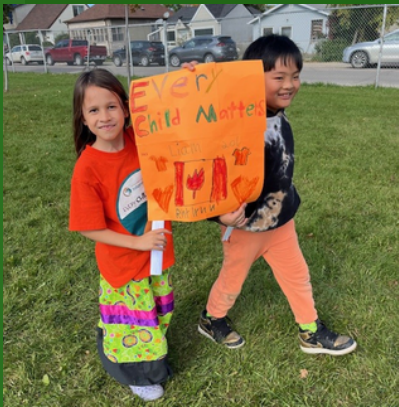
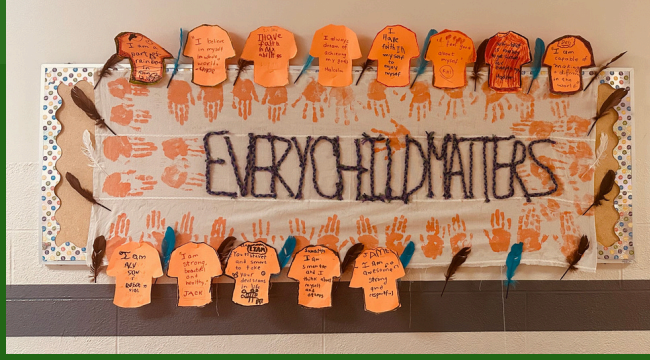


# HIGHLIGHTS

- Art & Art and Crafts Clubs
- Basketball Club
- Book Fairs
- Bus Ridership
- Celebration of Learning Open House
- Dance Club
- Deer Meadow Farm Field Trip
- Dungeons and Dragons Club
- Festival du Voyageur
- Floor Hockey Club
- I Love To Read Week
- Leadership Club
- Manitoba Museum Field Trip
- Mindful recess
- Music Therapy
- Music Winter and Summer Showcases
- Niji Mahkwa Science Centre Field Trip
- Oak Hammock Marsh Field Trip
- Orange Shirt Day
- Orff Music Day Field Trip
- PAC Craft Night
- PAC Movie Night
- Patrols Field Trip
- School Logo Design Contest
- Smudging
- Soccer Tournament
- Swimming Count Program
- Terry Fox Run
- Universal Nutrition Program
- Variety Children's Charity
- Volleyball Tournament
- Winter Celebration Concert
- Zoo Field Trips



# 2025-2026 SCHOOL YEAR



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