



# WSD 123: CONTINUOUS IMPROVEMENT

## 2024/25

December 2024

# NOURISHING JOY, LOVE, AND RIGOUR FOR ALL LEARNERS

Winnipeg School Division's commitment to fostering joy, love, and rigour in every classroom remains at the heart of our educational journey. We believe that every learner deserves an environment where they feel valued, supported, and challenged to reach their fullest potential. Through intentional planning and practices, we have worked together to cultivate a culture of continuous growth that emphasizes not only academic excellence but also emotional well-being, creativity, and meaningful connections. As we continue to evolve and refine our approaches, this report serves as both a showcase of our successes, and a testament to our unwavering commitment to progress.



# FACTS AT A GLANCE

## STUDENT ENROLMENT

Total student population.....	<b>30,051</b>
Male students.....	<b>15,422</b>
Female students.....	<b>14,629</b>
Indigenous (self-declared) students.....	<b>8,852</b>
Not Indigenous (self-declared) students.....	<b>21,199</b>
In Care (mandated) students.....	<b>941</b>
Not In Care (mandated) students.....	<b>29,110</b>
Total students (Grades 1 to 12).....	<b>26,631</b>
EAL students (Grades 1 to 12).....	<b>5,264</b>
Not EAL students (Grades 1 to 12).....	<b>21,367</b>

## STUDENT ENROLMENT IN LANGUAGE PROGRAMS

French Immersion students.....	<b>4,584</b>
Early French Immersion students.....	<b>4,506</b>
Late French Immersion students.....	<b>78</b>
Bilingual Program students.....	<b>664</b>
Cree Bilingual students.....	<b>69</b>
Filipino Bilingual students.....	<b>12</b>
Hebrew Bilingual students.....	<b>191</b>
Ojibwe Bilingual students.....	<b>136</b>
Spanish Bilingual students.....	<b>127</b>
Ukrainian Bilingual students.....	<b>129</b>
English Program students.....	<b>24,803</b>

<b>FRENCH IMMERSION BY GRADE LEVEL</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>
<b>EARLY YEARS (N TO 4)</b>	2,597	2,431	2,395	2,334	2,418
<b>MIDDLE YEARS (6 TO 8)</b>	1,419	1,400	1,366	1,386	1,357
<b>SENIOR YEARS (9 TO 12)</b>	734	742	760	788	809

STAFF DEMOGRAPHICS	2021/22	2022/23	2023/24
WOMEN	70.9%	70.7%	71.4%
INDIGENOUS PERSONS	12.1%	12.4%	12.4%
RACIALIZED COMMUNITIES	29.7%	30.3%	32.0%
PERSONS WITH DISABILITIES	2.9%	3.2%	3.2%

PRINCIPAL/VICE-PRINCIPAL DEMOGRAPHICS	2021/22	2022/23	2023/24
WOMEN	62.4%	60.2%	64.3%
INDIGENOUS PERSONS	15.8%	16.7%	15.5%
RACIALIZED COMMUNITIES	13.7%	13.8%	14.2%
PERSONS WITH DISABILITIES	0.7%	0.0%	0.7%

SENIOR ADMINISTRATION DEMOGRAPHICS*	2021/22	2022/23	2023/24
WOMEN	7	6	8
INDIGENOUS PERSONS	1	1	3
RACIALIZED COMMUNITIES	0	1	1
PERSONS WITH DISABILITIES	0	0	0

\*Number of employees per category

Winnipeg School Division is committed to enhancing connections to the community, while actively working towards reconciliation. In 2023/24, the WSD welcomed Marsha Missyabit, Division Kookum, to the senior leadership team where she has shared her extensive knowledge in Indigenous culture, language, and way of life. She has worked directly with students, families, schools, and staff to build supports, belonging, and opportunities for Indigenous learners. She has also cultivated opportunities to enhance the understanding of Indigenous Ways of Knowing, Teaching and Being across schools in WSD.

Our Kookum is committed to success for all learners through a focus on student well-being and achievement, community-based direction for schools, and modeling a compassionate approach to our collective work with staff, parents, and the community. Kookum leads the development and implementation of Indigenous focused curricula and language programs, in collaboration with the Assistant Superintendent of Indigenous Education and the support team. She also shares responsibilities with divisional and provincial committee teams to honour Truth and Reconciliation.

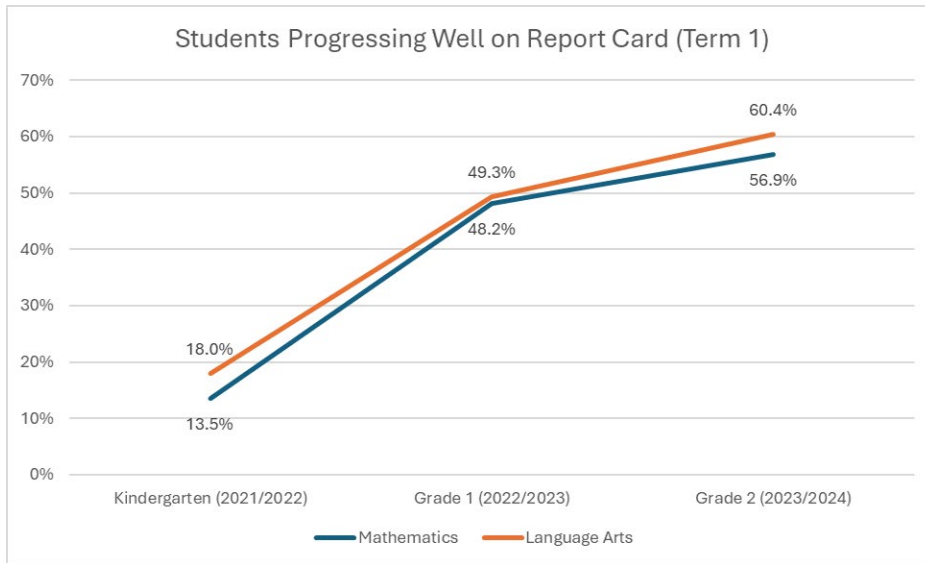


**Marsha Missyabit, Divisional Kookum, warmly welcomes attendees at the Medical Career Exploration Program Opening Ceremony held at The Forks.**

# EARLY YEARS

## KINDERGARTEN TO GRADE 2 LITERACY AND NUMERACY

Within schools across the division, early years teachers work collaboratively to investigate, document, and share the growth and progress of their students' learning. This collaboration supports teachers to better notice students' strengths and gifts, respond to students' learning needs, and support students' trajectories across kindergarten to grade two. As a result of their collective efforts, teachers have observed significant improvements in student outcomes.



**Grade 1 learners are inquiring about their community through story, field experiences, design challenges, and meaningful play. Nursery/Kindergarten learners are engaging in dramatic play to support social, emotional, cognitive, and physical development.**



## 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. While the division is seeing enhancements over the years, the commitment to equitable education for all students persists. Winnipeg School Division strives to increase the percentage of students who meet expectations in all sub-competencies, with a particular focus on increasing access and achievement for Indigenous students and students in the care of CFS.

### GRADE 3 READING

For the first time over the past five years, reading averages for both programs are currently higher than the provincial average. In the English program, over forty-five percent of Grade 3 students in Winnipeg School Division met expectations in all English reading sub-competencies. In the French Immersion program, over sixty-three percent of students met expectations. Although the data shows growth for all students, the division remains committed to ensuring that all students have the opportunity to thrive.



**Grade 3 learners are exploring poetry by collecting words while observing and moving outdoors on the land. They will collectively represent the words collected to create their own poetry.**

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

GRADE 3 READING	2019/20	2020/21*	2021/22	2022/23	2023/24
<b>PROVINCIAL</b>	49.3%	-	44.9%	45.7%	44.6%
<b>WINNIPEG SCHOOL DIVISION</b>	46.1%	-	38.8%	40.6%	45.1%
Indigenous students	25.9%	-	18.4%	23.9%	25.0%
Students with EAL	48.6%	-	40.1%	39.4%	38.2%
Students in the care of CFS	20.2%	-	22.6%	25.0%	28.4%

\*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	2019/20	2020/21*	2021/22	2022/23	2023/24
<b>PROVINCIAL</b>	66.8%	-	59.8%	60.0%	62.7%
<b>WINNIPEG SCHOOL DIVISION</b>	66.0%	-	55.9%	59.8%	63.5%
Indigenous students	58.8%	-	51.6%	46.7%	40.0%
Students with EAL	41.4%	-	35.3%	35.9%	56.8%
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 3 NUMERACY

In numeracy, the division's averages are higher than the provincial averages for both the English and French Immersion program. Disaggregated data indicates a necessary and continued commitment to promoting and supporting numeracy learning and excellence for all.

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

GRADE 3 NUMERACY	2019/20	2020/21*	2021/22	2022/23	2023/24
<b>PROVINCIAL</b>	35.6%	-	32.6%	34.5%	35.6%
<b>WINNIPEG SCHOOL DIVISION</b>	40.4%	-	33.6%	37.4%	42.4%
Indigenous students	23.5%	-	16.2%	22.4%	20.5%
Students with EAL	47.2%	-	40.1%	34.9%	44.5%
Students in the care of CFS	23.2%	-	16.7%	25.0%	25.7%

\*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	2019/20	2020/21*	2021/22	2022/23	2023/24
<b>PROVINCIAL</b>	43.8%	-	41.8%	40.4%	43.0%
<b>WINNIPEG SCHOOL DIVISION</b>	48.2%	-	49.9%	49.3%	50.9%
Indigenous students	47.1%	-	41.9%	23.3%	34.3%
Students with EAL	29.3%	-	23.5%	30.8%	35.8%
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)



Young learners engage in sophisticated thinking through STEAM (science, technology, engineering, arts, and mathematics) experiences. For example, students use the “Rigamajig” to understand the science of movement, structures and design through play, students explore using the “Magna Tiles” to create a structure connected to a picture book, and students explore the use of technology and design to become aware of their Carbon Footprint connected to the environment.

Kiskisifotaso - don't forget about who you are  
 Misewa - all that is  
 Tansi - hello  
 Arik - squirrel  
 Aski - land  
 Muskwa - bear  
 Oho - owl  
 Miskinahi - turtle  
 Ochek - fisher  
 Ochekatchakosuk - the fisher stars  
 Iskwe'sis - girl  
 Mahihkan - wolf  
 Ekosani - thank you  
 Wapos - rabbit  
 Atim - dog  
 Moshom - grandfather  
 Kokam - grandmother

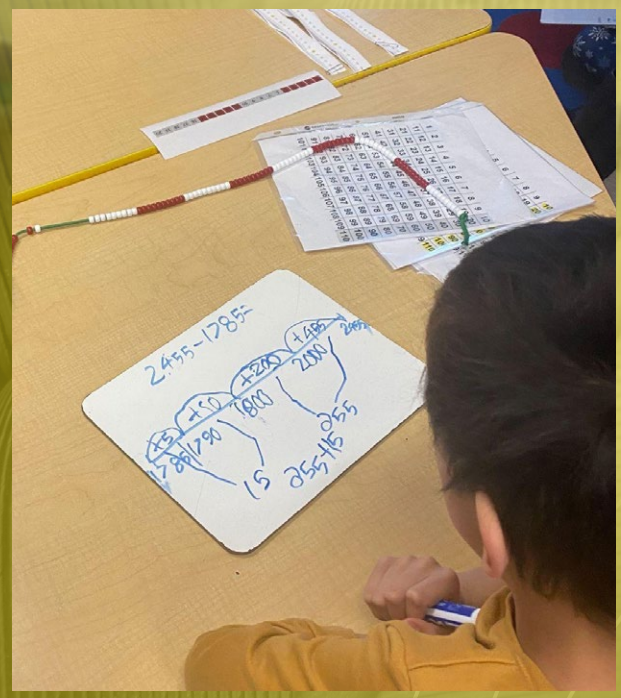
What is 17 + 20 from the...  
 $26 + 1 = 27$   
 $297 - 39 = 258$   
 $1 \cdot 60 + 100 + 97 = 258$   
 $297$   

59	60	100	97
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 $297 = 39 + 1 \cdot 60 + 100 + 97$   
 $1 \cdot 60 + 100 + 97 = 258$   
 Composition:  
 $200 + 80 + 17$   
 $30 + 9$   
 $200 + 50 + 8$   
 Quantity:  
 $1 \cdot 60 + 100 + 97$   
 $1 \cdot 60 + 100 + 97$

Strategies  
 Benchmark  
 Adding up  
 Removal/take away  
 Algorithm  
 Model  
 Number sentence  
 Number line  
 Part(s) whole  
 box

Benchmark  
 25  
 10  
 5



Mathematical thinking and problem-solving skills are valued in classrooms across Winnipeg School Division schools. Principals and teachers have participated in professional learning with Doug Duff of MathUp, focusing on mathematics leadership and using data integrity to support instructional planning and professional learning.



# MIDDLE YEARS

## GRADE 7 PROVINCIAL NUMERACY ASSESSMENT

Over the past years, Winnipeg School Division has focused considerable attention to improving mathematics instruction and learning. Through specific and targeted professional development, we have witnessed a positive trajectory in student outcomes. Over the past five years, Winnipeg School Division has surpassed the provincial average.

WSD grade seven numeracy results have remained consistent over the last three years. Although most groups saw increases over the previous year, Winnipeg School Division remains committed to enhancing our practices and supports to ensure that all students see themselves as competent and confident mathematicians.

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

GRADE 7 NUMERACY	2019/20	2020/21*	2021/22	2022/23	2023/24
<b>PROVINCIAL</b>	35.6%	-	36.2%	38.1%	39.3%
<b>WINNIPEG SCHOOL DIVISION</b>	27.0%	-	34.9%	35.8%	35.2%
Indigenous students	10.7%	-	10.5%	12.3%	13.5%
Students with EAL	28.0%	-	36.0%	34.1%	38.6%
Students in the care of CFS	9.5%	-	13.5%	8.9%	12.3%

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

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

GRADE 7 NUMERACY	2019/20	2020/21*	2021/22	2022/23	2023/24
<b>PROVINCIAL</b>	49.6%	-	43.6%	48.2%	46.0%
<b>WINNIPEG SCHOOL DIVISION</b>	60.5%	-	57.0%	47.3%	44.2%
Indigenous students	40.5%	-	24.0%	32.0%	26.7%
Students with EAL	**	-	**	**	58.3%
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

Winnipeg School Division averages in reading and writing have shown some gains over the years. In the French Immersion program, the average in writing has increased and is above the provincial average while the reading average has shown a decrease. Although the division's averages fall below the provincial level, the division remains dedicated to achieving parity and improving practice in such a way that we improve outcomes for all students.

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

GRADE 8 READING	2019/20	2020/21*	2021/22	2022/23	2023/24
<b>PROVINCIAL</b>	52.5%	-	51.9%	52.3%	51.8%
<b>WINNIPEG SCHOOL DIVISION</b>	47.0%	-	48.2%	43.9%	46.2%
Indigenous students	21.3%	-	23.1%	22.9%	20.5%
Students with EAL	37.9%	-	34.7%	28.9%	32.1%
Students in the care of CFS	12.5%	-	8.6%	16.2%	16.9%

\*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	2019/20	2020/21*	2021/22	2022/23	2023/24
<b>PROVINCIAL</b>	66.0%	-	72.2%	70.6%	73.8%
<b>WINNIPEG SCHOOL DIVISION</b>	65.3%	-	82.2%	72.1%	71.3%
Indigenous students	63.3%	-	76.0%	58.3%	58.3%
Students with EAL	**	-	n/a	**	81.8%
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	2019/20	2020/21*	2021/22	2022/23	2023/24
<b>PROVINCIAL</b>	44.8%	-	45.0%	45.2%	45.0%
<b>WINNIPEG SCHOOL DIVISION</b>	41.8%	-	43.3%	37.5%	40.8%
Indigenous students	18.6%	-	19.5%	15.6%	17.4%
Students with EAL	33.8%	-	32.6%	23.3%	26.5%
Students in the care of CFS	9.4%	-	11.1%	7.5%	9.0%

\*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	2019/20	2020/21*	2021/22	2022/23	2023/24
PROVINCIAL	61.3%	-	65.7%	63.2%	67.5%
WINNIPEG SCHOOL DIVISION	56.7%	-	79.2%	64.2%	68.1%
Indigenous students	46.7%	-	72.0%	54.2%	45.8%
Students with EAL	**	-	n/a	**	72.7%
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



**Concours d'art oratoire (French Speaking Contest) is an annual event that engages French Immersion and French Communication and Culture students in designing and delivering speeches in French. 70 Grade 3 to 8 students from 14 schools showcased their speeches to large audiences of educators, parents/caregivers, community members, and judges. This was followed by presentations from Grade 9 to 12 students.**

# SENIOR YEARS

## GRADE 9 CREDIT ATTAINMENT

Grade 9 credit attainment plays a crucial role in predicting Grade 12 graduation rates, and Winnipeg School Division has demonstrated commitment in this area.

Long-term averages in Winnipeg School Division have seen increases over the past 5 years with averages up 0.8% to 2.5%. Despite this improvement, averages for Grade 9 credit attainment in both math and English language arts have decreased over the past year.

The division remains dedicated to its commitment to provide nurturing, inclusive, and engaging learning experiences and environments, so that all students have equitable opportunities to achieve their full potential. Collective efforts across the division and within schools aim to build stronger connections with all students so that each student feels supported, loved, challenged, and cared for during their transition to Grade 9 and throughout their school journeys.

### First-time grade nine math students who attained a math credit by year end

GRADE 9 MATH CREDIT	2018/19	2019/20	2020/21	2021/22	2022/23
<b>PROVINCIAL</b>	86.9%	89.4%	86.6%	87.2%	87.5%
<b>WINNIPEG SCHOOL DIVISION</b>	81.2%	84.9%	79.9%	84.6%	83.7%
Indigenous students	56.3%	63.0%	52.7%	62.3%	60.5%
Students with EAL	91.5%	88.7%	78.8%	92.9%	91.9%
Students in the care of CFS	54.8%	55.8%	63.0%	64.6%	58.0%

### First-time grade nine students who attained an English language arts credit by year end

GRADE 9 ELA CREDIT	2018/19	2019/20	2020/21	2021/22	2022/23
<b>PROVINCIAL</b>	88.8%	90.0%	88.4%	88.6%	89.0%
<b>WINNIPEG SCHOOL DIVISION</b>	83.6%	84.0%	80.7%	85.1%	84.4%
Indigenous students	61.1%	61.8%	54.7%	65.2%	60.9%
Students with EAL	90.9%	81.4%	77.1%	87.8%	82.4%
Students in the care of CFS	61.3%	54.8%	69.4%	69.7%	58.0%

## GRADUATION RATE

While the school division takes note of and supports growth and progress of all students throughout their journeys through our schools, graduation rates, among other data, can provide important insight into how schools can improve practices. Collectively we strive to support students as they take their own path to graduation.

Winnipeg School Division 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 nine 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 2022/2023 proxy graduation rate was 91.2%, up 0.8% over the previous year while the Indigenous graduation rate increased by 8.5% over the previous year.

GRADUATION RATE	2018/19	2019/20	2020/21	2021/22	2022/23
<b>WINNIPEG SCHOOL DIVISION</b>	89.5%	90.8%	87.3%	90.4%	91.2%
<b>INDIGENOUS STUDENTS</b>	54.8%	59.3%	50.7%	55.8%	64.3%



**Over 12,000 people attended the 2024 Graduation Pow Wow, including approximately 8500 students. All schools in Winnipeg School Division participated.**

## STUDENT VOICE

In partnership with The Learning Bar, Winnipeg School Division collected students' perspectives and feedback through the OurSCHOOL student survey. 12,298 students participated in the OurSCHOOL survey representing both elementary (Grades 4 to 6), middle years (Grades 7 to 8), and secondary schools from across the division. The data collected is based on feedback and survey responses from the students on a variety of areas, including student engagement, belonging, drivers of student outcomes, and learning climate.

In addition to the surveys and as part of the WSD strategic planning process, Winnipeg School Division conducted student focus groups representing middle and senior years schools. with the support of Michael Champagne, community leader and author. We learned some valuable insights into the elements that positively impact student engagement within our schools.

### WE FEEL ENGAGED WHEN ...

“Instructional practices are clear, differentiated and experiential.”

“We can be independent and have choice in how we show our learning.”

“We can talk to teachers about our learning and ask questions to understand better.”

“We feel our identity is honoured.”

“Programming considers the cultures of racialized groups and newcomers.”

“Inclusive practices build community and sense of belonging.”

“We work and learn in safe and caring environments.”

“Our teachers are caring, patient and attentive.”

“School practices contribute to our emotional well-being and safety.”

“Teachers foster connections, positive social interactions, and creativity.”

“We have voice and choice in designing learning opportunities.”

“Mental health supports and resources are accessible.”

Winnipeg School Division has continued to support student well-being, engagement and belonging through mental health programming, school-based supports, inclusive teaching practices, and Indigenous teachings and perspectives.



**Students are engaged in Indigenous teachings and practices such as smudging, land teachings, and tipi teachings.**

The following data is based on the reflections collected from the Grades 7 to 12 students who participated in the OurSCHOOL survey:

### 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, and felt accepted for who they are. Overall, 55% of WSD students felt a high sense of belonging in 2023/24. This is down by 10% in the past five years and down one percent over the previous year. The data underscores our ongoing mission as a school division to cultivate the ideal conditions for every student to feel a sense of belonging.

	2019/20	2020/21*	2021/22	2022/23	2023/24
<b>STUDENTS WHO HAD A HIGH SENSE OF BELONGING</b>	65.0%	-	58.0%	56.0%	55.0%



**Gordon Bell High School’s drumming group provides opportunity for students to create deep connections to their identities, cultures, and one-another.**



## The 2024 Honourees of Indigenous Excellence

### ASPIRATIONS

In the OurSCHOOL survey, students were asked about their aspirations and plans following the completion of their high school experience. 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 percentage of students who are unsure of their post-secondary plans has increased to 27% from 22%.

	2018/19	2019/20	2020/21*	2021/22	2022/23
<b>STUDENTS PLANNING TO PURSUE POST-SECONDARY EDUCATION</b>	69.0%	63.0%	-	62.0%	62.0%
<b>STUDENTS PLANNING TO PURSUE APPRENTICESHIP PROGRAM</b>	6.0%	n/a	-	5.0%	6.0%
<b>STUDENTS PLANNING TO WORK</b>	3.0%	n/a	-	3.0%	5.0%
<b>STUDENTS WHO ARE UNSURE</b>	22.0%	n/a	-	30.0%	27.0%

### EMOTIONAL HEALTH

Students responded to questions pertaining to anxiety, depression and self-esteem on the survey which provided insights to the emotional health and well-being of students attending WSD. Overall, the percentage of students reporting moderate to high levels of anxiety and depression has increased over the past five years from 31% to 36 and 37%. The percentage of students reporting high self-esteem has decreased by six percent over the past five years (pre-pandemic). Short-term, the levels of high anxiety and depression have decreased over the previous year and the percentage of students reporting high self-esteem has increased by 3%.

	2019/20	2020/21*	2021/22	2022/23	2023/24
<b>STUDENTS REPORTING MODERATE TO HIGH LEVELS OF ANXIETY</b>	31.0%	-	39.0%	40.0%	37.0%
<b>STUDENTS REPORTING MODERATE TO HIGH LEVELS OF DEPRESSION</b>	31.0%	-	39.0%	39.0%	36.0%
<b>STUDENTS REPORTING HIGH SELF-ESTEEM</b>	65.0%	-	57.0%	56.0%	59.0%





**The Filipino Bilingual Program offers students opportunities to explore language (reading, writing and speaking), history, and cultural identity through storytelling, songs, dances and traditions. Being proficient in a second language provides confidence, communication skills, and the ability to connect with their community which is a valuable asset.**

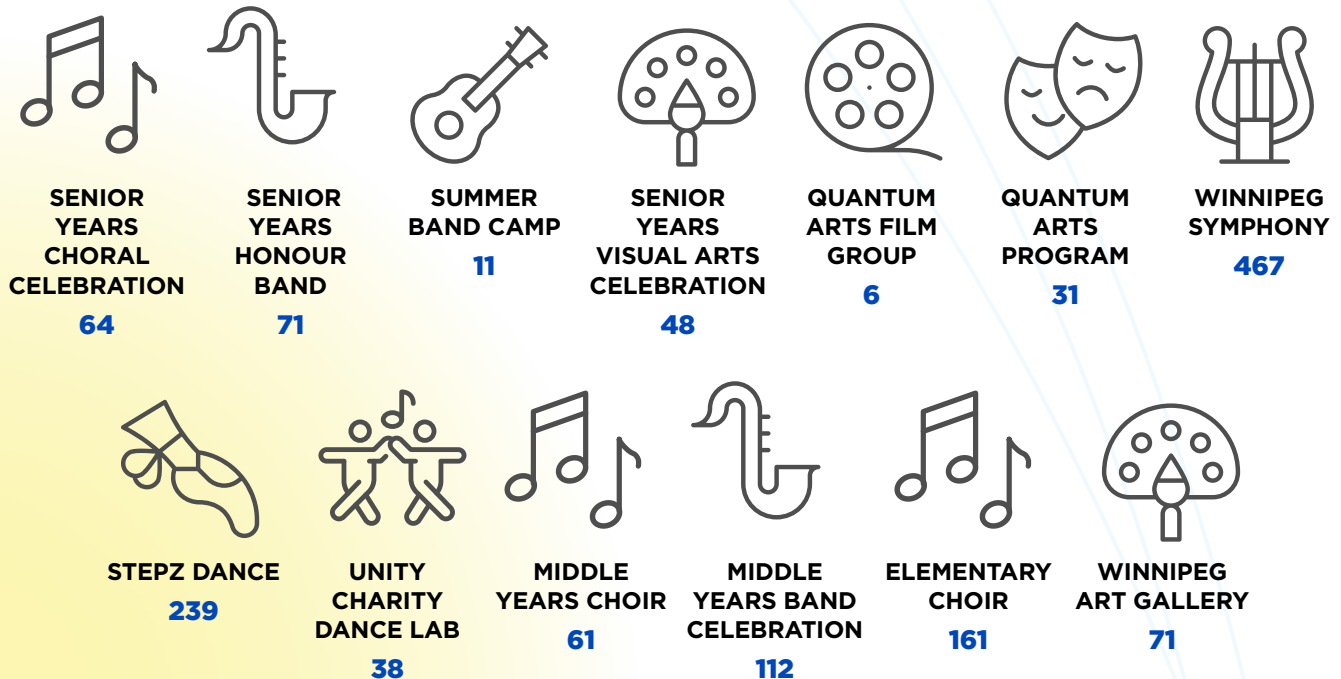


**Ralph Brown has welcomed more than 170 Ukrainian newcomer students since 2022 into the English-Ukrainian Bilingual Program. Students developed a strong sense of belonging and community through culture, language, dance and experiential learning opportunities. Staff also supported families through parent open house gatherings, bringing in supports, as well as information sessions to help parents understand school practices and routines.**

## PARTICIPATION IN ARTS

Students have many opportunities to extend their learning in the Arts at school, in the community, and as a larger school division family. Through visual arts, performance and drama, music, and/or dance students strengthen their identity, self-expression and belonging, while building connections to the artistic community.

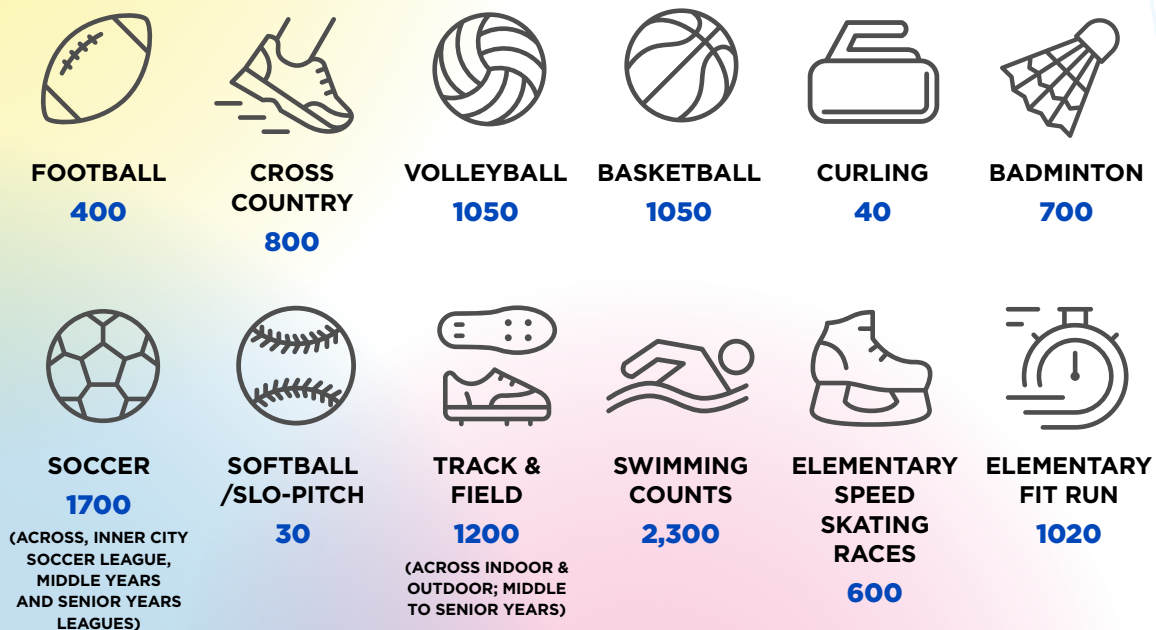
### Annual student involvement in arts



## PARTICIPATION IN SPORTS

Winnipeg School Division values learning through movement and sport and developing the physical and health literacies of students. Learning can happen anywhere, including on pitches, courts, ice, fields and in water.

### Annual student participation in sports



# 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 2.73%

Winnipeg School Division	2.61%
Provincial average	2.73%

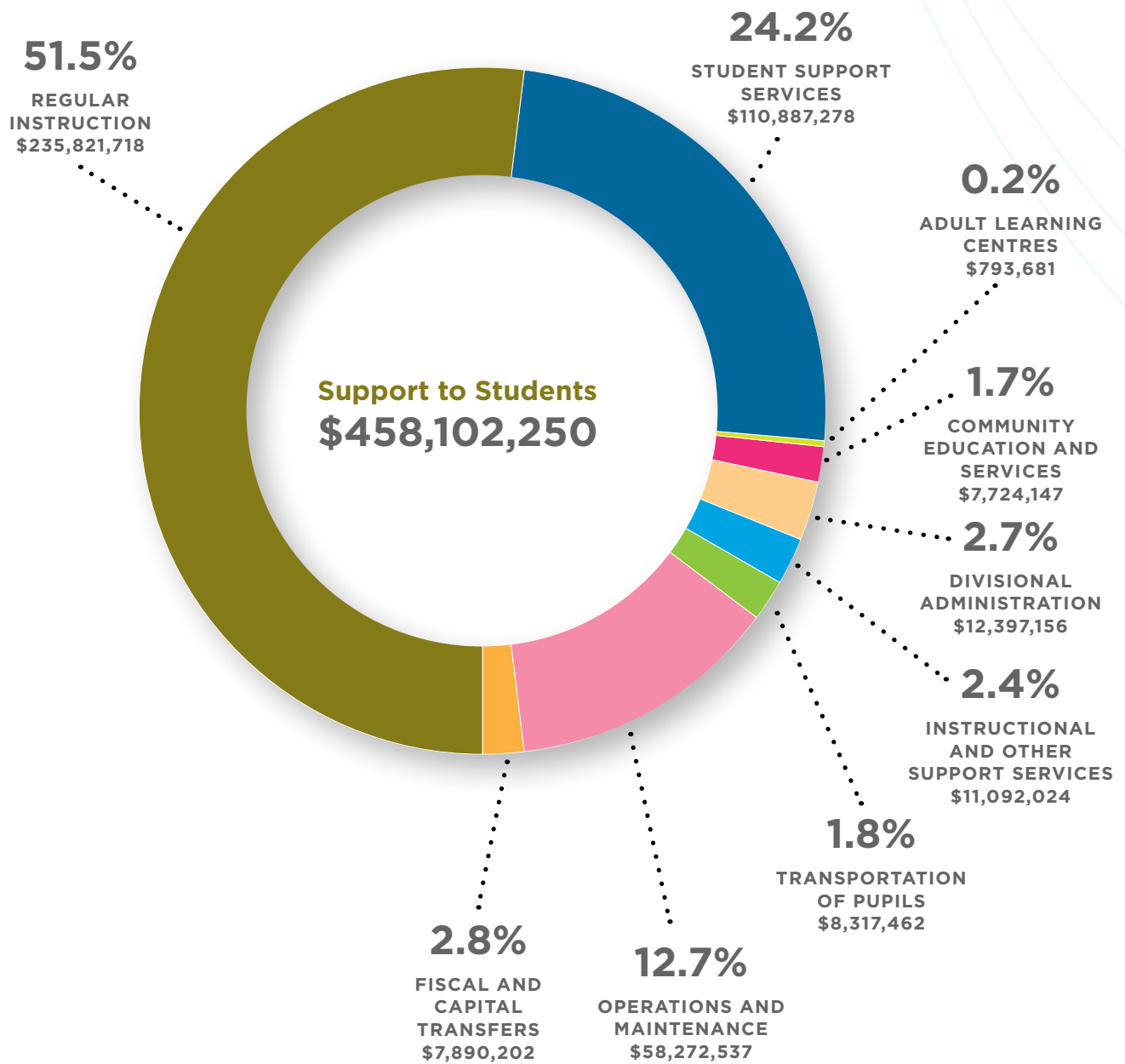
## Direct support per student\*

Winnipeg School Division	\$12,955
Provincial average	\$11,840

\* Data is taken from the [FRAME 2023/2024 Budget Report](#)

## EXPENSE ALLOCATION\*\*

\*\*Data is taken from our 2023/2024 Financial Statements



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