



WINNIPEG SCHOOL DIVISION

WSD 123: CONTINUOUS IMPROVEMENT

2025/26

December 2025



WINNIPEG SCHOOL DIVISION

STRATEGIC PLAN

2025-2030

MORAL PURPOSE

Winnipeg School Division provides a learning environment that fosters the growth of every learner's potential and provides equitable opportunity to develop the knowledge, skills, and ways of being necessary for nurturing a just, sustainable, and democratic society where everyone belongs, thrives, and is included.

GUIDING QUESTION

What are the most powerful actions WSD can take to ignite and cultivate paths to the good life, Mino-Pimatisiwin, for all learners, particularly those most underserved?

JOY

Creating a sense of **community**

Provide opportunities for learners to feel confident in the future, inspired, fulfilled, engaged, and full of hope.

LOVE

Supporting a sense of **belonging**

Where every learner is known by multiple adults and they feel safe, respected and free to express their true selves.

RIGOUR

Preparing learners for **excellence**

Where every learner feels supported and challenged to excel every day through meaningful activities and lessons to achieve their goals.

HIGH-LEVEL STRATEGIES



Seek Truth & Reconciliation

- Answer Calls to Action related to the cultivation of culture, community, language, and land in our schools.
- Remove barriers for Indigenous Peoples to lead WSD and contribute to the WSD community.



Build Community Schools that are Barrier Free

- Eliminate barriers to education, including all exclusionary practices.
- Create sticky schools that extend the day and keep learners close.
- Nurture neighbourhood schools that support all learners.



Develop a Culture of Thinking & Shared Sense of Responsibility for all Children

- Develop the capacity in school leaders to unleash the power of the classroom teacher.
- Cultivate the conditions for the highest quality teaching and deepest learning.



Equitable Distribution of Resources

- Distribute resources to have maximum impact for the learners who need them most.
- Empower and support schools to shift resources for maximum impact.

INTRODUCTION

This report offers a window into Winnipeg School Division's continuous journey of learning, reflection, and action — a journey shaped and grounded by the strategic framework.

At the heart of our work is a shared moral purpose:

To provide a learning environment that fosters the growth of every learner's potential and offers equitable opportunity to develop the knowledge, skills, and ways of being necessary for nurturing a just, sustainable, and democratic society where everyone belongs, thrives, and is included.

This purpose calls us to attend to both outcomes and the lived experiences of our learners — particularly those most impacted by systemic barriers.

Guided by the question, “What are the most powerful actions WSD can take to ignite and cultivate paths to the good life — Mino-Pimatisiwin — for all learners, especially those most underserved?” we have begun to reshape our practices, structures and mindsets.

This report represents a snapshot of that work: a collective effort to build a school division where every learner is known, valued, and empowered.

We draw inspiration from the three pillars that animate the plan:



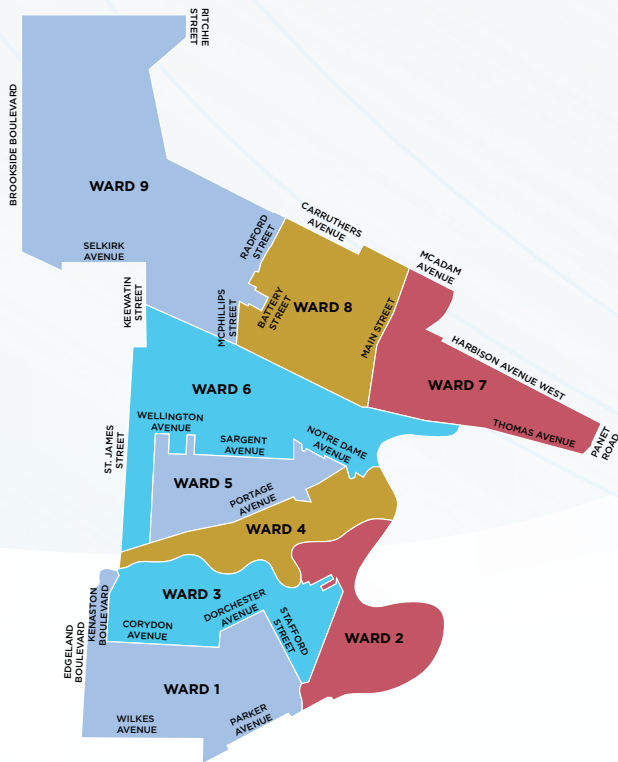
These values come to life through four high-level strategies that organize this report:

1. Seeking Truth and Reconciliation
2. Building Community Schools that are Barrier Free
3. Developing a Culture of Thinking and Shared Responsibility for All Children
4. Ensuring Equitable Distribution of Resources

Throughout this report, you will find stories of progress and challenge, insight and aspiration — all rooted in the belief that systems can change when people work together in service of something greater.

As we continue this work, we remain focused on the possibilities before us: a public education system that lives up to its promise — where every child has what they need to flourish.

STAFF PROFILE



Principals 79	Vice Principals 68	Classroom Teachers 1669
Educational Assistants 1550	Learning Support Teachers 395	Reading Clinicians 20
Psychologists 35	Social Workers 33	Area Service Directors 6
Family of Schools Support Teachers 30	Speech Language Pathologists 36	Substitute Staff 921

EMPLOYMENT EQUITY

STAFF DEMOGRAPHICS	2022/23	2023/24	2024/25
Women	70.7%	71.4%	71.6%
Indigenous Persons	12.4%	12.4%	12.2%
Racialized Communities	30.3%	32.0%	33.4%
Persons with Disabilities	3.2%	3.2%	3.3%

PRINCIPAL/VICE-PRINCIPAL DEMOGRAPHICS	2022/23	2023/24	2024/25
Women	60.2%	64.3%	64.8%
Indigenous Persons	16.7%	15.5%	15.4%
Racialized Communities	13.8%	14.2%	15.4%
Persons with Disabilities	0.0%	0.7%	0.7%

SENIOR ADMINISTRATION DEMOGRAPHICS	2022/23	2023/24	2024/25
Women	6	8	10
Indigenous Persons	1	3	3
Racialized Communities	1	1	3
Total staff	15	18	21
Total completed forms	10	11	15

*Percentages for women are based on all employees in WSD.
Other categories are based on those who self-declared.

Divisional Support Teachers 26
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STUDENT ENROLMENT

SEPTEMBER 30TH ENROLMENT DATA



STUDENT ENROLMENT DATA (SEPTEMBER 30, 2024)	COUNT	PERCENT
Total student population (excludes Winnipeg Adult Education Centre, Adult Learning Centre)	30,826	-
Male students	15,742	51.1%
Female students	15,083	48.9%
Indigenous (self-declared) students	8,982	29.1%
Students in care	873	2.8%
EAL students (Grades 1 to 12)	5,733	20.8%
Total students (Grades 1 to 12)	27,549	-

STUDENT LANGUAGE DATA	COUNT	PERCENT
Total student population (excludes Winnipeg Adult Education Centre, Adult Learning Centre)	30,826	-
FRENCH IMMERSION STUDENTS	4,723	15.3%
Early French Immersion students	4,649	15.1%
Late French Immersion students	74	0.2%
BILINGUAL PROGRAM STUDENTS	732	2.4%
Cree Bilingual students	78	0.3%
Filipino Bilingual students	23	0.1%
Hebrew Bilingual students	208	0.7%
Ojibwe Bilingual students	116	0.4%
Punjabi Bilingual students	20	0.1%
Spanish Bilingual students	155	0.5%
Ukrainian Bilingual students	132	0.4%
ENGLISH PROGRAM STUDENTS	25,371	82.3%

Équipe Jeunesse
Leadership students
volunteer at the Sir
William Osler bazaar.

FRENCH IMMERSION BY GRADE LEVEL	2020/21	2021/22	2022/23	2023/24	2024/25
EARLY YEARS (N-4)	2431	2395	2334	2418	2466
MIDDLE YEARS (5-8)	1400	1366	1386	1357	1392
SENIOR YEARS (9-12)	742	760	788	809	865

SEEK TRUTH AND RECONCILIATION

- » Answer Calls to Action related to the cultivation of culture, community, language, and land in our schools
- » Remove barriers for Indigenous Peoples to lead WSD and contribute to the WSD community

Reconciliation is not just a goal; it is a practice. It is embedded in the daily experiences of our learners and educators, in the relationships we nurture, in the systemic changes we champion, and the removal of barriers that prevent children and families from thriving.

GROWING INDIGENOUS LEADERSHIP IN WSD

Winnipeg School Division is deeply committed to growing Indigenous leadership at every level of the organization. This commitment reflects our responsibility to ensure that the voices, knowledge and perspectives of Indigenous peoples are meaningfully represented in decision-making, teaching and community engagement. By supporting the development and advancement of Indigenous leaders — both within schools and across the division — we strengthen our collective capacity to honour the Truth and Reconciliation Commission's Calls to Action, foster relationships grounded in respect and create learning environments where all students see themselves reflected in leadership and pathways to the Good Life / Mino-Pimatisiwin.

CULTIVATING CULTURE, COMMUNITY, LANGUAGE AND LAND IN SCHOOLS

Winnipeg School Division is committed to growing programming, learning opportunities and spaces that honour the Truth and Reconciliation Commission's Calls to Action. This work centres on cultivating culture, community, language and connection to land within schools — creating environments where Indigenous ways of knowing and being are lived, celebrated and shared. Through this commitment, schools become places of belonging, restoration, and renewal for all learners.

Growing Indigenous Leadership 2024/25

Aunties	2
Indigenous Ways of Life Teachers	3
Grandmothers and Grandfathers	21
Knowledge Keeper	1
Indigenous Grad Coaches	9
Build from Within students from the program graduated and were hired with permanent contracts	3
Indigenous Team Members moved into school leadership roles	5
Indigenous staff took part in the Professional Network of Indigenous Educators	87
Assistant-Superintendents (including Divisional Kookum)	2

MEDICAL CAREERS EXPLORATION PROGRAM (MCEP)

The Medical Careers Exploration Program (MCEP) offers Grades 10 to 12 students authentic opportunities to explore professions in health and medicine. Established at Children of the Earth High School, the program has since expanded division-wide and now includes approximately 100 students across three grade levels. Students apply in Grade 9 to enter the program, with additional opportunities for entry in Grade 11 supported by tailored coursework and practicum experiences. Through a valued partnership with Pan Am Clinic, students engage in hands-on learning, including observations of medical procedures, guided walkthroughs of medical facilities and events highlighting diverse pathways within the healthcare field. MCEP empowers students to connect their academic learning to real-world careers while fostering curiosity, confidence and a commitment to community well-being.



**Graduates of Build from Within program
hired with permanent contracts**

BUILD FROM WITHIN: BUILDING PATHWAYS FOR INDIGENOUS TEACHERS

The Build From Within teacher development program represents a strong partnership between Winnipeg School Division, the University of Winnipeg’s Faculty of Education, Indspire Canada, The Winnipeg Foundation and community service providers. Together, these partners have created a pathway for Indigenous high school students to pursue their dream of becoming teachers.

The program is designed to honour and build upon the strengths, identities and lived experiences of Indigenous students, supporting them as they move from high school through university and into their first classrooms. By walking alongside participants at every stage, the division ensures mentorship, stability, and continued professional growth.

At its core, Build From Within aims to increase Indigenous representation in the teaching profession — cultivating educators who bring deep cultural understanding, leadership and commitment to their communities and to the students they will one day teach.

Students currently in Build From Within	51
Cohorts since 2018	4
Approximate students enrolled since 2018	115



ANISHINAABEMOWIN AND ININÍMOWIN LANGUAGE REVITALIZATION

At Isaac Brock School, classrooms are more than places of learning — they are spaces where Indigenous languages are reclaimed, reimagined and lived. The school offers bilingual Cree/English and Ojibwe/English programs from Kindergarten to Grade 8, led by a dedicated team of fluent certified teachers, Language Keepers, educational assistants, and teacher language-learners who work together to pass on knowledge and culture. At Isaac Brock, Cree and Ojibwe are not only subjects of study — they shape how students greet one another, sing together, and build a deep sense of identity, belonging, and community.

Growth in the Ojibwe/English and Cree/English Bilingual Program

	2020/21	2021/22	2022/23	2023/24	2024/25
Cree/English	31	44	66	69	78
Ojibwe/English	38	90	121	136	116

LODGE ROOMS: WHERE CULTURE LIVES AND LEARNING GROWS

12 Lodge Rooms are functioning daily, with smudging, teachings, ceremony, and healing as some examples of work done in these rooms.

ANNUAL WSD POW WOW

The annual Pow Wow, originally planned for the Tec Voc site, was cancelled in the spring of 2025 due to poor air quality caused by regional wildfires. In response, the division pivoted to host a special celebration at the Duckworth Centre to honour our graduates. The event also extended a warm invitation to evacuees affected by the forest fires, welcoming participants from multiple communities and reaffirming our commitment to caring for one another in times of challenge.

Pow Wow at the Duckworth Centre

- » 250 students and all high schools
- » Evacuees from three communities with 25 students recognized at the event



BUILD COMMUNITY SCHOOLS THAT ARE BARRIER FREE

- » Eliminate barriers to education, including all exclusionary practices
- » Create sticky schools that extend the day and keep learners close
- » Nurture neighbourhood schools that support all learners

Schools are places where learning extends beyond the classroom and into the very fabric of students' daily lives. We are committed to creating "sticky schools" where learners feel connected, valued, and supported — not just during school hours but throughout their day. A barrier-free education system acknowledges and meets students where they are. Whether through nutrition programs, accessible spaces, mental health supports, or access to technology, we must ensure that students have what they need to succeed.

STUDENT ENGAGEMENT

Student Voice and the Strategic Plan 2025-2030

Over the course of the 2024/25 school year, various stakeholder groups (e.g., community members, families, staff, and students) provided feedback to guide the direction of the Winnipeg School Division Strategic Plan 2025-2030. It is always important to hear the voices of students — their perspectives, hopes, and vision. The following represents some key findings from this consultation.

Student Voice Through the "Our School" Survey

The "Our School" survey, which is based on data from 8,161 students from Grades 4 to 12, provides another way for WSD to get feedback from students. The survey is centered around factors that contribute to students' sense of engagement, barriers students face in feeling engaged, and recommendations that can help improve engagement.

2024/25 data suggest that many students feel that they have positive relationships in school with a slight positive trend in feelings related to mental health and well-being. There is still work to do to reignite students' aspirations and motivation, and to ensure that they feel that they belong and are known and cared for by others in schools.

We want our thoughts and opinions heard and attended to

We appreciate instructional practices that are clear, differentiated, experiential, and that offer us greater autonomy

We want our teachers to ensure that we understand our learning. This needs to happen through a variety of means during instruction, not merely through submitted work

We want programming that honours our diverse identities within and across communities

We want more experiences that foster connection, creativity, and that provide more voice and choice

We want teachers who are kind, patient, and attentive

We want more fair and inclusionary practices that will boost our sense of belonging

We would like more mental health supports, school practices that impact our emotional well-being, and adults who listen deeply and with care

Sense of Belonging

	2020/21*	2021/22	2022/23	2023/24	2024/25	LONG-TERM	SHORT-TERM
Students who had a high sense of belonging	-	58.0%	56.0%	55.0%	56.0%	Down	Up
Students with positive relationships	-			69.0%	69.0%	-	Equal

*There was no data for the 2020/21 school year due to the Covid-19 pandemic.
Section not included in the 2021/22 & 2022/23 surveys.

*Grey space means the question was not asked/included

Movtivation and Aspirations

	2020/21*	2021/22	2022/23	2023/24	2024/25	LONG-TERM	SHORT-TERM
Planning for post-secondary education	-	62.0%	62.0%	62.0%	52.0%	Down	Down
Planning to pursue apprenticeship program	-	5.0%	5.0%	6.0%	15.0%	Down	Up
Planning to work	-	3.0%	5.0%	5.0%	4.0%	Up	Down
Unsure (aspirations)	-	30.0%	28.0%	27.0%	25.0%	Down	Down

*There was no data for the 2020/21 school year due to the Covid-19 pandemic.

Mental Health & Well-being

	2020/21*	2021/22	2022/23	2023/24	2024/25	LONG-TERM	SHORT-TERM
Students reporting moderate to high levels of anxiety	-	39.0%	40.0%	37.0%	35.0%	Down	Down
Students reporting moderate to high levels of depression	-	39.0%	39.0%	36.0%	33.0%	Down	Down
Students reporting high self-esteem	-	57.0%	56.0%	59.0%	61.0%	Up	Up
Students with self-regulation	-	53.0%	50.0%	52.0%	52.0%	Down	Equal

*There was no data for the 2020/21 school year due to the Covid-19 pandemic.



Hugh John Macdonald students engage in real-world learning.

The data sets below provide a snapshot into students' feelings about their learning experiences in school. Overall, the data reflect stable perceptions of teaching and learning across key areas, with small shifts that help identify priorities for continued growth. Scores related to relevance of classroom instruction show a slight upward trend, suggesting that efforts to connect learning to students' experiences and future goals may be resonating. Teacher-student relationships and expectations for success remain consistent, suggesting a need for ongoing commitment to high expectations and care for learners. Rigour has held steady, signaling an opportunity to further deepen the use of high-yield, responsive teaching approaches. The small dip in **positive learning climate** highlights an area for reflection and renewed attention to fostering joyful, inclusive, and engaging learning environments.



A student at Children of the Earth prepares a deer hide used to build hand drums and rattles using traditional methods.

Success in school

	2023/24	2024/25	LONG-TERM	SHORT-TERM
RELEVANCE - Relevance of classroom instruction**	6.5	6.6	-	Up
RIGOUR - Teachers' use of high-yield teaching strategies**	6.8	6.8	-	Equal
Positive teacher-student relationships**	6.6	6.6	-	Equal
Positive learning climate**	6.4	6.3	-	Down

*There was no data for the 2020/2021 school year due to the Covid-19 pandemic. Section not included in the 2021/22 & 2022/23 surveys.

**Data scaled on a 10-point scale and results are reported as 'the average score'.

	2023/24	2024/25	LONG-TERM	SHORT-TERM
Expectations for success**	7.3	7.3	-	Equal

** Section not included in the 2021/22 & 2022/23 surveys.

PARTICIPATION IN SPORTS

The arts and sports play a vital role in fostering students' success, engagement, and overall well-being. Whether through the creativity sparked by music, drama, and visual arts, or the teamwork and perseverance developed in athletics, these experiences nurture confidence, belonging, and joy in learning.

Participation in arts and sports can remove barriers for students by providing multiple ways to shine, connect, and grow.

These opportunities build not only skills, but also resilience, leadership, and a sense of community that extend far beyond the classroom.



B.E.S.T. Bike Program in action at Isaac Newton.



FOOTBALL
450



CROSS COUNTRY
3,500
(ACROSS 4 EVENTS INVOLVING
MIDDLE- AND SENIOR-YEARS)



VOLLEYBALL
1,500
(ACROSS MIDDLE- AND
SENIOR-YEARS LEAGUES)



BASKETBALL
2,000
(ACROSS INNER CITY
BASKETBALL, MIDDLE-
AND SENIOR-YEARS LEAGUES)



CURLING
40
(ACROSS MIDDLE-
AND SENIOR-YEARS LEAGUES)



BADMINTON
700



SOFTBALL/SLO-PITCH
237
(ACROSS EARLY- AND MIDDLE-YEARS)



TRACK & FIELD
3,000
(ACROSS INDOOR & OUTDOOR;
MIDDLE- TO SENIOR-YEARS)



**EARLY-YEARS
FIT RUN**
1,885



GOLF
1,885



**B.E.S.T BIKE
PROGRAM**
300



**WSD
SKATEBOARDING DAY**
300



SWIMMING COUNTS
2,300



SPEED SKATING RACES
400

PARTICIPATION IN DIVISIONAL ARTS EXPERIENCES



CHORAL
EARLY YEARS
100
MIDDLE YEARS
62
SENIOR YEARS
106



BAND
MIDDLE YEARS
80
SENIOR YEARS
70



DANCE
SENIOR YEARS
228



VISUAL ARTS
SENIOR YEARS
56

PROGRAMS AND PERFORMANCES



MTYP
1,009
STUDENTS ATTENDED
PERFORMANCES



RMT
900
STUDENTS ATTENDED
PERFORMANCES



MB OPERA
200
STUDENTS ATTENDED
PERFORMANCES



MCO
276
STUDENTS ATTENDED
AWASOWIN



FREEZE FRAME
300
ATTENDED THEIR
FESTIVALS



RWB
PERFORMED AT
8
WSD SCHOOLS



Elmwood students transform trash into artistic treasures.

FESTIVALS AND COMPETITIONS

NUMBERS ARE APPROXIMATE



BAND
500



CHORAL
800



DANCE
200



DRAMA
300

DEVELOP A CULTURE OF THINKING AND SHARED RESPONSIBILITY

- » Develop the capacity in school leaders to unleash the power of the classroom teacher
- » Cultivate the conditions for the highest quality teaching and deepest learning

Our imperative is to cultivate the conditions where every educator feels empowered to inspire, challenge, and support learners to reach their highest potential. Quality teaching is the most significant in-school factor affecting student success, and so we continue to support innovation and deep learning.

Every child is our child and, so, our collective work is to ensure that every student receives the support, encouragement, and challenge they need to succeed. This requires rethinking how we collaborate, how we structure learning environments, and how we support one another as professionals.

KINDERGARTEN TO GRADE 6 REPORT CARD TRENDS

Within schools and across the division, educators work collaboratively to investigate, document, and share the growth and progress of their students' learning. This focused collaboration supports all teachers to better respond to students' learning needs and to support students' learning trajectories over time.

REPORT CARD DATA — LANGUAGE ARTS (OVERALL)

Across all grades, there is a consistent increase in the percentage of students achieving in levels 3–4. Average 3–4 achievement rose from 57.8% in Term 1 to 67.4% in Term 3 — roughly a 10-point gain. The proportion of students in levels 1–2 dropped significantly, from an average of 39.2% to 29.7%. ND levels remain very low and stable. From Fall to Spring, report card data indicate clear growth in student achievement and proficiency, particularly in the early grades and suggest that universal instruction, targeted interventions, and responsive assessment practices are leading to improved learning outcomes.

	TERM 1 (FALL)			TERM 3 (SPRING)		
2024/2025	ND	D	I	ND	D	I
Kindergarten	5.3%	71.1%	23.7%	3.7%	41.3%	54.9%

	TERM 1 (FALL)			TERM 3 (SPRING)		
2024/2025	ND	1-2	3-4	ND	1-2	3-4
Grade 1	2.1%	48.5%	49.4%	1.7%	33.1%	65.2%
Grade 2	2.7%	40.9%	56.4%	2.6%	30.6%	66.8%
Grade 3	3.3%	38.8%	57.8%	3.8%	28.8%	67.4%
Grade 4	3.7%	35.8%	60.4%	3.6%	27.9%	68.5%
Grade 5	3.6%	37.6%	58.8%	3.1%	32.1%	64.8%
Grade 6	2.6%	33.6%	63.8%	2.6%	25.7%	71.6%

ND- Not Demonstrating

REPORT CARD DATA — MATHEMATICS (OVERALL)

From Fall to Spring, report card data show clear and consistent growth in student learning across all grades. The proportion of students meeting or exceeding grade-level expectations increased significantly, while the percentage of students in the developing range declined. Early-Years learners demonstrated the strongest gains, underscoring the effectiveness of early numeracy programming. Low “Not Demonstrating” rates suggest that students are engaged and teachers are capturing meaningful evidence of learning. These results reflect the impact of universal instruction, targeted interventions, and a focus on high-quality, responsive teaching that supports all learners toward success.

	TERM 1 (FALL)			TERM 3 (SPRING)		
2024/2025	ND	D	I	ND	D	I
Kindergarten	5.0%	71.1%	23.9%	3.1%	31.8%	65.1%

	TERM 1 (FALL)			TERM 3 (SPRING)		
2024/2025	ND	1-2	3-4	ND	1-2	3-4
Grade 1	2.1%	48.5%	49.4%	1.7%	33.1%	65.2%
Grade 2	2.7%	40.9%	56.4%	2.6%	30.6%	66.8%
Grade 3	3.3%	38.8%	57.8%	3.8%	28.8%	67.4%
Grade 4	3.7%	35.8%	60.4%	3.6%	27.9%	68.5%
Grade 5	3.6%	37.6%	58.8%	3.1%	32.1%	64.8%
Grade 6	2.6%	33.6%	63.8%	2.6%	25.7%	71.6%

ND- Not Demonstrating

REPORT CARD DATA — CRITICAL THINKING, PROBLEM SOLVING AND SOCIAL RESPONSIBILITY (OVERALL)

Student achievement data from 2024/25 show strong division-wide growth in critical thinking and problem-solving across all subject areas, supported by high levels of social responsibility. Gains of 10–15 percentage points in the proportion of students at 3-4 reflect the impact of engaging, responsive, and authentic learning opportunities.

Students are not only improving in their ability to analyze, reason, and innovate, but are also demonstrating the social and ethical dispositions that connect learning to community and collective well-being. These trends affirm that the division’s focus on deep thinking, collaboration, and belonging is cultivating the skills and character needed for students to thrive now and into the future.

Critical Thinking in Language Arts

	TERM 1 (FALL)			TERM 3 (SPRING)		
2024/2025	ND	1-2	3-4	ND	1-2	3-4
Grade 1	1.6%	47.5%	50.9%	1.3%	31.9%	66.8%
Grade 2	1.8%	38.4%	59.8%	1.7%	27.1%	71.1%
Grade 3	2.1%	35.9%	62.1%	2.5%	25.1%	72.4%
Grade 4	1.6%	33.3%	65.1%	1.7%	24.9%	73.5%
Grade 5	2.8%	35.2%	62.0%	2.1%	28.0%	70.0%
Grade 6	1.6%	27.3%	71.0%	1.5%	20.0%	78.5%

Critical Thinking in Social Studies

	TERM 1 (FALL)			TERM 3 (SPRING)		
2024/2025	ND	1-2	3-4	ND	1-2	3-4
Grade 1	1.5%	41.8%	56.7%	1.3%	26.5%	72.2%
Grade 2	1.5%	33.4%	65.1%	1.5%	23.9%	74.6%
Grade 3	1.2%	32.6%	66.2%	1.7%	23.5%	74.8%
Grade 4	0.8%	31.2%	68.0%	1.3%	23.2%	75.5%
Grade 5	2.1%	36.3%	61.6%	2.1%	28.0%	70.0%
Grade 6	0.9%	28.5%	70.6%	0.7%	20.8%	78.5%

Problem Solving in Mathematics

	TERM 1 (FALL)			TERM 3 (SPRING)		
2024/2025	ND	1-2	3-4	ND	1-2	3-4
Grade 1	2.4%	53.7%	43.9%	2.0%	36.7%	61.3%
Grade 2	2.8%	46.6%	50.6%	2.9%	35.9%	61.2%
Grade 3	3.6%	44.2%	52.2%	4.2%	32.8%	62.9%
Grade 4	4.0%	42.5%	53.5%	3.8%	31.4%	64.8%
Grade 5	4.0%	44.9%	51.1%	3.4%	36.5%	60.1%
Grade 6	2.6%	38.6%	58.7%	2.8%	29.4%	67.9%

Design Process in Science

	TERM 1 (FALL)			TERM 3 (SPRING)		
2024/2025	ND	1-2	3-4	ND	1-2	3-4
Grade 1	1.8%	46.0%	52.2%	1.4%	27.5%	71.1%
Grade 2	1.6%	33.7%	64.7%	1.5%	22.5%	76.0%
Grade 3	1.6%	30.4%	68.1%	1.7%	20.5%	77.8%
Grade 4	2.0%	29.6%	68.5%	1.3%	21.3%	77.4%
Grade 5	1.7%	35.5%	62.8%	1.9%	25.0%	73.1%
Grade 6	1.0%	27.7%	71.4%	0.8%	20.5%	78.6%

Social Responsibility (Learning Behaviour)

	TERM 1 (FALL)			TERM 3 (SPRING)		
2024/2025	ND	R-S	U-C	ND	R-S	U-C
Grade 1	3.9%	22.4%	73.7%	3.5%	18.5%	78.0%
Grade 2	3.4%	15.5%	81.2%	3.1%	13.0%	83.9%
Grade 3	2.6%	13.5%	83.9%	4.2%	12.0%	83.8%
Grade 4	3.3%	13.5%	83.2%	3.6%	11.2%	85.2%
Grade 5	2.8%	14.0%	83.2%	3.1%	14.4%	82.4%
Grade 6	3.4%	10.6%	86.0%	5.1%	11.3%	83.6%



Grade 3/4 learners at Montrose School are engaged in a shared writing process supported by small parts and outdoor learning.

PROVINCIAL ASSESSMENTS

The data presented illustrates the progression of grade three students meeting reading and numeracy sub-competency expectations between 2020 and 2024. Across both reading and numeracy domains, data show strong long-term improvement and steady post-pandemic recovery, particularly in foundational skills, comprehension, and reasoning. The commitment to equitable education for all persists.

ENGLISH PROGRAM – ENGLISH READING

English program students who met expectations in all English reading sub-competencies

GRADE 3 READING	2020*	2021	2022	2023	2024	LONG-TERM	SHORT-TERM
Provincial	-	44.9%	45.7%	44.6%	44.9%	Equal	Up
Winnipeg School Division	-	38.8%	40.6%	45.1%	43.8%	Up	Down
Male students	-	34.4%	37.4%	42.0%	40.8%	Up	Down
Female students	-	43.6%	44.4%	48.6%	46.8%	Up	Down
Indigenous students	-	18.4%	23.9%	25.0%	27.5%	Up	Up
Students with EAL	-	40.1%	39.4%	38.2%	37.6%	Down	Down
Students in the care of CFS	-	22.6%	25.0%	28.4%	21.6%	Down	Down

*There was no data for the 2020 school year due to the Covid-19 pandemic.

FRENCH IMMERSION PROGRAM - ENGLISH READING

French immersion students who met expectations in all English reading sub-competencies

GRADE 3 READING (FRENCH IMMERSION PROGRAM)	2020*	2021	2022	2023	2024	LONG-TERM	SHORT-TERM
Provincial	-	59.8%	60.0%	62.7%	61.1%	Up	Down
Winnipeg School Division	-	55.9%	59.8%	63.5%	64.2%	Up	Up
Male students	-	54.9%	62.0%	59.6%	61.8%	Up	Up
Female students	-	56.9%	57.8%	66.9%	66.5%	Up	Down
Indigenous students	-	51.6%	46.7%	40.0%	43.3%	Down	Up
Students with EAL	-	35.3%	35.9%	56.8%	50.7%	Up	Down
Students in the care of CFS	-	*	*	*	*	-	-

*There was no data for the 2020 school year due to the Covid-19 pandemic.

ENGLISH PROGRAM - ENGLISH NUMERACY

English program students who met expectations in all English numeracy sub-competencies

GRADE 3 NUMERACY	2020*	2021	2022	2023	2024	LONG-TERM	SHORT-TERM
Provincial	-	32.6%	34.5%	35.6%	34.8%	Up	Down
Winnipeg School Division	-	33.6%	37.4%	42.4%	40.2%	Up	Down
Male students	-	35.5%	38.5%	45.4%	43.3%	Up	Down
Female students	-	31.6%	36.3%	39.2%	37.3%	Up	Down
Indigenous students	-	16.2%	22.4%	20.5%	21.5%	Up	Up
Students with EAL	-	40.1%	34.9%	44.5%	40.7%	Up	Down
Students in the care of CFS	-	16.7%	25.0%	25.7%	25.7%	Up	Equal

*There was no data for the 2020 school year due to the Covid-19 pandemic.

FRENCH IMMERSION PROGRAM - NUMERACY

French immersion students who met expectations in all English numeracy sub-competencies

GRADE 3 NUMERACY (FRENCH IMMERSION PROGRAM)	2020*	2021	2022	2023	2024	LONG-TERM	SHORT-TERM
Provincial	-	41.8%	40.4%	43.0%	44.2%	Up	Up
Winnipeg School Division	-	49.9%	49.3%	50.9%	55.9%	Up	Up
Male students	-	56.3%	57.2%	56.8%	60.8%	Up	Up
Female students	-	43.6%	41.2%	45.6%	51.2%	Up	Up
Indigenous students	-	41.9%	23.3%	34.3%	46.7%	Up	Up
Students with EAL	-	23.5%	30.8%	35.8%	38.4%	Up	Up
Students in the care of CFS	-	*	*	*	*	-	-

*There was no data for the 2020 school year due to the Covid-19 pandemic.

*Data highlighted in red represents fewer than 10 students, thus it was suppressed.



Classrooms are more than learning spaces. They are places where Indigenous languages are reclaimed, reimagined and woven into some students' daily life at Isaac Brock School.

GRADE 7 AND 8 PROVINCIAL ASSESSMENTS

Division data from 2021 to 2025 demonstrate resilience, long-term growth, and renewed momentum in middle years literacy and numeracy. While results vary across programs, the overall trajectory is positive. WSD continues to outperform provincial averages in several areas, notably French Immersion reading and writing, while showing renewed growth in English program numeracy and writing.

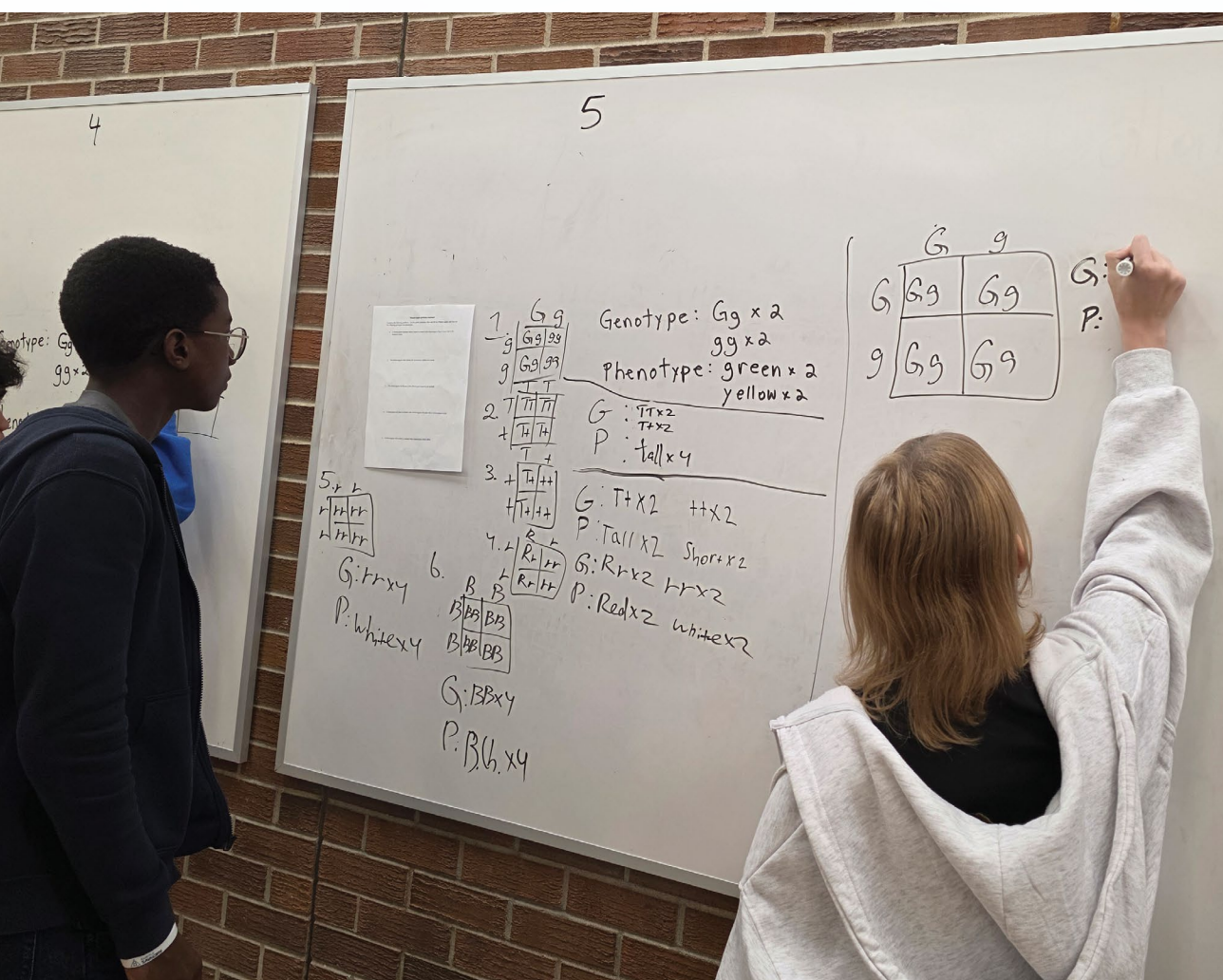
The key work ahead centres on strengthening numeracy in French Immersion, closing gender gaps in literacy, and sustaining culturally grounded supports that help every learner build confidence, skill, and voice on the path toward high school success and lifelong learning.

ENGLISH PROGRAM - GRADE 7 ENGLISH NUMERACY

English program students who met expectations in all English numeracy sub-competencies

GRADE 7 NUMERACY	2020/21*	2021/22	2022/23	2023/24	2024/25	LONG-TERM	SHORT-TERM
Provincial	-	36.2%	38.1%	39.3%	37.4%	Up	Down
Winnipeg School Division	-	34.9%	35.8%	35.2%	37.5%	Up	Up
Male students	-	35.0%	36.6%	34.5%	35.5%	Up	Up
Female students	-	34.8%	35.1%	36.1%	40.0%	Up	Up
Indigenous students	-	10.5%	12.3%	13.5%	14.1%	Up	Up
Students with EAL	-	36.0%	34.1%	38.6%	37.2%	Up	Down
Students in the care of CFS	-	13.5%	8.9%	12.3%	8.7%	Down	Down

*There was no data for the 2021 school year due to the Covid-19 pandemic.



Middle-Years Students at General Wolfe make their math thinking visible.

FRENCH IMMERSION PROGRAM - GRADE 7 ENGLISH NUMERACY

French program students who met expectations in all English numeracy sub-competencies

GRADE 7 NUMERACY (FRENCH IMMERSION PROGRAM)	2020/21*	2021/22	2022/23	2023/24	2024/25	LONG-TERM	SHORT-TERM
Provincial	-	43.6%	48.2%	46.0%	45.3%	Up	Down
Winnipeg School Division	-	57.0%	47.3%	44.2%	37.3%	Down	Down
Male students	-	63.3%	44.4%	42.2%	39.0%	Down	Down
Female students	-	50.8%	49.7%	46.0%	36.9%	Down	Down
Indigenous students	-	24.0%	32.0%	26.7%	31.0%	Up	Up
Students with EAL	-	*	*	58.3%	*	*	*
Students in the care of CFS	-	*	*	*	*	-	-

*There was no data for the 2021 school year due to the Covid-19 pandemic.

*Data highlighted in red represents fewer than 10 students, thus it was suppressed.

ENGLISH PROGRAM - GRADE 7 ENGLISH READING

English program students who met expectations in all English reading sub-competencies

GRADE 8 READING	2020/21*	2021/22	2022/23	2023/24	2024/25	LONG-TERM	SHORT-TERM
Provincial	-	51.9%	52.3%	51.8%	50.6%	Down	Down
Winnipeg School Division	-	48.2%	43.9%	46.2%	47.2%	Down	Up
Male students	-	46.1%	37.5%	39.8%	40.9%	Down	Up
Female students	-	50.7%	51.1%	52.9%	54.7%	Up	Up
Indigenous students	-	23.1%	22.9%	20.5%	25.4%	Up	Up
Students with EAL	-	34.7%	28.9%	32.1%	37.5%	Up	Up
Students in the care of CFS	-	8.6%	16.2%	16.9%	19.8%	Up	Up

*There was no data for the 2021 school year due to the Covid-19 pandemic.

FRENCH IMMERSION PROGRAM - GRADE 7 ENGLISH READING

French program students who met expectations in all English reading sub-competencies

GRADE 8 READING (FRENCH IMMERSION PROGRAM)	2020/21*	2021/22	2022/23	2023/24	2024/25	LONG-TERM	SHORT-TERM
Provincial	-	72.2%	70.6%	73.8%	72.8%	Up	Down
Winnipeg School Division	-	82.2%	72.1%	71.3%	77.1%	Down	Up
Male students	-	77.3%	68.8%	62.7%	69.0%	Down	Up
Female students	-	86.4%	75.3%	78.8%	84.6%	Down	Up
Indigenous students	-	76.0%	58.3%	58.3%	70.6%	Down	Equal
Students with EAL	-	n/a	*	81.8%	*	-	-
Students in the care of CFS	-	n/a	*	*	n/a	-	-

*There was no data for the 2021 school year due to the Covid-19 pandemic.

*Data highlighted in red represents fewer than 10 students, thus it was suppressed.

*n/a means no student in the category.

ENGLISH PROGRAM - GRADE 7 ENGLISH WRITING

English program students who met expectations in all English writing sub-competencies

GRADE 8 WRITING	2020/21*	2021/22	2022/23	2023/24	2024/25	LONG-TERM	SHORT-TERM
Provincial	-	45.0%	45.2%	45.0%	43.7%	Down	Down
Winnipeg School Division	-	43.3%	37.5%	40.8%	41.1%	Down	Up
Male students	-	39.8%	30.0%	32.6%	33.6%	Down	Up
Female students	-	47.4%	45.9%	49.5%	50.2%	Up	Up
Indigenous students	-	19.5%	15.6%	17.4%	19.1%	Down	Up
Students with EAL	-	32.6%	23.3%	26.5%	31.9%	Down	Up
Students in the care of CFS	-	11.1%	7.5%	9.0%	15.6%	Up	Up

*There was no data for the 2021 school year due to the Covid-19 pandemic.

FRENCH IMMERSION PROGRAM - GRADE 7 ENGLISH WRITING

French program students who met expectations in all English writing sub-competencies

GRADE 8 WRITING (FRENCH IMMERSION PROGRAM)	2020/21*	2021/22	2022/23	2023/24	2024/25	LONG-TERM	SHORT-TERM
Provincial	-	65.7%	63.2%	67.5%	65.8%	Up	Up
Winnipeg School Division	-	79.2%	64.2%	68.1%	66.1%	Down	Down
Male students	-	71.6%	56.5%	59.9%	51.0%	Down	Down
Female students	-	85.8%	71.8%	75.2%	80.1%	Down	Up
Indigenous students	-	72.0%	54.2%	45.8%	64.7%	Down	Up
Students with EAL	-	n/a	*	72.7%	*	-	-
Students in the care of CFS	-	n/a	*	*	n/a	-	-

*There was no data for the 2021 school year due to the Covid-19 pandemic.

*Data highlighted in red represents fewer than 10 students, thus it was suppressed.

*n/a means no student in the category.



The second annual Historical Thinking Symposium doubled in size to immerse students and adults in historical thinking, research processes, reflection and dialogue around significant concepts, ideas and events in history.



Students consider possibilities at the WSD Career Fair.

GRADE 12 PROVINCIAL ASSESSMENTS

The most recent data for Grade 12 provincial assessments are from the 2023/24 school year. The 2024/25 release is expected by the end of 2025. Across all subject areas, WSD students demonstrate competitive or above-average mean scores and pass rates compared to provincial averages in several areas — particularly in Applied Math and French Immersion courses. However, results also reveal declining performance in select areas (notably Pre-Calculus and Applied Math in June) and persistent variability between English and French Immersion programs. Next steps include closing small but persistent literacy gaps in the English program, stabilizing Applied Math results, and sharing high-impact instructional strategies across all schools to ensure every graduate is equipped for post-secondary success.

		JANUARY				JUNE			
		WSD		MB		WSD		MB	
		MEAN	PASS	MEAN	PASS	MEAN	PASS	MEAN	PASS
Math — Pre-Calculus	All Students	59.0	63.4	60.6	65.8	67.9	78.1	63.5	70.9
	English	56.9	61.3	60.6	65.8	66.5	75.4	63.5	70.9
	French Immersion	67.2	76.4	60.6	65.8	79.7	100.0	63.5	70.9
Math — Applied Math	All Students	62.4	73.8	56.3	63.6	56.0	60.3	60.4	71.5
	English	60.7	71.9	56.3	63.6	56.5	61.8	60.4	71.5
	French Immersion	79.7	92.3	56.3	63.6	48.9	35.3	60.4	71.5
Math — Essential Math	All Students	51.7	51.8	55.9	61.9	57.2	60.5	58.6	66.1
	English	51.3	51.4	55.9	61.9	56.8	59.4	58.6	66.1
	French Immersion	68.4	71.4	55.9	61.9	69.9	100.0	58.6	66.1
English Language Arts	All Students	61.7	78.9	67.6	85.5	-	-	-	-
	English	61.7	78.8	67.6	85.8	-	-	-	-
	French Immersion	74.7	100.0	67.6	85.5	-	-	-	-
Français	French Immersion	81.6	100.0	73.4	92.6	81.6	98.1	73.5	91.8

*The June 2024 English Language Arts provincial assessment was not administered across the province.

GRADE 9 CREDIT ATTAINMENT

Grade 9 marks a pivotal transition year where engagement, belonging, and early credit attainment strongly predict on-time graduation. Grade 9 credit attainment in both English Language Arts (82.4%) and Mathematics (82.5%) has declined since 2019/20, paralleling provincial trends but remaining below provincial averages. The most significant decreases are among Indigenous learners, students in care, and EAL students. By supporting powerful teaching and learning practices, intentional relationship-building, and smooth transitions from middle years, schools help students build confidence and momentum as learners. Strengthening Grade 9 pathways ensures that every student — particularly those historically underserved — continues their learning journey with the skills, connections, and belief in themselves needed to graduate and thrive.

GRADE 9 CREDIT ATTAINMENT — MATH

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

SCHOOL YEAR	2019/20	2020/21	2021/22	2022/23	2023/24	LONG-TERM	SHORT-TERM
Provincial	89.4%	86.6%	87.2%	87.5%	86.9%	Down	Down
Winnipeg School Division	84.9%	79.9%	84.6%	83.7%	82.5%	Down	Down
Male students	84.1%	79.9%	84.9%	86.5%	83.9%	Down	Down
Female students	85.7%	79.9%	84.4%	80.8%	81.1%	Down	Up
Indigenous students	63.0%	52.7%	62.3%	60.5%	57.2%	Down	Down
Students with EAL	88.7%	78.8%	92.9%	91.9%	87.6%	Down	Down
Students in the care of CFS	55.8%	63.0%	64.6%	58.0%	43.5%	Down	Down

*Table revised August 19, 2025.

GRADE 9 CREDIT ATTAINMENT — ENGLISH LANGUAGE ARTS

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

SCHOOL YEAR	2019/20	2020/21	2021/22	2022/23	2023/24	LONG-TERM	SHORT-TERM
Provincial	90.0%	88.4%	88.6%	89.0%	87.7%	Down	Down
Winnipeg School Division	84.0%	80.7%	85.1%	84.4%	82.4%	Down	Down
Male students	82.5%	79.9%	84.6%	85.9%	82.3%	Down	Down
Female students	85.5%	81.6%	85.6%	82.8%	82.5%	Down	Down
Indigenous students	61.8%	54.7%	65.2%	60.9%	58.8%	Down	Down
Students with EAL	81.4%	77.1%	87.8%	82.4%	74.4%	Down	Down
Students in the care of CFS	54.8%	69.4%	69.7%	58.0%	48.2%	Down	Down



Tec Voc's Grade 9 cohort model builds a sense of belonging and support through their senior years.

2025 Indigenous Excellence Honourees.



GRADUATION RATES

Graduation rates in Winnipeg School Division continue to rise over the long term, reflecting the division's commitment to flexible, inclusive, and relationship-based education.

While on-time (four-year) graduation has plateaued, both five- and six-year rates show steady growth, narrowing the gap with provincial results and demonstrating that when students stay connected, they graduate.

The division's focus now shifts toward ensuring early success in Grade 9, maintaining momentum through to completion, and expanding supports that sustain engagement for every learner on the path to graduation.

FOUR-YEAR HIGH SCHOOL GRADUATION RATES

GRADE 9 STARTING COHORT YEAR	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
FOUR-YEAR GRADUATION YEAR	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Provincial	77.2%	77.3%	78.1%	79.0%	79.9%	81.9%	82.6%	83.0%	82.8%	82.6%	83.1%
WSD	63.1%	63.0%	65.7%	65.8%	67.7%	70.8%	70.9%	70.7%	71.9%	71.0%	70.8%

Note: These figures reflect attrition rates based on Statistics Canada's estimates of population, deaths, and mobility/migration for 2024. Thus, simply multiplying starting cohort sizes by graduation rates will not yield the number of graduates.

FIVE-YEAR HIGH SCHOOL GRADUATION RATES

GRADE 9 STARTING COHORT YEAR	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
FIVE-YEAR GRADUATION YEAR	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Provincial	81.5%	81.4%	82.4%	83.1%	85.1%	86.4%	86.5%	87.4%	87.2%	86.6%
WSD	69.9%	68.9%	72.1%	72.4%	75.0%	77.7%	76.8%	78.1%	78.6%	77.8%

Note: These figures reflect attrition rates based on Statistics Canada's estimates of population, deaths, and mobility/migration for 2024. Thus, simply multiplying starting cohort sizes by graduation rates will not yield the number of graduates.

SIX-YEAR HIGH SCHOOL GRADUATION RATES

GRADE 9 STARTING COHORT YEAR	2010	2011	2012	2013	2014	2015	2016	2017	2018
SIX-YEAR GRADUATION YEAR	2016	2017	2018	2019	2020	2021	2022	2023	2024
Provincial	83.0%	83.3%	84.0%	85.4%	86.8%	88.3%	88.1%	89.2%	88.5%
WSD	72.4%	72.2%	75.0%	75.7%	77.9%	81.0%	81.2%	82.2%	81.3%

Note: These figures reflect attrition rates based on Statistics Canada's estimates of population, deaths, and mobility/migration for 2024. Thus, simply multiplying starting cohort sizes by graduation rates will not yield the number of graduates.



A special expo introduced E-Sports to Middle-Years students and staff, highlighting their educational and community-building benefits.

IGNITING INNOVATION

DEEPENING ENGAGEMENT AND THINKING THROUGH RICH LEARNING EXPERIENCES

Across Winnipeg School Division, educators are designing learning experiences that spark curiosity, deepen understanding, and connect students to purpose. Whether through inquiry, problem solving, or creative expression, these rich learning opportunities invite students to think critically, collaborate meaningfully, and apply their learning in authentic contexts. By nurturing innovation, imagination, and agency, schools are creating conditions where every learner can engage deeply, think boldly, and contribute their ideas to a better future.

WSD SCIENCE FAIR:

197 Students from **21** Schools

YOUTH BIOLAB:

75 Middle- and Senior-Years Students

DRONE CAMP:

24 Students

E-SPORTS EXPO:

150 Middle-Years Students

STEAM FAIR:

560 Students

HISTORICAL THINKING SYMPOSIUM:

229 students

DEL F (DIPLOME D'ÉTUDES EN LANGUE FRANÇAISE/DIPLOMA OF FRENCH LANGUAGE STUDIES):

98 students from Grades 8 to 12 participated in the DELF sessions, resulting in a **97%** overall pass rate

ÉQUIPE JEUNESSE DE LEADERSHIP (ÉJL):

80 Grades 9 to 12 French Immersion students

ENSURE EQUITABLE DISTRIBUTION OF RESOURCES

- » Distribute resources to have maximum impact for the learners who need them most
- » Empower and support school to shift resources for maximum impact

An equitable distribution of resources ensures that every learner — regardless of background, identity, or circumstance — has access to the supports needed to thrive. In a diverse school division, equity means going beyond equal allocation to intentionally direct resources where they will have the greatest impact for students who need them most. This approach empowers schools to make thoughtful decisions about how time, people, and funding are used to remove barriers and strengthen learning conditions. By aligning resources with student needs and building each school's capacity to adapt and innovate, the division maximizes its collective impact — creating environments where every learner is seen, supported, and able to reach their full potential.

NUTRITION

WSD is able to feed a lot more children because of the Universally Accessibly Nutrition Program supported through the province. These nutrition programs provide healthy meals and snacks available to every student at no cost, removing stigma and barriers to access so all children can attend school well-nourished. By aligning with Canada's Food Guide and local nutritional standards — often with culturally relevant, locally sourced ingredients — the program promotes healthier eating habits that support lifelong wellness. Early reports show improved attendance, greater energy and concentration through the school day, and positive ripple effects on academic success and overall student well-being.

Number of new breakfast, lunch and snack programs launched this past year	17
Number of Nutrition Coordinators hired this past year	32
Number of students fed across the division on a daily basis	15,522
snacks served per day on average	

(Assuming 1x snack/student as each school. Does not account for students receiving multiple meals per day)



Students and nutrition coordinators at Keewatin Prairie come together to fuel learning.

BUILDING SCHOOL SUPPORT TEAM MODELS

School principals have been working to build strong school support models in ways that best respond to the needs of all students. Support teams include combinations of Resource/ IERT, Guidance Counsellors, Learning Support Teachers and Clinicians. In support of this work, WSD has reimagined divisional support in such a way that Student Support Services, Clinical Support Services, and Interdisciplinary Teams for each Family of Schools are able to lean into the work with schools. Reimagining support in and beside schools allows each school to offer programming that is appropriate for students in their catchment schools.

- » 52 new classrooms were opened to reduce class sizes
- » 100 teachers were added to schools for 2024/25 year
- » Added teaching positions have included Learning Support Teachers to strengthen inclusion practices
- » Shifting from dependence on adults to fostering independence and interdependence with peers

Fast Facts

K-3 average class size. 18

Teacher to pupil ratio 1:15

Adult to pupil ratio 1:9

EA to pupil ratio. 1:22

REVITALIZING SCHOOL LIBRARIES

Healthy school libraries are essential to equitable learning—they ensure that every student, regardless of background, has access to rich, diverse, and current resources that inspire curiosity and support academic growth. More than collections of books, strong libraries serve as inclusive hubs for inquiry, creativity, and connection, nurturing a love of learning that lasts a lifetime.

Growth of Library Technicians in Schools

2022/23: 7

2023/24: 22

2024/25: 25

Current Total:

47 schools with Library Technicians



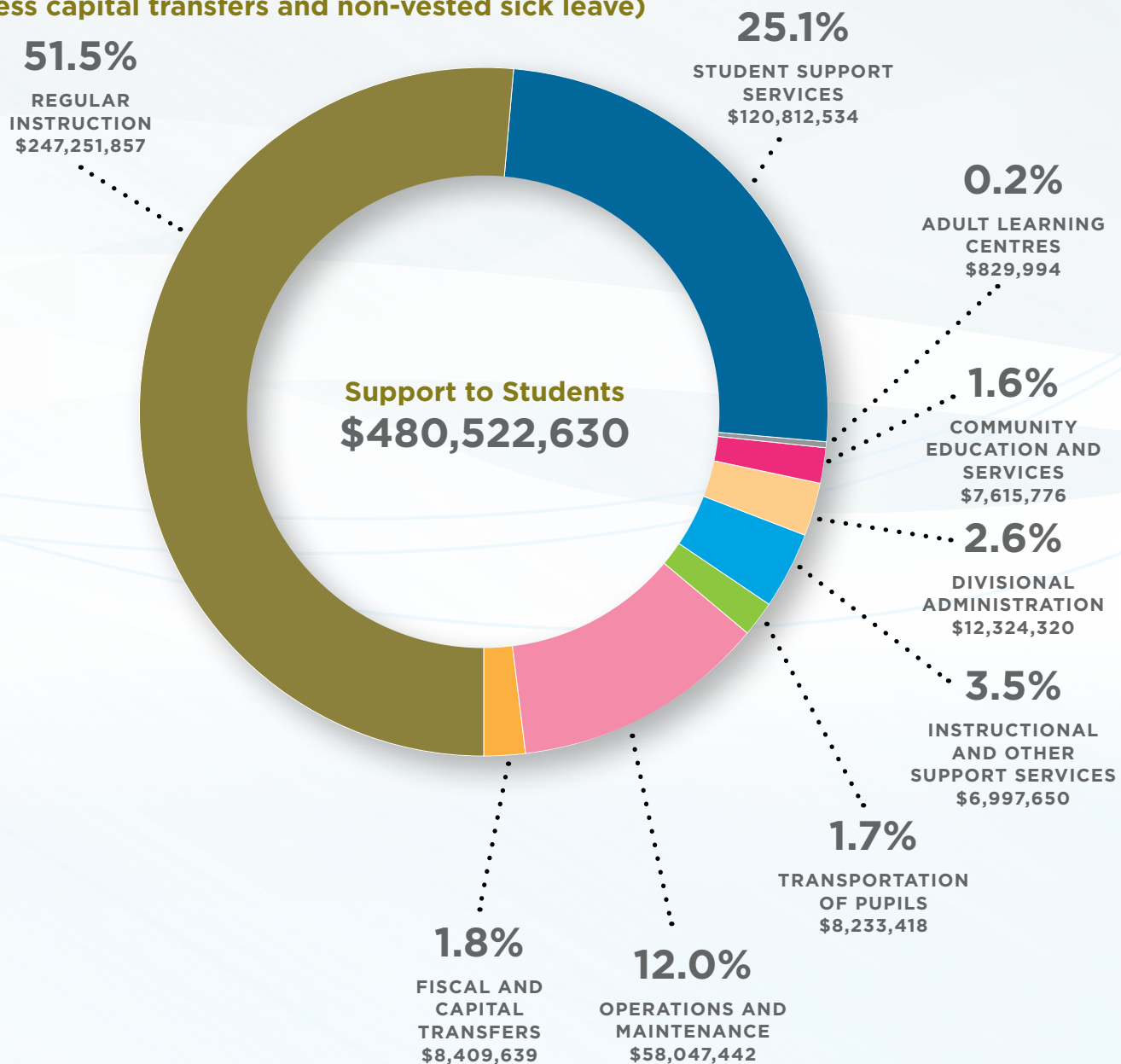
Adults and children work together to develop independence and interdependence.

ALLOCATION OF FUNDS

ADMINISTRATIVE COSTS	
Winnipeg School Division	2.61%
Provincial Average	2.73%

DIRECT SUPPORT PER STUDENT	
Winnipeg School Division	\$13,180
Provincial Average	\$12,438

EXPENSE ALLOCATION (less capital transfers and non-vested sick leave)



This publication is available
in alternate formats upon request.
For more information contact:

Communications Services
1577 Wall Street East
Winnipeg, Manitoba R3E 2S5
Phone: 204-775-0231
Email: communications@wsd1.org



WINNIPEG SCHOOL DIVISION



1577 Wall Street East
Winnipeg, Manitoba R3E 2S5
www.winnipegssd.ca