

William Whyte Community School

Community Report 2019-2020

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Our Purpose

Winnipeg School Division provides a learning environment that fosters the growth of each student's potential and provides equitable opportunity to develop the knowledge, skills, and values necessary for meaningful participation in a global and diverse society.

Our Vision

Is for current and future people learning and working within Winnipeg School Division to be **Engaged, Confident, Inspired, and Successful Learners.**



WINNIPEG SCHOOL DIVISION

Generosity

Independence



Belonging

Mastery

About Our School

William Whyte School is a Nursery to Grade 8 School situated in the **heart** of **Winnipeg School Division**. The **William Whyte Family** is comprised of a dedicated community of students and staff committed to being the best that they can be. William Whyte staff includes a Special Education teacher, Physical Education teacher, Indigenous Arts and Culture teacher, two Community Support Workers, Literacy Support teachers, a Librarian and adult crossing guards at busy intersections near the school as well as Principal and Vice-Principal. Additional support is provided by **Clinical Support Services**, **which** consists of a Reading Clinician, Social Worker, School Psychologist, Speech/Language Pathologist and Audiologist.

Academic programming at **William Whyte** takes place in a safe, positive learning environment and focuses on the acquisition of skills that will support life-long learning.

Celebrations of student learning include Student-Led Conferences where students share their portfolios and talk about their learning. The home-school partnership is an essential component of academic success at **William Whyte**.

Indigenous Education

Indigenous Education: Indigenous perspectives will be at the center of our school priorities and woven into all subject areas of the curriculum. Learning experiences will address the perspectives and accomplishments of Indigenous peoples and take into account the rich cultures, stories, traditional values, contributions, and contemporary lifestyles of Indigenous peoples. The goal is that our students will develop a foundation of skills and knowledge necessary to respond thoughtfully to the cultural and civic realities of our communities by building their understanding of the issues, challenges, and successes of Indigenous peoples.



Hamper Delivery

This spring, the staff at William Whyte School has worked together to assemble and deliver food hampers to our school's families during the school closure. The hampers were filled with non-perishable foods, deli meats and cheeses, milk, hygiene products, school supplies, and toys and games for the kids. The hampers were delivered to the doorsteps of students' homes and teachers were happy to greet some excited kids with fist-bumps, "air fives", smiles and waves! Spirits were lifted, as school staff was able to let the students know that they are missed and we can't wait to see them back at school.

School staff will be making additional hamper deliveries in June and over the summer months. A heartfelt thank you goes out to the generous donors who have helped supply these hampers to families in need. Your care and generosity are greatly appreciated!



Highlights

- Pro-Social teachings
- Self-Regulation KIND Zone Classroom
- Free breakfast, snack and lunch program
- School Resource officer
- Read To Me school-wide literacy program
- Two Community Support Workers
- Dental program
- Vision program
- Performing Arts and Music program
- Run and Read, CEDA and Power-Up after school program
- Boys and girls sports programs

Priorities for 2020-2021

Literacy: Students will engage and participate in a Comprehensive Literacy program. Students will engage and participate in opportunities for oral and written communication.

Numeracy: Students will be introduced to a problem-solving approach to mathematics. Students will engage in rich mathematical tasks that are “low floor/high ceiling” to ensure active participation at all skill levels.

Indigenous Education: Indigenous perspectives will be evident in all school priorities. Students will produce evidence of learning (evidence of observation, conversation, product) from a curricular area that reflects Indigenous perspectives/teaching and self-reflect on their learning.

Safe and Healthy School: Students will be able to articulate and demonstrate the KIND acronym in their daily learning. Students will participate in daily mindful minutes and will gain skills to be able to recognize and use tools to regulate their emotions.

Banners

Staff at William Whyte School created banners that were displayed outside our building. These banners had friendly messages that our students and community would be able to see; to let them know that we were thinking of them.



Outdoor Classroom

The William Whyte Community School outdoor classroom has been completed. This space is symbolic of the resiliency of our staff, our students and our community. The completion of the outdoor classroom comes at a perfect time while we are in the process of gradually re-opening our school to welcome back our families. The outdoor classroom will play a vital role in the upcoming school year as we continue to be faced with the challenges of the recent pandemic.

It was through the generosity of the Johnston family that our dream of a beautiful outdoor space for all of our students was realized. This space will allow our students to reconnect with nature, to take their learning outside the formal classroom setting and back to a more traditional way of learning.

The materials used in the outdoor classroom reflect the Manitoba landscape, while the classroom itself is influenced by traditional First Nations teachings. There are seven granite stones placed in a circle. The seven Grandfather rocks represent the Seven Sacred Teachings while the circle of limestone rocks represent the Medicine Wheel and the four directions and will serve as seating for the outdoor classroom.

Having the outdoor classroom will give teachers and students an outdoor space to follow traditional practices such as smudging, sharing circles, drumming, and hoop dance. With learning, ceremony, and celebration taking place outside the school walls, we hope it will also serve as an invitation to our community to witness and participate in our journey to reconciliation. Our outdoor classroom is one way our school is working toward recognition and reclamation of a cultural connection and relationship with this land. The completion of both the mural and outdoor classroom are a visual symbol of the importance of Belonging and William Whyte Community School's commitment to implementing the Calls to Action. The outdoor classroom is a place dedicated to "building student capacity for intercultural understanding, empathy, and mutual respect" and showing our commitment to serving this community in a culturally sensitive and respectful way.



Community Garden



In addition to the Outdoor Classroom, William Whyte Staff have finished planting our garden. We cannot wait for these plants to bloom. We have included three of the sacred medicine plants; Sage, Tobacco, and Sweet grass. There are also a variety of host plants for butterflies, such as Milkweed for Monarchs, Flat Topped Aster for Harris Checkerspot Butterflies, Northern Bog Violet for Fritillary Butterflies, Pearly Everlasting for Painted Lady Butterflies, and Canada Milkvech for Silvery Tailed Blue Butterflies. We also have a few of the top ten native woodland and grassland nectar sources for pollinators like butterflies, bees, and hummingbirds. Some of these are New England Aster, Milkweed, and Wild bergamot. We also have beautiful Irises and Blue Eyed Grass and four types of Violets.

The garden is a great way to teach kids about the history of plants in Manitoba because First Nations people used many native prairie plants medicinally or for food. Also, they learn about the prairie/temperate grassland ecosystem, which is one of the most endangered ecosystems on the planet. Our northern tall grass prairie was once part of the Great Plains of North America, which stretched from Canada to Mexico and interior B.C. to the Midwest, but is now in danger of vanishing completely.



Teacher Advisory Groups (T.A.G)



Once a month, the William Whyte T.A.G met to promote a sense of belonging and community. These groups were comprised of students from Kindergarten to Grade 8. Having the multi-aged groups helped our older students develop leadership skills, empathy, and enabled them to become role models for our younger students. The younger students were able to develop relationships with peers outside of their classroom setting. Some of the activities the T.A.G. participated in included pumpkin carving at Halloween, holiday celebrations and crafts, Valentine's Day activities and literacy/numeracy skill building.



Indigo Adopt-a-School Program

The Indigo Adopt a School program is an annual fundraising campaign that takes place each fall. During the program, the Foundation offers a free online fundraising platform for participating high-needs elementary schools where supporters can donate directly to a participating Canadian high-needs school of their choice. A select number of schools were also adopted by an Indigo, Chapters or Coles store and received all the donations made at that store during the program. Schools receive 100% of the funds raised on their behalf during the campaign and were also eligible for a donation match of up to \$1,200 from the Foundation as well as a 30% discount on books at Indigo, Chapters and Coles stores when using program funds.

William Whyte School was adopted by Coles City Place.

