



VICTORY SCHOOL

SEVEN OAKS SCHOOL DIVISION

Report to the Community

June 2025

School Profile

Victory School is an English Program K – 5 school in Seven Oaks School Division with approximately 200 students and 35 teaching and support staff.

We are proud to be part of Treaty One Territory.

Mission Statement

We have a voice.

We celebrate the uniqueness and gifts of confident, respectful global citizens.

We are committed to lifelong learning.

We are a caring community.

We are the best we can be; constantly learning and growing.

We are Victory School.

2024-2025 School Plan Priorities

1. To foster and grow a safe, caring, warm and nurturing school environment by offering our staff, students, families and community members a variety of activities that encourage looking after themselves and each other.
2. To strengthen and enhance our pedagogical approaches to literacy and numeracy.
3. Enhancing education for sustainable development. To acquire and demonstrate knowledge and skills, attitudes and life practices that contribute to a sustainable future both local and global. We will continue our particular focus on developing strong Indigenous perspectives as part of our school culture by intentionally bringing Indigenous perspectives to our curricular connections.

Please read on to see our full report on the progress we've made in these priority areas, as well as the highlights and celebrations that defined our 2024-2025 school year.

We are grateful to Seven Oaks School Division and the Board of Trustees for their support in making this work possible.

Most of all, we wish to thank our community – the families and students we have the honour of serving every day.

Growing a Safe and Caring School

“We are a caring community” is a key phrase within our mission statement. We aim to provide students and families with a safe and caring community and a nurturing school environment.

Teaching and support staff at Victory School care deeply for students and work to build trusting, supportive relationships. We offer quality classroom learning and take pride in offering rich Music and Phys Ed programs, as well as a variety of clubs and extracurricular activities.

We also build community beyond the classroom through our family/pre-school program, a robust breakfast & nutrition program, and alongside partners such as Kildonan Youth Activity Centre (KYAC) and BEEP summer programming.

Some of the ways we have continued to provide a safe and caring school include:

- Nutrition program including breakfast in a dedicated space and healthy snacks and lunches available throughout the day
- Return to school community gathering in September with free food and activities
- Changemakers Club, a student group who leads community, inclusion, and social justice activities
- Classroom and school-wide Truth & Reconciliation Week/Orange Shirt Day learning activities
- Pride month activities and Pride March
- Special O programming, Buddy Gym and Musical Literacy throughout the year
- Books about inclusion and diversity added to library and classroom collections
- Student carolling at Senior Homes in the community
- Bus Evacuation twice a year
- Free pizza lunches for whole-school and student leadership groups
- Grade 4 & 5 student participation in the SOSD School Climate Survey
- School concert for families in February
- Various curricular and extracurricular Dance opportunities
- Offering of Positive Parenting program to families
- Spirit days and weeks
- Whole School Field trip to Deer Meadow Farms in June
- Talent Show assembly in June
- After-school programming through KYAC

- Continuation of “Victory Reads” – a picture book featured each month, distributed to classrooms and intended to connect to the goals of our school plan.

This year, Seven Oaks School Division introduced a new survey tool called the *School Climate Survey* for all students from Grades 4-12. The results of the Early Years survey conducted over a week with our Grade 4-5 students (approximately 60) provided evidence that, overall, students at Victory feel safe and cared for:

- 90% of students indicated that they feel good about themselves
- 79% of students indicated that parents are aware of their online activities
- 87% of students report feeling safe at school
- 95% of students feel represented in the books and learning materials at school and 79% feel that their culture is acknowledged and celebrated

While this student feedback is positive, it also shows us that there are students who need continued support and renews our commitment to make Victory School a safe and caring place for all.

Strengthening Pedagogy: Literacy & Numeracy

At Victory School, we are committed to the continuous improvement of teaching and learning. We view learning as a wholistic, developmental process that begins with strong relationships and focuses on positive outcomes for students.

This year, through our school budget and grants, we proudly put over \$12,000 worth of new books into our library, classrooms and the hands of students.

Early literacy skills are foundational to learning and a predictor of success throughout school. These skills are supported through text-rich learning environments, classroom libraries, our school library, and literacy instruction focused on concepts of print, phonetic awareness and decoding, reading for meaning, authentic writing, speaking and representing, and language as a form of identity and agency.

We believe that literacy is part of building community. We take pride in providing books that represent and celebrate all cultures, families, abilities and backgrounds in an inclusive way. This year, we have continued the *Victory Reads* initiative, providing every classroom with monthly books that explore themes of cultural diversity, Indigenous perspectives, climate awareness, accessibility and inclusion, and much more. In this year’s *School Climate Survey*, Grade 4 and 5 students strongly indicated that they feel the books and learning resources at Victory School represent them.

Numeracy is an equally important skill set that students develop by exploring the curricular areas of number sense, patterns & relationships, shape & space, and statistics & probability. As our students progress through the stages of counting, additive reasoning, and multiplicative reasoning, they use manipulatives, hands-on learning and traditional methods to develop content knowledge, mental math, and problem-solving skills.

This year we engaged in learning with faculty from University of Manitoba, while teachers explored various PD opportunities in math and numeracy. We are excited to continue to refine and improve teaching and learning in this area at Victory School.

Evidence of Learning

Our commitment to continuous improvement is supported by evidence of learning. Reporting occurs at various points throughout the year, including the Provincial Grade 3 Assessment, the SOSD K-2 Literacy Survey, the School Climate Survey and report cards.

We are proud to share the evidence of learning we've seen this year:

➤ ***Provincial Grade 3 Assessments***

In Grade 3, teachers report on key competencies in reading and math early in the year. Our assessments indicate that most students are progressing well and approaching or meeting grade level expectations at the time of this assessment.

Reading – All key competencies		
Needs Ongoing Help	Approaching Expectations	Meeting Expectations
7%	18%	70%

*5% of students not assessed

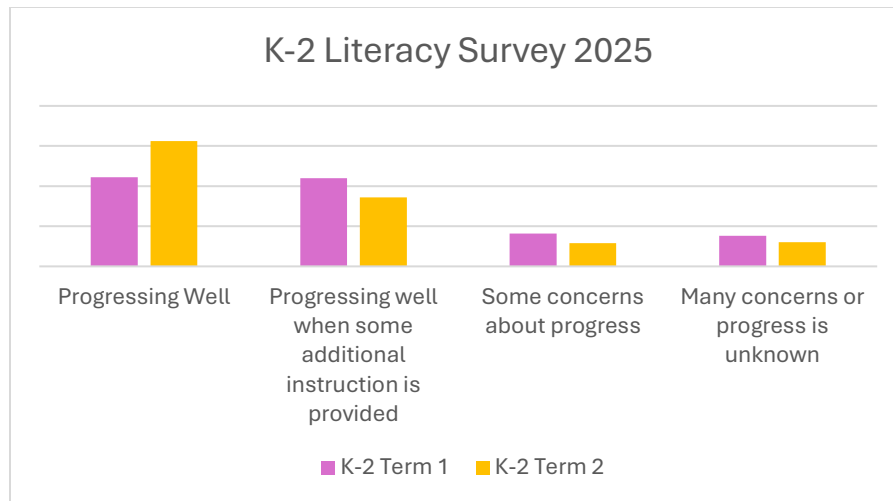
Numeracy – All key competencies		
Needs Ongoing Help	Approaching Expectations	Meeting Expectations
13%	13%	68%

*6% of students not assessed

➤ ***SOSD K-2 Literacy Survey***

This year, K-2 teachers reported on progress related to letter recognition, phonics and decoding when reading at the first and second report card periods. Evidence suggests that most students are making gains and that more students moved into the categories of “progressing well” and “progressing well with some additional instruction”, and out of the categories of “some/many concerns about progress” between the first and second terms.

This data shows a positive trend in reading outcomes over the year and also points out that there is still work to be done in supporting early literacy and reading skills for all students.



➤ **School Climate Survey**

This year, Seven Oaks School Division introduced the *School Climate Survey*, a tool to gather feedback from students in Grades 4-12. Our survey of Grade 4-5 students provided insights into their learning experiences at Victory School, which are predominantly positive and reflect a culture of high expectations.

- 80% of students identify as readers and writers
- 90% of students feel that what they learn in class is important and feel that their teachers have high expectations
- Over 90% of students feel that they get to show their learning in different ways, have opportunities to work with other students, and have opportunities to be creative.

“*We have a voice*” is a key part of our school mission statement, and we consider student feedback a valuable source of evidence when considering what we are doing well and where we can continue to improve.

➤ **Report Cards**

Teachers report on student progress 3 times a year. These reports provide evidence of student learning and a snapshot of the progress that is made over the course of a school year. When report card data is viewed at the school level, it can provide insight into what we’re doing well and what we can focus on improving. Here are some of the encouraging trends and outcomes we’ve seen this year.

- **In Reading**, every grade saw a pronounced increase in the number of students achieving indicators of “3-good” or “4-very good/excellent” between Term 1 and Term 3, suggesting strong overall progress throughout the school year.

- **Writing** outcomes significantly increased in Grades 1-2, indicating that our focus on K-2 literacy concepts is translating from reading to writing. While writing achievement in Grades 3-5 was more consistent over all three terms, achievement was notably high, as 75-90% of students achieved indicators of “3-good” and “4-very good/excellent” all year.
- **Math** trends were similar, with concept knowledge and mental math outcomes generally increasing over the course of the year, with a majority of students achieving “3-good” and “4-very good/excellent” by the final term.

We are proud of the academic achievement of Victory students this year and will continue to look at all sources of data and evidence of learning to consider how we can strengthen our practice and improve outcomes for all students.

Sustainable Development and Indigenous Perspectives

At Victory School, we are committed to centering Indigenous perspectives and caring for the land on which we work, live and play. This year, we had the opportunity to engage in two days of PD on the topic of Treaty Education. In September, we had the privilege of learning from Divisional Elders Derek Courchene and Lorie Thompson, as well as Treaty Commissioner Loretta Ross. In April, we explored Treaty Education resources and engaged in virtual learning with Niigaan Sinclair.

Treaty education takes place all year long at Victory, and we celebrated this on June 11th with Treaty Day activities and presentations and our Treaty Gallery the following week. During our assembly, Pow Wow Club dancers were led by their instructor Cierra in a performance for students and parents. Ms. Rumak also shared a video of student dances inspired by the Treaty statement, “As long as the sun shines, the grass grows, and the river flows.” Projects, artwork, and displays highlighted learning around Treaty Territories, the medicine wheel, the symbolism of the 1876 Treaty Medal, personal land acknowledgements, wampum belts, and more.

We also have initiatives and learning activities that support environmental sustainability and climate action. Recycling and composting programs have been student/classroom led initiatives throughout the year. We thank Ms. Annie for her leadership of the composting program and Ms. S, Jacob and friends for managing our school recycling program all year.

At Victory, we’ve had outdoor learning opportunities like activity days, various gardening projects, Kindergarten’s butterfly release, and numerous field trips to locations like Kildonan Park, Brokenhead Wetland Interpretive Trail, the Narcisse snake dens, Deer Meadow Farms and more.

Highlights & Celebrations

Every school year is filled with highlights and celebrations, big and small. It's impossible to capture them all. Here is a gallery of just a few of the memories we made in the 2024-2025 school year.

Welcome Back Family Event:



Knowledge Keeper Rose Marsden shares Medicine/Smudging Teachings



Orange Shirt Day Assembly and Community Walk



Team Victory wins 2nd Place in the 7 Oaks United Way Bus Pull



Schoolwide Pumpkin Decorating Contest



Bhangra Dance Workshop



Remembrance Day Assembly led by Room 1 and Kindergarten



Victory at Play – Winter Activity Day



Hawaiian Beach Party – February Concert

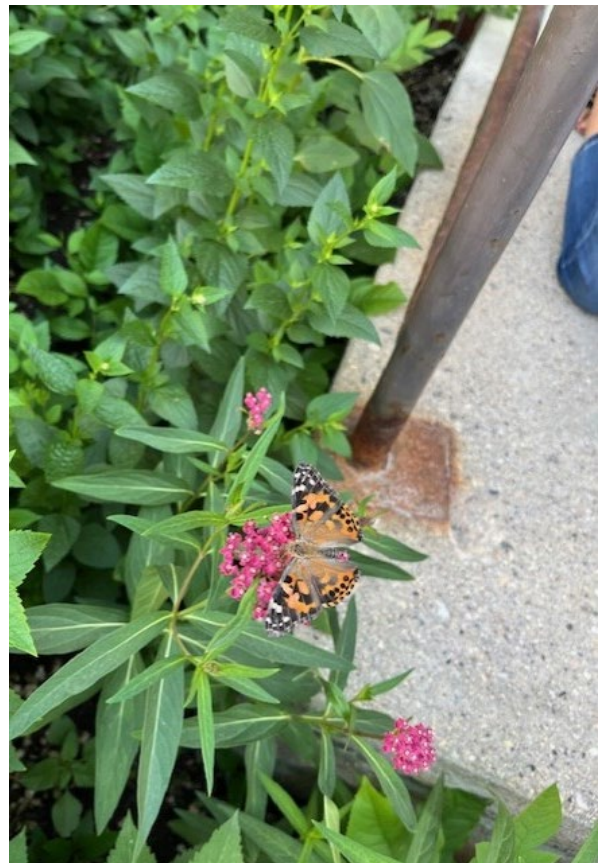


West Kildonan Library Kindergarten Night



Little Sprouts, Butterflies, and Learning About the Land





Kindergarten visits Kildonan Park through the seasons



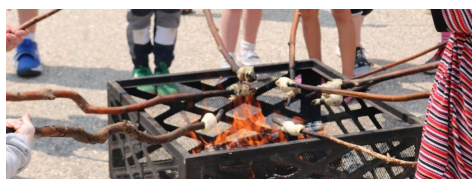
Kindergarten Cooks



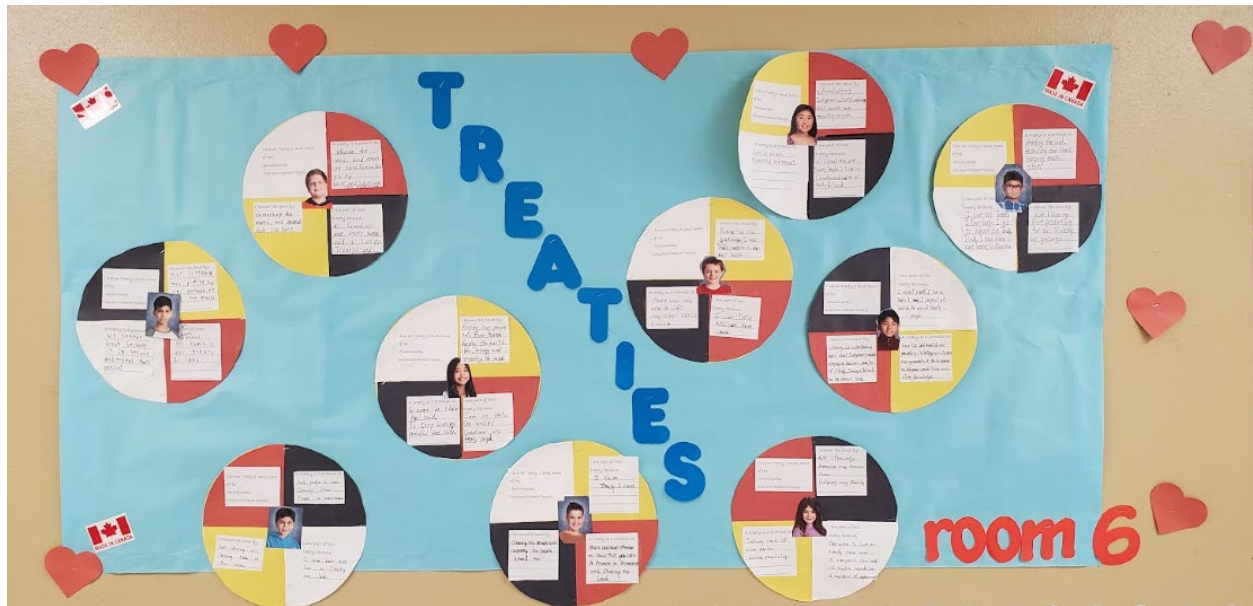
Asian Heritage Month Assembly with Room 8 and Room 18

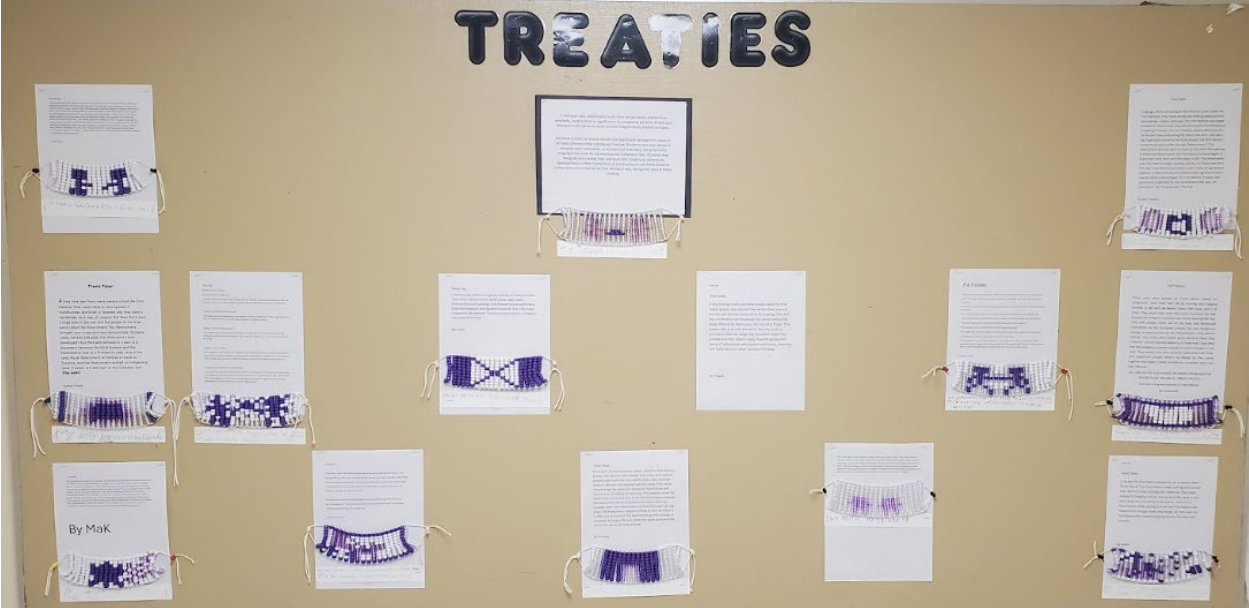


Treaty Day



Treaty Gallery





Victory At Play – Summer Activity Day



Pride Month



Farewell Wishes

This year, we acknowledge the retirement of three special Victory staff:

Mrs. McQueen – Teacher

Mrs. Hladkyj – Educational Assistant and Breakfast/Nutrition Program

Mr. Jeromin – Custodian

Thank you for your long service to Victory School. You have touched the lives of families and students in ways that cannot be measured and made our community a better place for so many years. We will miss you and we congratulate you on your retirement!

We also acknowledge staff who are moving on as this school year ends:

Ms. Van de Laar – We wish you all the best in your new role at Maples Collegiate.

Ms. Edkins – Thank you for your service as kind, caring and generous EA. As your term comes to an end, we wish you the best and hope to see you again soon.

Mr. Correia – Your support as an EA, your passion for the Winnipeg Jets and your skills on the soccer field have been appreciated by students and we wish you all the best at your next school.

To our Grade 5 students, you have been such an important part of Victory School and Victory School will always be a part of you. You are kind, you are capable, and you are going to do amazing things. We wish you the best as you move on to Grade 6 and we know that you are going to accomplish great things!

Thank you for another great year!