



RALPH MAYBANK SCHOOL

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Mission Statement

Ralph Maybank School is a diverse community dedicated to educational excellence through enriching experiences, in an inclusive and caring environment.

Marlo Kozak
Principal

Board of Trustees Three Expectations for Student Learning

- 1. All students in Pembina Trails will be personally and intellectually engaged in their learning at school.**
- 2. By the end of grade 8, all student in Pembina Trails will meet the provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.**
- 3. All students in Pembina Trails will graduate from high school.**

2025-2026 School Plan Priorities:

- Students and staff will actively engage with Indigenous perspectives and diverse cultural worldviews through meaningful learning experiences that foster understanding, respect, and inclusion.
- Our school will foster a welcoming and inclusive environment where all students, especially those from newcomer families, feel safe and valued (*Belonging*), build the skills to solve problems and achieve personal success (*Mastery*), are supported in making independent choices (*Independence*), and are encouraged to contribute positively to their community (*Generosity*).
- Our team will strengthen writing instruction by engaging in professional learning with Adrienne Gear's strategies and consistently applying them in the classroom. Through collaborative meetings and use of the Fountas and Pinnell Writing Continuum, we will develop a shared understanding of writing benchmarks and what strong writing looks like across K–5. By using classroom-based inquiry, formative assessment, and shared resources, we will monitor student progress and refine our practices to improve writing outcomes for all learners.

Progress Toward School Plan Priorities:

Indigenous Perspectives and Fostering an Inclusive Learning Environment

- Ralph Maybank School continued to strengthen its commitment to Indigenous perspectives by fostering an inclusive, welcoming environment for all students and staff.
- Classroom teachers intentionally incorporated the four core values of the Circle of Courage, belonging, mastery, independence, and generosity, into daily routines, instructional practices, and classroom discussions. These values guided both academic learning and relationship-building across the school.
- Students participated in a variety of meaningful, school-wide learning experiences aligned with the Truth and Reconciliation Commission Calls to Action. These included TRC Week activities, Orange Shirt Day, Red Dress Day, and the Bear Witness Day walk, providing opportunities for reflection, awareness, and collective action.
- We were fortunate to continue our valued partnership with Indigenous Knowledge Keeper Glenna Henderson, known as “Cookem Daisey,” for a second year. Through classroom visits and small group sessions, Cookem Daisey enriched student learning by sharing teachings related to Indigenous cooking, storytelling, plant knowledge, and traditional games. These experiences deepened students’ understanding of Indigenous cultures and ways of knowing.
- Smudging opportunities were made available to students in a designated space, supporting cultural practices and spiritual well-being. Staff further developed their knowledge and understanding by participating in continued Treaty Education training at The Forks.
- Land-based learning remained a priority, particularly for early years students. Grade 1 and 2 classes engaged in six outdoor learning days at Crescent Drive Park, where students explored connections to the land through hands-on, place-based experiences.
- RM’s Breakfast Program operated daily and included a soft start model, ensuring all students have consistent access to nutritious food at the beginning of each day. Additionally, students participated in Try Days where they were exposed to culturally diverse foods.
- Art Wellness program provided targeted opportunities to engage and strengthen at-risk learners through creative expression.
- Physical activity and relationship-building were promoted through intramural programs and morning open gym sessions, led by multiple staff members. These opportunities encouraged teamwork, inclusivity, and student engagement.
- Ralph Maybank strengthened community partnerships by hiring our lunch supervisors from Vincent Massey Collegiate (VMC), providing mentorship opportunities for students and fostering connections between schools.

- A strong sense of community was fostered through a variety of school-wide and family-oriented events. Staff collaboratively planned and hosted a Culture Fair, celebrating the diversity of the school community and promoting inclusivity and cultural pride. The school also held a Summer Activity Day in June, bringing students and staff together to celebrate the end of the school year.
- The school leadership committee met regularly throughout the year (seven times) to review data, monitor progress, and guide the implementation of school plan goals. This ongoing, collaborative approach ensured that initiatives remained responsive to student needs and aligned with school priorities.

School-wide Focus on Structured Literacy

- Mentorship of teachers by our literacy lead to support the development of strong literacy instruction.
- All teachers attended full day professional development on writing instruction.
- Many teachers intentionally leveraged the Professional Growth Model (PGM) to strengthen and enrich their instructional writing practice. As a team, teachers developed a school-wide quick write On Demand project and created a checklist rubric to support teachers in identifying student strengths and gaps in writing. The rubric continues to be refined through ongoing feedback and discussion.
- Throughout the year, teachers guided students through Adrienne Gear’s non-fiction writing process by helping them craft engaging introductions, organize ideas into clear, well-structured paragraphs, and write strong conclusions. Teachers supported students in using specific facts, examples, and precise vocabulary while keeping a clear main idea. Teachers also regularly led students in revising and editing their work to improve clarity, detail, and accuracy.
- The Student Services Team (SST) provided push-in literacy support within classrooms, working alongside teachers to deliver targeted instruction and intervention.
- The January professional development day and subsequent staff meetings were dedicated to a focused exploration of writing instruction.
- Targeted literacy instruction was provided to support our English as an Additional Language (EAL) students, focusing on language development, vocabulary acquisition, and reading comprehension strategies.

Progress Toward the Three Expectations for Student Learning 2025-2026:

- Students were personally and intellectually engaged through a wide range of experiences, including interactive learning with a Knowledge Keeper. Activities such as *I Love to Read Month*, student clubs (e.g., skating, music, intramurals, gardening, and smudging), outdoor education days, and school-wide leadership opportunities for Grade 5 students helped to create a vibrant, inclusive school community. Learning buddy programs also fostered cross-grade connections and a sense of belonging.
- Our commitment to the *Circle of Courage* framework, Indigenous education, and culturally diverse programming promoted belonging and identity. Community partnerships and intentional supports for newcomer families helped ensure that all students felt seen, valued, and supported in their learning journey.
- Targeted literacy interventions supported both struggling learners and English language learners in developing key skills and confidence. School-wide use of common literacy language, staff professional learning in evidence-based writing instruction, helped build instructional consistency and capacity.
- Teachers worked collaboratively through co-planning time, class profile meetings, and student services consultations to address academic and social-emotional needs. These structures ensured timely, personalized interventions and programming, leading to stronger outcomes in literacy and numeracy by the end of Grade 8.
- Through programs like Art Wellness, intramurals, and proactive early interventions, we supported students' well-being and engagement. By cultivating mastery, independence, and generosity, and ensuring a caring and connected school environment, we helped lay the foundation for continued success through to high school graduation.