



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.

Principal
Andrea Loepp



Board of Trustees Three Expectations for Student Learning

All students in Pembina Trails will be personally and intellectually engaged in their learning at school.

By the end of grade 8, all students in Pembina Trails will meet the provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.

All students in Pembina Trails will graduate from high school.

2020/2021 School Plan Priorities:

- Our staff and students will show up the best that they can, ready to restore our love and joy of learning as a community.
- Students will be exposed to a variety of reading and writing opportunities with a goal of attaining one year's growth.
- All students will explain their thinking around their number sense strategies.
- Staff and students at Ralph Maybank School will continue to foster a culture of sustainability into daily practices and learning experiences.

Progress Toward School Plan Priorities:

- In this unprecedented educational year, Ralph Maybank students and staff alike have done their best to adapt to the ever-changing face of the requirements to meet Public Health restrictions. It has been a challenge that has meant that all of us needed to demonstrate resilience, tenacity of spirit, flexibility and patience with a landscape that was in constant flux. In our small school, students and teachers had to change formations of learning five times to meet the restrictions; although this has been taxing, the students and staff continue to show up to learn and teach and our community has been extremely supportive in light of constant change.
- Our staff started the year with sessions by Jenni Donohoo and Julie McCarthy on building resilience in a time of change. We also worked with Diane Lloyd to continue our work around our staff values and beliefs.
- Staff did the best they could to maintain all of the Public Health restrictions, while still creating an environment which was conducive to learning, play and joy. It has been a challenge for students and staff to interact effectively, however we have adapted and learned to celebrate differently. One new venture was the implementation of RM TV, which our teacher librarian supported once a

cycle. Students created a broadcast via Teams which brought us all together as a community and highlighted events which were occurring both in the school and in the world. We were able to host one distanced assembly for Earth Day in our field outside and students shared their Earth Day learning per class with the overarching theme that Everyday is Earth Day, which connects to our ESD goals.

- Our students started the year altogether in one classroom and five of our classes had to divide by November. The teachers worked diligently to ensure that both rooms of their class spent quality one to one time with direct teacher instruction. Some students thrived in this true small classroom learning opportunity. Two of the classes that did not divide, were placed into larger rooms which were not as conducive to classroom instruction (the gym and the music room) however teachers found ways to utilize technology so that students could hear and see the instruction presented.
- Since November our Student Services teachers have taught class half time and maintained a full student services role. We were able to continue to offer Physical Education but it had to be outside all year and music was in the foyer of the school. Even with outdoor PE and music in the foyer, both programs successfully offered excellence in programming in a time when there were very few opportunities to provide enrichment to students. Unfortunately we were not able to provide French classes this year as the teacher was needed for one half of a grade level.
- The school joined Second Harvest, which is a food rescue program. This has provided us with numerous opportunities to offer different types of food items to our community in a time when families are most certainly struggling.
- We have continued with a very robust gardening program led by one of our educational assistants and our grade 3-4 students. They are planting flowers and shrubs, weeding and learning which plants support butterflies and bumblebees to be more prolific.
- Our grade 3-4 students attended a Zoo Residency for one week in October where they learned about habitats and carried that learning throughout the year in their studies of animals and their surroundings.

Progress Toward the Three Expectations for Student Learning 2020-2021:

- Students were highly engaged in learning, specifically with the enormous increase in the use of technology to support academics. Students created books, poems, and many other hands on independent inquiry projects which were very rewarding and engaging.
- Teachers worked extremely hard to provide excellent recovery learning for all of our students due to the closure of school for five months and the additional closures this year.
- Although teachers were concerned that our students were coming in with less readiness for school than normal, we have observed that due to a combination of factors including very small class sizes (10) younger students in particular were working well toward grade level goals of one year growth in both literacy and numeracy. Our students who were not as engaged in the remote learning process did not achieve the same success as students who were completely engaged.
- Our students are largely on target to graduate at the age appropriate time. A small number of students have not participated in school in a meaningful way this year; our hope is that next year with less anxiety around gathering, these students will return to school and recover their learning losses.

