



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
Marlo Kozak



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 students 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.

2024/2025 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*).
- Students will demonstrate improved reading proficiency through the school-wide implementation of structured literacy strategies aligned with divisional literacy recommendation number 3 (systematic, explicit instruction).
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Progress Toward School Plan Priorities:

Indigenous Perspectives and Inclusive Welcoming Environment

- Our leadership team engaged in a book study of *Teaching the Mind, Reaching the Heart*, using it as a foundational springboard to guide the full-school implementation of the Circle of Courage framework.
- Classroom teachers actively engaged with the four core values of the Circle of Courage: belonging, mastery, independence, and generosity by embedding them into daily routines, classroom discussions, and instructional practices.
- All classrooms participated in call to action activities including TRC week, Orange Shirt day, Red Dress day, Bear Witness day walk.
- We held school wide assemblies four times throughout the year to share and celebrate our learning around the four core values of the Circle of Courage.

- All classrooms engaged with Knowledge Keeper Cookem Daisy in both the fall and spring, deepening students' understanding of Indigenous perspectives, teachings, and cultural traditions.
- Staff engaged with Cookem Daisy for a half day of Treaty Training
- Smudging opportunities available for students in a designated smudging space.
- Students had the opportunity to participate in a Pow Wow Club led by Buffy Handel, where they learned traditional dance, drumming, and teachings rooted in Indigenous culture.
- Using the Professional Growth model some team members engaged with the *Mamàhtawisiwin: The Wonder We Are Born With* document to deepen their understanding of Indigenous education and culturally responsive practices.
- The Breakfast Program was revamped to include a soft start, ensuring all students have access to nutritious food at the beginning of their day.
- In partnership with NEEDS Inc., we hosted a Newcomer Night in January to welcome and support families new to Canada. This event provided an opportunity for connection, information-sharing, and community-building, helping families feel a sense of belonging and increasing their awareness of school supports and resources.
- We returned to whole-school recess this year, a practice paused during COVID-19. This shift has encouraged cross-grade play, strengthened peer relationships, and provided opportunities for staff to connect with students across all grade levels, fostering a greater sense of community and belonging within the school.
- Students and staff engaged with the Kindness Pledge as part of our commitment to creating a safe, respectful, and inclusive school environment.
- We implemented **Art Wellness**, a targeted intervention designed to support the emotional well-being of vulnerable students through creative expression.
- Intramurals and morning open gym times, facilitated by multiple teachers, provided students with increased opportunities for physical activity, teamwork, and relationship-building.
- The launch of our school's Instagram account has enhanced communication and community engagement by sharing snapshots of daily learning, special events, and student achievements.
- We hosted a school-wide community event in June—**Summer Activity Day**—to celebrate the end of the school year with students, and staff.

School-wide Focus on Structured Literacy

- Mentorship of teachers by our literacy lead to support the development of strong literacy instruction.
- All teachers attended divisional UFLI training
- All teachers implemented systemic, explicit reading instruction in the classroom
- Classroom teachers collaborated with the Student Services Team (SST) to enhance reading instruction and intervention practices and the implementation of evidence-based strategies, aligned with Structured Literacy.
- Many teachers intentionally leveraged the Professional Growth Model (PGM) to strengthen and enrich their instructional reading practice by visiting other classrooms and participating in collaborative learning.
- Students were provided with leveled literacy instruction, guided reading and small group phonics instruction.

- 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 literacy.
- 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 2024/2025:

- Students were personally and intellectually engaged through a wide range of experiences, including diverse guest presentations from a Knowledge Keeper, Indigenous dancer, storyteller, and outdoor education facilitators. Activities like *I Love to Read Month*, student clubs (e.g., skating, games, music, intramurals, gardening, and smudging), outdoor education days, and school-wide leadership opportunities for Grade 5 students helped 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 literacy instruction, and the implementation of UFLI resources 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.