



# MAPLE LEAF SCHOOL COMMUNITY REPORT 2022/23

251 McIvor Avenue, Winnipeg MB R2G 0Z7

Principal: Mrs. J. Evans

**Once a Maple Leaver. . . . Always a Maple Leaver**

## Our Mission

Maple Leaf School staff is committed to providing relevant and engaging learning experiences for our students within a caring, inclusive community.

## About Us

**Kindergarten - Grade 5  
School Population-203**

Classroom teachers - 10

Resource - 1

Reading Recovery- 0.5

Academic Support-0.5

Counselor- 0.5

Music - 0.5

Physical Education - 1

Teacher Librarian - 0.5

Library Technician - 0.5

Education Assistants - 6

Clerk - 1

Custodians - 4



## 2022/23 School Educational Priorities

### To maintain our safe, caring and inclusive school environment.

- ⇒ School-wide activities connecting to the First Nations Child & Family Caring Society monthly events calendar were held to support our learning.
- ⇒ School-wide assemblies were held in-person and virtually, and 5 whole-school outdoor events were planned to encourage belonging, generosity, and mastery.
- ⇒ We continued the Walking School Bus, Snack Program, Reading Buddies, and additional Maple Leader jobs to help increase inclusion, promote safety, and demonstrate care.

### To implement instructional practices that create confident students in all areas of the curriculum.

- ⇒ The data from our school-wide writes and reading assessments were used for program planning at the Grades K-5 levels. Writing criteria was established by students and teachers to promote independence and mastery of grade specific writing traits.
- ⇒ The academic support teacher provided small-group instruction based on numeracy and reading assessments to Gr. 1-5 groupings, a daily Kindergarten Reading-Buddy program supported by selected grade 5 students, and the Resource Teacher supported Gr. K-5 with additional literacy and social skill support through whole-class strategies.

### To expand inquiry-based learning and outdoor learning opportunities.

- ⇒ All classrooms completed an inquiry-based project with the library teacher.
- ⇒ Community walks, authentic outdoor learning experiences, and guest speakers enriched student learning experiences.

### To provide authentic opportunities for students to learn about and practice awareness of sustainable development.

- ⇒ Students were engaged in activities regarding environmental awareness and the part they play in keeping the earth 'healthy'. This included the development of our flower beds, and future Indigenous Medicines Garden.
- ⇒ Students were actively engaged, at a developmentally appropriate level, in social issue awareness and contributions such as: safe drinking water, residential schools, and The 94 Calls to Action, through a learning fair during Bear Witness Day. Students participated in mindful learning including: Zones of Regulation, Chill Zone Regulation Strategies, Active Start, Project 11, and We Thinkers.

## HIGHLIGHTS OF THE YEAR....

- ✓ Whole school recognition and activities to support FNCS Events: Orange Shirt Day, Have a Heart Day, Elderbeary Day, Bear Witness Day, Honouring Memories and Planting Dreams months
- ✓ Ogichidaakwe Girls Group engaged in Indigenous teachings throughout the year; presenting to our school in an assembly to celebrate their learning.
- ✓ Every student was seen making a positive connection to a peer during our Kindness blitz
- ✓ School wide field trip to the Assiniboine Zoo to continue our learning about endangered animals and their habits
- ✓ The snack program supported accelerated numeracy for 43 students, supported opportunities for leadership and belonging for 12 identified students, and provided additional nutritious snacks for 120 students daily
- ✓ 4 community events were held with attendance of over 60% of our families at each event.
- ✓ Students donated their time, talent and support to several community collections: Tabs for Wheel Chairs, Giving Project Toiletries Drive, Terry Fox Foundation, cards, knitting and a gift drive for Madison House