



MAPLE LEAF SCHOOL COMMUNITY REPORT 2024/25

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- 225

Classroom teachers - 13

Resource - 1.5

Reading Recovery- 0.5

Counselor- 1.0

Music - 0.5

Physical Education - 1

Teacher Librarian - 0.5

Library Technician - 0.25

Education Assistants - 6

Clerk - 1.5

Custodians - 4



2024/25 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 continued learning.
- ⇒ School-wide assemblies were held in-person and virtually, and 4 whole-school outdoor events were planned to encourage inclusion, diversity, kindness, and celebration.
- ⇒ We used the Snack Program, Reading Buddies, Recess Leaders, and volunteer roles to help increase feelings of inclusion, promote safety, and demonstrate empathy.
- ⇒ A cultural calendar was co-created with community, students, and staff to recognize important celebrations and observances. Classrooms hosted announcements monthly to share their learning.

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

- ⇒ The data from our school-wide writing and reading assessments were used for program planning at the Grades K-5 levels. Writing criteria was reviewed by students and teachers to promote independence and mastery of grade specific writing traits.
- ⇒ A whole school, daily literacy block was implemented to support enriched skill development for literacy and numeracy fluency and comprehension.

To expand inquiry-based learning and outdoor learning opportunities.

- ⇒ All classrooms completed at least two inquiry projects with the library teacher, and incorporated technology, outdoor learning connections, and publication.
- ⇒ Classrooms frequently leveraged outdoor learning as a way to encourage engagement and make connections to the local community.

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'.
- ⇒ Students participated in mindful learning including: Zones of Regulation, Chill Zone Regulation Strategies, Active Start, Sources of Strength, and We Thinkers.
- ⇒ Students volunteered to support two seniors residence's by collecting items to donate, creating art work and cards, as well as one class who visited residents weekly.

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
- ✓ ML Smudge Leadership engaged in Indigenous teachings, including drumming, throughout the year; presenting to our school and to Emerson School as part of a partnership for community connections.
- ✓ Our drum group created drums with Drum Keeper Karl to provide deeper connection to the drum, expand the number of participants, and extend the understanding and importance of proper care.
- ✓ Every student was recognized for making positive connections with peers during a blitz that focused on: KINDNESS.
- ✓ The snack program supported accelerated numeracy for 8 identified students, literacy for 6 identified students, and supported opportunities for leadership and belonging for 4 identified students. The snack program provided additional nutritious snacks for approximately 200 students weekly.
- ✓ 5 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, creating cards for residents at a neighbouring care home, and gifts for the divisional Powwow performers.