



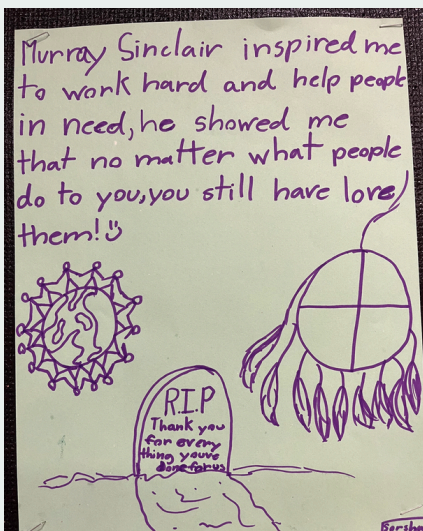
RiVERBEND COMMUNITY SCHOOL

GIKINOO'AMAAGEGAMIG

REPORT TO THE COMMUNITY 2024-2025

At Riverbend Community School we are committed to creating a school culture that fosters children learning through inquiry, learning from the land, and learning from each other. We continue to reflect on the questions posed by the late Honorable Justice Murry Sinclair (Mazina Giizhik-iban) meaning “The One Who Speaks of Pictures in the sky”.

**Who am I?
Where do I come from?
Where am I going?
Why am I here?**



Using these guiding questions, our staff identified areas of special interest to dive deeper into. Looking through the lens of “curriculum, inclusion, culture, land base learning and anti-racism” we focused on what our school is already doing, where we can grow, and what our hopes for the future are.



As we continue to strengthen our connection to Indigenous teachings, we will expand our use of the Circle of Courage both in our teacher planning and use with our students.

CURRICULUM

Children come to us with a variety of strengths which our teachers lean into when teaching and creating lessons. If you were to peek into the classrooms at Riverbend, you would see children building structures, creating art pieces, writing poems, making posters, and creating dramatic plays to display their understanding. Making sure that students learn the essential skills laid out in our provincial curriculum is a priority. Our teachers focus on how to integrate skills across the subject areas to help our students see the natural crossovers.



Learning about coding



Integrating the arts with math and literacy

Room 17 created fiction chapter books and graphic novels. Then they brought their characters to life with a sewing project. Students designed, picked out fabrics, learned stitching techniques, and how to thread a needle when creating their characters.

Ms. Fredette 17

Our goal is to continue to enrich the experience of our students and provide opportunities to learn through hands on experiences. We will continue to take the learning off the pages of books and turn them into authentic experiences. Our goal is to help our students connect their learning to their future endeavours.



Room 16 learning about reflection, refraction and how light travels by conducting light experiments



Room 25 creating a community together from Lego



Hands on Science with Animals from West Kildonan Zoo Club

INCLUSION

All students have the right to feel included. What we can contribute may look different, however we all have something to give. At Riverbend we plan extra-curricular opportunities based on the needs of our students. For example students can participate in clubs such as chess, dance, beading, photography, GSA, Mario Paint Composer, bracelet making and a variety of sport team opportunities. Our grade 1 & 2 classes participate in “Learn to Skate” and grade 3-4 and 4-5s participate in “Learn to Swim”. Our teachers continuously work towards planning lessons based on individual needs and student interests.

With an increase in nutrition funding, we are able to provide more variety in our food choices for our students. We provide a variety of fruits, vegetables, muffins, sandwiches/wraps as well as yogurt and cheese to ensure that all students have access to food to help fuel their body and minds for learning.

Our 4/5 students attended Divisional Steamfest where they were explored science exhibits, played with robots and built structures.

23 of our grade 5 girls attended the “Unlocking the Toolkit” event that was led by tradeswomen and focused on building confidence, breaking down stereotypes and exposing girls to possible career opportunities in the trades.

This year in music class a student turned a set of classroom visuals into a song. He performed the song for many classes, and his song is now being taught to several classes. Through his musical ability, he established a connection with his peers and the student became the teacher!! Music and art are two mediums that allow children more freedom of expression and pathways to meaningful participation.



New Sand and Water Tables were added to the portables this year



Inclusion is part of classroom designs. Creating environments that include quiet spaces, flexible seating, adaptive technology, calming tools and movement breaks both in and out of the classroom are essential to students' success.



Steamfest



Unlocking the Toolkit event



Self Portraits in Kindergarten



Grade 1 singer, song writer and performer

INCLUSION

Many students and families have found ways to connect through school leadership opportunities, patrols, classroom collaborations, volunteering and participating in community events such as our literacy evening. As a school the students came together to share kind words about one and other to celebrate Pink Shirt Day.



Collecting for Holiday Hampers



Family Literacy Night



Day of Pink

Our goals is to continue to find ways for all children to be active participants in their learning, have their voices heard, and strengthen our connection to their local community. We will continue planning for the diverse needs of our students and work towards making our school programming, indoor spaces and and playground are more accessible for all children.



Beading Together



Track and Field day at Garden City

LAND BASED EDUCATION

The land around our school provides for countless learning opportunities for our students. Students have explored the many green spaces within walking distances. The pond provides students with the opportunity to study the geese and the plants local to our community.

This year we had students and teachers participate in the Climate Action Leadership Forum. To show land stewardship, several classes were part of community cleans ups and school based composting and recycling programs. Ms. Moskal's class made water filter to learn about water pollution in our community. Our message to our students is "everyday is Earth Day".



Room 24 Pond Inquiry with CPAWS



Room 3 and 24 "Jack Frost Outdoor Challenge"



Room 24 and 21 Clean Up Challenge



Staff Outdoor Education Professional Development



Climate Action Forum

LAND BASED EDUCATION

Room 24 students have been learning about growing their own food through indoor gardening.

Through the support of Little Green Thumbs, students worked as a collective to set up an indoor gardening system. Together they planned their garden, giving thought to each seed they would sow, where they would be placed, germinated seeds, and nurtured their plants until harvesting.

Students grew varieties of plants including: beans, peas, cucumbers, pumpkins, tomatoes, nasturtiums, strawberries, lettuce, and a variety of herbs. With love and care, students passionately took care of their garden, harvested its fruits, and cooked thoughtful recipes for one another. Students cooked a variety of foods including tasty dill mashed potatoes, delicious spaghetti sauce, teas, salad dressings and veggies. While learning about sustainability, students experienced first hand the importance of growing their own food and the irreplaceable sense of accomplishment and pride when watching their fruits grow and the smiles on peoples faces that come from sharing our food with them.

Ms.Gagnon Room 24

This year, Room 10 has been doing a deep dive into looking at the water inequality that many communities are faced with across Canada. We began our inquiry by asking the question, "Where does our water come from?" This started our journey into learning about Shoal Lake 40, and how it took 24 years for them to have access to clean water. We then looked at what a long term boil water advisory was, and the number of communities that currently have a long term advisory. This led us to the work that Josephine Mandamin and Autumn Peltier have done to advocate for water rights. It inspired us to put together a bulletin board display, and create posters to raise awareness towards this issue.

Ms.Quach Room 10



Planting the Seeds



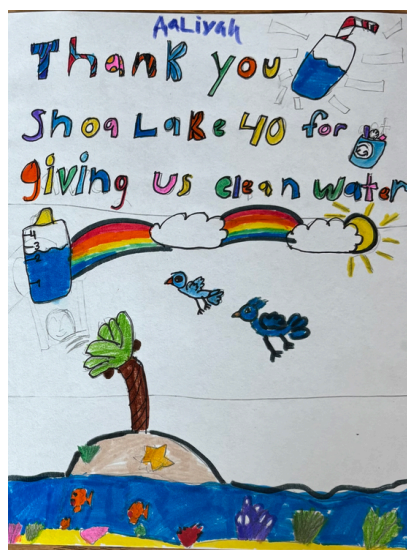
Vermicompost



Caring for the plants needs



Tasting the food they grew



Art Work by 5th Grade student



Room 17 and 18 at Birds Hill

LAND BASED EDUCATION

This year the students in Room 6 visited the Aki Centre several times. The children got experiential opportunities to engage in outdoor learning, reconnecting their spirits to the land, Nimama Aki (Mother Earth). They learned about the seasons and learned to ask the questions “what is the land telling us?”. Students learned about hunting, trapping, and fishing. They harvested a waabooz (rabbit). They learned the anatomy of the animals. The students learned to fillet fish and had the opportunity to cook and taste traditional foods. The students were taught traditional fire making practice. Embedded in all the teaching is the teaching of sustainability and living in balance with the land.

Ms. Neil Room 6



Exploring the land



Bannock Making



Weeding and Planting Potatoes



Meal Prepared by Students



Waabooz naboo



Roasting Bannok over a Fire they helped build

A goal in land-based education is to have more classes visit the Aki Centre on a regular basis to learn from the land. We will foster curiosity about our local area starting from the plants, animals and insects that are native to our land. We will create more opportunities for students to engage in gardening and caring for green spaces at school. When we learn to appreciate nature, our students will learn the value of caring for the earth and being aware of their own environmental footprints.



Personal Inquiry project on growing a variety of seeds indoor and outdoors



Room 17 is working on cleaning and revitalizing a school green space naming it “Garden of Seasons”

CULTURE

Through Bhangra dance, students developed a greater appreciation for Punjabi culture, fostering respect and understanding for diverse traditions.

The incorporation of Bhangra created an inclusive space where students from various backgrounds felt represented and valued. The energetic nature of Bhangra increased student participation and enthusiasm, leading to a more dynamic learning experience. It also shows a beautiful connection between Indigenous perspectives and other cultures that focus on living in close connection with the nature and understanding our relationship. Incorporating this dance form into many events, provided an opportunity to celebrate cultural diversity and promote inclusivity within the school community.

Ms. Sidhu Room 26



Diwali Mela



Riverbend students participated in an Art in Action mural project, in cooperation with Graffiti Art Gallery and local artist, Jedrick Thorassie. Students were invited to reflect on a chosen Call to Action and participate in conversation, contribute imagery and ideas towards a collaborative mural sketch which was then finalized by the artist. Jedrick also created the new mural outside of the office.



Riverbend Student artists with Jedrick Thorassie

Students of the Ojibwe Bilingual Program were gathered together to learn how to care and respect a drum. The students also witnessed the blessing of the drums and a feasting of the drums, led by divisional Elder Derek Courchene and Elder Lorie Thompson.

Pamela Morrison



Riverbend Students with Elder Derek Courchene and Elder Lorie Thompson

CULTURE

This year a current grade 4 student with dreams of working as an illustrator in the future created a design for Asian Heritage Month. His drawing highlighted the importance of representation to students.



Room 26 learned about holiday traditions around the world



Room 26 student sharing her knowledge about the Ukraine.



Grade 4 Student Artist and his Asian Heritage Month Design. Thanks @Thrive Threads for bringing his art to life

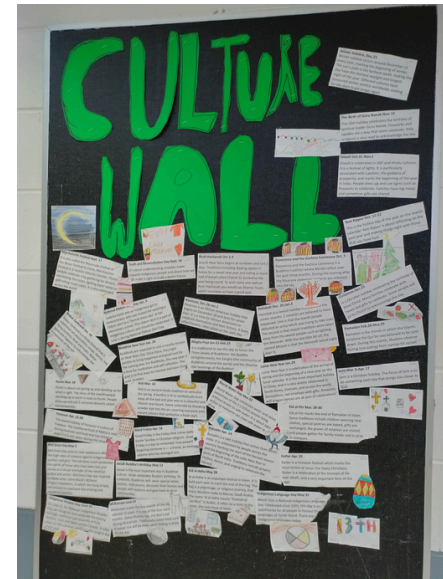
ANTI RACISM

At our school a culture wall was created outside of the library and there are heritage posters displayed near the large music room to make cultural celebrations and observances visible. Grade 4 and 5 students have made announcements explaining what traditions are taking place as well as information about holidays/observances. During Black History Month, International Women's Day and Asian Heritage Month many teachers studied the contributions of Canadian trail blazers and their impact on modern day Canada. As a school we talk to our students about current world events and are mindful of how they impact our school community. Recently Riverbend has started a collection to aid in supporting families affected by the wildfires.

We acknowledge the harm and mistakes of the past and continue to work towards reconciliation. Our professional development as a school has focused on the TRC's 94 Calls to Action, biases, intersectionality and the wheel of privilege and power.



Sacred Fire Burning on Orange Shirt Day



MMWG2S+ Community Walk

ANTI RACISM

All students are welcome to experience dance through joining Bhangra and Pow Wow club. This year 115 students joined Pow Wow Club. On Indigenous People's Day, Ms. Neil's class drummed, the hoop troop preformed and students from Pow Wow club showcased their style of dance at the school assembly.



Indigenous People's Day



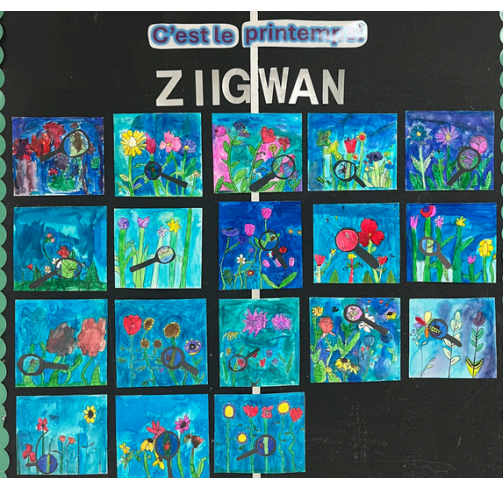
Many of our teachers are working in collaboration to make connections and share teachings, language and culture. Planning for the Graduation Pow Wow was a collaborative effort with teachers, educational assistants, our librarian and family members sewing regalia for our students. Over the past year, our school library has continued to build collections that focus on global issues, culture and diversity.



Bilingual Poster in the hallways



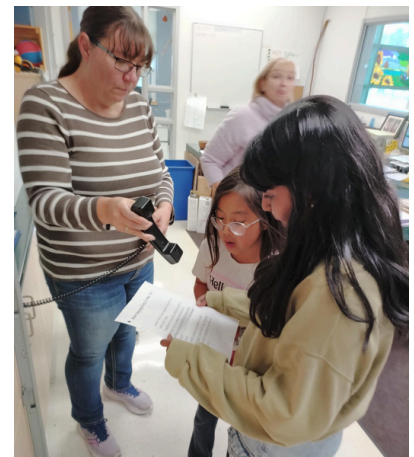
Student Work from beading club



Room 14 Integrating art with multiple languages



Students from K. Chinchilla's and G. Braunstein's class making an ABC book in learning new words in Anishinabemowin together.



Grade 5 students sharing learning about cultural celebrations and observances over the announcements.

ANTI RACiSM

Giinawind Riverbend Community school Abinoojiiyag nagamog comprised of 27 students ranging from grade 1-5 has been wonderfully busy this year! They had the opportunity to perform at the Neeginan centre for Indigenous veterans' day, the Legislative building for throne speech day, the opening ceremonies for Festival du Voyageur, SO SING, the Indigenous Excellence Awards Evening event at SOPAC, the Canadian museum of human rights for National Indigenous Education and Reconciliation Network Gathering and at The Forks for Pride festival. The choir is looking forward to many more opportunities such as divisional day next school year at the concert hall. In July, the choir will perform on the main stage at the Winnipeg Folk Festival.

Ms.Halldorson Room #7



Performance at Throne Speech Day

Early on in the year, we got to talking about how the shades of our skin are so different, I knew that I had to try to capture those colours and something that's so special about each of us. We learned from the book "The Colours of Us" that you can mix shades of skin using yellow, red, black and white.

We get to work and of course had to test the samples on ourselves to see if they matched. We loved getting the paint right on our skin! Once we found our colours, we compared the shades and thought about what we would call our perfect colour. We traced and cut out the shape of our hands because comparing the skin colour of our hands had begun this endeavour The kids dreamed that our hands could be reaching towards the earth in the middled to show us coming together to represent the children of the the world.

Kira Room 5



Finding our perfect shade



Experimenting with colour



Art Inspired and created by Room # 5 Students

ANTI RACiSM

Our goals for the future are that we create a learning community where every student, educator, and staff member are valued, respected, and empowered. We strive to create an environment where diversity is celebrated, voices of marginalized communities are amplified, and all students are provided with the tools and support to achieve their full potential towards Mino-Bimaadiziwin, the Good Life.



Aki Centre



Pow Wow Club Dancers

COMMUNITY BEGiNS HERE



Pride Walk



Terry Fox Walk



Patrol Dragon Boating



*School Visit from
Osani Balkaran,
Alternative Rapper*



Flag Football