



Margaret Park School

Report to the Community 2025

Introduction

As we bring another school year to a close, we reflect with pride on the dedication, growth, and joyful moments that have shaped our journey. Grounded in our school plan goals, we continue to evaluate and strengthen our practices in Indigenous Education, Antiracism, Sustainability, Equity, and Inclusion. These ongoing reflections help guide our planning and inspire new goals as we further our collective learning in these vital areas.

Throughout the year, it has been truly inspiring to watch our Grade 5 students step into leadership roles with enthusiasm and pride. From planning spirit weeks and preparing daily hot lunches to patrolling our school grounds, and warmly welcoming our kindergarten classmates each morning, even helping them safely onto the bus each afternoon, their contributions have been meaningful and impactful. These experiences have nurtured a strong sense of responsibility, community, and belonging that will stay with them for years to come.

Our staff was fortunate to dedicate two full professional development days to Treaty Education. These meaningful learning opportunities have deepened our understanding and strengthened our classroom practices. Ongoing collaboration within teaching teams has also enriched our work, creating space for professional dialogue, shared learning, and collective growth.

This report is a celebration of that journey—a compilation of classroom reflections and stories that highlight the learning, growth, and shared commitment that define our school community - an ongoing testament to the dedication and creativity of both our students and staff.

Ms. Jessica K DGN



Throughout our year, the kindergarten classes explored our identities and talked about the things that make us who we are. We learned about belonging and what it means to belong to our school communities and the larger global community. We spent time thinking about how we can create a classroom that is welcoming to all and throughout the year we talked about what it means to be kind. Kinders enjoyed creating self-portraits with paint and with loose parts, sharing family photos and creating family portraits.

Kinders began to grow their relationship with the land through outdoor play and exploration and recognized their part in taking care of the land. Kinders participated in a litter cleanup for Earth Day, visits to the Aki center and took regular community walks as part of their phys-ed classes each cycle.

Kinders began to view themselves as mathematicians, storytellers, scientists and so much more through our daily explorations. It has been a beautiful year of growing and learning!



Ms. Aquino Gr. 1/2

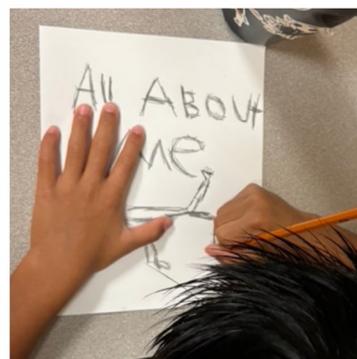
This year Room 11 learned about the characteristics of living things. We studied what plants and animals need to grow and develop. We participated in an exciting science project called Tomatosphere. As part of the investigation, students planted and observed two sets of tomato seeds—one set that has been to the International Space Station, and another that has not. We were excited to see how many seeds sprouted (germinated) in each group! We made observations every day for two weeks and carefully recorded and compared the results. This hands-on experiment helped students understand the scientific process, practice fair testing, and develop critical thinking skills. We are looking forward to planting our tomatoes in our home gardens this spring!



Ms. Meghan Gr. 1/2

The students in room 12 wore many hats this year. They were writers and illustrators, mathematicians and scientists just to name a few.

Room 12 took part in investigations that allowed them to explore their community which starts at Margaret Park School all the way to where Earth sits in our Solar System and the universe. Along with learning about each place, they explored their role and the impact their choices and actions can have not only on our environment but on themselves and those around them. They took part in exploring the importance of Treaties and created their own as a classroom. They grew, observed and made predictions about the growth of tomato seeds that had been in space and explored the many roles people have that build our strong community. They wrote and illustrated books and practiced the editing process both as a class and individually.



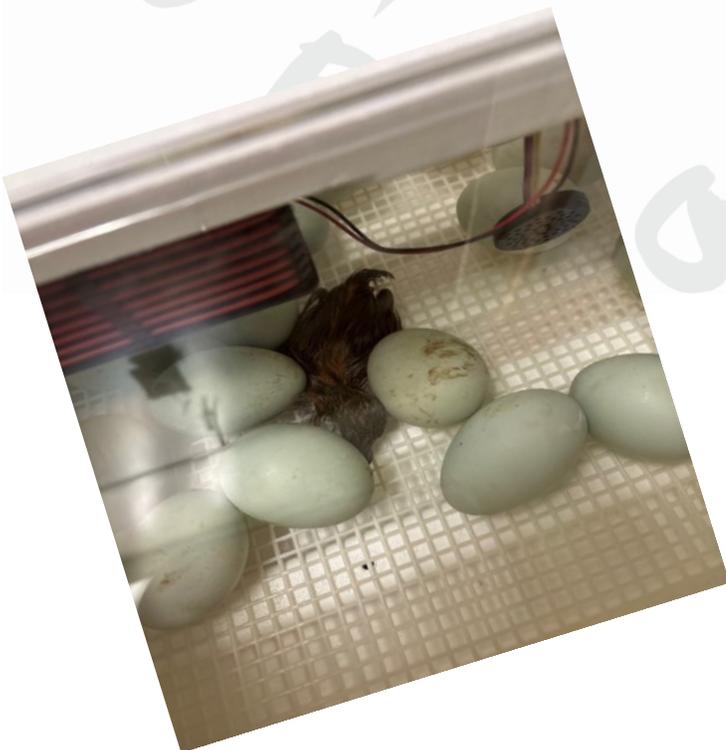
Mrs. Ulrich Gr. 1/2

This year room 14 participated in a project where we incubated 24 duck eggs. We start preparing for this in February with our research focusing on different types of ducks, their habitats, diets and special characteristics. At the beginning of April, we begin the incubation process which lasts 28 days. During this time, we study what is going on inside the eggs using a variety of tools that we can access online. We also candle the eggs a couple times a week where we then record what we saw and explain the way the embryos are developing. On day 28 our first duckling hatched,



and it was very exciting. The students were able to watch a few ducks enter the world in real time which I explain to them is not something many people get to witness. We then take care of the ducklings in the classroom for about a week noting what they need to survive. We talk about our moral responsibility we have in bringing these ducks into the world and discuss why this means that the ducks have to live their lives in nature. The students were able to understand that the ducklings were not wild animals like bears and wolves, but they were not pets either. They fell into the farm animal category be-

cause they had been bred on farms for years which meant that they were domesticated. This means that they would never have the instinct to migrate and survive like wild ducks would. The breed we hatched were a domesticated Indian Runner. I was able to show the students the duckling's parents when I brought them back out to the farm where they will live their best life. It was a busy, intense and exciting project that I look forward to doing with my students each year.

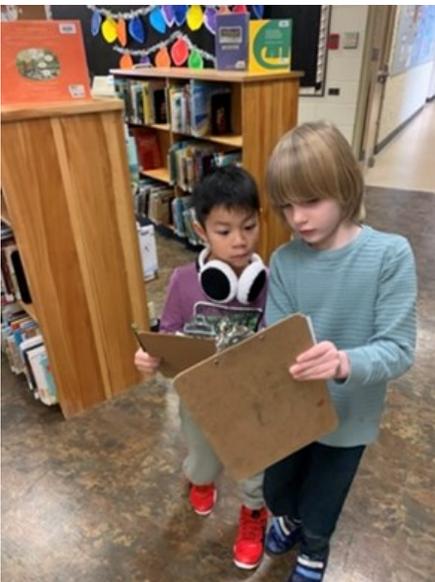


Ms. Amy Gr. 1/2



This year's focus in room 6 has been around developing strong foundational skills in literacy and math and then applying these skills to practical situations in areas like science, art and social studies. Our literacy program focused on developing strong spelling, punctuation and grammar skills while developing our writing style through areas like journal writing and 'writers club'. In writers club we explored the different forms of writing we see and use in the world, from movie posters to restaurant menus. Our final style of writing explored has been story writing. We learned how to plan a story by choosing characters, settings, and beginning, middle and end ideas to help us construct these stories. Our favourite part was reading these stories to our classmates when they were completed. In science we try to keep our learning hands on while also learning to research. We had the opportunity to learn about the different ecosystems of Manitoba and use a computer to learn to research animals and compile information. Once we had this information, we were able to construct dioramas representing the habitat of these animals. We also got to watch painted lady butterflies grow from caterpillars, through

chrysalis and into butterflies this year to learn about the life cycle of different animals. In social studies we investigated the federal election and what voting means. We learned about political parties and about how to align our own values with the different beliefs of the parties. Throughout these studies in social studies and science we were using our strong foundational skills in literacy we had been working on all year.



Ms. Lerner Gr. 3

This year, our students have been learning about the nature of building materials and simple machines. In science class, the students explored the design process as they manipulated and tested simple machines and, finally, built a vehicle using materials suitable to the task at hand. Researching various designs, responding to feedback, and adjusting their designs was a big part of this process.



Mr. Nishimura Gr. 3/4



This year, Room 15 has been in charge of Margaret Park's composting program. This involves collecting compost from each classroom every week, consolidating it into one or two large bins for pickup, cleaning each of the classroom bins, and returning clean bins to their rooms. Students have happily and excitedly taken on this responsibility, despite the smelly and messy nature of the process. This has resulted in much learning about the composting process and an increased awareness about waste in our society. Students

are much more knowledgeable of what kinds of things can be composted and how this can divert useful materials from the landfill. In addition, continuing our conversation about waste, we have done a lot of learning around recycling and specifically what can be recycled in Winnipeg. We looked at what materials can be recycled and how to tell if a particular material, such as different types of plastic, can be recycled at all! This is a topic that is confusing for adults, let alone children. However, our class has learned a lot! We know that throwing things in the recycling that cannot be recycled, just ends up costing the city money. Materials and especially plastics can only be recycled if they have a recycling symbol on them AND are accepted by the city. Main offenders that can't be recycled are coffee cups, greasy pizza boxes, plastic cutlery, foil containers/pie plates, plastic bags, and recyclable plastics that haven't been washed!

https://myutility.winnipeg.ca/UtilityPortal/pdf/userGuide/userGuide_EN.pdf



Ms. Armstrong Gr. 4/5



This year, Room 3 has been very busy! We built a strong sense of community through daily sharing circles and energizing "Just Dance" breaks that helped us start our days feeling connected and positive.

We tackled exciting, hands-on projects throughout the year- building dioramas, engineering water filters, and planting and caring for seeds, all of which connected us to the land and tied into our learning across art, math, science, planning, and design.

Our class explored computer coding concepts and digital creativity through various hands-on activities with the Dream Space program.

Language arts took many forms, from short stories to creative video productions and TUSC presentations that helped us build confidence and showcase our voices. Reading was a big part of Reading was a big part of our classroom experience. We enjoyed being reading buddies with Mrs. Aquino's class and participated in fun classroom events like the "Blind Book & Review" and a cozy Café Monday "Book Tasting" where we sampled a variety of genres in a café-styled setting.



Our classroom economy - featuring Café Mondays, classroom jobs and the classroom store - taught us important lessons in accountability, responsibility, caring for our space, money management and service to others.

One of our proudest accomplishments was organizing the Student Vote event for the entire school, a powerful demonstration of leadership, civic responsibility and school spirit.

Mr. Vidad Gr. 4/5

Our class had an amazing day when Brian came to visit and taught us all about Teepees! We got to participate in a special ceremony called smudging, where Brian showed us how to use sa-



cred herbs to cleanse our minds and spirits. Brian explained that Teepees are not just homes, but also important spiritual places for many Indigenous peoples. We learned that Teepees are made from long poles and animal skins, and they can be put up and taken down quickly, which was perfect for tribes that moved around a lot. The best part was when Brian let us go inside a real Teepee, where we sat in a circle and listened to interesting stories about Indigenous culture and traditions.



Room 2 had an incredible time attending a session titled "Legends of the Northern Sky" at the Manitoba Museum. During this session, they had the opportunity to explore the journey of the In-

digenuous peoples of the western plains of Canada. The students delved into fascinating stories about stars and learned about their importance in Indigenous cultures. It was a truly enriching and educational experience for everyone involved.



Ms. Pompana Gr. 5

I believe that the foundation of a successful learning environment lies in strong relationship building among students and between students and teachers. Throughout the year, I have prioritized creating a classroom culture that fosters respect, empathy, and collaboration. By engaging in team-building activities and collaborative projects, students have learned to communicate effectively, listen to one another, and appreciate diverse perspectives. These relationships have not only made our classroom a welcoming space but have also encouraged students to take risks in their learning, knowing they have a supportive community behind them.



Confidence is another key focus in Room 9, as I understand that self-assurance plays a crucial role in academic success. Through various activities, such as presentations, group discussions, and creative projects, students have had numerous opportunities to express their ideas and showcase their talents. Celebrating each other's achievements, no matter how small, has contributed to a positive atmosphere where students feel valued and empowered. As a result, many students have shown significant growth in their confidence levels, eagerly participating in discussions and sharing their work with the class.

Skill building has been an integral part of our curriculum in Room 9, as I aim to equip students with the necessary tools for lifelong learning. We have implemented a variety of instructional strategies, including hands-on activities, technology integration, and differentiated instruction, to cater to the diverse learning styles of our students. This approach has allowed them to develop critical thinking, problem-solving, and collaboration skills. Additionally, I have emphasized the importance of setting personal goals, encouraging students to take ownership of their learning and track their progress over time.

Throughout the year, I have also focused on literacy and communication skills, recognizing their importance in all areas of study. Engaging in scaffolded story-making and reader's theater has not only enhanced students' reading fluency but has also allowed them to express their creativity and work collaboratively with peers. These experiences have built a strong foundation for their future academic pursuits and have instilled a love for reading and storytelling.

As we reflect on the key learning experiences in Room 9, it is clear that the combination of relationship building, confidence, and skill development has created a dynamic and enriching learning environment. Students have thrived in this supportive atmosphere, forming lasting friendships and developing a sense of belonging. I am proud of their growth and accomplishments this year and look forward to seeing how these experiences will shape their future endeavors.



In conclusion, the journey in Room 9 has been marked by meaningful connections, increased self-confidence, and essential skill building. We are excited to continue fostering these elements in the coming years, ensuring that the students are well-prepared for the challenges ahead. Together, we will continue to create a nurturing and inspiring space where every student can reach their full potential.

Margaret Park Music Program

There has always been laughter, singing, and a sense of joy filling our hallways—especially when students enter and leave the music room. Each day feels like a celebration of who we are and what we are capable of achieving through music.

Our Winter Concert theme was *Mamawi*, an Anishinaabe word meaning “all together.” The program began with our Grade 3/4 students performing with a traditional big drum, led by Elder Derek Courchene, as the choir sang the *Bear Song*. Throughout the concert, from Kindergarten to Grade 5, we showcased how powerful music can be when we work together.

Our Grade 4/5 students presented a particularly exciting piece using body percussion—a completely new experience for many of them. It was a display of unity and creativity. We even used a drone to capture video footage, adding a unique and engaging visual element to the performance.

This school year, we also launched our Violin Club, which has sparked joy and interest among many of our students. In addition, we proudly participated in the CBC Music Class Challenge—both Fall and Spring editions—placing in the Top 10 nationwide each time. This recognition has motivated our students even more to create and share music collaboratively.

Every day in our music program, students engage in singing, dancing, creative movement, instrument playing, composing, musical games and music appreciation. It has truly been a vibrant and inspiring year for music in our school, and we can't wait to see what we create next!



Ms. Jane

Margaret Park Phys. Ed Program

A large part of the Margaret Park Physical Education (P.E.) program this year focused on providing meaningful exposure to new activities, inclusive practices, and culturally rich experiences. Whether through competition, creativity, or collaboration, students were encouraged to move with purpose, build confidence, and connect with one another.

Our students had the opportunity to engage in divisional extracurricular events at Sport Manitoba, Little Mountain Park, the Winnipeg North Soccer Plex, and the Garden City Collegiate Track. These events included Cross Country, Team Handball, Volleyball, Basketball, Flag Football, Badminton, and Track & Field. Participation in these events gave students the chance to develop their skills, stay active, and experience the excitement of representing Margaret Park outside of the school setting. We also had a select group of students participate in Special Olympics programming, engaging in sports such as Soccer, Basketball, Bocceball, and Track & Field. These events emphasized inclusion, friendship, and the joy of participation, reinforcing our belief that every student deserves a place to shine.

In addition to these off-site opportunities, we brought in several special guests and experiences to enrich our Physical Education program and celebrate diversity in movement. Students were given opportunities to explore cultural dance through Bhangra sessions with Bikram Moga, who brought energy and rhythm into the gym, and through Jigging lessons with Dean Davis, where students were introduced to the joyful steps of Métis dance. We are looking forward to having our last guest with us, Alma Brigole from Governor Semple, who will engage students in Tinikling sessions. Students will get a chance to experience traditional Filipino dance through rhythm, coordination, and teamwork. These cultural experiences allowed students to learn more about themselves and others through movement. We also made it a priority to include adaptive sport experiences this year. In collaboration with Wheelchair Manitoba, we rented a class set of wheelchairs and gave every student the chance to experience movement from a new perspective. This initiative helped build empathy, awareness, and inclusion. Lastly, we had volunteers from Pickleball Manitoba, who introduced students to this fun and fast-growing sport.

Our keen and helpful older students in the school have had opportunities to take on leadership roles and support our younger students in meaningful ways. At the beginning of the year, we hosted a shoelace-tying workshop where our Grade 3 to 5 students proudly helped their younger peers learn this important life skill. Additionally throughout the year, Grade 5 students also joined Kindergarten classes during their P.E. time to help lead and guide our little ones through activities. These experiences built confidence, responsibility, and peer connection across grade levels, further strengthening our school community.

To our Grade 5 students, we will dearly miss you as you move forward to new adventures. And to our Kindergarten to Grade 4 students, we look forward to welcoming you back next year for more moments of joy, movement, and learning. Have a great summer!

Ms. Bautista

