

Margaret Park School

Report to the Community 2026



SCHOOL PRIORITIES

1. STRONG TEACHING AND RICH LEARNING

2. INDIGENOUS PERSPECTIVES: TRUTH AND RECONCILIATION

3. INCLUSIVE, SAFE, AND WELCOMING SCHOOL ENVIRONMENTS & ANTI-RACISM

4. EDUCATION FOR SUSTAINABLE DEVELOPMENT



Introduction

As we bring another school year to a close, we do so with a sense of pride and gratitude for the dedication, growth, and joyful moments that have shaped our journey together. For me personally, this year has been especially meaningful as my first year as part of this wonderful school community. It has been a privilege to learn alongside our students, staff, and families and to witness the care, commitment, and enthusiasm that make our school such a special place.

Grounded in our school plan priorities, we continue to reflect on and strengthen our practices in Strong Teaching, Rich Learning, Indigenous Perspectives, Inclusion & Antiracism, and Education for Sustainable Development. These priorities help guide our work and inspire us to continually grow as learners and educators.

Throughout the year, staff have engaged in ongoing collaboration, professional learning, and reflective practice to ensure that every student has opportunities to succeed. Their dedication, creativity, and commitment to students are evident in classrooms across the school each day.

On the following pages, you will find contributions from every classroom, each highlighting a small snapshot of the learning, growth, and experiences that have taken place this year. While these stories represent only a glimpse into the countless moments that make up a school year, they showcase the incredible efforts of our students and staff and the vibrant learning community we have built together.

Sincerely,

Tammy Harder

Principal- Margaret Park School

Strong Teaching and Rich Learning

Kindergarten- Rm. 8 Mrs. Villaverde

This year has been filled with growth, discovery, and meaningful learning experiences in kindergarten. Our classroom community worked together to build strong relationships, develop independence, and foster a love of learning through play, exploration, and collaboration. Students engaged in a variety of hands-on learning opportunities that supported their development across all areas of the curriculum, including literacy, numeracy, social-emotional learning, creativity, and problem-solving. Through centre work, students explored their interests, practiced important skills, and strengthened their ability to work independently and cooperatively with peers. Learning centres encouraged curiosity, creativity, communication, and critical thinking as students participated in activities such as building, creating, investigating, dramatic play, sensory exploration, and literacy and numeracy games. We are incredibly proud of the growth, enthusiasm, and perseverance demonstrated by our kindergarten students this year. It has been a joy to watch them learn, explore, create, and celebrate their accomplishments together. We look forward to seeing them continue to thrive as they move forward on their educational journey.

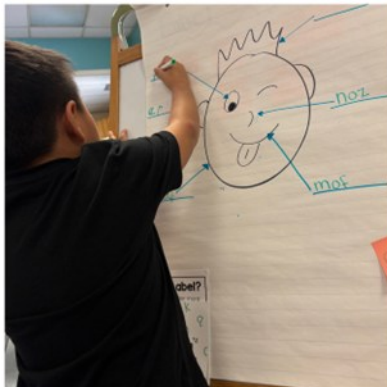
Students participate in a math game that supports number recognition, number formation, and subitizing skills.



Students participate in a literacy activity by matching uppercase and lower-case letters by parking the vehicle in the matching parking spot.



Students participate in a shared writing experience, practicing how to label pictures and record the sounds they hear in words. (Practicing Bubble Gum spelling for our kid writing)



Students collaborate with their peers as they explore, create, and bring stories to life through imaginary play.



Strong Teaching and Rich Learning

Grade 3/4- Rm. 15 Mr. Nishimura



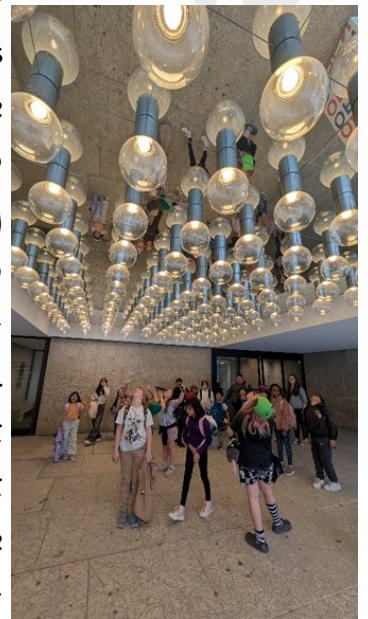
Room 15 had a very busy May! We had a number of field trips, including our trips to The Winnipeg Art Gallery, The Forks, The Historical Museum of St. James -Assiniboia, and to Arts in the Park. At Margaret Park we believe in strong teaching and rich learning, so it is always so exciting when we get the chance to do this much hands-on, experiential learning. It makes for highly educational experiences that leave a lasting impression. The kind, we hope students will remember long after they have left our school.

At the Winnipeg Art Gallery we learned all about rocks, minerals, and fossils, utilizing the incredible stone sculptures found in the Qaumajuq wing of the building, as well as the beautiful Tyndall stone floors and walls of the main WAG foyer. In particular, the stone artwork we examined connected with what we have been learning in social studies about the Inuit and Canada's north. After we ate lunch at the

art gallery, we got to go explore the city skyline from the rooftop terrace. The students especially enjoyed the freedom of running around, seeing city sights, and looking at the sculptures that are to be found up there. Then we headed off on a walking tour of Winnipeg's downtown, eventually making our way to The Forks. En route, we were nearly blown off our feet by the huge winds that



were gusting that day. It also began to rain so we took shelter in Union Station, admiring the beautiful architecture and the incredible domed ceiling. Once we got to The Forks, we explored the market building, walked up the



Strong Teaching and Rich Learning

Grade 3/4- Rm. 15 Mr. Nishimura (continued)



tower to check out more skyline views, and then headed off to the playground for a much deserved play break.

The students in our class greatly enjoyed our field trip to The Historical Museum of St. James-

Assiniboia. There, we got to see what life in Winnipeg during the 1850s up to the early 1900s looked like. In the Brown House, students met Benjamin Brown, a vivacious young fellow from 1890, who told them all about the different things that could be found in his grandfather's house. His quirks and funny, old fashioned way of speaking definitely left an impression on all of them. They were particularly perplexed as to why he couldn't see the Superstore across the street or even knew what a Superstore was. In the 1850s building, students learned about blacksmithing tools, buggies, cutters, and other important



transportation vehicles and items from that time period. They also got to make dolls using simple items and materials, very much like children in the time period would have done. Lastly, in the 1911 Municipal Building, students got to learn about and look at hundreds of artifacts from the 1850s right up to the early 1900s. These included an old general store storefront, the wheel from a Red River



ox cart, school supplies from the turn of the century, and a hair curling that could be positively dangerous. Just in case students didn't mention the many things they saw on their field trips, please ask your children about them when you get the chance.

Strong Teaching and Rich Learning

Grade 3- Rm. 13 Mrs. Lerner

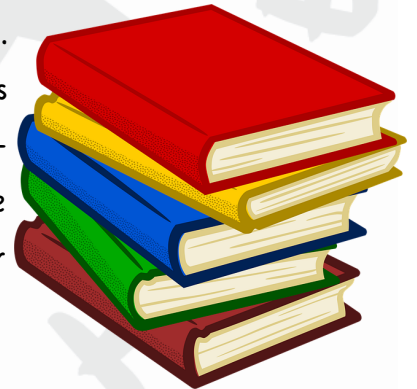
This year, the literacy focus was on helping our young learners become thoughtful, independent readers. Throughout the year, the students worked with a variety of engaging nonfiction texts on topics such as nature, science, and technology. The students practised previewing texts, i.e., examining titles, headings, and images



to predict what they would be learning about. The students also began identifying unfamiliar vocabulary and asking questions to guide their reading.



A key area of growth was in students' ability to ask deeper, thoughtful questions. Early in the year, questions were often simple or general. With practice and support, the students learned to refine their thinking by using new vocabulary and background knowledge. This led to more specific and meaningful questions, helping the students better understand the topics they were exploring.



Our third graders have been gradually building the literacy skills they need to understand new information and learn with increasing confidence. They also developed important skills in using nonfiction text features such as the table of contents, glossary, and index. Over time, our young learner became more strategic readers, able to locate information efficiently and read with a clear purpose.



Strong Teaching and Rich Learning

Grade 1/2- Rm. 14 Mrs. Ulrich

This year room 14 has been involved with a group called Agriculture in the Classroom (AITC). It is connected to the University of Manitoba Agriculture program about teaching students about farming, animals, the land and how we as humans interact with it. We had the pleasure of going on many virtual field trips such as seeing a white tailed deer farm, a dairy farm, a pig farm and even the Tall Grass Bakery at the Forks took us along on their day-to-day activities. The students were allowed to ask questions that the farmers could answer as this was all done in live mode. We made many connections to the curriculum about how we care for animals, how farming interacts with the land and the positive and negative effects it has on our world. We connected it to many values held in the Indigenous Communities of Canada that we have learned about through a lot of the stories about how animals got their names and their specific features. It also connected with many of the curricular outcomes in science and social studies and of course we did a lot of research and writing throughout the project. We are wrapping up this learning by visiting a farm at the end of June so that the students have a chance to interact with animals. We have enjoyed all the places this has taken us in Canada and look forward to connecting with AITC next year as well.



Strong Teaching and Rich Learning

Grade 1/2- Rm. 11 Ms. Lee



This year, Room 11 had the opportunity to visit a local farm, giving students a meaningful hands-on learning experience connected to our learning. Before our field trip, students explored the important role farms play in our local community and discussed how farmers contribute to our daily lives by caring for animals and producing food and other materials that people use every day. As part of our exploration, students also discussed the importance of treating animals with care and respect.

During our visit, students observed and interacted with a variety of farm animals, including goats, pigs, rabbits, ducks, turkeys, sheep, kittens, ponies, and ducklings. They were able to see firsthand how farmers care for their animals and ensure their needs are met each day. Throughout the day, students took part in a variety of engaging activities. Highlights included learning how goats are milked and watching a sheep shearing demonstration. Students learned about the many uses of wool and were ex-



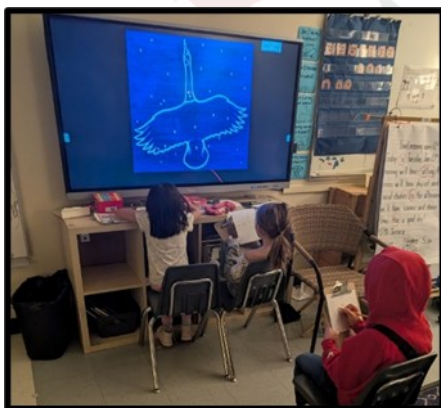
cited to discover that it contains a natural substance that can help support healing. These experiences sparked curiosity and helped students make connections between farms, animals, and the important role they play in our community.

The farm visit brought our learning about communities to life. By exploring farm life, interacting with animals, and learning about farm products, students developed a greater appreciation for the work farmers do and the contributions farms make to our community. Experiences like this help students connect classroom learning to the world around them and support our commitment to strong teaching and rich learning.

Indigenous Perspectives: Truth and Reconciliation

Grade 1/2- Rm. 12 Ms. Jessica

This year room 12 learned about ourselves through learning about the communities around us and the land on which we live.



Students draw Niska (the goose)

We started the year with a visit to the Aki center and explored different medicines and plants. In our classroom we heard and told Cree constellation stories inspired by the astronomer Wilfred Buck. We learned about the tradition of oral storytelling and discovered what stories can tell us about the people and life in a place and time and made connections to our lives.

We explored seasonal changes through the story of Sisikwun and

the story of the Turtle, comparing our classroom calendar to the 13 moons. We explored elements of storytelling such as pace, tone of voice and volume noticed similarities and differences in telling versus reading a story.



Students learn about Powwow dancing with Ms Bela

Throughout the year we had opportunities to participate in dance from different cultures through Powwow, jigging, tinnikiling and Bhangra and learned stories from these as well.



Students help harvest and clean carrots at the Aki center

Through weekly community walks we became familiar with the land around us. We played and we learned at different parks throughout our neighbourhood and began forming a joyful relationship with the land. Our relationship with the land created curiosity about issues

such as pollution and sparked our desire to care for and protect the land. It was a beautiful year of learning for room 12!

Indigenous Perspectives: Truth and Reconciliation

Grade 4/5- Rm. 3 Ms. Armstrong

Room 3 had a year filled with hands-on learning, creativity, and problem solving.



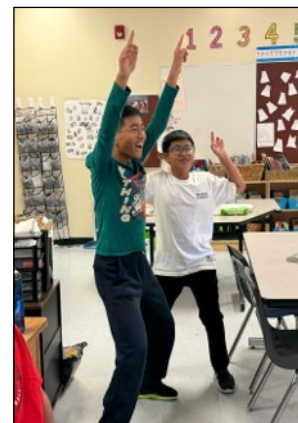
Students strengthened their skills through reading, writing, presentations, investigations, cooking, and real-world challenges. Highlights included our French Market and the creation of role-playing games, stories, and sculptures.

Students explored treaties, Indigenous history, Métis culture, and Truth and Reconciliation through stories, discussions, and inquiry projects. These experiences helped students understand their role as Treaty people and appreciate diverse perspectives.



Together, we worked to build a classroom community based on respect, kindness, empathy, and belonging. Through collaboration and leadership opportunities, students learned the importance of supporting one another. We have grown as learners, leaders, and community members. We explored food and water security, gardening, and environmental stewardship. These experiences encouraged them to consider how their actions can positively impact their communities and the environment.

We are proud of all we have accomplished and the curiosity, creativity, and enthusiasm students brought to their learning each day.



Indigenous Perspectives: Truth and Reconciliation

Music Program—Mrs. Male



Here in Margaret Park School, music plays an important role in supporting student learning, creativity, and community connection.

Our music program also supports Indigenous Perspectives and the ongoing journey of Truth and Reconciliation. Through our Winter Concert, *Mamāhtawisiwin: The Wonder We Are Born With*, students reflected on wonder, identity, and the gifts within each person. The songs encouraged appreciation of relationships, community, and living a good life in connection with others.



This same spirit of Strong Teaching and Rich Learning is reflected in our Violin Club. Students in Grades 3 to 5 are developing foundational violin skills while building discipline, focus, and perseverance. The club gives students a meaningful opportunity to explore music in a different form and proudly share their growing talents.



Through singing, performing, listening, and creating, students develop confidence, creativity, discipline, and teamwork. This was demonstrated during our *Arts in the Park* event, where students performed with pride and enthusiasm. Their preparation and collaboration were evident as they shared their learning with families and the wider community. A highlight was the inclusion of Tagalog songs, which students performed with joy and confidence, celebrating the cultural diversity within our school.

Across all experiences, students demonstrate care, respect, and discipline, growing not only as musicians but as confident and responsible learners.



We thank our families and community for their continued support in helping make music a meaningful part of learning at Margaret Park School.



Inclusive, Safe and Welcoming School Environments & Anti-Racism

Grade 4/5- Rm. 9 Ms. Pompana

The best learning happens when students feel close to each other and to their teacher. This year, I made it a priority to help students become good friends and work well together. We did team-building activities and worked on projects as a group. Through this, students learned how to talk to each other and understand that everyone is different.

When students feel supported by their classmates, they are brave enough to try new things and take chances with their learning. Feeling good about yourself helps you do better in school. In Room 9, students are encouraged to share their ideas. They gave presentations, talked in groups, and worked on creative projects. It was celebrated when students did well, even if it was something small. This made everyone feel proud and important. By the end of the year, many students felt much more confident and were excited to answer questions and show their work to the class.



A goal of rm. 9 is to help students learn skills they will use their entire lives. A variety of teaching styles were used: hands-on activities, computers, projects and lessons that fit each student's learning style. This helped students learn how to think carefully, solve problems, and work as a team. Students were taught to set goals for themselves. This helps them take charge of their own learning and see how much they improve.

Reading and writing are important in every subject. This year, rm. 9 did fun activities like making up stories together and performing reader's theater. These activities helped students read better and showed them how creative they could be. Working with friends on these activities taught them teamwork too. Student developed a greater love of reading and telling stories.



Room 9 became a special place because we focused on three things: friendships, confidence, and learning new skills. Students made real friends, felt proud of themselves, learned a lot and grew so much! The best part about this year is that students learned they can do hard things when they have support.

Inclusive, Safe and Welcoming School Environments & Anti-Racism

Learning Support Team—Mr. Scott and Mr. Giffen

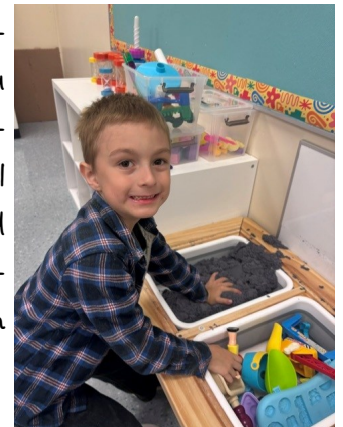
Special Olympics—Throughout the school year, our Special Olympics program provided students with opportunities to develop athletic skills, build confidence, and experience the joy of teamwork and competition. Students participated in regular training sessions that focused on skill development, sportsmanship, perseverance, and personal growth. The program fostered a strong sense of belonging and achievement while creating meaningful opportunities for students to represent our school within the wider community. Our students attended several divisional Special Olympics gatherings throughout the year: Basketball, Bocci Ball, and Track and Field. We are proud of the dedication, enthusiasm, and accomplishments demonstrated by all participants throughout the year.



Move and Groove—Recognizing that students learn and participate in physical activity in different ways, our school continued to offer an alternative Physical Education program for students who find large group settings challenging. This program provided a supportive and structured environment where students could engage in physical activity through smaller groups, individualized activities, and opportunities to develop self-regulation skills. These small groups utilized our gymnasium and music room to support students in both physical activity and musical exploration. By adapting activities to meet diverse needs, we helped students build confidence, experience success, and develop healthy habits while fostering a positive relationship with physical activity and music.

Sensory Room—Our Sensory Room remained an important support for students throughout the school year. Designed to provide a calm and welcoming environment, the space offered a variety of sensory tools and self-regulation resources to help students manage emotions, reduce

stress, and refocus for learning. Students were able to access the space with a trusted adult when they needed a break from the classroom, allowing them to develop strategies for recognizing and responding to their emotional and sensory needs. This proactive approach has helped create a more inclusive learning environment where students feel supported, understood, and ready to engage in their learning.



Inclusive, Safe and Welcoming School Environments & Anti-Racism

Physical Education- Ms. Bautista



Through adaptive sports experiences, students explored the importance of accessibility, inclusion, and belonging while celebrating the diversity that strengthens our school community.

The 2025-2026 school year provided Margaret Park students with many opportunities to challenge themselves, develop new skills, and experience the positive impact of physical activity. Through sports, leadership, cultural learning, and inclusive programming, students built confidence, teamwork, and healthy habits.

In addition to regular Physical Education classes, students proudly represented Margaret Park at divisional events throughout the city, including Cross Country, Volleyball, Basketball, Team Handball, Badminton, Flag Football, Tennis, and Track & Field. Students demonstrated dedication, sportsmanship, and school pride while competing and supporting one another.

Many students also participated in Special Olympics activities, including Soccer, Basketball, Bocce, and Track & Field. These experiences helped students build confidence, develop athletic skills, and celebrate both individual and team success.

This year, students explored activities that reflected diverse cultures and traditions through guest presentations and hands-on learning experiences. Students learned and participated in Filipino Tinikling, Métis Jigging, and Pow Wow dancing.



Competing in the long jump at the Special Olympics event hosted at Maples Collegiate.

These experiences provided opportunities to celebrate cultural diversity, learn about the significance of movement and dance within different communities, and develop a greater appreciation for the cultures represented in our school and beyond. They also participated in adaptive sports through the rental of wheelchairs from Wheelchair Manitoba, fostering empathy, inclusion, and a greater understanding of accessibility.

Above all, our goal was to encourage students to take risks, persevere through challenges, and celebrate personal growth. Whether learning a new skill, participating in an event, or supporting their peers, students showed enthusiasm and resilience throughout the year.

Thank you to our staff, families, volunteers, and community partners for helping create meaningful opportunities for our students. Congratulations to our Grade 5 students as they begin the next chapter of their educational journey.



A great display of effort, perseverance, and sportsmanship at the Basketball Jamboree held at the Sport for Life Centre!

Students demonstrated dedication, sportsmanship, and school pride while competing and supporting one another.



Guest speaker, Alma, teaching our students the art and tradition of Tinikling while celebrating Filipino culture and heritage.

Education for Sustainable Development

Grade 4/5 - Rm. 2 Mr. Vidad—We grow together through gardening!

This spring, Room 2 took part in an inspiring gardening project that



truly showcased teamwork and learning in action. Collaborating with students from the MET School, our children had the wonderful opportunity to develop practical gardening skills while preparing and planting flowers in our school garden beds.



Gathered around the raised garden boxes, students attentively listened to guidance from their MET School partners and worked together to prepare the soil, plant seeds, and understand how to nurture their growing plants. The sunny spring day created the perfect environment for outdoor learning, cooperation, and connection.

Additionally, Room 2 joined with our Kindergarten students to plant colourful flowers in the wooden planter boxes at the front of the school. This collaboration not only helped brighten our school grounds but also fostered friendship and a sense of pride among our students.



We are incredibly proud of Room 2's dedication, teamwork, and enthusiasm throughout



this project. We look forward to watching these flowers grow and bloom, serving as a beautiful symbol of what our school community can achieve when we work together.

