

École RWBB School

Community Report 2024-2025



K-4 English/French Immersion Programs

426 Students

28.5 Professional Staff

29 Support Staff

erwbb@interlakesd.ca

Improving Student Achievement Through High Quality Learning Experiences

At École R.W. Bobby Bend School, our commitment to continuous school improvement in 2024–2025 is rooted in our shared belief that every student deserves to thrive academically, socially, and emotionally. Guided by our School Plan for Improving Student Achievement, we are taking purposeful steps to enhance student learning and well-being through intentional, research-based strategies. This plan reflects our dedication to nurturing a supportive environment for students and staff, building teacher capacity, and responding to individual needs through timely interventions. This year, our efforts are focused on strengthening literacy and numeracy instruction, promoting self-regulation and resilience, and embedding Indigenous perspectives into our teaching practices. Over the next three years, we aspire to become a school where every child feels successful, valued, and empowered. We are using high-level strategies and specific, targeted actions to create a high-quality learning experience that is more accessible, equitable, and responsive to all learners. The following sections will highlight the progress we have made toward these goals and outline our next steps on this journey of growth.

ACCESSIBLE



RESPONSIVE



EQUITABLE



Making Learning Accessible at RWBB

Creating authentic, relevant, and inclusive learning experiences will lead to improved outcomes for every learner.— *Manitoba Framework for Learning*

Our Goal

Create inclusive experiences that meet a variety of learning styles, needs, and abilities, by developing teacher capacity for differentiation.

Our data shows consistent growth in Grades K–2, where we've focused on building teacher capacity for differentiated, explicit instruction. Capacity building is reported as highly effective in the Manitoba Framework for Learning's Guiding Principles, supporting accessible, inclusive learning for all. Confident, skilled differentiation is key to creating authentic, relevant experiences that improve outcomes for every learner.



Grade 3-4 Small Group Literacy Instruction

Our High Leverage Strategies

1: Prioritizing professional learning and support for Grade 3 and 4 ELA Teachers in Structured Literacy

2: Implementing new resources for French Immersion Structured Literacy Programming

Why It Matters

We believe every learner deserves appropriate programming to reach their potential. Accessible learning means designing instruction so all students can understand, participate, and succeed, regardless of their diverse needs, preferences, or abilities.



Application of High-Level Literacy Skills

Our Accessibility Focus 2024–27

Structured Literacy

Target:

90% of Grade 3 & 4 teachers will report high confidence in using a Structured Literacy approach to teaching reading.

Why Structured Literacy?

- Uses differentiated and explicit instruction to ensure access for all learners, meaning students receive instruction based on their current level of understanding
- A Structured Literacy approach to teaching reading has had a significant impact on reading achievement in our Grades K-2 students

Progress Report

Teacher Confidence



We are well on our way to reaching our target in this area. Participation in Divisional Professional learning Networks, working with the Divisional Literacy Support Teacher, and the having the opportunity to observe each other delivering structured literacy lessons in a Professional Partners program have been beneficial for teachers. We will continue the Professional Partners model next year for grades K-4, provide continued professional learning at the school and divisional levels, as teachers work toward instructional mastery.

Making Learning **Equitable** at RWBB

Learners discover their identity through recognizing and reflecting on their strengths, gifts, culture, family, experiences, and history— *Manitoba Framework for Learning*

Our Equity Focus 2024–27

Creating a Culturally Responsive and inclusive Learning Environment

Target:

90% of students report feeling a sense of reflected identity, belonging and authentic inclusion in the school community

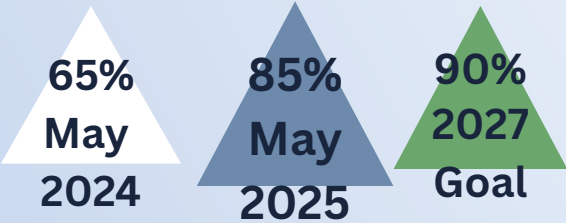
Why Focus on Building Communities Rooted in Equity and Inclusion?

*Student feedback data indicates the positive impact of feeling included in the learning environment

*School-based clinical data indicates states of belonging and identity as contributors to a student’s ability to self-regulate.

Progress Report

Student Feedback on Identity & Inclusion



A range of strategies has meaningfully strengthened our progress toward ensuring all students feel a sense of reflected identity, belonging, and authentic inclusion. Professional learning in Treaty Education has deepened staff understanding and commitment to reconciliation, while school-wide Circle of Courage Assemblies have promoted shared values of belonging, independence, mastery, and generosity. Increased family and community involvement has helped build stronger cultural connections and trust within the school. In addition, bilingual signage and communication have supported linguistic inclusion and demonstrated respect for both languages of instruction. Looking ahead, we will continue to foster meaningful cultural partnerships with families and further embed the Circle of Courage as a foundation for our inclusion and wellbeing practices.

Our Goal

To foster an inclusive environment that considers and addresses the diversity of our school community and the world we live in

Learners discover their identity by reflecting on their strengths, culture, family, and experiences. Strategies supporting our equity goal also foster Global Competencies from the Manitoba Framework for Learning, including self-connection, empathy, active citizenship, and the role of communication in building relationships and community.



Our High Leverage Strategies

- 1: Valuing and celebrating diversity within the school community, including, but not limited to a heightened focus on Indigenous Perspectives
- 2: Promoting and enhancing the culture of French Immersion Programming within our school

Why It Matters

We believe that all students should be provided with equal access to a quality education, regardless of their background, identity, or ability level. By promoting equity in education, we can give every student an equal chance at achieving academic success.



Making Learning Responsive at RWBB

A responsive approach gives students the strategies they need to lead a flourishing life by recognizing their role in their own well-being and life-long learning. — *Manitoba Framework for Learning*

Our Goal

To equip learners with the tools to thrive by helping them understand their responsibility in shaping their own well-being and ongoing learning journey.

Our strategies support a responsive approach by meeting students' academic and social-emotional needs through targeted, flexible instruction. Small group literacy and numeracy teaching allows for personalized learning, while tiered programming for regulation and social development builds key skills like self-awareness and emotional control. Together, they ensure students get the right support at the right time for meaningful growth.



Daily, Differentiated, Small Group Instruction

Our High Leverage Strategies

- 1: Expanding the use of explicit, differentiated, small group instruction for literacy and numeracy learning
- 2: Expanding the use of universal, small group and individualised programming aimed at regulation needs, as well as social development needs

Why It Matters

We believe that for students to succeed in and beyond school, they need both social-emotional skills—like cooperation, empathy, and self-control—and academic skills such as perseverance, learning strategies, and a growth mindset.

Movement for Regulation Programming



Our Responsive Focus 2024–27

Intentional Programming to Address Student Needs

Target:

95% of students will have access to a continuum of supports and services that enhance learners' academic achievement and social-emotional well-being

Why Create a Continuum of Supports?

*School based literacy and numeracy data, self-regulation plans, and clinician observations indicate that not all students require the same intervention, or the same degree of intervention

*Teaching academic and social skills based on students' current level of understanding or development ensures learning is accessible, builds confidence, and supports steady progress. It allows personalized pacing, making it easier for students to connect new knowledge and succeed.

Progress Report

Student Needs with Access to Intentional Programming



Through targeted professional learning, and focused strategies, we have intentionally addressed students' social and academic needs in a variety of areas. Small-group, explicit literacy and numeracy teaching support personalized learning, while teacher participation in the Regulation Network, Social Thinking programming and movement-for-regulation programs promote social-emotional growth and self-regulation. These combined efforts have put us well on our way to our target of providing an array of strategies to support student development. We will continue building teacher capacity in this area next year, and use the Circle of Courage to better plan for the social-emotional needs of students on both a whole-class and individual level.

Looking Ahead



This year, viewing school improvement through the lenses of accessibility, equity, and responsiveness has deepened our understanding of what high-quality learning truly looks like.

While our data shows progress in these areas, it has also highlighted where we need to make learning opportunities more inclusive and universal.

We've seen the value of examining our practices for cultural and learner inclusion, and the importance of meeting the diverse needs of all students. We've also learned that many strategies can support all three focus areas simultaneously.

As we move into the 2025–26, school year we will continue to identify high leverage strategies that best serve our students across these areas. Our priorities remain: building teacher capacity for effective instruction, engaging families and the community as a means of reflecting all students in their school experience, and delivering programming that reflects and supports every learner.

Our updated goals and strategies will be outlined in our new school improvement plan, to be posted on our website in the fall of the 2025–26 school year.

All aspects of student success in school are a team effort. Our deepest appreciation goes out to our PAC and all families for your support throughout the year!

RWBB 2024-25...Learning, Growing, Celebrating!



Our Whole -School Treaty Chain