

# 2025-26 REPORT TO COMMUNITY



**K-4 English and French Immersion Programs  
414 Students**

- 215 English Program Students
- 199 French Immersion Students

**30 Professional Staff**

**28 Support Staff**

**2 Administrative Assistants**

**2 Custodians**

**[erwbb@interlakesd.ca](mailto:erwbb@interlakesd.ca)**

## **IMPROVING STUDENT ACHIEVEMENT THROUGH HIGH- QUALITY LEARNING EXPERIENCES**

At École R.W. Bobby Bend School, we believe that every child deserves the opportunity to learn, grow, and thrive in an environment where they feel valued, supported, and connected. Guided by Interlake School Division's commitment to creating learning experiences that are accessible, equitable, and responsive, our staff have continued to work together to ensure that every student is provided with opportunities to succeed academically, socially, and emotionally.

Throughout the 2025–2026 school year, our efforts focused on strengthening instructional practices, fostering a culture of belonging and inclusion, and expanding supports to meet the diverse needs of our learners. Through professional learning, collaborative planning, intentional intervention, and meaningful partnerships with families and community members, we continued to build a school environment where every student can experience success.

This year also provided many opportunities to celebrate the strengths and diversity of our school community. From our first-ever Multicultural Fair and continued work in Truth and Reconciliation, to student leadership opportunities, Math Mates partnerships, French language celebrations, and our Grade 4 musical production, students experienced learning that was engaging, authentic, and connected to the world around them. This report highlights the details of our goals, strategies, growth, and next steps, and celebrates all that is the community of École RW Bobby Bend School.

# MAKING LEARNING ACCESSIBLE

## Our Goal

Increase student literacy and numeracy achievement by providing inclusive programming that meets a variety of learning styles, needs, and abilities.

## Why It Matters

Accessible learning means designing instruction so that all students can understand, participate, and succeed, regardless of their individual strengths, needs, or learning profiles. Building teacher capacity for differentiated and explicit instruction remains one of the most effective ways to improve outcomes for all learners.

## Our High-Leverage Strategies

1. Build teacher capacity for differentiated, explicit literacy and numeracy instruction.
2. Strengthen collaborative professional learning through mentorship and classroom-based learning opportunities.
3. Continue implementation of evidence-based literacy and numeracy practices.

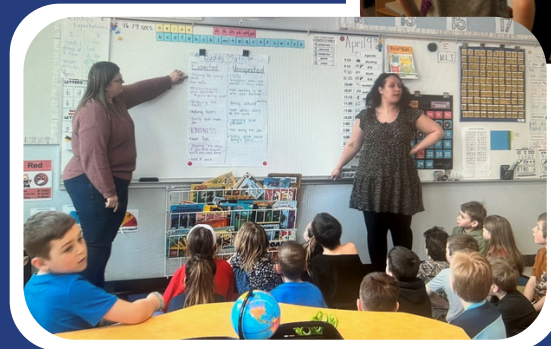


## PROGRESS REPORT

This year, RWBB continued its commitment to developing teacher expertise in **Structured Literacy** and high-quality numeracy instruction. **Eighteen staff members participated in the Divisional Structured Literacy Professional Learning Network**, and seven members of our staff helped to facilitate these sessions by modeling and sharing their work with teachers from around the division. **New teachers** also received targeted **mentorship and support** as they developed confidence and skill in implementing evidence-based literacy practices.

**The Professional Partners** model continued to provide meaningful opportunities for teachers to observe, learn from, and collaborate with one another. Staff consistently identified these classroom visits and hosting opportunities as some of the most **valuable professional learning** experiences of the year.

RWBB also played a significant role in the **NAP (Numeracy Achievement Project)**. **Five RWBB teachers**, representing every grade level and both language programs, **participated** in the research and development of pacing guides, assessment tools, and instructional resources designed to strengthen numeracy instruction across the division.



# MAKING LEARNING **EQUITABLE**

## Our Goal

Foster inclusion, belonging, and community for students and staff, with intentional regard for the diversity of our school community.

## Why It Matters

When students feel valued, represented, and connected, they are more likely to engage in learning, develop positive relationships, and achieve success. Creating equitable learning experiences means ensuring all students see themselves reflected in their school community while developing appreciation and respect for the experiences of others.

## Our High-Leverage Strategies

1. Recognize and celebrate the diversity within our school community.
2. Increase understanding of Indigenous perspectives and Treaty Education.
3. Strengthen inclusive practices and awareness of bias and assumptions.
4. Continue promoting and enhancing the culture of French Immersion programming.



## PROGRESS REPORT

One of the **highlights of the year** was our first-ever Multicultural Month and **Multicultural Fair**. The festivities began with an opening ceremony presented by Folklorama and included cultural presentations by Japanese drummers, Ukrainian dancers, and West African musicians and performers. Students also learned about Métis culture, music, and language through presentations by local community members Dave and Marg Lavalée and their daughter Becky. Students were fascinated by the connections between the French language they study at school and the Michif language shared during the presentation.

The celebration culminated in a school-wide Multicultural Fair that **brought together staff, families, community volunteers, and special guests**, including Knowledge Keeper Allan Sutherland. Students travelled through **fourteen countries**, or stations, in mixed-grade groups, learning about languages, customs, art, food, music, and traditions from around the world while collecting passport stamps along the way.

Our commitment to belonging and inclusion was further strengthened through Circle of Courage assemblies, Treaty Education opportunities, and **meaningful partnerships with Elders and Knowledge Keepers** including Cheryl Alexander, Debbie Lambert, Mark Hall, and Penny Ross. Through storytelling, land-based learning, cultural teachings, and discussions about Truth and Reconciliation, students gained a deeper appreciation for Indigenous perspectives and ways of knowing. Staff also participated in professional learning focused on cultural and societal bias, helping us continue to **examine our practices** and create learning environments where every student feels valued and respected.



# MAKING LEARNING RESPONSIVE

## Our Goal

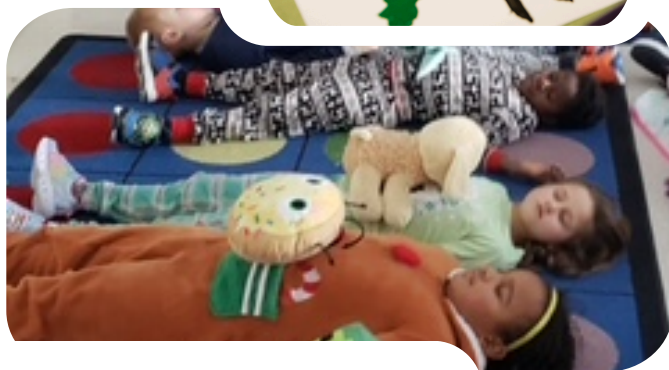
Increase student achievement by providing appropriate, relevant academic and social-emotional programming that responds to the needs of every learner.

## Why It Matters

Students require both academic and social-emotional skills to thrive in school and beyond. A responsive approach ensures that learners receive the right support, at the right time, and at the right level of intensity to help them achieve success.

## Our High-Leverage Strategies

1. Expand differentiated and small-group literacy and numeracy instruction.
2. Increase access to social-emotional learning and regulation supports.
3. Strengthen universal, targeted, and individualized programming.



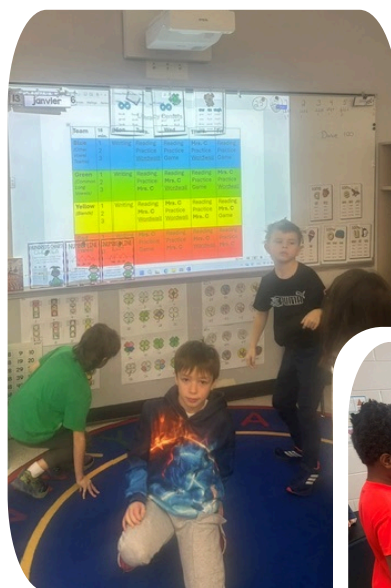
## PROGRESS REPORT

Throughout the year, staff intentionally focused on building a continuum of supports that addressed both academic and social-emotional needs.

Daily Social Emotional Learning Time (**SELT**) provided all students with consistent opportunities to develop skills related to cooperation, empathy, responsibility, self-control, and resilience. This dedicated time helped establish a common language and shared understanding around emotional wellbeing and positive relationships. **Teacher and families indicate high value for this program.**

Targeted supports such as Soft Start, Movement for Regulation, Social Thinking programming, and small-group interventions continued to provide additional assistance for students requiring more intensive support. Staff participation in the Divisional Regulation Network further strengthened our ability to respond to student needs in proactive and effective ways.

These efforts contributed to positive outcomes throughout the school. Staff reported **increased confidence in supporting student regulation** through preventative and responsive classroom practices. The number of self-regulation **plans decreased** from **38 to 30**, while **referrals to clinicians** were **reduced** by approximately **10%**. More importantly, students had increased access to supports that helped them build independence, confidence, and self-regulation skills.



# LOOKING AHEAD TO 2026-27

This year reinforced the importance of viewing school improvement through the lenses of accessibility, equity, and responsiveness. While we are proud of the progress made, our learning also helped identify opportunities for continued growth.

As we move into the 2026–2027 school year, our focus will be on:

- **Strengthening Reading Fluency and Literacy Achievement**  
Building on our success in foundational literacy instruction, we will place increased emphasis on reading fluency development through evidence-based instructional practices and targeted intervention.
- **Strengthening Collaboration Around Student Support**  
We will continue to refine systems and structures that support collaboration between classroom teachers, Student Services, and support staff to ensure coordinated and responsive support for learners.
- **Increasing French Oral Language Confidence**  
We will create more authentic opportunities for students to communicate in French through experiential learning, school-wide activities, and meaningful language-rich experiences.

As always, our work will be guided by a commitment to ensuring that every child experiences learning opportunities that are accessible, equitable and responsive.



All aspects of student success are a team effort. We extend our sincere appreciation to our students, families, Parent Advisory Council, staff, and community partners for helping make RWBB such a vibrant and caring learning community.

