

# Gordon Bell

## Community Report

### 2014-2015

3 Borrowman Place, Winnipeg, MB, R3G 1M6

Phone: 204-774-5401 | Fax: 204-783-9469 | Email: gboffice@wsd1.org

### School mission statement

At Gordon Bell School, we aim to have all students be respectful and kind, come prepared to succeed, and strive to uphold the GB 7 Aims: respectful, caring, knowledgeable, curious, open-minded, active, and resilient.



## About our school

Gordon Bell is very proud of its multicultural student body where people of many different backgrounds, cultures, and beliefs are able to work together in a spirit of harmony and mutual respect. We depend upon the students to contribute and enhance this proud tradition.

Apart from the academic focus of the school, it is our aim to have students develop and accept the responsibilities and obligations of good citizenship that will help them to participate successfully in the world of tomorrow. We, therefore, encourage the students to participate in our varied activities and informal learning opportunities which will prepare them to live a better life when they take their place in this complex society. The 2014-2015 school year

was an exciting and rewarding year for our students, parents and staff.



*A Gordon Bell student performs at the Multicultural Mosaic.*





## Priorities for 2014-15

*Strengthen instructional and assessment strategies for all students using all available resources including the integration of technology.*

Example:

- 1) CAFÉ literacy strategies were used across core subject areas to improve reading comprehension and implement the Reading is Thinking Credit.
- 2) 95.7% of grade 8 students passed/ scored within range on the WSD common ELA exam. Likewise 73.3% of grade 8 students passed/ scored within range of the WSD common Math exam.

*Improve academic and behavior support services for students with special needs.*

Example:

- 1) Communication between sending teachers and receiving teachers improved by providing time for each member of the special education team to meet with practical and fine arts teachers.

*Strengthen and enhance Education for Sustainable Development initiatives that address environmental, social and economic issues world-wide.*

Example: Pathways to Peace Storytelling Festival (Social Justice Pillar of ESD)

Students participated in a human rights project where we focused on creating fictional stories with the theme of equality and social well-being. This was in connection to the grade 8 ELA curriculum.

The project involved 5 classes of grade 7/8 students. The process had each class working together to create a story that would teach the audience about a moral regarding equality and how to treat one another in a community. Students worked with Manitoba storyteller Jamie Oliviero to learn how to create stories as he guided them to a resolution that promoted human rights.

Finished stories were published on banners and hung up for display in the Canadian Museum for Human Rights.

*Further improve school attendance and graduation rates through the exploration of additional programs and strategies.*

Examples:

- 1) The arts were integrated in core subject areas.
- 2) Phase 1 of the GEARS bike shop exposed a select group of middle years students to hands on me-

## Priorities for 2015-16

Strengthen instructional and assessment strategies for all students using all available resources including the integration of technology.

Examples:

- 1) Further strengthen instructional connections between physical/ health education and mental health.
- 2) Use reading intervention to target growth of students reading two or more year below grade level.

Improve academic and behavior support services for students with special needs.

Example:

- 1) Further communication between teachers and educational assistants working with individual students.

Strengthen and enhance Education for Sustainable Development initiatives that address environmental, social and economic issues world-wide.

Examples:

- 1) Build student awareness of GMOs, world food supply and locally sourced foods.

Further improve school attendance and graduation rates through the exploration of additional programs and strategies.

Example:

- 1) Expand GEARS bike shop to provide practical learning connected to careers and trades.

# Parent and community involvement

## Aboriginal Youth Entrepreneurship Program (AYEP)

Business has a significant effect on the day-to-day activities of our lives regardless of where we live. The Aboriginal Youth Entrepreneurship Program (AYEP) teaches Aboriginal youth about business and entrepreneurship, in order to help prepare them to engage in business activity with competence and confidence. By receiving Grade 11 and Grade 12 AYEP secondary school credits, the program moves students closer to high school completion and the opportunity to go on to post-secondary studies.

## Integrating the Arts in Grade 9

After studying human rights through the Holocaust and Human Rights unit and English and through a lesson sequence on the Charter of Rights and Freedoms in social studies, students worked with a professional artist (Ursula Neufeld) to create human rights themed mosaics. They began by working as a full group to create a design, trees with 'apples' that represented their various thoughts on human rights. With a partner, they crafted their 'apple' and an accompanying artist statement. They then collaborated again as a larger group to fill in the background and finish the mosaics. Their work is now on display in the school.

## Multicultural Mosaic

The Gordon Bell Multicultural Mosaic is a program that was developed to promote Cultural diversity at our school. During the event a number of cultural performances are displayed to our school population, partner schools, and the community. The program involves a number of students, staff and volunteers from the Peaceful Village community. Each participant was given a souvenir t-shirt and many students wore their cultural clothing throughout the day. The afternoon performance was presented to the Gordon Bell staff and students. The evening performance was introduced by a Village Kitchen dinner of East Indian Cuisine. This event addressed one of Gordon Bell's priorities and continues to promote the priority that we are "The Heart of the Community." The Multicultural Mosaic brought cultures together to celebrate an appreciation for each other's distinctiveness and similarities.

## Star Blankets

Middle years students and staff collaborated to make star blankets. Once completed, the star blankets were/are being given to missing/ murdered Aboriginal's family, as a token of our thought and prayers from us. The group consists of grade 7-8 girls from diverse backgrounds. The students met once a week after school giving up their time to create these gifts. Currently, the Assembly of Manitoba Chiefs have agreed to be the liaison between Gordon Bell students and recipient families across Canada.



*Kevin Banks, a Gordon Bell teacher, speaks of the merits of the AYEP program on its website.*



*Completed human rights 'Day Tree' now on display in a 3rd floor hallway.*



*Students perform a Vietnamese cultural dance at the Multicultural Mosaic.*

# Highlights

## Fine Arts

This past year the Dance and Drama programs were busy with many ambitious endeavors. The students in the drama program produced a production of Shakespeare's Macbeth, affectionately known as the "the Scottish play" due to its connections to theatre superstition. The shortened version was modernized and set in a post-apocalyptic society which allowed both students and audience to see the timeless appeal of Shakespeare's plays. The dance students were also busy with their involvement in many performances. Most notably, three groups were sent to the Dance Manitoba Festival. The Junior Fusion group was awarded a bronze for their work, the Urban Fusion dancers a silver (both groups in hip hop) and Ladies Small Group received a gold in the lyrical category and high praise for their performance.

In addition to our two school concert events, the grade 7-12 students participated in two band camps this year. All players benefit from the opportunity to work with a professional instrumentalist who specializes in their instrument.

Our school's three performance choir ensembles (Senior Choir, VOX and Junior High) had a variety of performance opportunities outside of the school, this school year, including but not limited to Manitoba Choral Fest and The Winnipeg Music Festival. Our choirs were also invited to participate in a variety of community events, including the Thompson Funeral Home Christmas Celebration, Lion's Manor and the International Day to End Racism, hosted by Young United Church.

## Physical Education

We had both indoor and outdoor soccer teams from grade 7 through grade 12. This was largely due to our school's involvement in the Inner City Soccer League. Previously, this program involved only grade 7-9 but this year, our senior high students we also invited to participate. We also had access to practice time in the new RecPlex at the University of Winnipeg. Both of these events aided in the success of our soccer programs including the Varsity Boys Indoor Championship, both Varsity teams competing in semi-finals in outdoor season (the girls going on to lose in the final game), and the Jr High boys winning Gordon Bell's ICSL soccer tournament. We also had access to the RecPlex for our track and field program.

In conjunction with the University of Winnipeg, we successfully ran the second year of the Diabetes Education and Prevention Program (offered to grade 11 students) sponsored by SunLife. This program consists of two hour time slots twice a week over 8 weeks. Each slot was split into two segments; 1 hour of monitored physical activity, and one hour of nutrition education including hands on snack preparation.

## Earthquake Disaster Relief

Nepal suffered a devastating earthquake of magnitude 7.8 in April and more than 8,000 people were killed, over 16,000 people injured. After-shocks of this earthquake continued for weeks. When disaster strikes anywhere on the planet, it is our responsibility as global citizens to lend a helping hand. Gordon Bell staff and students came together in the Rad Area on May 1st to do just that. With Nepali music playing in the background, staff and students enjoyed their samosas and baked goods, and raised a total of \$740.00. Red Cross matched this amount, for a total of \$1480.00.



*Staff and students sell samosas to raise money for disaster stricken Nepal.*



*Students play broomball on the Greenspace skating rink.*



*At the end of the year, our grade 12's celebrated being active with a bubbleball game on our Greenspace! What a workout!!*