

# Highlights

## Everybody Has the Right

On May 20, 2016, Gordon Bell students gathered together with students from many other schools to celebrate diversity and human rights at an event called "Everybody Has the Right", a day-long event held at the Forks Scotiabank Stage. The on-stage program was made up of Winnipeg School Division performers singing, dancing, and storytelling. Aboriginal elders were also present to tell stories and give blessings to the proceedings. To prepare for the day, students at each participating school painted a silk banner that showcased each school's distinct character and unique understanding of human rights and diversity. A highlight of the day for students was the Diversity Walk, where all participants walked around the Forks behind their school's painted banner to celebrate the wonderful diversity that exists within our school division, city, and country. Students enjoyed the day in the sun and the time to reflect on the possibility of living in a world where everybody's human rights are respected and diversity is valued.



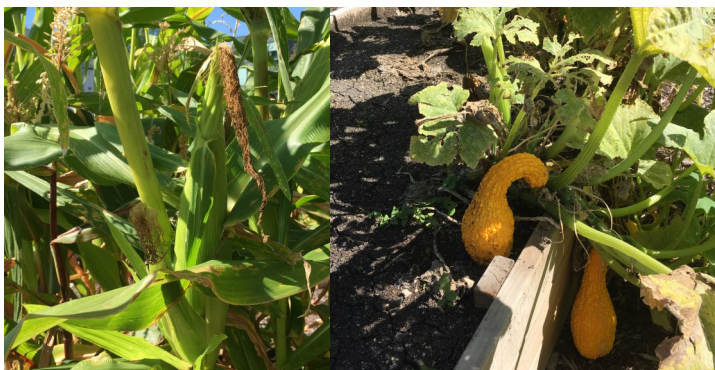
## Safe City Riding

This May, our school held a two hour Safe City Riding Workshop for students to learn and practice skills they need to safely ride on city streets. In the first hour, students were taught safety basics such as properly fitting a helmet and using hand signals to indicate the intended direction of travel. In the second hour, students rode out to Omand's Creek Park to practice all they learned in the first hour. This workshop allowed Gordon Bell students to confidently and safely cycle to the "Everybody Has the Right" event and the Bike Jam, both held at the Forks.



## Gordon Bell Green Growers

This June, Gordon Bell was proud to unveil their new Community gardens for all of Winnipeg to see. This event was a culmination of months of work. Gordon Bell students, all of a variety of cultures and socioeconomic background began growing seeds in their classrooms while the snow was still on the ground. Teachers and community members built 16 cedar garden beds over a weekend and when the day came, moving them out from the school to the greenspace was a school wide event. Almost all members of Gordon Bell's student cultural groups were involved in the project: from growing seeds to moving garden boxes to shoveling over 17 yards of dirt to planting plants to weeding and watering and maintaining the plants, this has been a true Gordon Bell team effort.



# Gordon Bell Community Report 2015-2016

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## 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 2015-2016 school

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



Gordon Bell students at Assiniboine park.





## Priorities for 2015-16

*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 mechanical

## Priorities for 2016-17

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.

## Parent and community involvement

### Science Lab Renovations

The Jr. High science lab is a great addition to our learning environment. It has opened so many doors to opportunities that make science more engaging for students. We have been able to go down to the lab and do various experiments and projects in the new space. Recently we have set up hands-on science exam station in the lab. It's really neat to have the chance to use the special scientific equipment before we hit high school. We learned how to transfer a gas from an Erlenmeyer flask to a test tube submerged underwater, and also practiced the safety procedures and cautions that come with working in a lab doing experiments. We would like to thank Mr. Coulter for coming in to work with us. It was an amazing experience! So many of us are excited to have a new Jr. High science lab in our school, and it will continue to kindle our love for science.

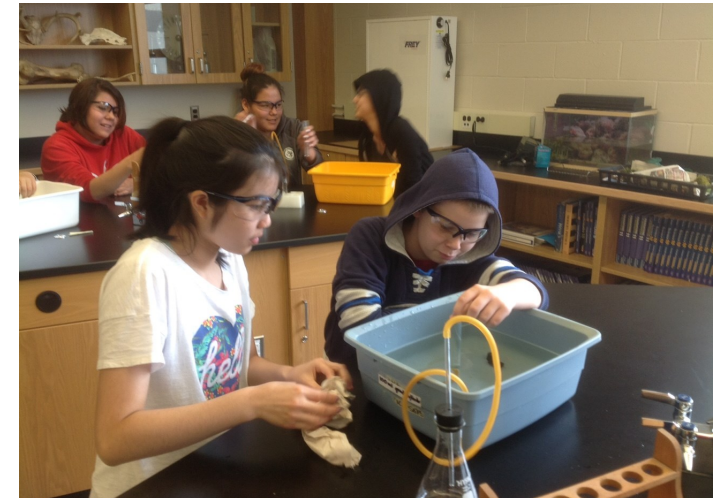
—Written by Katrina Lengsavath (grade 8 student)

### Training in Employable Skills

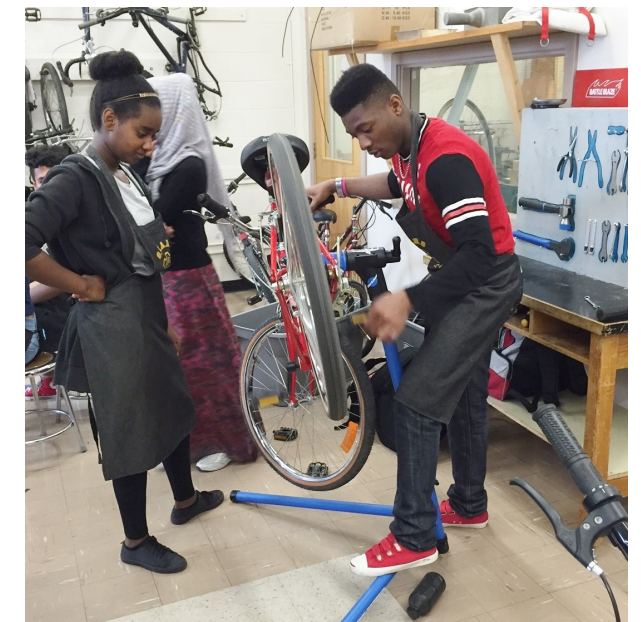
Students with the requisite knowledge began, in March 2016, repairing and doing maintenance for staff and students during lunch hour. In addition to the SIC, where we granted 31 half credits in bicycle repair and maintenance, 12 students built bikes during lunch hours and offered repairs to their peers. In discussion with local bike shops, we identified key skills they need their mechanics to perform and consequentially focused on repairing flat tires, adjusting brake calipers, setting accurate derailleur tension, running new cabling and truing wheels. Moving forward, we are in discussion with Mountain Equipment Co-op regarding work experience for students who have displayed an aptitude for bicycle mechanics and who are committed to serving others.

### Gordon Bell Speakers Contest

After a sizable donation to Gordon Bell's Greenspace lighting project, the Lions Club of Winnipeg executive decided to build an active and ongoing relationship with the students of Gordon Bell. Lions Club members came once a week and, working with Gordon Bell staff, helped encourage and train interested students in the arts of public speaking. The Speakers Group club culminated with the first annual Gordon Bell Speakers Contest, hosted and catered at Lions Manor. Gift cards were given to all participants and cash prizes of \$100, \$50, and \$25 were awarded to the top three speakers. The audience at Lions Manor was so moved by the quality of our speakers that the Lions Club board decided on the spot to double the cash prizes. Congratulations to Izabel Mwangaza (3<sup>rd</sup>), Sophie Stevens (2<sup>nd</sup>), and Milko Bari Badasso (1<sup>st</sup> place) on their impressive achievements. A huge thanks to the Lions Club, and particularly to Ernie Jones and Don Brown, for the gift of their time, their kindness, and their helpful guidance throughout the process.



*Katrina Lengsavath and Billy Dubery conduct an experiment.*



*Timothe Kabuha demonstrates setting derailleur tension.*



*From left: Sophie Stevens, Izabel Mwangaza, and Milko Badasso.*