

Gordon Bell High School

Community Report

2021-2022

3 Borrowman Place, Winnipeg, MB, R3G 1M6
Phone: 204-774-5401 | Fax: 204-783-9469 | Email: gboffice@wsd1.org

Our Purpose

Winnipeg School Division provides a learning environment that fosters the growth of each student's potential and provides equitable opportunity to develop the knowledge, skills, and values necessary for meaningful participation in a global and diverse society.

Our Vision

For current and future people learning and working within Winnipeg School Division to be:
Engaged, Confident, Inspired, and Successful Learners.



About Our School

Gordon Bell High School possesses three essentials in its identity. It has 47% plus of students who are Indigenous and is situated on Treaty One land. It is global with students from across the world who arrive in Winnipeg as newcomers to this land and water. It is a community that takes life as a village that values its diversity and strives to meet the learning needs of all students within a centrally located main campus at the heart of the city and four off campuses. Together as a school, we have 670 students and 132 staff members working together in many spaces of learning. Through this extensive range of welcoming learning environments, both Indigenous and newcomer students from all over the world share an identity that reflects the worldview "All are Related." This kinship undergirds our commitment to relate to each other in a just, respectful, and compassionate way.



In reflecting on a second school year affected by the pandemic, Gordon Bell High School students and staff continue to implement and follow all the evidenced-based health measures to ensure that the school is a safe, and welcoming place for all. Returning students are able to maintain the health measures needed so that they can attend to their learning. New students are welcomed from the start and supported by a culture of care and welcome into the school community. This remarkable capability to maintain a culture of safety to support learning is possible because of students and staff's belief and practice that safety and belonging are the soil in which learning is rooted. Collectively, students and staff engage in meaningful learning in the midst of constant and shifting changes. This rich learning was possible because the commitment to the well-being and safety of students is foundational to setting the stage for academics, exploration, achievement, and excellence.



With the lifting of restrictions in the spring of 2022, the school community started planning for a return to vibrant experiential learning that had been curtailed and this was most evident when the school was able to offer the first in-person event with the presentation of the production of a Wrinkle in Time. This was followed by a very well received festival of the arts. The school was also able to start a land-based learning exchange with Opaskwayak First Nation. 15 students and 4 staff were joined by 2 Bear Clan members to visit and participate in Oscar Lathlin High School' Culture Days in May of 2022.



This work of learning during this most challenging of circumstances are underpinned by four belief statements that are time tested and evidence based. (adapted from Hill and Coeval, 1999, Australia)

1. All students can learn given the time and right kind of support.
2. All educators can teach well given the time and right kind of support.
3. High and appropriate expectations must be twinned with early, sustained and high support
4. Educators need to be able articulate what they do and why they teach the way they do (by theory and evidence-based)





Highlights

Our instructional staff continues the collaborative inquiry during our school planning days in the latter part of 2022. During this process, teachers converse and review the impact of the teaching practices both virtual and in-person on student learning. A large part of this work would involve addressing barriers to learning during the pandemic time. Yet the focus on literacy and numeracy learning remains a focus. Each department updated its respective part of the plan to address the following three priorities.

- Student learning engagement
- Learning Outcomes
- Addressing Barriers to Learning.

When viewing 2021/2022 data points, it must be acknowledged that the usual data presented would not be available as the provincial and divisional assessments were cancelled. This was a needed decision so that staff and students could focus on the demand of learning and teaching that accompanies virtual and remote teaching synchronously and asynchronously.

In the absence of these data points for this year, here are the strategies for the impact that will position the work for the return to these assessments.

Grade 7 and 8 - The middle years' team continue to participate in a review meeting to discuss student progress, agreed-upon strategies, and required interventions to support student progress.

Grade 9 - Grade 9 Mathematics credit attainment at Gordon Bell has been increasing over the past three years. The grade distribution for grade 9 has an average passing rate of 81% Grade 9 mathematics credit attainment. Teachers continue to provide resources and opportunities for students to receive additional numeracy and literacy support through homework programming and one-on-one support.

Grade 12 – A key point of celebration is the number of graduates - 103 with 39% of the graduating class being Indigenous students. This percentage closely match the demographic of Indigenous students in the school.

Parents and Community Involvement

Priorities for 2021-22

Parents and caregivers have a crucial role as partners with the school in cultivating a climate of well-being and learning for all students. We continue to be mindful to discern and respond to opportunities that will build and enrich this work. The primary point of engagement rests on consistent conversations between parents/caregivers and staff. One key engagement area has been the monthly parent advisory meeting that was conducted virtually for the first part of the school year. When health measures were opened in the spring of 2022, the school facilitated a hybrid format for parents to participate either in person or virtually. These meetings had between 7 to 12 parents with the distribution of in person and virtual being equal.

Parents/Caregivers had a crucial role in supporting students learning in navigating the second year of the pandemic. When school resumed in September 2021, timely feedback and support from parents/caregivers were crucial in assisting the school in refining the safety measures and protocols to ensure a safe learning environment for all students.

As the school prepared for the opening to students on September 2021, we were once again in the mindset that we need to remain focus on ensuring appropriate and meaningful learning. With this as a focus, we followed health directives and evidence-based practices to adjust the designs and implement measures for the safety and well-being for both students and staff. As changes and information became available, we constantly reviewed and updated health measures to prevent possible spreads.

We completed the second year of a three-year process to organize our middle years to become two teams with each team having 2 homerooms of 7/8 and one grade 9 homeroom. The three guiding principles undergirding this change to strengthen learning and to prepare for a pandemic recovery by offering academic **rigor**, learning **relevance**, meaningful learning **relationships**. These three guiding principles are crucial to a meaningful three-year learning journey together for staff, students and parents.

To further maintain high learning expectations with high support, we are working to fully support students in the 9 to 10 transition. Taken together, these are necessary changes that we are implementing to ensure that there are personalized learning pathways for all students.

