

Gordon Bell High School

Community Report

2020-2021

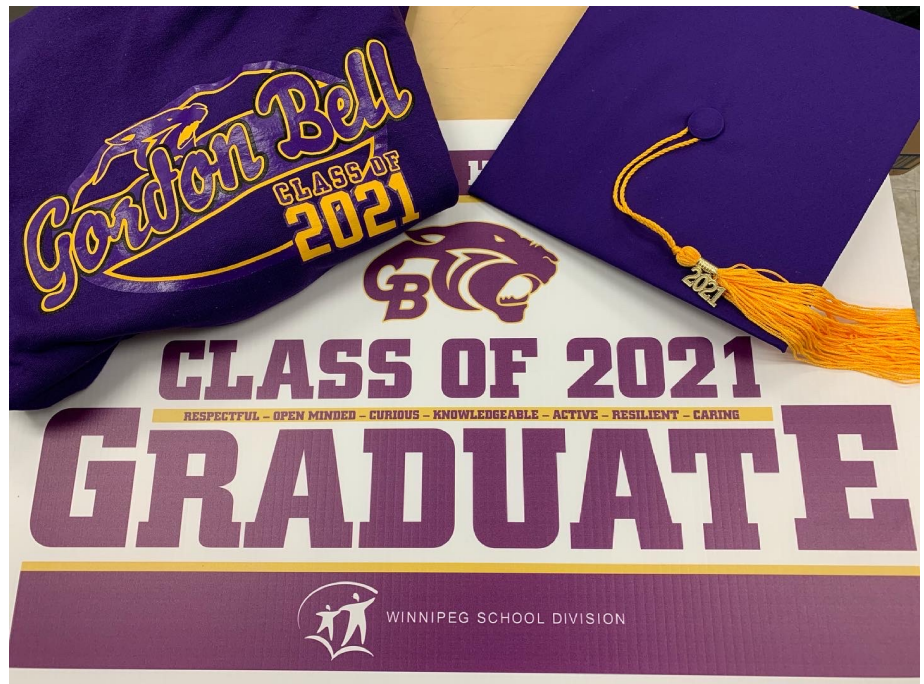
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Our Purpose

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 is Indigenous as 40% plus of our students are Indigenous and is situated on Treaty One land. It is global with students from all over 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 630 students and 130 staff members learning and 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.



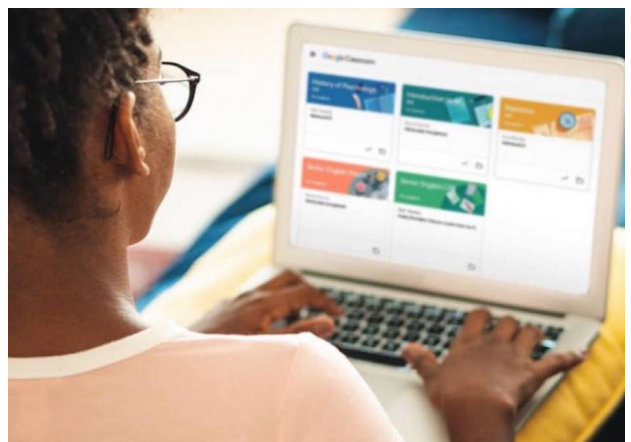
WINNIPEG SCHOOL DIVISION

Highlights

In reflecting on a school year affected by the pandemic, like so many schools, Gordon Bell High School students and staff adapted to the pandemic quickly and effectively by implementing and following all the evidenced-based health measures so that the school is a safe, and welcoming place for all. Students got to know each other and the staff with social distancing as they start the school day on a safe note lining up for screening at assigned entrances before receiving squirts of hand sanitizer as they head off for the start of the learning. This remarkable capability to adapt rested in part in the established capacity of Educators and support staff belief and practice that safety and belonging are the soil in which learning is rooted. Collectively, students and staff engaged in meaningful learning while faced with shifting changes. This rich learning was possible because commitment to the well-being and safety of students is a prerequisite, foundational to setting the stage for academics, exploration, achievement, and excellence.

This work of learning during this most challenging of me and 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)



Priorities for 2020-21

Students

Continue to implement calls to action from the Truth and Reconciliation Commission of Canada, particularly the calls that are specific to education. Recommendations 62 to 65.

Learning Outcomes

Identity with the purpose of supporting students with attendance less than 90% to cultivate belonging and engagement through meaningful learning pathways such as credit recovery, on-campus, and off-campus learning opportunities.

Addressing Barriers to Learning

Developing staff understanding of students and wider community context through community impact tours with partnering agencies. In addition, multi-engagement points and meetings both inside and outside of the school were accesses to build this capacity.



Priorities for 2020-21

Our instructional staff continues the collaborative inquiry during our school planning days in the latter part of 2021. 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.

- Students
- Learning Outcomes
- Addressing Barriers to Learning.

When viewing 2020/2021 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 will 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 the past two years. The grade distribution for grade 9 has an average passing rate of 66.1%. Grade 9 ELA credit attainment

Grade 12 – A key point of celebration to note is 43% of the graduating class are Indigenous students. This percentage closely match the demographic of Indigenous students in the school.

Parents and Community Involvement

Parents and community involvement is the key to the well-being and learning of our students. We continue to be mindful of discerning and responding to opportunities for our partnership and joint work. The primary point of engagement of course has been the many conversations between parents/caregivers and staff. One key engagement area has been the parent/caregiver monthly meeting. The average attendance for each meeting ranging from 8 to 12 parents.

Parents/Caregivers play a crucial role in supporting students learning at a distance. When school resumed in September 2020, timely feedback and support from parents/caregivers were crucial in mitigating disruptions so that we can jointly focus on sustaining the learning for all students.

As the school prepares for the opening of school to students starting on September 8, 2021, we are once again in the mindset that we need to remain focus on ensuring that the system and process that we designed and implemented are in place for the safety and well-being of all are reviewed and updated to maximize protection from the Delta variant and prevent possible spread to others.

We completed the first year of a three 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 guiding principle undergirding this change was to offer students, staff, and parents/caregivers a three-year learning journey together. So far, we are observing that the learning relationship is strengthening the academic **rigor** while offering opportunities for learning **relevant** and meaningful learning **relationships**.

In addition, we are applying a focus to work fully to support students in the 9 to 10 transition. These are necessary changes that we are taking to ensure that there is a pathway to learning for all students.

