

COLLÉGE GARDEN CITY COLLEGIATE
SCHOOL PLAN
2024/2025

Collège Garden City Collegiate strives to provide each of our approximately 1350 students with skills that focus on Relationships, Excellence and Resilience in all that they do. We strive to ensure that all our students have access to an array of educational opportunities that promote lifelong learning and citizenship in a democratic, socially just, and sustainable society.



This plan reflects an ongoing collaborative process amongst the GC staff. This document is intended to be a living document, updated and revised as required to meet evolving needs and changing circumstances. It intended to focus school development and improvement at both the classroom level to system wide whole-school initiatives that support student and staff learning. This year, early dismissal days have monthly dedicated time for staff to engage in our priorities for the year are as follows:

- Well-Being and Mental Health and Wellness
- Numeracy/Literacy & Professional Learning
- Indigenous Education and Perspectives
- Anti Racist Education
- Sustainable Development and Climate Action
- French Immersion Language and Cultural Development

STUDENT WELLBEING and MENTAL HEALTH

To promote and strengthen a learning environment that is safe, welcoming, engaging and inclusive for all members of our school. To strengthen wellness, self-esteem, healthy relationships and to build community among our students.

Our Accomplishments

GC uses an Advocacy program to support all students and foster personalization. Each student has been assigned a Teacher Advocate for their four years of high school. Here we have focused on introducing and developing academic, personal, and social skills.

Promoted mental health resources available to students and families in the community. Guidance provided a list of resources *Reach out, Talk to Someone* (phone numbers, resources, clinics, etc.) that are shared with staff/students.

Facilitated staff wellness activities during the year, through school Professional Development days and at year end.

Student groups e.g. GSA, BSU and WAGE, continue to meet regularly and are mentored by GC teachers. These groups work collaboratively at times to promote school events.

Numerous lunch hour clubs, extracurricular and leadership initiatives (AWRC, Debate, D&D, Intramurals etc.) provide positive academic/social spaces for students.

Held the school's second Pride March inviting other schools within the GC family of schools to walk with us.

Students and staff engaged with the Moose Hide Campaign – an Indigenous led grassroots movement of men/boys – who are standing up to violence toward women and children.

Student Council events such as Spirit Weeks, The Gopher Games have high levels of participation and build community with staff and students.

Mental Health Week, Mind Over Matter, Norwest partnership, individual counseling, and the digital detox supported students' positive mental health.

GC Cares is a staff initiative that acknowledges/supports various staff needs.

We saw an increase in opportunities and fieldtrips for students to connect with the land and to be outdoors (Circle garden and outdoor space upgrades, Aki Centre class trips).

Our Goals

Continue to enhance the Advocacy course as an overall support for students to foster community and personalization where each student is known well.

To better help transition grade 9 students to GC. Grade level support teams will visit our feeder/family of schools throughout the year and Orientation days.

Hold more grade-level and French Immersion assemblies to build community review expectations around our Safe and Caring Schools policy, address any rising concerns or areas (bathrooms/commons) that are less supervised, to build community and celebrate our achievements.

Implement and monitor the new smart phone use/screen time policy.

Continue building a school culture to promote feelings of safety and respect. Bridging the gap with engagement between students. Being more proactive vs. reactive. Continue to develop restorative justice practices.

Liaise with Wayfinders to further develop our communication model and identify ongoing supports to support students toward graduation.

Further develop/acknowledge the monthly heritage recognitions and learning (e.g. Asian Heritage, Black History month,) and utilize the division's Calendar of Cultural Events.

Continue to develop the support group for Children in Care. This will include regular meetings with students, field trips and guest presentations.

Further our work with Project 11 and attend workshops with GC athletics and student leadership.

Continue our 2SLGBTQIA allyship and professional learning to build upon our April 2023 Rainbow Resource Centre professional development.

Increase funding and supports for the Student Nutrition Program and promote healthy nutrition options.

Staff suggested talked about having a staff and student wellness day.

Offer staff literature, book talks around wellbeing.

INDIGENOUS EDUCATION and PERSPECTIVES

This focus allows us to continue to meaningfully integrate Indigenous Peoples' perspectives into the daily life of the school, and in our teaching and support Truth and Reconciliation learning. GC supports the divisions policy of: incorporating authentic learning of and with Indigenous peoples so we can forge a rich collective identity that honours Indigenous peoples and all our relations. This policy serves to guide our division initiatives that supports and draws from Indigenous people's rich culture, history, perspectives and ways of teaching and learning.

Our Accomplishments

Offering smudging with students on regular basis (as needed or requested).

Saw an increased participation in and support of Cultural Credit opportunities for students.

Invited Elders to work with classes and about indigenous plants/medicines and related teachings.

Weekly Mino-Pimatisiwin student leadership gatherings.

Continued to offer and develop the Post-Secondary club for indigenous students so that they are aware of opportunities beyond grade 12.

Acknowledged Orange Shirt day through Advocacy and daily classroom-based and school wide initiatives during Truth and Reconciliation Week. Staff and students participated in our first Reconciliation Run.

Recognized Indigenous graduates at Convocation with Indigenous grad stoles. Honored graduates with an Honour Song at Convocation

Held our second Winter Solstice Feast in December with students and their families.

Increased texts/resources in classrooms and libraries to support Indigenous education and learning.

Added the Contemporary Indigenous Voices 30S and *Michif* courses for students.

Decolonizing Assessment Group held lunch and learns to support staff learning.

More visible installation of displays for Truth and Reconciliation Week, and MMIWG/Red Dress Day.

Added the first section of the 7 Teachings Mural in the main office hall.

Indigenous Student Leadership group attended a sweat generously offered by knowledge keepers in Sakgeeng and Elder Derek. GC students participated in building the 7Oaks sweat lodge with Elder Derek.

Indigenous Student Leadership group in grade 12 spent a day making their own ribbon skirts for Grad Pow Wow.

Our Goals

Support staff learning around Treaty Education with two designated PD Days

Continue to offer Smudging on a regular basis with students.

Offering of Cultural Credit opportunities monthly. Begin having more teachers/staff members attend these monthly events to development their own learning and advocacy and build relationships with students.

Create a space in our school for teachings/meetings with Elders, community members and design the space with them.

Mino-Pimatisiwin - Indigenous Leadership Group meetings once a week. Involve more Grade 9 students. Increase enrollment of students participating in Cultural Credit opportunities by providing more awareness about the program. e.g. Advocacy presentations.

Orange Shirt Day/Truth and Reconciliation Week to be supported/led by Advocacy teachers and students. Support the Reconciliation Run during Truth and Reconciliation Week

Promote Cultural Credit, Pow Wow, Post-Secondary Club etc. assemblies or social media.

Increase awareness/opportunities to visit Aki centre for student/staff learning.

Develop further staff learning opportunities of Indigenous Education and decolonizing education – Potential articles/book studies.

Announce land acknowledgements in multiple languages through our announcements each day and educate our community about the purpose. Deeper teaching/learning about land acknowledgments.

Implement the Michif language course and add an Indigenous Peoples course.

Continue Staff learning using the MB Education Indigenous Education Policy Framework: Mamahtawisin - The Wonder We are Born With document.

Use the learning from the Divisional PD Day with Chief Cadmus Delorme in our daily work with students.

Develop and create an Indigenous initiatives Google Classroom to enable planning for events such as Winter Feast, Orange Shirt Day in advance.

LITERACY/NUMERACY

Literacy/numeracy forms the basis for learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning.

Our Accomplishments:

Continued to develop our Academic Writing and Research Centre (AWRC) available to all students seeking academic assistance. It is led by teachers who support the overall logistics, including the mentoring of peer tutors.

Maintained a defined area/space for most French Immersion classes in the school. This resulted in sharing of resources amongst teachers, increased collaboration, and enhanced the community in the hallways.

French Immersion school wide events/assembly to promote French Language culture and learning.

Providing time/support for the increasing number of newcomers and EAL learners.

Continued student involvement in poetry/writing competitions, Waterloo math competition, Model United Nations, and NESDL/debate tournaments in both English and French.

Focus on assessment within each curriculum area to better understand the needs of our students both from an academic and social emotional perspective. Use related data/research to inform our decisions around instruction.

Fair and Ethical Assessment/Upgrading Conversation Group continued to meet around supporting teachers' development around authentic assessment.

Continued with a second year of the "Teaching Sprints" model to support teacher professional learning. Established scheduled meeting time for each curricular/sprint area and provided resources/professional literature to assist in reflecting on and establishing professional goals.

Curriculum meetings were focused on pedagogy, assessment, and student engagement and learning.

AI (e.g., ChatGPT) has been used as a tool and proved to be both an opportunity/challenge for teaching and learning.

Student achievement data was examined during all reporting periods to track progress of our students and inform instruction.

My Blueprint was implemented to assist students with goal setting, self-reflection, career planning etc. in Advocacy classes.

Grade 12 (ELA/Français/Math) Provincial Assessments were re-implemented and reviewed.

Time was provided for staff in our School Plan Working Groups for deeper learning in Numeracy pedagogies. Included including investigating the research of Peter Liljedahl's book Thinking Classroom in Mathematics and continued work with the new ELA curriculum.

Our Goals

Focus curriculum meetings on pedagogy, assessment, and student engagement and learning. The Teaching Sprints model/tools may be used as

needed to support teacher professional learning with a goal of enhancing our pedagogical approaches.

Continue to offer the Academic Writing and Research Centre, Monday – Thursday to support numeracy and literacy across the disciplines.

Explore AI (e.g., ChatGPT) as a tool and a challenge for teaching/learning.

Examine/share student achievement data during all reporting periods to track progress of our students and inform instruction.

Learning Support model. Continue to identify areas of success and areas for growth in a manner that supports our inclusionary vision.

Increase the time allotted for Curricular Area Meetings and Professional Development during early dismissal times.

Continue to utilize *My BluePrint* to assist students with goal setting, self-reflection, career planning etc. in Advocacy classes

Continue regular/weekly meetings with student services/grade level support teams to continue to better identify and offer support to students as needed.

Provide regular time monthly for staff in our School Plan working groups for deeper learning in Literacy and Numeracy pedagogies.

Cultivate a Positive Numeracy Culture. Overall, continue to encourage a positive learning environment where numeracy is valued and celebrated, promoting a growth mindset and fostering confidence in students' mathematical abilities.

Math Awareness Events: Continued support of math awareness events, such as Pi Day (March 14th) celebrations, Math Awareness Month (April) activities, or guest lectures by mathematicians and scientists throughout the year.

Consider using the *My BluePrint* “Money - Budget - Finance” Section or other budgeting software for Grade 11/12 Advocacy classes.

Increased interest and continued student involvement in Waterloo Math competition.

ANTI-RACIST EDUCATION

We recognize that every individual in its community has the right to a learning environment that is free from racism, hatred, and bigotry. Achieving equity in our school division requires that we explicitly oppose racial discrimination in all forms. We acknowledge that by not actively challenging racism we allow for racism to continue and perpetuate itself. By incorporating rich anti-racist teaching and learning into our classrooms and enhancing racial diversity in all

areas of school life, we can strive towards establishing equitable and anti-racist school environments where everyone can feel empowered.

Our Accomplishments

Increased student participation in the Black Student Union.

Supported and celebrated the second Black Evening of Excellence - spring of 2024

BSU Summit with other BSUs in the division Canadian Museum of Human Rights - Students learned about a Black History in Manitoba, played and learned about Djembe's, museum tours, network with other Black students in the division

The school's social justice groups working together as an umbrella organization in the school to advance initiatives.

A Calendar of Cultural Events Reference Sheet was developed to support, acknowledge, and assist with learning about specific and important cultural dates/events that occur each year.

Spring 2024 Anti-racism PD Day: GC staff attended a day with keynote Wade Houde

Began the BSU Outreach Program. We went to our first outreach school at Templeton to bridge the gap with younger students and make connections with our students. We did some arts, games and crafts, taught them how to braid hair. Connect with other schools to do some reading of the groups new books and graphic novels that address important topics.

Our Goals

Continue to celebrate the diversity of our staff and student population.

Continue and expand our collaboration with 7Oaks Anti-Racism Divisional Team Leader Fortunato Lim.

Creation of the *International Club*. A student led group that meets weekly to embrace the diversity of our students and allows students to make new friends.

Develop further BSU outreach initiatives with middle/early years schools.

As per the 7Oaks policy: To continue Professional learning and develop curriculum and Anti-Racist learning resources that are responsive to students' needs and lived experiences.

- Schools will provide adequate courses, content, supports and resourcing to address unique and intersectional issues appropriately.

- Students will learn about historical examples of crimes against humanity and gross human rights violations, such as the Holocaust, Holodomor, black slavery, residential schools, and the caste system.
- School libraries will be adequately equipped with anti-racism literature.
- High schools will offer courses and course content that is culturally relevant and supports anti-racism.
- Schools will engage students in anti-racism learning and activities across all grade levels in ways that are age appropriate.
- Staff engage in various anti-racism opportunities and professional development to enhance understanding of the issues that impact student well-being and achievement.

Promote and Develop a stronger Asian Heritage group with staff and students with opportunities for professional development.

Treaty Education professional development days for all staff.

SUSTAINABILITY and CLIMATE ACTION

Our purpose is to mentor our students around Education for Sustainable Development along with providing space so that they can pursue leadership within this domain.

Our Accomplishments

Further developed our Human Rights and Sustainability Student Group to develop sustainability ideas, organize community clean-up events, participate in divisional Leadership Forums and various Climate Awareness initiatives.

Demonstrated an increase in staff/students accessing the Aki Centre programming to support Education for Sustainable living and learning.

Science Curriculum group PD day at AKI centre for land-based learning PD.

Worked with our CVE Building Trades class to re-develop the school outdoor Circle Garden as an enhanced outdoor classroom, Smudging location and community gathering space.

Support PD Day *Leaving to Learn* opportunities and options for ESD learning

Continued the development, replanting and use of the circle garden with intentions to have the 3 sisters garden transition to a 7 sisters' garden.

School PD focussed on Climate Action with & oaks Team Leader Heather Eckton. Staff shared current initiatives and planned for future action

Waste management/Energy Use and waste audits were conducted.

Tony Campos from 7Oaks Maintenance worked with staff and students around GC's energy use. GC's energy/water use ratings. Plan to explore ways to reduce our energy footprint as a school building.

Divisional Engineer In Residence (Andrea Kraj) visited a few classrooms for sustainable energy learning.

Continued classroom-based composting. The school has started sourcing compostable utensils and plates/cups for staff events and nutrition program.

April Earth Month initiatives. A calendar was put together with Advo activities and Earth month activities illustrating a different Sustainable Development Goal.

Held a school Professional Development day in April on Sustainability with a focus on our current actions and future planning.

Were officially welcomed as Member School in the UNESCO Schools Network

Our Goals

Continue to offer and develop further opportunities for ESD and climate action learning in all areas of curriculum.

Enhance the awareness and use of our school wide recycling and composting programs. Potential on site composting.

Meet with Food Systems Management to investigate more sustainable practices (e.g. packaging, waste and use of single use plastics).

Develop a plan/future grant proposals for future installation of pollinator belts and natural prairie landscaping on school property.

Continue working with Heather Eckton, the 7Oaks Climate Action Divisional Teacher Team Leader to support ESD and Climate Action in our school and classrooms. Investigate issues around nutrition and healthy food sourcing, transportation, and land-based learning initiatives.

As a UNESCO member school, further our environmental and climate action initiatives and promote our work in our community.

Sell sustainably sourced GC wear/team wear when purchasing clothing for staff and students.

FRENCH IMMERSION LANGUAGE AND CULTURAL DEVELOPMENT

The goal of the French Immersion Program is to develop linguistic competency in the French language as well as mastery of the English language. Linguistic competency in French is defined as the ability to communicate for both personal and professional needs. The French Immersion Program aims to

foster an awareness and an appreciation of the French peoples and their cultural diversity. Furthermore, it is hoped that graduates of a French immersion program will be better able to appreciate other languages, cultures and communities throughout Canada and around the world. Beyond its cultural and linguistic dimensions, the French Immersion Program seeks to develop the skills necessary for future citizens to develop their individual potential and contribute to the economic, social, and cultural life in Manitoba.

Accomplishments

Held TWO French Immersion assemblies: important to building a sense of community and identity in our program and to celebrate Francophone culture

French debate club: Students participated in an out of province debate tournament in Quebec

French Immersion multi-grade trip to Quebec - spring break

Volunteering: Festival du Voyageur at Whittier park, school-based festival activities in SOSD elementary schools, Ecole Rivière Rouge, Action Marguerite

Partnerships with Gr 8 @ ESOMS and Gr 5 Ecole Rivière Rouge

University fair and tours of USB- several graduating students pursuing studies there next year

Many students experiencing success in both USB Beyond Gr 12 now courses- Psychologie and FRAN 1007/1009

Manie Musicale 2024 - participated in multi-grade global francophone music competition

Our French Immersion Valedictorian this year celebrated French language learning in our school.

Goals

To meet more often as a department. Create dedicated time for both French Immersion curriculums and cross curriculum language/culture development.

To increase volunteer opportunities for FI students and expand partnerships with other schools

To engage in meaningful PD as subject-area cohorts within our department and across the division,

To continue to build a sense of identity within our school as our program grows (more grade 9s than ever in-coming for 2024-25). French Immersion enrollment data shows steady increase for the next few years.

To build a student leadership group among our FI students

To continue to assemble as a whole program - ideally once a semester.

