



REPORT

to the community



(Grades 6–8)



Bruce Middle School

VISION

Students at Bruce Middle School will experience academic and social growth, taking pride in themselves and their work while showing respect for others. They will have opportunities to develop their talents and gifts, learning to advocate for themselves as learners and citizens in a diverse and changing world.

MISSION

Bruce Middle School is committed to providing students with a positive and safe learning environment that encourages continuous growth.

About Middle Years

The Middle Years (Gr. 6–8) provides a stimulating and supportive learning environment where high expectations, collaboration and continual learning are provided. Early adolescents have unique emotional, social and developmental characteristics. Staffing, curricula and programming in middle schools are focused on meeting these needs. The programs in the Middle Years build on the programming in the Early Years.



18

Teachers



13

Support Staff



240

Students



23

Languages



SUPPORTING & CELEBRATING STUDENTS

Bruce Middle School embraces a welcoming and inclusive environment where every student is valued. Guided by a growth mindset, we offer diverse learning experiences that encourage students to explore their interests and reach personal goals. Students are recognized at monthly Success Assemblies for

demonstrating growth, effort, kindness, resilience and excellence in areas such as leadership, academic dedication, and creativity, contributing to a supportive school. Through peer and community recognition we promote continuous learning and personal development.



COMMUNITY CONNECTIONS

Bruce Middle School strives to foster home-school partnerships, meaningful connections between students, families, and the wider community. Through communication and collaborative events, such as meet the teacher evening, Terry Fox run, success assemblies, and parent-teacher conferences, the school encourages active family involvement in students' learning journeys.

Partnerships with local organizations further strengthen support networks, enriching educational experiences. By engaging families as essential partners and maintaining open communication throughout the year, we are committed to provide an environment where students thrive, fostering lasting relationships that benefit the entire community.



LAST YEAR'S BROAD AREAS OF FOCUS

What did the evidence of student learning tell us?

Last year's evidence of student learning in Numeracy, Literacy, and Indigenous Education shows significant progress. In Numeracy, students improved foundational skills through hands-on activities and mental math strategies, enhancing number sense and problem-solving. Students reported increased confidence and data supported improved achievement. In Literacy, students strengthened their comprehension and writing skills using Jennifer Serravallo's strategies, making meaningful text connections and gaining confidence in sharing insights. They reflected on their progress, celebrating successes and identifying areas for growth. Students embraced "Living in a Good Way," fostering belonging through initiatives like the Indigenous Students' Club and learning from elders. All students participated in the "Be Good People" project, focusing on self-reflection and relationships. Overall, students were more engaged, showing strong understanding of concepts, critical thinking, and communication.

What did the evidence of student learning tell us?

The anticipated next steps involve identifying specific learning gaps in numeracy for Grades 7 and 8, allowing teachers to design instruction accordingly. The action plan focuses on student self-assessment, guiding them to identify their strengths, and collaborate with teachers to use specific strategies in areas of need. In literacy, teachers will refine the implementation of Jennifer Serravallo's strategies through regular reading conferences and diverse assessments, promoting student self-reflection and goal setting. Staff will continue to foster opportunities for Indigenous education with an integrated focus by expanding smudging teachings and opportunities, awareness campaigns, and collaborations with elders and knowledge keepers to provide engaging cultural activities. Feedback from students, parents, and the Indigenous Education team will guide future initiatives, fostering a sense of interconnectedness and cultural appreciation within the school community.



2024-2025 PLANNING

IDENTIFIED AREAS OF FOCUS

Bruce Middle School is centred on five foundational pillars: literacy, numeracy, student belonging, and self-advocacy, healthy social-emotional development, and Indigenous inclusive education, understanding and valuing the impact of our decisions and actions on ourselves and others, and Indigenous inclusive education.

Literacy: Our students will build their reading comprehension by applying different critical thinking strategies to infer meaning and make connections between the text and their personal experiences, other texts, and real-world events. Abundant opportunities will be provided to students to share their reading and writing experiences with peers to explore their identities as readers and writers. Through the use of read-alouds, reading conferences and various formats of texts (graphic novels, audio-books, assistive technology, etc) teachers will model helpful reading strategies. Through the use of diverse texts that showcase a range of perspectives and identities, students will engage more deeply and create meaningful, authentic connections, applying these skills to their writing throughout the year.

Numeracy: Our students will demonstrate strengthened mental math and estimation skills. The classroom environment will include the use of manipulatives, open-ended tasks and collaborative inquiry. Teachers will incorporate number talks to assist students with communicating their thinking, taking risks with their learning, valuing productive struggle, and becoming more confident in applying their number sense in diverse ways.

Student Engagement: Our students will demonstrate a level of presence and engagement with their learning. Many diverse cultural, athletic and artistic activities will be provided to assist students in developing a strong sense of belonging and connection to our school community, which will positively impact their academic achievement, personal growth and self-advocacy. Attendance data, observations and student voice data will be used to identify students who are not fully engaged and classroom teachers, student services and administration will work collaboratively with families to determine barriers to engagement and develop interventions for improving students' connection to school.



INDIGENOUS-INCLUSIVE EDUCATION

An Indigenous-inclusive education system is grounded in Indigenous histories, cultures, languages, traditional values, and knowledges. An equitable school community fosters a sense of belonging in all learners so that they feel they can succeed, take responsibility, and find their purpose in life. At Bruce, our staff values and honours the opportunity to work toward reconciliation through an integrated programming lens. In the 2024-2025 school year we will build upon this priority, with the specific targets of:

- Promoting authentic Involvement of Elders, Knowledge-Keepers, and members of the community.
- Valuing and celebrating differences by demonstrating respect for world views, values, identities, and traditions.

As part of this work, all students will learn about the historical truth of the generational trauma experienced through the residential school system and the ongoing detriment of that legacy for our Indigenous peoples today. Students will have opportunities to participate in a variety of Indigenous teachings and cultural activities including teachings about smudging, beading club, cultural cooking and Indigenous games. Through this learning our community will celebrate and promote living a good life for yourself, others and the environment we share.