

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.

20 Teachers

21 Support Staff

277 Students

23 Languages





SUPPORTING & CELEBRATING STUDENTS

Bruce Middle School continues to foster a welcoming and inclusive environment where students are encouraged to grow, participate, and develop confidence in themselves as learners. Students are recognized at monthly Success Assemblies for leadership and participation, work ethic and academic effort, positive attitude and resilience, and kindness and peer support.

Through academics, athletics, music, clubs, and other school-wide opportunities, students are encouraged to discover their strengths, pursue their interests, take positive risks, and contribute to our school community. Celebrating student effort, achievement, growth, and involvement helps build pride, belonging, and connection throughout our school.

COMMUNITY CONNECTIONS

Bruce Middle School continues to strengthen relationships among students, families, and our wider community. Through regular communication and opportunities such as Meet the Teacher, parent-teacher conferences, performances, celebrations, and school-wide events, families are encouraged to be active participants in school life.

Partnerships with community organizations provide additional opportunities for students to learn, contribute, and develop meaningful connections beyond the classroom. Cultural and community initiatives also invite students and families to share their experiences and traditions. By working together, we continue to build a connected school community.



LAST YEAR'S AREAS OF FOCUS

What did the evidence of student learning tell us?

Evidence of student learning in Literacy, Numeracy, and Equity, Diversity and Inclusion demonstrated growth in confidence, engagement, and self-advocacy. In Literacy, targeted supports for students with dyslexia and dysgraphia strengthened foundational skills and the effective use of assistive technology. In Numeracy, math talks, number routines, manipulatives, games, and collaborative problem-solving strengthened number sense, reasoning, and confidence. Students demonstrated greater willingness to explain their thinking and use multiple strategies. Through culturally responsive learning opportunities, including "Recipes for Connection," students and families shared their cultures and traditions, strengthening belonging while developing greater awareness, understanding, and appreciation of the identities and experiences of others.

What are the anticipated next steps?

Next steps include continuing targeted literacy support while strengthening structured literacy, assistive technology, and inclusive practices across classrooms. In Numeracy, teachers will use common assessments, classroom observations, and student voice to identify learning needs and guide instruction, with continued emphasis on number sense, reasoning, problem-solving, and confidence. Professional learning and collaboration will support consistent instructional practices across grade levels. Bruce Middle School will continue to provide meaningful opportunities for students and families to celebrate the cultural diversity of our community. Culturally responsive learning, student and family voice, shared experiences, and school-wide initiatives will strengthen belonging and students' understanding and appreciation of diverse perspectives, identities, and traditions.



2026-2027 PLANNING



IDENTIFIED AREAS OF FOCUS

Numeracy: Our students will strengthen mental math and estimation through focused instruction, collaboration, and targeted supports. Using assessment data and classroom evidence, staff will identify learning needs and monitor progress. Numeracy-focused professional learning communities, supported by a lead numeracy teacher and divisional coach, will strengthen instructional practices through co-teaching and collaboration. Attendance, individual learning plans, and family input will inform supports that build students' confidence, accuracy, flexibility, and independence in mathematical thinking.

Literacy: Our goal is to foster students who are curious, engaged, and confident in their ability to explore and respond to a variety of texts. Throughout the 2026–2027 school year, we will focus on strengthening engagement, critical thinking, and ownership of learning. Students will be encouraged to make meaningful connections, explore different perspectives, communicate their ideas, and take an active role in their learning. Aligned with Manitoba's new English Language Arts curriculum, teachers will provide opportunities for student choice, discussion, reflection, and critical thinking. Progress will be monitored through student reflections, classroom observations, and evidence of increasingly independent and thoughtful responses to texts.

Student Engagement: Our goal is to strengthen student engagement by developing students' agency, self-awareness, and ownership of learning. Students will identify strengths, areas for growth, and personal goals through reflection, choice, and feedback. Teachers will connect these practices to Manitoba's Personal Learning Skills, including personal management, active participation, social responsibility, and critical thinking. School leadership will support consistent implementation through professional learning and collaboration. Working alongside families, we will address barriers to engagement and build students' confidence, independence, and success as learners.

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. Bruce Middle School will deepen students' understanding of Indigenous perspectives through land-based learning that connects community, culture, and stewardship of the land. In 2026-2027, we will build upon this priority by:

- Exploring Indigenous teachings related to the spring equinox, Three Sisters, traditional medicines, sustainable growing practices, and gathering and feast traditions.
- Promoting authentic involvement of Elders, Knowledge Keepers, community members, and the SJASD Indigenous Educator Team.

Through designing and planting our school garden, students will learn about caring for the land through respect, responsibility, reciprocity, and gratitude. These experiences will strengthen students' understanding of Indigenous worldviews and the interconnectedness of people, land, culture, and wellness. Through this learning, our community will celebrate and promote living a good life for ourselves, others, and the environment we share.