




REPORT
to the community

(Grades 6–8)

George Waters Middle School

VISION

George Waters Middle School strives to create a purposeful, inclusive and supportive environment where students and staff embrace empathy, responsibility and personal growth to reach their full potential.

MISSION

George Waters Middle School fosters meaningful relationships while creating diverse opportunities for students to thrive socially, emotionally and academically.

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.

Profile

27 Teachers

18 Support Staff

386 Students

SUPPORTING & CELEBRATING STUDENTS

George Waters Middle School welcomes students from three unique communities in Brooklands, Stevenson-Britannia and Linwood. We recognize and value the unique perspectives and priorities and we aim to provide and develop lasting relationships that will allow our students to grow socially, emotionally and academically.

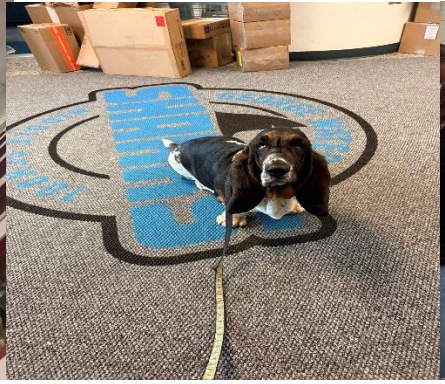
We provide multiple opportunities for our students that reflect the diverse talents and interests of our staff and students. We encourage student voice in determining priorities and we recognize and celebrate the leadership and accomplishments of our students in many formats throughout the year.

COMMUNITY CONNECTIONS

George Waters Middle School has the unique privilege of sharing our facility with St. James Collegiate and we collectively meet and plan together to consider possibilities to enhance and improve the learning spaces and opportunities for our staff and students.

We also partner with the Winnipeg Jets Hockey Academy and benefit from Project 11 programming that promotes positive mental health. We continue to foster and explore purposeful programming and initiatives with our community partners to provide opportunities for continued growth.






LAST YEAR'S BROAD AREAS OF FOCUS

What did the evidence of student learning tell us?

Throughout the year, specific literacy and numeracy concepts and strategies were taught and practiced by all students during daily school-wide literacy and numeracy blocks. In literacy, students engaged in daily independent reading and writing focusing on choice, purpose and authenticity using a variety of texts, strategies and formats. In numeracy, students engaged in multiple representations to show their learning and apply their understanding of mathematical concepts through common and consistent outcome-based assessments. For mental health and wellbeing, students engaged in varied learning opportunities, sports and clubs which contributed to social and emotional belonging and an overall positive school environment.

What are the anticipated next steps?

Teachers will continue using high-yield teaching practices to create authentic learning experiences to enhance students' sense of purpose and engagement. Teachers will continue to incorporate multiple representations of learning and utilize common and consistent assessments to enable measurable progress and to identify next steps. Teachers will continue to provide multiple opportunities for students to engage in activities that build on their talents and interests and open up potentially new opportunities for learning and growing. Student surveys will be refined to reflect on and engage student voice in helping us to determine and improve our priorities.

2026-2027 PLANNING

IDENTIFIED AREAS OF FOCUS

Literacy: Students will engage in daily independent reading focusing on choice, purpose and authenticity. Students will be exposed to read-alouds, independent reading and a variety of texts (picture books, articles, images, videos). Students will be exposed to evidence-based strategies and projects that promote opportunities to apply their learning and write for purpose and agency. Relevant guest speakers will be invited in to enhance programming and inspire learning.

Numeracy: Students will continue to engage in multiple representations (visual, physical, symbolic, contextual, verbal - principles to action NCTM) using a variety of ways to apply and show their thinking and understanding. Students will engage in multiple activities, lessons and assessments to show their learning.

Students will have a clear understanding of their own learning by focusing on consistent outcome-based assessments on a learning continuum throughout the year.

Mental Health and Wellbeing: Students will be provided multiple learning opportunities to build a strong sense of belonging, to promote active participation and engagement, to engage in purposeful and meaningful connections and relationships, and to contribute to an overall positive and respectful school environment.



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. George Waters Middle School is committed to:

- Promoting Indigenous perspectives and content in all curricular areas
- Recognizing and honouring important dates, initiatives and contributions
- Continuing our unique Westwind Waters group which promotes and highlights our specific students and priorities