



REPORT

to the community



(Grades 6–8)



Golden Gate Middle School

VISION

Collaborating with parents and community, we empower students to develop their personal road to success while fostering accountability, integrity, and self-esteem.

MISSION

Our purpose is to provide a safe, nurturing and cooperative environment to guide and encourage each individual:

- To foster respect for school, home and community
- To foster respect for self, others, and for concern of others
- To enjoy and take pride in learning, belonging, achieving and caring

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



16

Teachers



11

Support Staff



212

Students



SUPPORTING & CELEBRATING STUDENTS

Creating a culture that fosters and celebrates student success is of utmost importance at Golden Gate Middle School. Great Gator Celebrations occurred four times a year celebrating students in areas of citizenship, academics, music, band, as well as athletics. Guardians and our school community were invited to attend. They were also live streamed.

Golden Gate Middle School celebrated our students' skills, successes, and school involvement throughout the school year. There were school-wide events ranging from pep rallies to sporting events to band concerts that provided our students with an opportunity to showcase their talents. Student work was displayed in our classes and hallways.

COMMUNITY CONNECTIONS

Golden Gate Middle School continued to focus on developing strong community connections. Golden Gate families were encouraged to attend special events hosted by the school, including band concerts, open houses, student-led conferences, as well as Gator sports events and tournaments. Golden Gate families received communication from the school and could view special school events on the Instagram account. Golden Gate emphasized developing connections

with local community members and organizations through a variety of initiatives led by our Student Leadership Team as well as by our Student Services Team.



LAST YEAR'S AREAS OF FOCUS

What did the evidence of student learning tell us?

In the area of literacy, evidence revealed the need to improve the complexity and clarity of written work, and revision needed to be the area of focus. It was also evident that reading conferences provided teachers with valuable information regarding how a student was understanding and interacting with a text. Conferences were implemented to inform next steps for teachers. In the area of belonging and school connections, evidence showed us that students became more connected to the school community throughout the school year.

What are the anticipated next steps?

Our team will use evidence to inform us of our next steps. Information has and will continue to be gathered from a variety of sources including student voice (daily connection and survey responses), community feedback (survey and conversations), and various sources of learning evidence (observations, conversations, products). As a team, our goal is to narrow our focus to ensure we are targeting appropriate interventions to ensure student success.



2025-2026 PLANNING

IDENTIFIED AREAS OF FOCUS

STUDENT ENGAGEMENT:

Our team of educators is committed to ensuring each of our learners experiences safety, belonging, and success through our equitable and inclusive school practices. We will be leaning into our understanding of student engagement and will be striving to provide authentic and responsive teaching and learning experiences for each of our students. We will construct these experiences by increasing student voice and choice, as well as building relationships within and beyond our community. Through our responsive planning, instruction, and assessment, we will continue to utilize evidence to construct intentional learning where each student may discover their gifts and learn to share them forward.



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 Golden Gate Middle School, our team is committed to:

- Ensuring a culturally responsive approach to teaching and learning
- Authentically engaging with our work towards reconciliation and embedding indigenous ways of knowing and doing in our daily practices
- Incorporating Indigenous languages in our gatherings and celebrations
- Inviting the voices of our divisional Indigenous Education Team and our community members to support our commitments and our growth