







REPORT
to the community
2025–2026

(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

15 Teachers

18 Support Staff

189 Students



SUPPORTING & CELEBRATING STUDENTS

Golden Gate's team of educators reimagined how students were celebrated and nurtured for their unique perspectives, contributions, and gifts through our monthly Great Gator Awards, and introduced our Gators Celebration of Learning Assemblies, where we gathered in community to discover the learning efforts and achievements of each grade level. We continue to reflect on our intentions and gather student and community voice in planning forward this year.



COMMUNITY CONNECTIONS

A strong focus on connection and belonging lived at the heart of our work each day. Each member of our team worked to know and understand each student, to connect with our families, and our greater learning community. Student Leadership, grade level leaders, arts, athletics, and cultural groups, worked to strengthen our connections in this important role we hold in our community.






LAST YEAR'S AREAS OF FOCUS

What did the evidence of student learning tell us?

Engagement reflects how students interact with learning—through attention, effort, curiosity, persistence, participation, and emotional investment. While most of our learners met academic and behavioral expectations, we noticed that many remained passive in connecting the relevance of learning to life. To understand this more deeply, we looked at quantitative data and sought out student stories. Performance data showed us outcomes, and student voice helped us understand motivation, engagement, and barriers.

One clear example is presence—over 10% of our students experience challenges around attendance, which directly impacted learning.

What are the anticipated next steps?

We intend to continue to embed the principles of the Circle of Courage in our daily interactions and commitments. We have taken the principles across much of our learning, found the connections, and have used this to guide the professional learning and development of educators on our team.

We will continue to increase power and agency for our students by leveraging their voice, and guiding them to bring forward ideas, learning to understand the impact of their actions, and that they have an ability and a responsibility to positively impact change.

We want our learners to be aware of the importance of showing up for themselves each day. Our educators continue to focus on developing engaging and authentic learning experiences to support our student connection and experience.



2026-2027 PLANNING

IDENTIFIED AREAS OF FOCUS

Mino-Pimatisiwin (The Good Life) refers to living a well-balanced life where all four components of a human are being addressed—emotional, physical, mental, and spiritual. The provincial framework directly connects to our beliefs as a team, where our intentions are for our learners to engage with all aspects of their school life to support them to reach their full potential. We want their days with us to create opportunities for them to:

- Have hope, belonging, meaning, and purpose
- Have a voice
- Feel safe and supported
- To be prepared for their individual path beyond graduation
- Have capacity to play an active role in shaping their future and be active citizens
- And to Honour and respect Indigenous ways of knowing, being, and doing with a commitment to and understanding of Truth and Reconciliation, and the many diverse cultures in our learning community
- Create experiences for them to live in relationships with others and their natural world

We will gather their stories, utilize their evidence of achievement, and collaborate on the intentional design of authentic and engaging assessments to support our focus.



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. Golden Gate School 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