



REPORT

to the community



(Grades 6–8)

École Ness Middle School

VISION

To collaborate with our community, in a bilingual setting, where students are empowered to develop their personal road to success while fostering respect, integrity, responsibility, and excellence.

En collaboration avec les membres de notre communauté, dans un environnement bilingue, nous accordons aux élèves le pouvoir de manifester leur propre succès promouvant le respect, l'intégrité, la responsabilité et l'excellence.

MISSION

Our purpose is to provide an inclusive, nurturing, and collaborative learning environment that empowers our diverse learners:

- To recognize themselves in their learning,
- To foster respect for self, and for others,
- To feel they belong and take pride in their learning.

These goals are promoted in a setting dedicated to providing an enriching education in both French and English.

La mission de l'École Ness est de fournir un milieu épanouissant où règnent la coopération et la sécurité et qui encourage l'individuel:

- à se voir dans leur apprentissage,
- à développer le respect de soi et des autres;
- à valoriser l'apprentissage.



SUPPORTING & CELEBRATING STUDENTS

École Ness Middle School listens to and supports all students by fostering a positive learning environment, where students experience belonging, feel confident, and are empowered to take the risks necessary for learning.

Student learning is celebrated during school-wide "Celebration of Learning" assemblies where both accomplishment and effort are recognized and applauded.

Students are also supported and celebrated daily through regular feedback from teachers both in and outside the classroom. Finally, collaborative partnerships with parents and the community help students celebrate their contribution to our inclusive and positive culture.

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.



COMMUNITY CONNECTIONS

Strong community connections and collaboration between schools, families, and the broader community are central to fostering the positive learning environment at École Ness.

Events such as parent-teacher conferences, volunteer opportunities, clubs, and extracurricular activities, where families and community partners are present, are examples of our

work fostering community connections.

These Strong community connections support students' development, both socially and academically.



LAST YEAR'S BROAD AREAS OF FOCUS

What did the evidence of student learning tell us?

- Students experienced a greater sense of belonging and community.
- Students showed increased understanding of Indigenous perspectives.
- Students learned more about themselves as learners through student-centred assessment practices.

What are the anticipated next steps?

Our next steps this year are to continue strengthening our understanding of an Indigenous worldview while centering student learning in Indigenous ways of learning, knowing, and being and improving how Indigenous perspectives are reflected in teaching practices, interactions with our students, families, and community to gain a deeper understanding about the true history of this land and move forward together towards reconciliation. We will also continue our work in centering students in their learning through continued collaboration to improve student-centred assessment practices by working towards ensuring it is consistent, purposeful, and flexible while honouring diversity, fostering growth, and strengthening collaboration across our school community.



2025-2026 PLANNING

IDENTIFIED AREAS OF FOCUS

École Ness Middle School's identified areas of focus are centered around evidence gathered from a variety of sources. Our areas of focus are also created using the Divisional Strategic Plan as a guideline and include feedback from staff, students, and community and plans are ultimately developed based on student needs. Framed by the Strategic Plan's priority area of supporting and celebrating student learning alongside our collective work around centering students in their learning, our area of focus this year is to continue to further examine, improve, and develop student-centred assessment practices that are more aligned with an Indigenous Worldview.

Framed by our School Division's Strategic Plan's MA MAWI ANOKIITAW MIINAAA priority area and through our on-going analysis and reflective collaboration about where we are on the Mamahtawisisin continuums, our area of focus continues to be centering student learning in Indigenous ways of learning, knowing, and being. This year, we aim to continue our work to improve how Indigenous community values are reflected in our learning spaces as well as in our interactions with students, family, and community. This year, our goal is to continue exploring our own learning around how teaching from an Indigenous paradigm enhances student-centred learning while also being more intentional in what specific pedagogies are tried, applied, shared, and celebrated.