



Institut collégial Vincent Massey Collegiate

975 Dowker Ave. | Winnipeg, MB R3T 1R7 | 204.453.8023
www.pembinatrails.ca/vincentmassey

Mission Statement

Vincent Massey is dedicated to educational excellence through challenging and enriching experiences for all, in a safe and caring community.

Principal
Mr. Iain Riffel
Vice-Principals
Mrs. Jennifer Bracken
Mme. Lise Denis



Board of Trustees Three Expectations for Student Learning

1. All students in Pembina Trails will be personally and intellectually engaged in their learning at school.
2. By the end of grade 8, all students in Pembina Trails will meet the provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.
3. All students in Pembina Trails will graduate from high school.

2020/2021 School Plan Priorities:

During 2020 – 2021, in addition to implementing Manitoba Public Health guidelines and directives from Manitoba Education, we focused on three priorities. These were to provide students with:

- as many in-person opportunities with peers and staff, safely and as restrictions allow;
- a consistent structure for their day and for their learning; and,
- an educational experience that focused on priority outcomes (ie. knowledge and skills that lead to success at the next level).

Progress Toward School Plan Priorities:

As a community, we have all done our part, and done very very well, both in holding back Covid-19 cases in our building and reducing the impact of close-contacts. As a community, we have held onto the three Covid-19 fundamentals and the three aforementioned goals throughout. We are proud of the innovative ways we were able to create for students to connect safely. We are proud of the clubs we continued to offer over lunch-hours. We are proud of the learning structures we put in place that allowed us to pivot with some consistency as the circumstances of the year changed. We are proud of the additional learning services and supports we implemented.

Throughout the year, staff learned about and worked to implement Trauma-Informed approaches in classrooms and throughout the school. In addition, over 60% of teachers are trained in Safe-Talk suicide prevention.

Staff learned about asynchronous and synchronous learning/teaching with the goal of making the experience concurrent. This required a new design for learning that leveraged technologies so that students' experiences with learning would be seamless one day to the next regardless of in-class experiences, independent learning, and evidence of learning cycles. While achievable in some courses, other more hands-on courses maintained a repeated lesson approach when students were "in-person."

In Spring, staff began to learn about "teaching to identity" across curricular areas as an engagement strategy. This did not get sufficient attention and will continue next year.

Progress Toward the Three Expectations for Student Learning 2020/2021:

At Vincent Massey, we track attendance, credit attainment and graduation rates when reporting on the Division's three expectations for student learning.

Tracking attendance over this year has been difficult because of the changing circumstance and expectations. In semester 1, students moved from a three-day alternating model to a two-day alternating model, to fully-remote and back again to the two-day alternating model. In semester 2, students started in the two-day alternating model with attendance being taken while at-home. The semester ended with another fully remote period, not alternating, with attendance being taken every day while at home. Attendance online varied from one class to the next, with some teachers reporting high presenteeism, and others struggling to engage their students. The variation in attendance was attributed in large part, due to the nature of the course. That said, anecdotally, teachers reported high presenteeism when students were expected at school.

When credit attainment and mark distributions were compared at the end of first semester to 2018/19 and 2019/20, very little difference was observed. While there was some movement in the 55 -79 mark ranges, the number of marks 80%+ were relatively the same. There were fewer absence-withdrawals, voluntary-withdrawals and course failures overall.

Graduation rates have been maintained when compared to 2018/19 and 2019/20.

We look forward to ongoing work to improve in these areas next year as we seek to understand patterns found in subsets of the data.

