



Institut collégial Vincent Massey Collegiate

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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
Mrs. Cheryl Smith



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.

2021-2022 School Plan Priorities:

- Engagement : All students will have increased their level of personal and intellectual engagement in various learning environments and within the school community.
- Graduation : Overall credit attainment, next level preparedness and graduation rate will be maintained or improved to pre-pandemic levels.
- Indigenous Teachings : Students and staff will be exposed to and have increased knowledge of Indigenous education with a deeper understanding of their role towards reconciliation.

Progress Toward School Plan Priorities:

Engagement

- With an overall focus on Teaching to Identity, ICVMC staff intentionally planned lessons and activities that allowed students to see themselves positively reflected in the classroom.
- Through a Trauma Informed lens, teachers created classroom environments where all students felt a sense of safety and stability, allowing for a stronger sense of voice, choice and collaboration amongst peers.
- Student participation in clubs, sport teams and school events increased. ICVMC supported over 40 clubs, some with over 60 students. High attendance rates at school events such as Gym Riot, assemblies and performing arts productions were evident and designed to promote engagement and mental well-being.

Graduation

- As part of the overall school strategy to reduce academic barriers, professional development on Academically Responsive Classrooms and Practices provided teachers the opportunity to work closely with Student Services to ensure all students were provided appropriate programming.
- Based on current research on high-yield instructional strategies, classrooms focused on assessment strategies that promoted student self-monitoring and making connections.

- Assessment Week was designed to support student learning with the aim of extra time for credit attainment, leading to graduation. Some teachers used part of that week to continue learning and teaching, allowing as much time as possible for student success.
- Credit attainment, mark distribution and graduation rates were consistent with pre pandemic school years.

Indigenous Teachings

- ICVMC signed onto the Winnipeg Indigenous Accord and was also recognized as a Legacy School by the Downie-Wenjack Foundation.
- All staff participated in cultural safety training and Treaty Training with the aim of being more culturally responsive in reducing barriers.
- Courses were offered in Indigenous Art and First Nations Metis and Inuit Studies. These classes explored Indigenous ways of knowing and being using land-based learning and art opportunities.
- Elder visits and teachings with Elder Alison Cox and our divisional Indigenous Student Success Teacher Kelli Wiebe allowed all students and staff to recognize their role towards reconciliation. School-wide activities included Orange Shirt Day, Moose Hide Campaign, fireside chats and our 1st Annual Truth and Reconciliation Week.
- The Call to Action Club maintained the Indigenous Garden, hosted drumming sessions and bead-ing groups over lunch hour.
- A Program Leader position was created to promote and support Indigenous education.

Progress Toward the Three Expectations for Student Learning 2021-2022:

Our school priorities are aligned with those of Pembina Trails School Division. In addition to the above details, the following indicate progress towards the Three Expectations for Student Learning

Literacy and Numeracy

- With a focus on numeracy, all of the ICVMC mathematics department worked with teachers from our feeder schools to discuss curriculum planning with the aim of closing learning gaps to ensure student success.
- To better formally communicate growth and student achievement, teachers developed more clear and consistent report card comments.

Engagement

- In addition to compulsory coursework, ICVMC provided many optional classes that allowed students to explore their passion in areas such as business education, second languages, production arts, visual and performing arts.
- Concentrated efforts were put in place to restore long celebrated traditions as circumstances around pandemic restrictions lifted.
- In celebration of Black History and Asian Heritage Month, Diversify hosted multi-cultural events.

Graduation

- Our updated attendance expectations and use of Edsby as a more robust communication tool, ensured timely and open communication between staff, students and families.