



Windsor Hall's Monthly Newsletter

Issue No 8 | September/October 2022

Fall is Here!

The last few months have been very busy at Windsor Hall. Students had a chance to go on a few field trips. They visited the local store to pick out books for our new class library. They also had a chance to go to Granville Island to see the Frozen River play!

Our students have been working on embodying the IB Learner Profile characteristics. We are so proud of how far they have come and are looking forward to the rest of the school year!

Nadine Yehiya - Coordinator of Admissions



Letter from Head of School

October 2022

Dear Parents / Carers:

The start of the 2022-2023 Windsor Hall academic year has been such a busy and lively one. Our students and staff returned to school with great enthusiasm and energy. It is such an honor to have so many new students join us in our second year of operation. Our school year is off to a wonderful start!

Our primary purpose remains to meet the learning needs of each of our students and provide them with a safe and supportive environment in which they can grow into responsible, reflective, caring, and resilient young people who can think and communicate effectively. These ideals are represented in the International Baccalaureate Learner Profile which is at the heart of all we do at Windsor Hall.

Our school continues as an International Baccalaureate (IB) candidate school and the IB journey is certainly an exciting one for us as we move towards application for authorization. We work closely with our IB consultant.

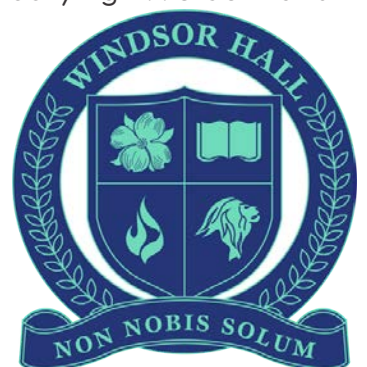
Our interim report cards will be distributed on November 8th and our Parent - Teacher conferences will be held on November 10th. The interim report will provide a quick glimpse into how your student has been progressing as well as their attendance record. It is important that each parent discuss the report with their child.

I had the privilege of being invited to meet with the President of Trent University on October 20th. Trent University has been named the #1 primarily undergraduate university in Ontario for the past 11 years.

I continue to be active as the Assistant Executive Director for the Group Four Schools Association for British Columbia. It is an honor to help guide other schools in the province.

Our field trips have started, and we delight to have our students experience learning outside of the classroom. One recent field trip was to Granville Island where students watched Frozen River - nikwatin sipiy as performed by the Manitoba Theatre for Young People. We hope to have many more opportunities for our students.

On November 22nd, our students will participate in a webinar with other schools in the province entitled "Social Media Awareness - Digital Footprints and Cyberbullying." We do want to do our part to help our students stay safe online.



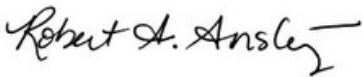
Letter from Head of School

As per the British Columbia School Act, we will be administering the Foundation Skills Assessment (FSA) in the coming days to grade 7 students or students in grade 8 who did not previously complete it. It is intended to show how well learners are developing in basic reading, writing, and numeracy over time. It is seen as a check-in that aligns with provincial curriculum and expectations for learners.

I invite parents and guardians to check out our website (www.windsorhall.ca) and follow us on social media for the latest Windsor Hall news and upcoming events. Our school is so lively, and we update our social media regularly.

Should you have any questions or concerns, please do not hesitate to contact us at 604-285-7766.

Sincerely,



Dr. Robert Anstey
Head of School



In the classroom

ELA 6

Over the last two months, students have had the chance to dive into literature concepts in full force. From creating beautiful genre posters, to collaborating on stories of their own, to taking a break to participate in D.E.A.R time (Drop Everything And Read,) students have really come into their own as writers, readers, and scholars. Students have had a chance to fully embrace the writing process by crafting their own narratives in a genre of their choosing, as well as beginning to explore persuasive techniques and articles. Students will continue to expand their close reading skills and develop a clearer sense of author's purpose!



MATH 6

Students have been hard at work building and strengthening their computational skills. Showing off their flexibility with numbers, students have worked on multiplying and dividing decimals through our Indigenous-inspired Winter Harvest project where they applied and showcased their computational and critical thinking skills. Learning from the perspective of many northern First Nations and Inuit communities, students engaged their computational skills to plan routes for their imaginary communities to harvest accessible food sources. From kinnikinnick to walrus, students calculated and crafted routes that allowed for their communities to survive and thrive. Students have just begun exploring the computational skills related to fractions and mixed numbers, and will begin to make connections to their prior learning throughout the unit!



LEARNER PROFILE

As part of the IB curriculum, students are encouraged to exemplify ten characteristics, known as a learner profile. These are traits that are considered the blueprint of a successful IB student. Each month, we will select a learner profile trait as our focus. The month of September was 'Risk-Taking' and students put themselves out there by sharing new ideas, getting bold in their theatre skits, and expressing their joy out on the playground. For October, our profile was 'Knowledgeable' and students demonstrated this through various presentations and research assignments, creative and informative posters, as well as thoughtfully crafted theatre projects. We can't wait to see what the next few months have in store for us! Please see the last page for more information on the IB Learner Profile.

Mx. Braydee Procillo -
Teacher



French 6

In French, students have been working on expressing information about their peers and themselves through peer interviews, paragraph writing, and presentations. Through the exploration of core verbs «avoir», «être», and «aimer», students have had opportunities to express who they are and discuss who their classmates are. In the coming months, students will deepen their learning by expanding their vocabulary to hobbies and double verb usage as well as improving their listening and speaking skills.

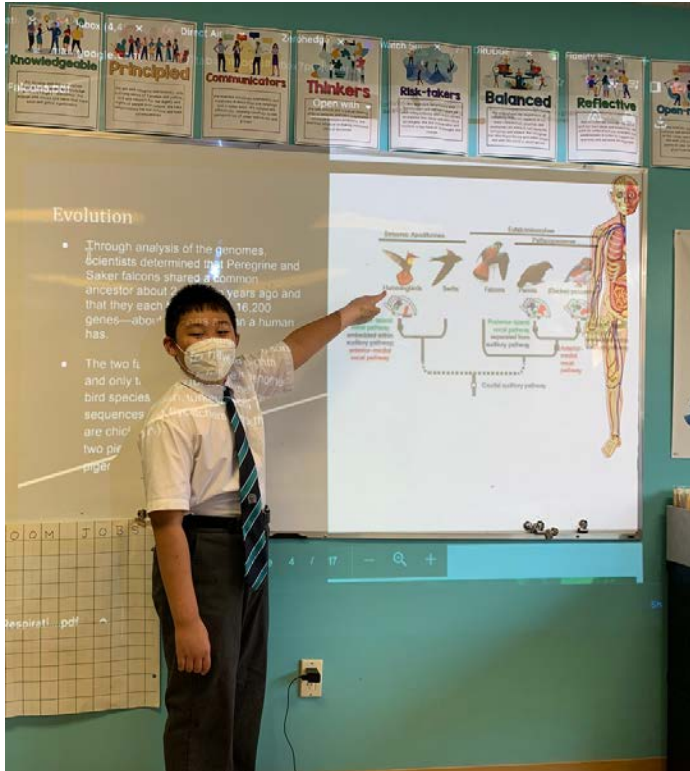


French 7/8

In French, students have been working on expressing information about themselves and their personal lives through paragraph writing and presentations. We have spent time reviewing core verbs «avoir», «être», «aimer», and «faire» using the past and present tense, and have since incorporated new verbs and sentence structures. In the coming months, students will continue to build their understanding of past and present tense as well as future tense, integrating new verbs and vocabulary pertaining to La Maison and prepositions.

Science 6

In science 6, we have been exploring body systems and their functions. Student activities included "build a body" activities where we reconstructed different body systems using construction paper, pens and glue sticks. Our final project is to construct a Body Systems Magazine where each student will be working in teams of two to design, construct and publish their own illustrated and annotated magazine!



SCIENCE 7

In science 7, we have been exploring the diversity of life and the Theory of Evolution. We began the unit with a project focused on the 6 Kingdoms of life. Each student worked individually to create a 6 Kingdoms booklet including illustrations and descriptions of each kingdom. We moved on to explore the diversity of life on Earth and kicked off a biodiversity research project where each student selected a group of wild creatures and created a profile of how they were each adapted to their environment. We completed our unit with an exploration of the Voyage of the Beagle and Charles Darwin's epic journey to the Galapagos Islands.



SCIENCE 8

In science 8, we have been exploring cell structures, functions, and the variety of microbial life on the planet. Students have been able to use microscopes to view prepared slides and get a real-life perspective on the microbial world and the scale of the cell. Activities included building cell models using construction paper and recycled materials. Comparing animal and plant cells and differentiating between primitive bacteria cells and more advanced eukaryotic cells. Our final lab activity will be to harvest our own cheek cells and prepare slides for observation under the microscope.



Social Studies 6

In Social Studies 6, we have been exploring Global Issues such as epidemics, pandemics, access to healthcare, poverty and global warming. Students researched and prepared presentations on global pandemics throughout history and participated in Q&A sessions after each presentation. Recently students were decoding issues of poverty from a global and local perspective, uncovering the difference between needs and wants. We had a lively discussion about the difference between equality and equity and which they felt was preferable.



ADST 6

In ADST 6, we have been learning about kitchen safety and how to use kitchen tools effectively. Once we were comfortable knowing how to use the kitchen safely and effectively we moved on to the fun part of selecting recipes to cook! We started with the basic chocolate chip cookie and added extra smarties for a nice touch. The following week we tackled Halloween inspired shortbread with icing and sprinkles, YUM! Most recently we baked brownies that came out perfect. Looking forward to selecting more savory dishes and main courses in the upcoming cooking sessions.

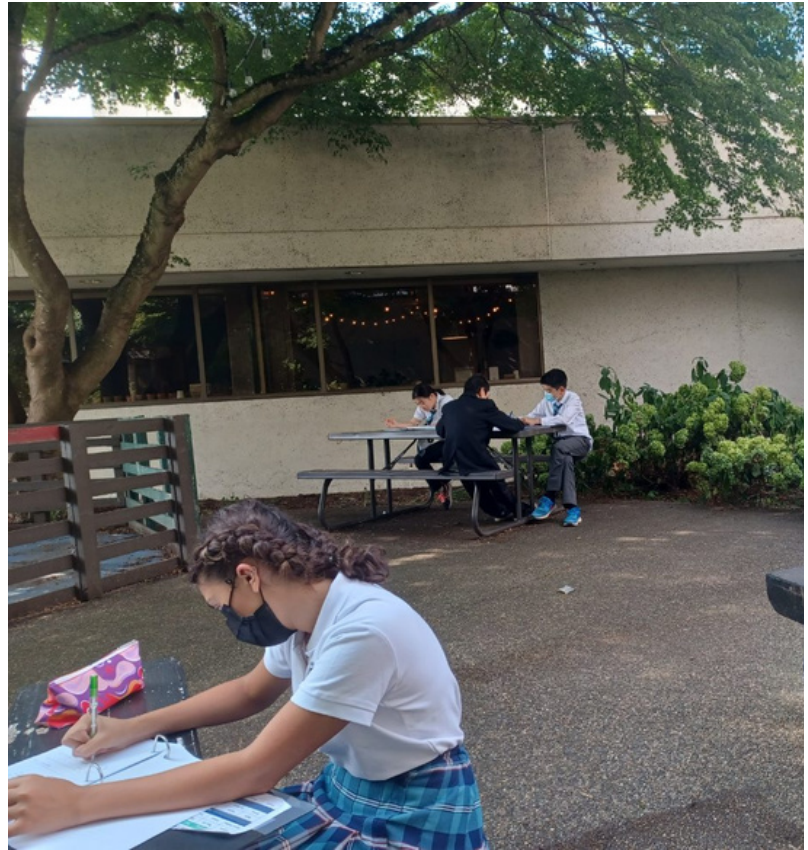


Social Studies 7/8

In Social studies 7/8, we have been exploring the dawn of man the emergence of Neanderthals and early hunter gatherer societies. Early on in the year we sorted several hominid fossil skulls looking from most primitive early examples all the way to modern homo sapien sapien. Sorting the fossils was a fun and informative way to visualize the early evolution of man. Students were also able to analyze reproduction stone tools to get an idea of early technologies and how hunter gatherer societies took advantage of available materials to survive. Currently we are researching the creation stories of the First Nations peoples of the Pacific North West. Each student has been assigned the task to research a creation story, learn it and share it with the class as a story telling presentation.

Math 7

In this unit, students explored concepts such as prime and composite numbers, divisibility, adding, subtracting, multiplying, and dividing decimals, and comparing and ordering fractions and decimals. Students completed their Dynamic Math 7 workbooks, and each section was considered a formative assessment. In addition, they had to apply concepts learned through the completion of unit tests. Their final assessment will consist of an in-class exam based on the concepts taught and will require students to model and solve problems in various ways.



Math 8

In this unit, students explored concepts such as rational and irrational numbers, two and three term ratios, percents, square root concepts, cubes, rates, operations and fractions, operations and decimals and integers, and percent problems. Students completed their Dynamic Math 8 workbooks, and each section was considered a formative assessment. In addition, they had to apply concepts learned through the completion of unit tests. Their final assessment will consist of an in-class exam based on the concepts taught and will require students to model and solve problems in various ways.



PE 7/8

In this unit students learned the essential components of playing an Ultimate Frisbee game. Students combined a variety of movement skills (locomotive, manipulation, stability) in games and applied principles of movement while refining these skills. They learned how to perform a variety of throws, passes, and shots after faking motion, skills which were assessed as a formative assessment. Students also learned to intercept a frisbee while moving in various directions and speeds, and to pass a frisbee to a moving partner. In addition, they participated fairly in games or activities, accepting and respecting decisions made during their game. As part of their final assessment students were required to incorporate all of the skills they have learned into an Ultimate game.

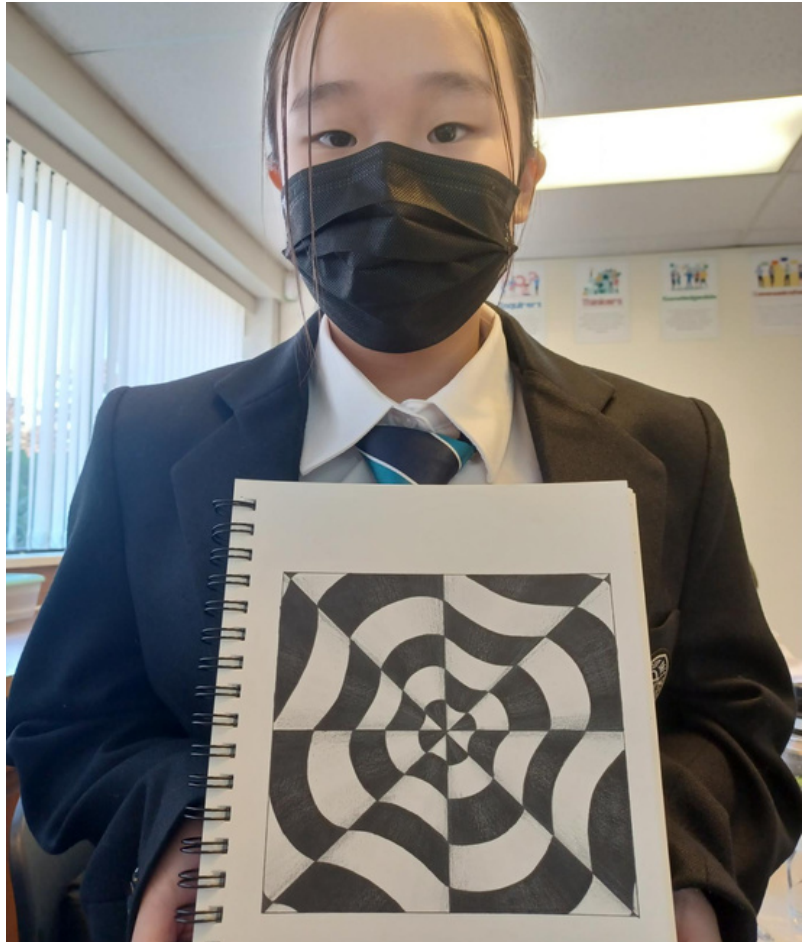
ADST 7/8

This unit students had the opportunity to respond to a variety of print and video advertising and to create their own forms of advertisement. Students gained an understanding of how to effectively apply advertising techniques and to become more aware of their role as conscious consumers. Students completed formative assessments such as "Advertising Me!" "Pick Me! Pick Me," "Deconstruction Ahead," and "Lights, Camera, Action," all used to build on previous knowledge taught in the class. As part of their final assessment, students had to use their learned knowledge and apply it by producing their own video advertisement.



Art 6

In this unit students explored line usage and the use of water color in their artworks. They were assessed on in-class sketchbook activities and had the opportunity to reflect on their own work, in order to review the quality of their work and make adjustments where needed. Students completed formative activities such as Opt Art, Blow Out Art, Falling Name Art, Pablo Picasso Art Group of Seven Landscape, and Norval Morrisseau art. Their final assessment consisted of them reflecting on 2-3 of their art pieces, completing a reflection for each, as well as handing in their sketchbooks to be assessed as a whole for effort, time, skill-set, and accuracy of work.



Art 7/8

In this unit students explored elements of design using the visual mediums drawing and painting. They were assessed on in-class sketchbook activities and had the opportunity to reflect on their own work, in order to review the quality of their work and make adjustments where needed. Students completed formative activities such as Line Art, Contour Shoe Art, Line as Movement, Pattern Monsters, Metal Rendering, and Mystery Grid Mosaic Art. Their final assessment consisted of them reflecting on 2-3 of their art pieces, completing a reflection for each, as well as handing in their sketchbooks to be assessed as a whole for effort, time, skill-set, and accuracy of work.



In the classroom

MRS. JOYCE TONG-TEACHER

English Language Arts 7/8

With two months under their belt, students in English Language Arts 7/8 have shown incredible growth in their collaboration skills. They have such high energy and become competitive during vocabulary games. The students have even taken the initiative to lead vocabulary review games.

For their first unit of study, students explored the following question: What's in a name? Throughout September, they practiced their creative thinking skills and communication. Their unit projects they submitted demonstrated a developing ability in writing multi-paragraph compositions and in transforming their ideas to create imaginative texts. Our next unit will dive into descriptive writing. Here are some shots of the students taking a nature walk to find sources of inspiration for their haikus.



SCHOOL EVENTS & ACTIVITIES



The Windsor Hall students enjoyed a visit to Granville Island to watch the play Frozen River. They had such a fun visit!

SCHOOL EVENTS & ACTIVITIES



Windsor Hall students and teachers dressed up in spooky costumes for Halloween. They also participated in some fun Halloween activities!



The students took part in visiting the local store to pick out books for their new class library!

IB LEARNER PROFILE



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

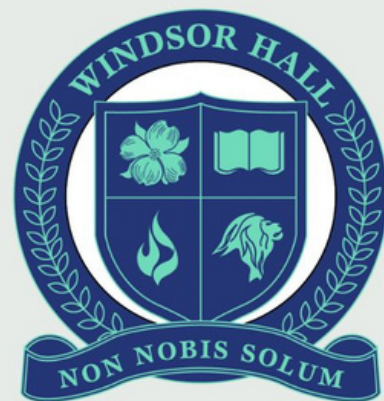
REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

KNOW ANYONE WHO
WOULD LOVE OUR
SCHOOL?

REFER A FRIEND



**YOU CAN BOTH
GET \$500**

Contact the Admissions Office
for details or to refer a student