

# SCHOOL REPORT 2023/2024 & PLAN 2024/2025

- 1) Please use this template to complete your **2023/2024 School Report on Outcomes and 2024/2025 School Plan**.

(Note: The web survey offered in previous years is suspended during the review.)

- 2) Once completed, please forward your report and plan to your school division office as directed.

- 3) Information and links about **school planning** are available at [www.edu.gov.mb.ca/k12/ssdp/index.html](http://www.edu.gov.mb.ca/k12/ssdp/index.html).

- 4) For inquiries to Manitoba Education and Advanced Learning regarding School Reporting and Planning, contact Tia Cumming <[Tia.Cumming@gov.mb.ca](mailto:Tia.Cumming@gov.mb.ca)> or 204-945-8417.

# SCHOOL REPORTING 2023/2024 and PLANNING 2024/2025

<b>Identification</b>			
Name of School Division Seven Oaks School Division	Name of School École Leila North Community School	Name of Principal Dena Arnold	Date (yyyy/mm/dd) 2024/09/30

<b>School Profile</b>	<i>(Complete the following using FTE as of Sept 30<sup>th</sup>.)</i>		
Number of Teachers 33	Number of Students 380	Grade Levels 6-8	There is an Educational for Sustainable Development (ESD) plan for the school. Yes
What is your mission statement? Students, parents, staff, and community working together to create a positive environment that provides a variety of opportunities so that all students may participate at some level in Middle Years learning experiences of their interest, choice, and/or ability in an effort to provide a meaningful education			Year Revised A living document revised regularly.

## SCHOOL REPORT – 2023/2024

<b>School Priorities</b>
1. Middle Year philosophical approach to literacy, numeracy, and assessment
2. Education for Sustainable Development
3. Celebrating Diversity
4. Safe and caring schools
5. Reconciliation

<b>Previous Years' Successes:</b> Please comment on successes and progress towards meeting previous school plan outcomes (2023/2024).	
<b>Expected Outcomes</b>	<b>Results (status, data or anecdotal evidence).</b> Feel free to attach file with results, if needed.
1. To enhance our Middle Year philosophical approach to literacy, numeracy, and assessment, providing engaging opportunities for all learners.	<p>We have implemented several strategies to enhance our approach, including:</p> <ul style="list-style-type: none"> <li><b>Professional Community Dialogue:</b> Facilitated regular co-teaching and collaboration between Learning Support and Classroom teachers to align and improve literacy and numeracy practices.</li> <li><b>Implementation of JUMP Math and Liljedahl's Practices:</b> Continued to apply JUMP Math strategies and Peter Liljedahl's approach to create more engaging and effective math lessons, focusing on problem-solving and conceptual understanding.</li> <li><b>Rich Integrative Learning:</b> Conducted a year-long book study on Reconciliation using <i>The Hidden Path</i> as a core text. This project included literature circles, symbolic art activities, and cross-curricular connections to history and social studies.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Inquiry-Based Learning:</b> Developed inquiry projects across classrooms, including Math problem-solving with low floor, high ceiling tasks that cater to diverse learning needs.</li> <li>● <b>Student Authors Program:</b> Collaborated with Syd Korsunsky to guide students in developing their writing skills, resulting in student-authored pieces that reflect their growth as young writers and editors.</li> </ul>
<p>2. Enhancing Education for Sustainable development; to acquire and demonstrate knowledge and skills, attitudes and life practices that contribute to the future both local and global while addressing the three pillars of ESD; culture, social justice, and sustainability.</p>	<p>We have implemented several initiatives to advance sustainable development education:</p> <ul style="list-style-type: none"> <li>● <b>Indigenous Knowledge Integration:</b> Elder Betty Ross continued to support our school community by working in classrooms two days a week, sharing Indigenous perspectives and fostering an understanding of sustainable living practices rooted in Indigenous ways of knowing.</li> <li>● <b>Hands-On Workshops:</b> Leveraging the Teacher Idea Fund, Demian Lawrenchuk facilitated small group workshops that provided experiential learning opportunities, such as harvesting bear and beaver hides, preparing traditional foods over an open fire, and connecting these practices to broader ecological and cultural concepts.</li> <li>● <b>Anti-Racism Professional Development:</b> We organized ongoing professional development sessions focused on anti-racism education, including a half-day PD led by Sherry Jones, a staff book club, and collaborative sessions dedicated to developing new lessons anchored in the Learning for Justice framework. Teachers developed and shared activities that integrated anti-racism themes into their curricula.</li> <li>● <b>Food Security and Waste Reduction:</b> In partnership with Second Harvest, we educated staff and students on food waste reduction and food security. Through this initiative, we collected and redistributed over \$90,000 worth of food that would have otherwise gone to waste, fostering a school-wide commitment to sustainability and social responsibility.</li> <li>● <b>Sustainable Food Systems Education:</b> Students engaged in hands-on learning by visiting the Aki Centre, maintaining school gardens, and utilizing our new hydroponics system. Our chicken program continued to offer a living model of sustainable food systems and composting practices.</li> <li>● <b>Outdoor Education Program:</b> Our grade 8 students participated in a comprehensive fishing program, combining in-class learning with hands-on experiences, including a catch-and-release activity on the Red River, to deepen their understanding of local ecosystems and sustainable fishing practices.</li> </ul>
<p>3. Foster a culture of inclusivity and belonging by celebrating the diverse cultures, languages, and traditions within our local and global communities, and by building strong connections that honor the unique identities and experiences of all students, staff, and families.</p>	<p>We have implemented several initiatives to celebrate diversity and build a strong sense of community:</p> <ul style="list-style-type: none"> <li>● <b>Multilingual Celebrations:</b> We embraced linguistic diversity by playing <i>O Canada</i> in multiple languages during school events, reflecting the diverse cultural backgrounds of our students and staff.</li> <li>● <b>Gender and Sexuality Alliance (GSA):</b> The GSA continued to provide a safe and supportive space for LGBTQ+ students, promoting awareness and acceptance through events and discussions that celebrate diverse identities.</li> <li>● <b>Cultural Celebrations:</b> We celebrated Diwali as a whole school, incorporating in-class activities led by our committee to educate students about the significance of this festival. Similar initiatives were organized for other cultural events such as Orange Shirt Day, where we engaged in discussions and activities to honor the experiences of Indigenous peoples.</li> <li>● <b>Community Engagement:</b> Our Free Food on Friday summer program highlighted the importance of community support and food security. Students and staff shared the school's harvest with local families, fostering a sense of giving and connection.</li> <li>● <b>Inclusive Events:</b> We organized a variety of events that highlight different cultures and abilities, such as smudging ceremonies, Pink Shirt Day to stand against bullying, wheelchair basketball to promote understanding of physical disabilities, and making ribbon skirts to celebrate Indigenous heritage.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Building School Spirit:</b> Activities such as the Snow Angels initiative, school assemblies, and the staff vs. student hockey game helped to build camaraderie and a sense of belonging within the school community.</li> <li>● <b>Student Voice and Feedback:</b> The <i>Tell Them From Me</i> survey results showed that a majority of students feel that our school celebrates diversity and inclusivity in meaningful ways, indicating a positive impact on school culture.</li> </ul>
<p>4. To continue to provide a safe and caring school where all who enter our building are welcome, feel safe, represented, and valued.</p>	<p>We have implemented a variety of strategies to ensure our school remains a safe and supportive environment for all:</p> <ul style="list-style-type: none"> <li>● <b>Cell Phone Policy:</b> We introduced a new cell phone practice requiring students to store their phones away during the school day, with access only for curriculum-led activities. This policy significantly reduced distractions and promoted increased social interactions among students, with more students actively engaging in play and conversations during breaks.</li> <li>● <b>Lion Hour &amp; Extracurricular Activities:</b> Our Lion Hour initiative, along with a diverse range of extracurricular programs such as sports, performing arts, and music, provided students with structured opportunities to explore their interests, build relationships, and develop a sense of belonging within the school community.</li> <li>● <b>Professional Development for Staff:</b> We conducted specialized professional development sessions focused on understanding ADHD, brain development, and the impact of addictions on learning. These sessions equipped staff with the knowledge and skills needed to better support students' diverse needs and create more inclusive classroom environments.</li> <li>● <b>Classroom Inquiry on Identity:</b> Teachers facilitated classroom inquiries centered on exploring personal and cultural identities, which encouraged students to reflect on their own experiences, understand diverse perspectives, and build empathy towards others.</li> <li>● <b>Mental Health Support through Indigenous Perspectives:</b> Through the Teacher Idea Fund Grant, now in its third year, we continued our efforts to support the mental health of Indigenous students by integrating traditional Indigenous knowledge and practices into our educational approach. This initiative has strengthened students' sense of identity and well-being by connecting them with culturally relevant supports and teachings.</li> </ul>
<p>5. Reconciliation As per the Truth and Reconciliation Commission; “Reconciliation is about establishing and maintaining a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in this country. In order for that to happen, there has to be awareness of the past, an acknowledgment of the harm that has been inflicted, atonement for the causes, and action to change behavior.”</p>	<p>We have undertaken several initiatives to deepen our commitment to reconciliation:</p> <ul style="list-style-type: none"> <li>● <b>Elder Engagement:</b> Elder Betty Ross has been an integral part of our school community, working with us two days a week to share Indigenous knowledge and traditions. Her presence has enriched the educational experiences of both staff and students, fostering a greater understanding of Indigenous ways of living and building meaningful relationships based on respect and reciprocity.</li> <li>● <b>Teacher Idea Fund Workshops:</b> Through the Teacher Idea Fund, Demian Lawrenchuk led small group workshops focused on traditional practices, such as beading, drumming, and storytelling, which provided hands-on learning opportunities for students and helped them connect with Indigenous cultural traditions in a meaningful way.</li> <li>● <b>Orange Shirt Day:</b> We commemorated Orange Shirt Day with both classroom-based and school-wide activities designed to honor the experiences of residential school survivors and their families. Students participated in reflective discussions and creative projects that reinforced the importance of acknowledging the past and committing to a future based on understanding and respect.</li> <li>● <b>Cultural Immersion Experiences:</b> Our day trip to the Petroforms and sweetgrass picking allowed students to engage directly with sacred sites and practices, deepening their appreciation for the land and its significance in Indigenous cultures. This experience was complemented by a whole school viewing of <i>Return to the Falls</i>, a film that tells the powerful story of Elder Betty's journey, which provided a shared understanding and reflection for the entire school community.</li> <li>● <b>Métis Cultural Experience:</b> We enriched our understanding of Métis culture through participation in Festival du Voyageur activities and professional development on Elder Mary's curriculum. These experiences allowed staff and students to explore the rich cultural heritage of the Métis people and its ongoing significance in our community.</li> </ul>

- **Professional Development:** Ongoing professional development sessions equipped staff with the knowledge and tools needed to embed Indigenous perspectives into their teaching practices. This included learning about the historical and contemporary issues facing Indigenous communities, as well as strategies for creating culturally responsive and inclusive learning environments.

## SCHOOL PLAN – 2024-2025

### Planning Process

List or describe factors that influenced your priorities.

- **Divisional Philosophy and Goals:** Alignment with the broader goals and values of our division, which emphasize student success, inclusion, and community engagement.
- **Community Feedback:** Ongoing conversations with students, parents, and community members to better understand their needs, aspirations, and concerns, which have shaped our focus on inclusivity, cultural awareness, and student well-being.
- **Staff Collaboration:** Regular staff meetings and professional learning communities (PLCs) that have facilitated deep discussions on school goals, with a particular focus on improving literacy and numeracy outcomes for all students.
- **Targeted Professional Development:** Strategic professional development opportunities that have enhanced staff capacity in key areas such as culturally responsive teaching, sustainable practices, and the integration of Indigenous ways of knowing into the curriculum.
- **Student and Staff Committees:** Active involvement of staff and student committees in identifying needs and setting goals, ensuring that our planning process is collaborative and reflects the diverse voices within our school community.
- **Focus Areas:** Emphasis on critical areas such as cultural diversity, sustainability, Indigenous education, French language acquisition, and the implementation of Middle Years philosophy and pedagogy, all of which are central to our school's mission and vision.

<p>Describe the planning process and the involvement of students, staff, families and the community. Who was involved?</p> <ul style="list-style-type: none"> <li>• Students; conversations, <i>Tell them from me Survey</i>, and student involvement and engagement</li> <li>• Parents; conversations, Student led conferences, parent involvement and engagement, connecting with parents at evening events</li> <li>• Staff meetings, professional development, professional dialogue</li> <li>• Research that is part of our Teachers Idea Fund grant</li> </ul>
<p>How often did you meet?</p> <ul style="list-style-type: none"> <li>• Staff meetings are held monthly</li> <li>• Support team meetings held once per cycle</li> <li>• Educational Clinical Support Service meetings once every 6 weeks</li> <li>• Professional learning communities meet once a cycle</li> <li>• School committees meet once every eight weeks</li> </ul>
<p>What data was used?</p> <ul style="list-style-type: none"> <li>• Anecdotal feedback from students, parents, community, and staff was used in the formation of the plan</li> <li>• Ongoing development was communicated at monthly staff meetings</li> <li>• <i>Tell them from me</i> survey results and <i>Seven Oaks by the numbers</i></li> <li>• Report card data</li> <li>• Grade 7 and 8 provincial assessments</li> <li>• TIF data</li> </ul>
<p>Other highlights?</p> <ul style="list-style-type: none"> <li>•</li> </ul>

<b>School Priorities</b>
1.Middle Year philosophical approach to literacy, numeracy, and assessment
2.Education for Sustainable Development
3.Celebrating Diversity
4.Safe and caring schools, building community
5.Reconcilliation
6.Creating a French setting in a dual track school

School Plan			
Outcomes	Goal	Plan	Indicators
1. To enhance our Middle Year philosophical approach to literacy, numeracy, and assessment, providing engaging opportunities for all learners.	We want to design transdisciplinary experiences that are based on inclusive pedagogy that support the development of literacy and numeracy practices.	Strengthen the integration of subjects by developing cross-curricular projects that allow students to explore complex problems through multiple lenses. Collaborate with community partners to provide students with opportunities to apply their learning in real-world contexts, such as local environmental initiatives or community service projects.  To continue providing and expanding low floor and high ceiling problem solving experience.	Increased attention to curriculum relevancy, educational rigor, and strong relationships with our students and community.  Other indicators Anecdotal feedback Report cards Student reflection Tell them from me survey Grade 7 and Grade 8 provincial assessments Report card data Seven Oaks by the Numbers
2. Enhancing Education for Sustainable development; to acquire and demonstrate knowledge and skills, attitudes and life practices that contribute to the future both local and global while addressing the three pillars of ESD; culture, social justice, and sustainability.	We need to build a better understanding of ecological literacy for our students.  We need to continue to build leaders and change makers by incorporating social justice issues within the curriculum and student activism in our school community.  We will view our land-based opportunities through Indigenous lens that the earth is living, and we must care for it using kindness by understanding and respecting all the interconnected parts of the natural world.	To build on our learning of all cultures through community and student stories and voice.  To continue our work in anti-racism education through literacy and social justice projects in and out of the classroom.  Help students understand the concepts of sustainability both broad and specific. Moving beyond simple terms. Including applications to be recognized as UNESCO school and/or a Sustainable Future School.  Build on our 'second harvest' school community initiative which allows students to learn about where our food comes from, how to grow and care for food, and how to share.	How are we tracking our sustainability efforts? Do our students know the positive impact they are having on our earth? To examine our practice, track our efforts, publish our growth, and look for areas of improvement.  Anecdotal feedback Tell them from me survey Tracking current and new sustainability initiatives on bulletin board

<p>3. Celebrating Diversity and building community; Increase our understanding and appreciation of the cultures in our local community and in our global community including ethnicity, social groupings, language, values, and beliefs</p>	<p>We want our staff and students to increase their knowledge on the cultures and social groupings represented in our school as we continue to foster understanding and belonging.</p>	<p>Building on last years' work and experience we need to build student voice/story to support our growth and understanding.</p> <p>Find ways to include family members in our learning such as sharing recipes in class, etc.</p> <p>Continue to develop our common language and understanding around culture and anti-racism.</p>	<p>Anecdotal feedback Staff feedback Social Justice committee report Community Culture report</p>
<p>4. To continue to provide a safe and caring school where all who enter our building are welcome, feel safe, represented, and valued.</p>	<p>We need to strengthen our practice in providing Mental Health literacy and strong health education in our classrooms.</p>	<p>Continue staff learning on the impact of social media and cell phones on the health and wellbeing of our students.</p> <p>Continue implementation of our Cell phone practices that provide students opportunity away from their phones and develop a better understanding of our cell phones as a tool to support learning.</p> <p>Whole school events that support the explicit mental health classroom teachings such as Project 11 speaker, Mental Health Day, etc.</p>	<p>Continued implementation of Project 11 and increased use of Mental Health Literacy TIF research study</p> <p>Student reflection Tell them from me survey</p>
<p>5. Reconciliation As per the Truth and Reconciliation Commission; "Reconciliation is about establishing and maintaining a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in this country. In order for that to happen, there has to be awareness of the past, an acknowledgment of the harm that has been inflicted, atonement for the causes, and action to change behavior."</p>	<p>We need to respond to the 94 Calls to Action for Reconciliation. We need to support students to see their place in reconciliation and how they can successfully engage in actions that support reconciliation.</p>	<p>Students develop the ability to discuss and explain reconciliation.</p> <p>Expand and continue our land-based activities including Sweats, visits to communities, work alongside mentors, drumming group, sage picking, etc.</p> <p>Seek ways to move from teaching Indigenous perspective to Indigenous pedagogy.</p> <p>Treaty training sessions for all staff.</p>	<p>Increased use of the Circle of Courage as a model to support students. Increased participation in Orange Shirt Day, Powwow club, Drumming club.</p> <p>Opportunities for students to engage in Indigenous cultural learning.</p>
<p>6. To create a vibrant French immersion environment that enhances students' language skills and cultural understanding,</p>	<p>To strengthen the French Immersion program by providing immersive experiences that extend beyond the classroom, improving access to French literacy resources, and fostering a</p>	<p><b>Expand French Cultural Experiences:</b></p> <ul style="list-style-type: none"> <li>• <b>French Café Days:</b> Organize monthly French Café events where students can</li> </ul>	<p>Number of students participating in French cultural events and literacy programs.</p>



<p>promoting a strong bilingual identity within the dual-track school setting.</p>	<p>cohesive French cultural presence in the school.</p>	<p>practice conversational French in a relaxed, real-world setting, interacting with peers and staff in French.</p> <ul style="list-style-type: none"> <li>● <b>Cultural Celebrations:</b> Host annual events such as Festival du Voyageur and Francophonie Week, with activities like traditional games, music, and food that celebrate Francophone culture.</li> <li>● <b>Guest Speakers and Performers:</b> Invite Francophone artists, authors, and community leaders to share their experiences and engage with students through interactive presentations and workshops.</li> </ul> <p><b>Enhance French Literacy Resources:</b></p> <ul style="list-style-type: none"> <li>● <b>Library and Classroom Expansion:</b> Increase the collection of French books, magazines, and digital resources available to students, ensuring a wide range of genres and reading levels.</li> <li>● <b>French Reading Programs:</b> Implement school-wide French reading challenges and book clubs to encourage students to explore French literature and improve their reading skills.</li> </ul> <p><b>Promote French Use Beyond the Classroom:</b></p> <ul style="list-style-type: none"> <li>● <b>French Zones:</b> Designate specific areas in the school where only French is spoken, encouraging students to use the language outside of the classroom setting.</li> <li>● <b>French Club:</b> Establish a French club that organizes after-school activities such as film screenings, cooking classes, and games in French.</li> </ul> <p><b>Support for Teachers:</b></p>	<p>Circulation data for French books and resources.  Student self-assessment of French language confidence.  Teacher feedback on professional development sessions.</p>
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		<ul style="list-style-type: none"><li>● <b>Professional Development:</b> Provide regular training for French Immersion teachers on effective immersion strategies, classroom management, and integrating Francophone culture into their teaching.</li></ul>	
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