

# COMMUNITY REPORT

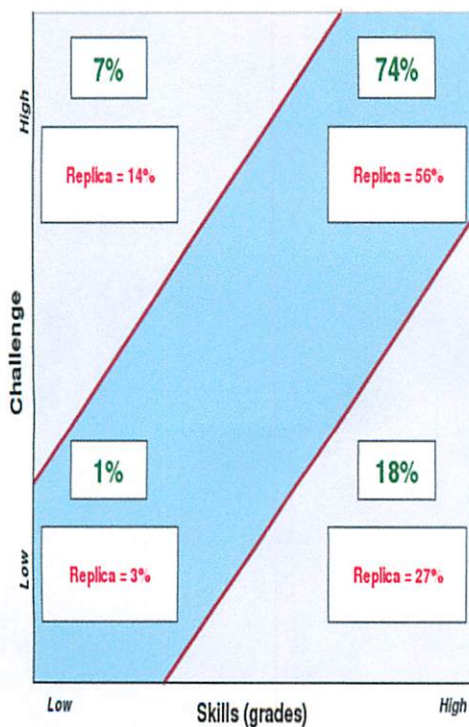
## ÉCOLE LEILA NORTH

Academics, Arts and Athletics



**Humboldt Strong**

Leila North: Skills (grades)-challenge



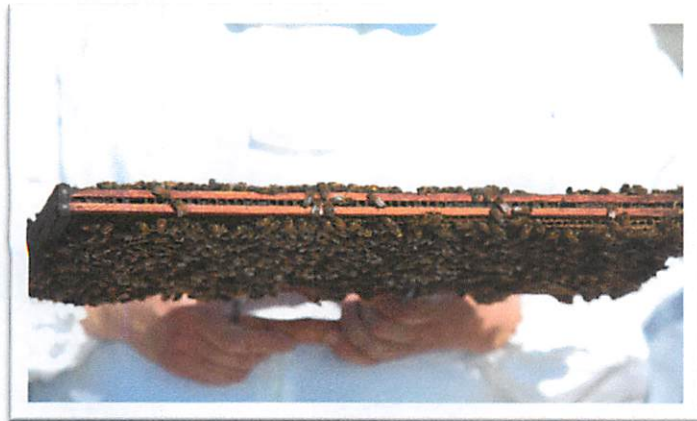
Students who feel challenged in their Language Arts, Math and Science classes and feel confident of their skills in these subjects. • 74% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The Canadian norm for these grades is 57%. • 18% of students were confident of their skills but did not find classes challenging. The Canadian norm for these grades is 28%. • 7% of students were not confident of their skills and found language arts, math or science challenging. The Canadian norm for this category is 12%. • 1% of students lacked confidence in their skills and did not feel they were challenged. The Canadian norm for this category is 3%.

### Academics

- Attached is our data from our “Tell Them From Me” survey we do annually, our students continue to be above national average in engagement and positive relationships
- We continue to offer challenging activities for our students to be involved in such as the Gauss Math contest.
- Our students publish our newsletters that are sent out to our community throughout the year
- We continue to invest in our technology in the school, purchasing and using Google chromebooks in our classrooms
- Our investment in school classrooms and libraries and our own have surpassed \$23000 in literature purchases

## Highlights

- Orange Shirt day was commemorated by tying 6000 ribbons to represent the students that passed away while in residential schools
- A school wide recycling day in the fall and yet again in the spring
- Harvesting our honey from our rooftops, this year we went out on our own taking care of our hives on the roof.
- Hosting the first "Provincial middle school volleyball tournament"
- Snow Angels neighborhood shoveling
- Our annual Dial-A-Life dinner for our displaced families
- Our knitting club and what they produced this year
- Wellness Wednesdays and our Kindness Week activity providing all of our students with frozen Maple Syrup pops
- Our spirit weeks that our leadership students organize and run
- Support for "Humboldt Strong"
- Treaty Days
- Our homegrown therapy chickens
- Francofolies
- Our grade 8 French Immersion Quebec Trip
- Partnership with Winnipeg Art Gallery



## Philanthropy at École Leila North

This year we had an outstanding leadership group that really wanted to focus on how they could commit to helping others. They brought numerous ideas to the table and ran with them throughout the year to help our community.

- Terry Fox raised over \$575.00 that was donated
- Our Halloween celebration focuses on gathering food for our shelters well over 350lbs gathered
- Bake sales to support adult support services resulted in a \$250.00 donation
- A week long silver collection garnered over \$900 for Holy Cross Shelter
- We continue to plant, take care and harvest our own garden. Donating the extra fresh vegetables to Winnipeg Harvest.
- We donated \$300 worth of art supplies to the inclusive art program





## Athletics at Leila

- We continue to excel and encourage as many students as possible to participate in our athletic programs. Our Physed department has shifted its focus in offering intramurals as well this year as we have been running different fitness stations at lunch. Our gym is packed every morning with students practicing their different skills before classes start. Our students have really engaged in these activities and continue to push themselves to improve their fitness and skillset.

By the numbers, students involved in athletics:

- |                    |                      |
|--------------------|----------------------|
| • Cross Country 25 | • Marathon 15        |
| • Volleyball 150   | • Soccer 25          |
| • Basketball 130   | • Hockey 20          |
| • Track 105        | • Special Olympics 5 |
| • Badminton 110    | • Flag Football 45   |
| • Softball 115     | • Ultimate 15        |



# The Arts

## Band

Our band program continues to flourish with over 280 students enrolled and having band four times a cycle. They come together twice a year as a concert band and perform like they practice regularly together. *Mr. Grant Page has been teaching band at Leila for the past 26 years and is retiring this year. We would like to thank him for all his exceptional contribution to our community!*



## Choir and Dance

Our choir program has over 300 students enrolled and performed at the Brandon Jazz fest, Law Day and our own concerts.

Our dance program has over 100 students enrolled and 50 on our dance team

We also had a Bhangra dance group perform at Maples Dhiwali

## Photography

We are so fortunate to also have a professional photographer on staff. Ms. Godfredson hosts a timetabled class for any students that are interested. The pictures that these students have learned to take have been amazing. Many of you have seen them displayed in our school.



## The Musical – Shrek Jr.

Again over 100 students participated in the production Shrek Jr. either on stage or behind the scenes. We had 6 performances at MYTP this year.

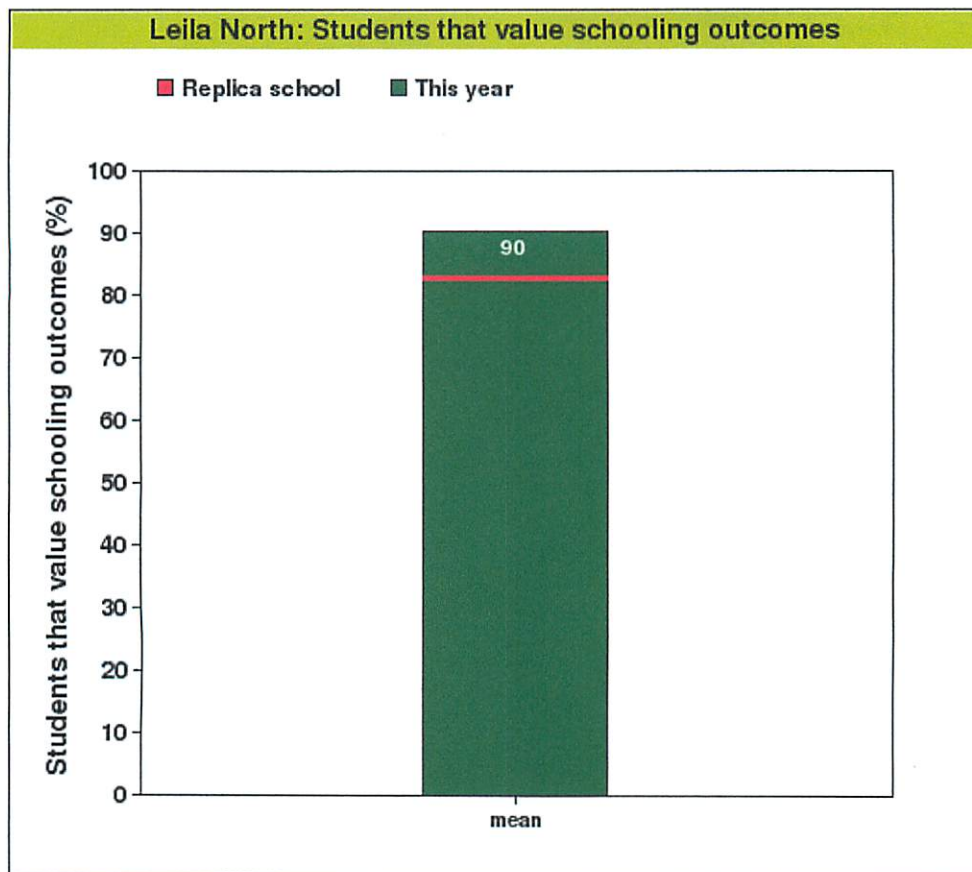
# Values School Outcomes

## Value School Outcomes

The OurSCHOOL measure of Value School Outcomes is based on on the following set of questions:

Please indicate how much you agree or disagree with each of the following statements:

1. What I am taught at school is important.
2. Doing well in school is important for when I grow up.
3. What I am learning in Math is important.
4. What I am learning in Language Arts is important.
5. What I learn at school is useful in my everyday life.



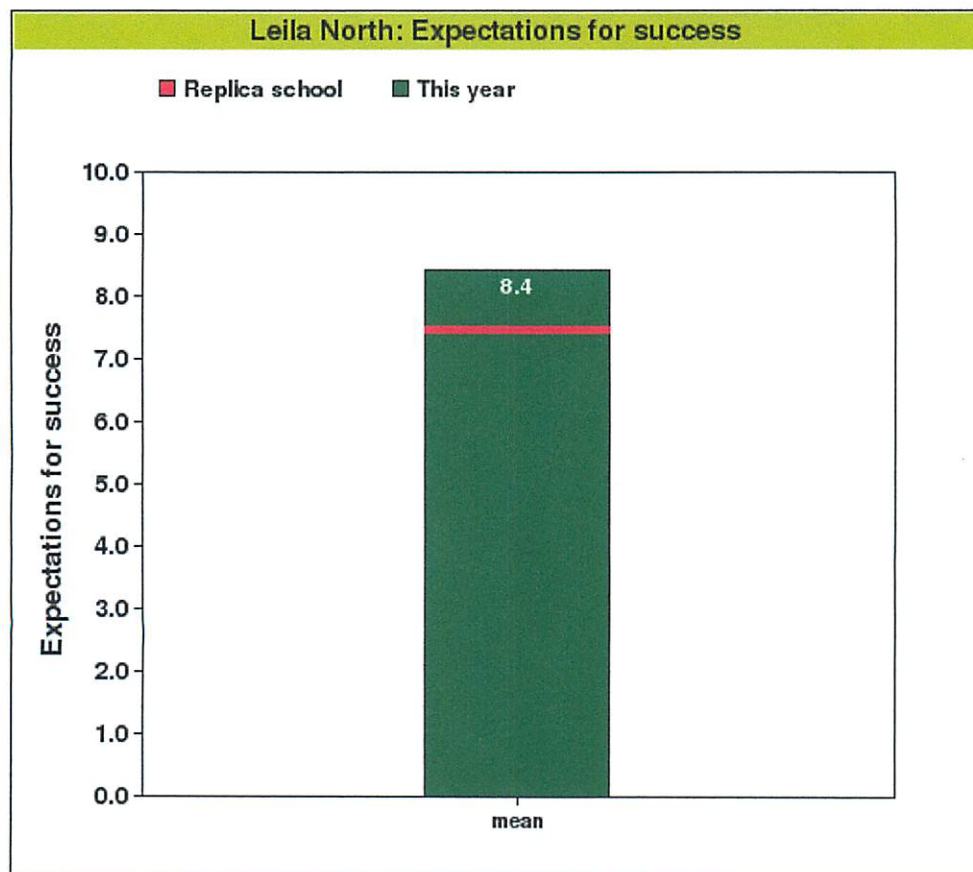
# Expectations for Success

The OurSCHOOL measure of Expectations for Success uses the following five statements to assess the extent to which school staff value academic achievement and hold high expectations for all students:

In our school ....

1. Students must work hard to succeed.
2. Our teachers encourage students to do better.
3. Our teachers expect homework to be done on time.
4. Students are clear about what is expected of them for their courses.
5. Our teachers expect us to work hard.
6. Our teachers expect all students to do their best work.

Schools with high academic press place a strong emphasis on academic skills.



# Positive Behaviour at School

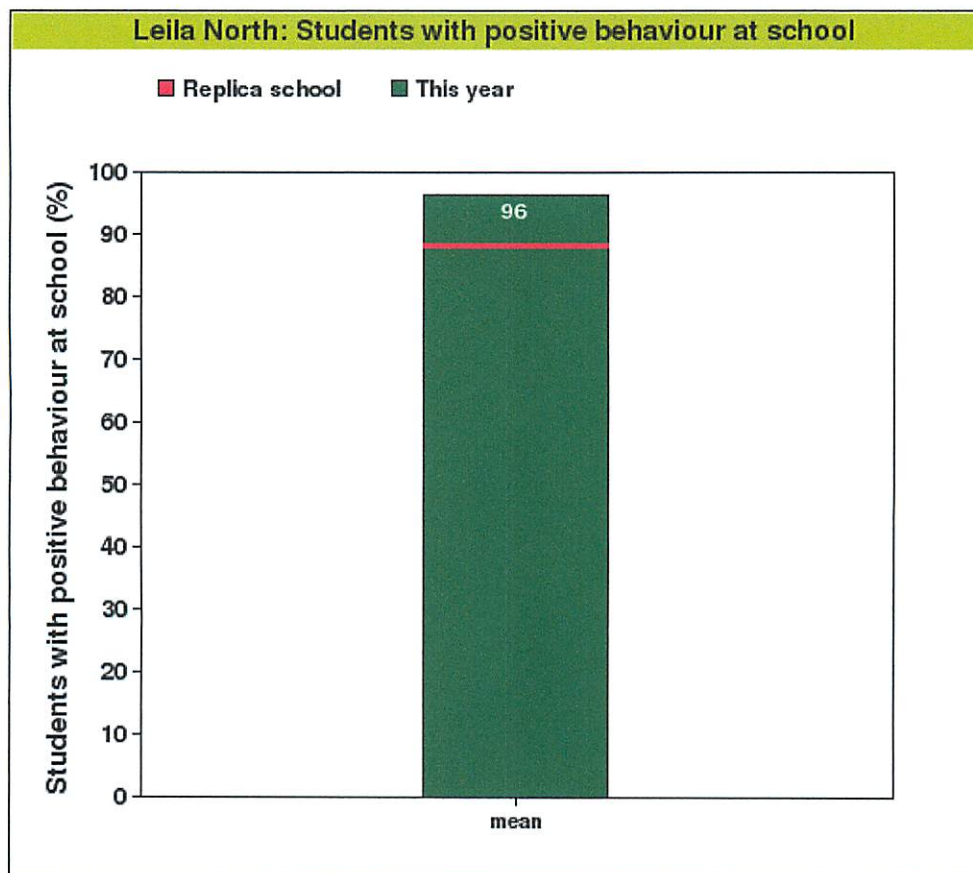
Students respond to 5 questions asking how often during the past 4 weeks they have been in trouble at school. The results are reported as the 'percentage of students with positive student behaviour'.

During the past 4 weeks how often have you been in trouble at school for any of the following reasons.

- Being disruptive in class.
- Making inappropriate comments.
- Getting into fights.
- Breaking a school rule.
- Lying or cheating.

During the past year at school have been ever been:

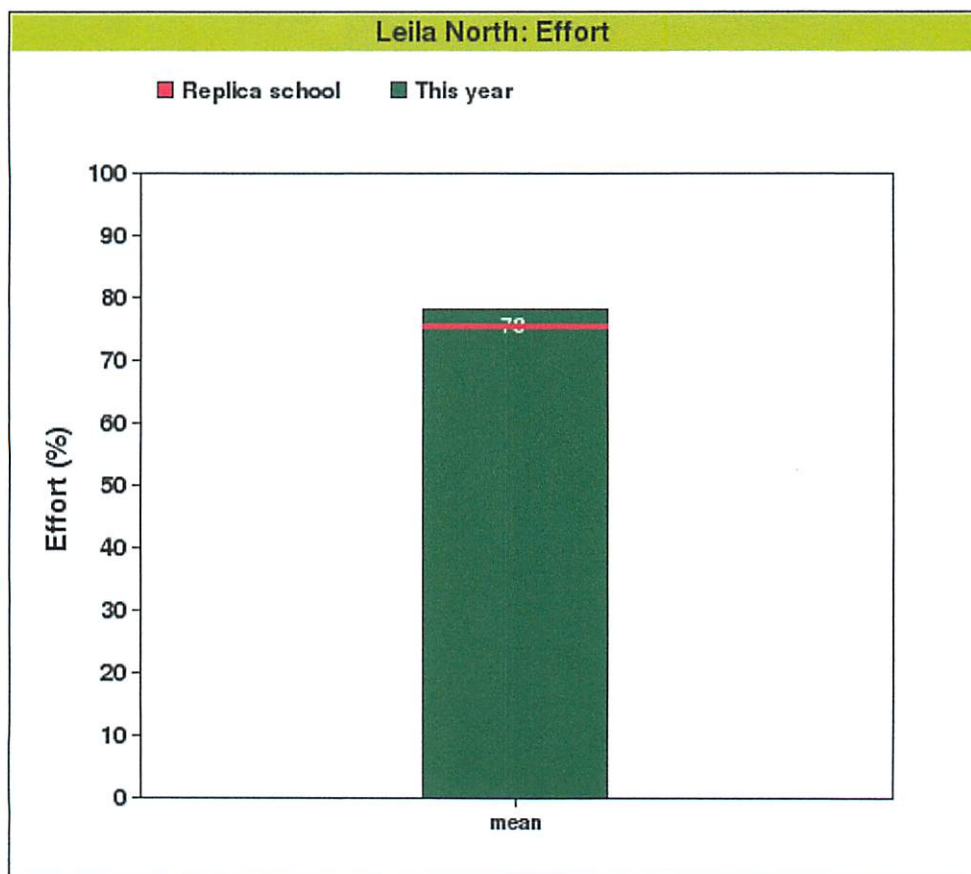
- Suspended from school.
- Given a detention.



# Effort

Students respond to a subset of questions, from a full set of 9 Likert questions, regarding their effort in three subject areas - language arts, mathematics, and science. Students are only asked questions about subjects in which they are currently enrolled. The results are reported as "the percentage of students who are trying hard to succeed". Results are not broken down by subject area. The questions for each subject area are:

- I try hard to succeed in [the subject area].
- I ask for help when I do not understand a concept or idea.
- I participate in class discussions.

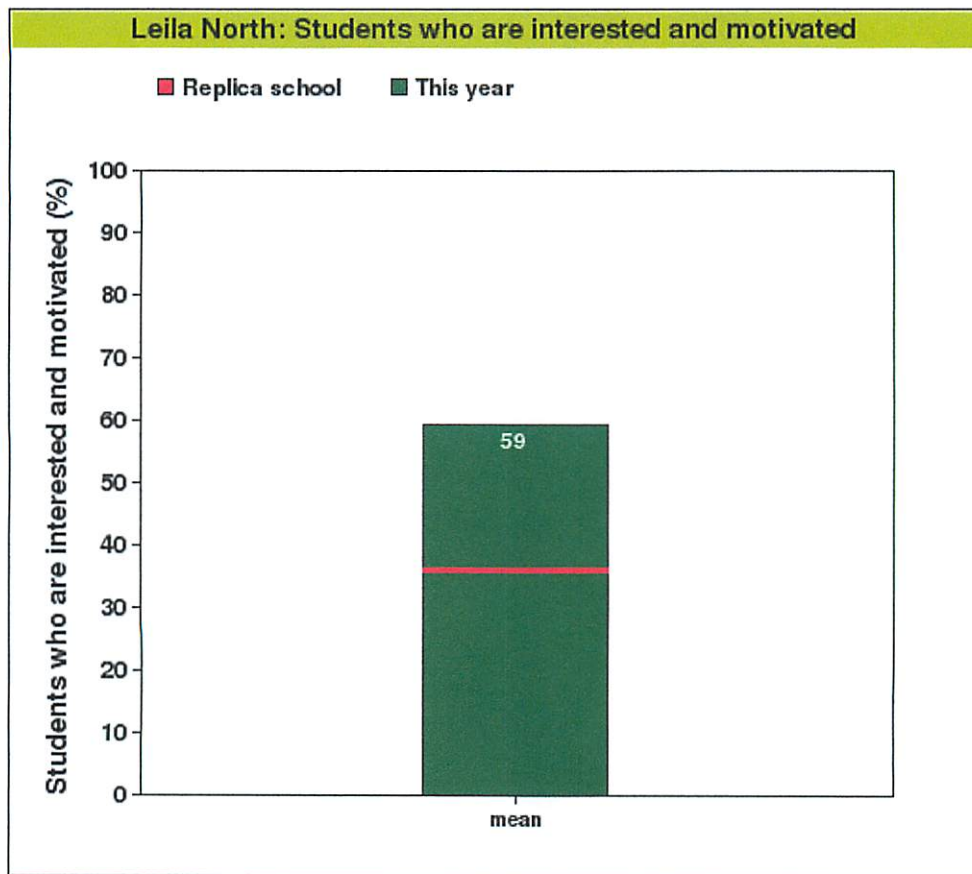




# Interest and Motivation

Students respond to a subset of questions, from a full set of 18 Likert questions, regarding their interest and motivation in three subject areas - language arts, mathematics, and science. Students are only asked questions about subjects in which they are currently enrolled. The results are reported as "the percentage of students who are interested and motivated". Results are not broken down by subject area except by special arrangement. The questions for each subject area are:

- I spend a lot of time day-dreaming, socializing, or pretending to pay attention.
- I enjoy learning new concepts and ideas.
- I enjoy our class projects so much that often I do not want to stop.
- I wish we did not have to take [the subject area].
- I enjoy [the subject area] classes so much that I lose track of time.
- I find myself thinking about what we are learning even after the lesson is over.



# Positive Teacher-Student Relations

## Teacher-Student Relations

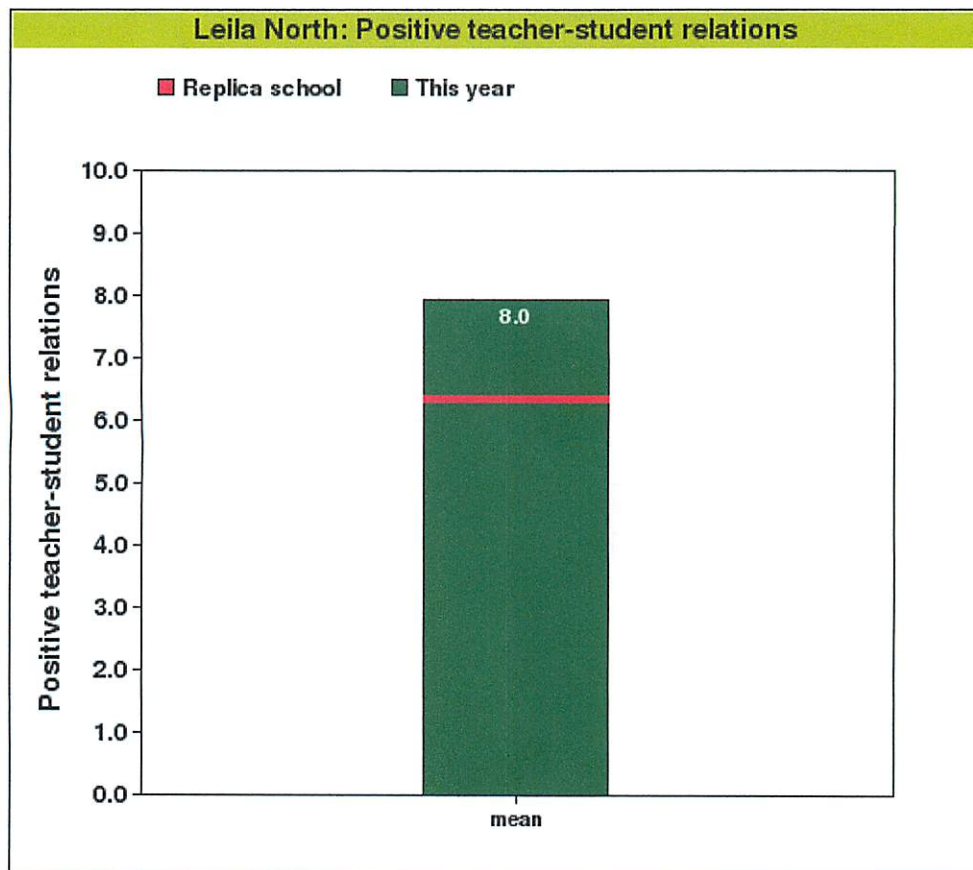
The OurSCHOOL measure of Teacher-Student Relations uses the following five statements to assess students' perceptions about how they are treated by their teachers, and whether they feel supported by them.

### In our school ....

1. Our teachers treat us fairly.
2. Our teachers praise us when we have done well.
3. Our teachers get along well with students.
4. Our teachers show an interest in every student's learning.
5. Our teachers take account of students' needs, abilities, and interests.
6. Our teachers do a lot to help students who need extra support.

Willms (2004) found that youth in Canada and the United States tend to have better academic achievements in schools with high levels of teacher-student relations.

(see <http://www.hrsdc.gc.ca/en/cs/sp/lp/publications/2004-002611/SP-601-05-04E.pdf>)



# Positive Learning Climate

## Positive Learning Climate

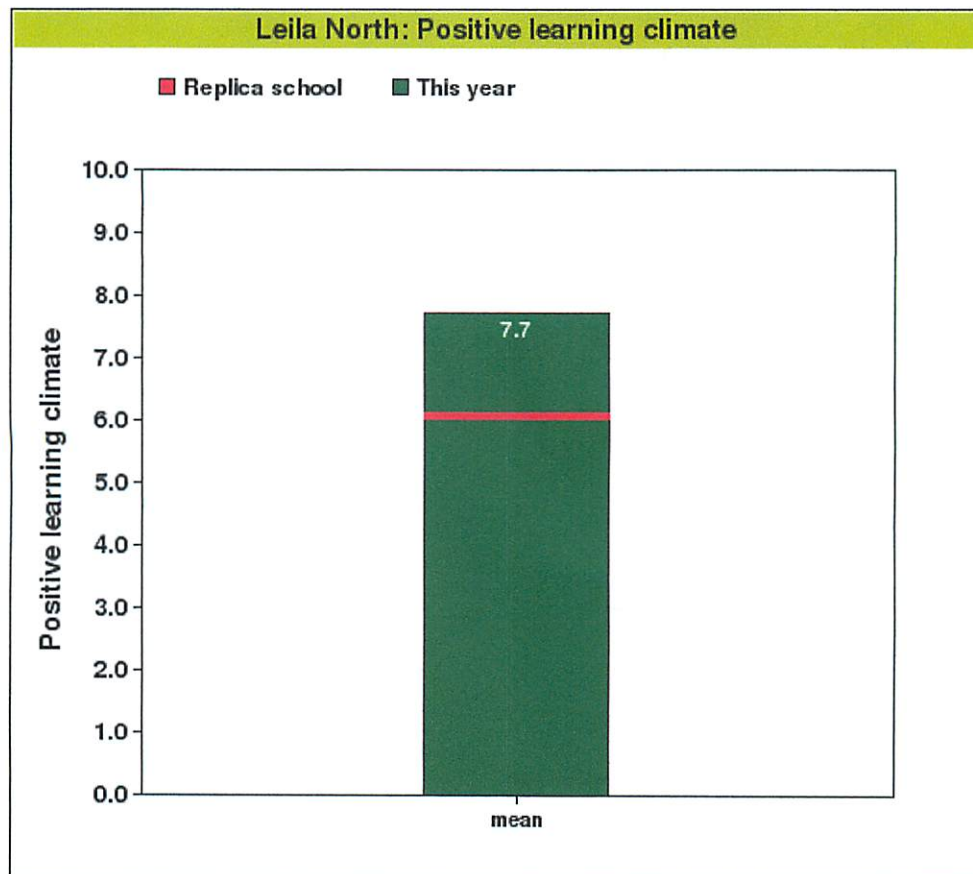
The OurSCHOOL measure of **Positive Learning Climate** uses the following five statements to assess the extent to which pupils internalize the norms and values of the classroom, and conform to them:

In our school ....

1. Students are quiet when they should be.
2. Teachers do not let us fool around in class
3. Teachers have control of the class.
4. I know what the class rules are.
5. Students behave in class.

Willms (2004) found that youth in Canada and the United States tend to have better academic achievements in schools with high levels of classroom disciplinary climate.

(see <http://www.hrsdc.gc.ca/en/cs/sp/lp/publications/2004-002611/SP-601-05-04E.pdf>)



# Sense of Belonging

## Sense of Belonging

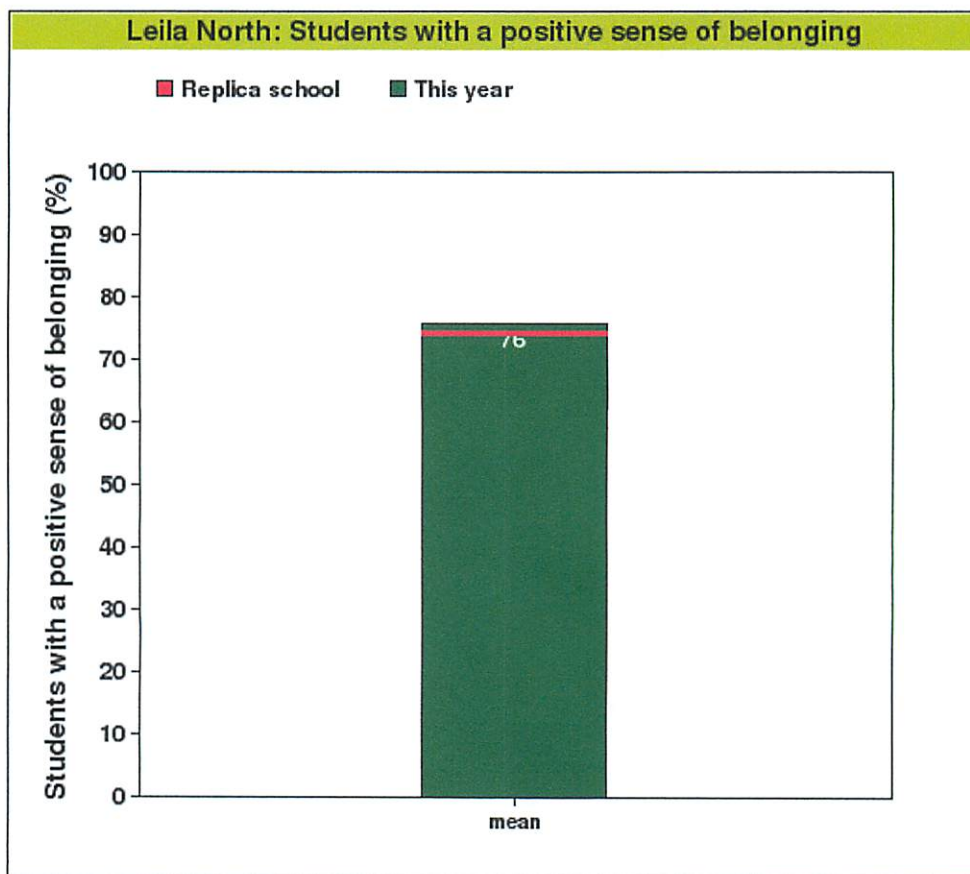
The OurSCHOOL measure of **Sense of Belonging** is based on the following set of questions:

Please indicate how much you agree or disagree with each of the following statements:

1. I make friends easily at school.
2. I feel accepted for who I am.
3. School is a place where I feel like I belong.
4. I feel accepted by other kids my age.

Willms (2005) constructed a similar measure for the OECD PISA survey, and found that for a large representative sample of Canadian 15-year old students the proportion of students with a positive sense of belonging was about 80%.

(see <http://www.oecd.org/edu/school/programmeforinternationalstudentassessmentpisa/33689437.pdf>)



## Aspirations - Career Pathways

The measure of Career Pathways is based on students' responses to the following question: What do you plan to do after you graduate from high school?

- I plan to pursue a trade or apprenticeship program (e.g., carpentry, plumbing, chef, administrative assistant).
- I plan to go to college.
- I plan to go to university.
- I plan to enter the workforce.
- I do not know.

The results are presented as the percentage of students in each career pathway.

The Career Pathways module focuses on students' perceptions of their career identities as well as their active engagement in career exploration. "Further detail" charts provide a breakdown of the following:

- Aspirations after graduation
- Level of commitment to a particular job or career
- Current level of career exploration
- Career knowledge
- Perceived obstacles to reaching career goals
- Current use of school-level resources and opportunities
- Perceived importance of specific skills

