

Annual Report

2020-2021

THE
LEACOCK
FOUNDATION

Transforming our Vision into Reality



TABLE OF CONTENTS



Vision and Mission, Where we work	Page 1
Message from Our Leaders	Page 2
Spotlights	Pages 3-6
Promoting Innovation	Page 7
Partnership Highlight - Indigo LoR	Page 8
Measuring Our Impact & Results	Pages 9-10
Get Ahead Vision for Excellence	Pages 11-13
Life in the Time of COVID-19	Pages 14-16
Improving Our Physical Space at GAP	Page 17
Financial Report	Pages 18-20
Board of Directors and How to Give	Page 21
Contact Information & Our Partners	Page 22

Refreshed Leacock Foundation Vision and Mission

Vision

A world where all children and youth have an opportunity to reach for their full potential.

Mission

Our mission is to confront inequity by empowering children and youth to develop the critical and creative thinking skills to be confident leaders now and in the future.

Where we work

Toronto

In Toronto, signature literacy and leadership programs are offered in collaboration with partner schools in several underserved communities including St. James Town, Humber River - Black Creek, and Scarborough (Woburn). We are gearing up for our expansion to Thorncliffe Park. We have many mutually beneficial partnerships with the Toronto and Region Conservation Authority, Future Design School, Indigo Love of Reading Foundation, ABC Life Literacy, Logics Academy, Branksome Hall, Greenwood College, Kingsway College School and First Book Canada.

South Africa

In South Africa, we work with the Get Ahead Schools' trio of low-fee independent schools in Queenstown — a rural community in the Eastern Cape near Nelson Mandela's birthplace. Our donors support these schools through infrastructure development, technology updates, teacher growth, student support, and leadership programs.



A Message from Our Leaders

COVID-19 challenged us all to cope with loss, sadness, isolation and uncertainty. The pandemic also illuminated the widening gap between affluent and economically challenged communities across the globe. Inspired by a vision which asserts that all children and youth deserve an opportunity to reach their full potential, the Leacock Foundation stepped in to address these inequities with educational programming and learning resources. We had to think creatively to respond to a changing landscape, but the resiliency of our partner communities pushed us to pivot and adapt ensuring that all of the children we touched were given the opportunity to learn and connect.

Despite the shutdowns, fears and hurdles caused by the pandemic, our partner communities in Toronto and at the Get Ahead Project schools in South Africa worked with us to provide quality educational opportunities and spaces where learning and leadership could thrive.

In fact, once in-person programming resumed there was an increased demand for our programs with more than 300 registrations received for LEAP into Literacy Summer Camp. Also, we are in the planning stages of our expansion to Thorncliffe Park, a densely populated, multicultural neighbourhood with a poverty rate of almost 46%.

Almost 14,000 kilometers away, at Get Ahead, the schools' leadership team overcame obstacles to teaching and learning by using technology funded by Leacock to support learning at home. Today they are focused on a dynamic vision of excellence which will empower their youth to develop an innovation mindset, a passion for learning and the skills to thrive in an ever-changing world.

We are excited for the future, and the past two years have shown us that anything is possible if we persevere. As a charitable foundation, we wouldn't exist without each of you. We hope as you read our Annual Report that you feel inspired by the incredible work within our communities in Toronto and South Africa and continue to be part of the transformation.

We thank you for your contributions, energy, and time.



Jessica Murphy, Executive Director



The Board of Directors

SPOTLIGHTS

For a behind the scenes perspective of how we transform our vision into a reality, we chatted with our community champions about our impact.

David Crichton Principal at Rose Avenue Public School in St. James Town



Tell us about your Leacock Foundation journey.

Leacock has had a long standing partnership with Rose Avenue before I became the Principal. There are certainly more programs and opportunities now than there have been in the past.

In your experience with the Leacock Foundation, please describe the impact.

First of all, it has a very positive academic and social emotional impact on the community. We identify gaps in student learning, have conversations, and programs are developed to fill the gaps. The focus of programs have changed in conjunction with the school and community needs. We discuss with the Leacock team what we noticed and they support us to address the gaps. Secondly, students in our community almost all live in high-rise buildings, the programs provide an opportunity for students to get out of the house and get a really rich experience; both academic, and opportunities and experiences that others might not otherwise have access to.

How would you describe the Leacock Foundation programs to someone who doesn't know who we are?

I would say that the Leacock programs are intentionally focused, curriculum based with the appropriate interventions. Leacock programs serve dual priorities - decreasing the achievement gap for students and providing high quality arts and recreational programs.

How does the Leacock Foundation turn vision into reality?

The Leacock Foundation has always been open to changing over time to meet the needs of students and the school community. Relationships are longstanding and families stay involved with programs over time. We share the data and Leacock tailors instructional programs to support learning priorities and consider programming that is more culturally responsive. The Leacock Foundation ensures to accommodate students' complex and challenging needs. Leacock always hires really high quality staff.

SPOTLIGHTS

Annie Slater - Principal at Woburn Jr. Public School in Scarborough



Tell us about your Leacock Foundation journey.

When I was placed at Woburn Jr. Public School in 2018, the LEAP into Literacy Summer Camp was happening. It's not just a camp that is here for only the summer. We discuss with the Leacock team about the partnership for the year round and the school's literacy goals. We are very grateful for the Leacock technology grants that really enriched our school community. Reading comprehension is something that the kids are struggling with and we collaborate on a curriculum that addresses the students' needs. It has been a positive experience!

In your experience with the Leacock Foundation, please describe the impacts that the Leacock Foundation has on the children and youth.

There are a lot of benefits to the partnership. The Leacock Foundation helps the kids achieve their academic goals but also mental health and wellness. Leacock is very much in tune with what our goals are.

There is always a summer decline but I'd bet the students who participate in LEAP into Literacy experience less of a decline.

From your perspective, what gaps do the Leacock Foundation programs aim to fill?

Definitely the kids have fun, you have more flexibility compared to schools to make it more engaging. It also gives parents an opportunity to get their kids into programs they wouldn't otherwise have access to. The Leacock Foundation fills the gap in terms of addressing academic and mental health needs in a fun, engaging way.

How would you describe the Leacock Foundation programs to someone who doesn't know who we are?

The Leacock Foundation is focusing on what is best for the kids - physical wellness, mental wellness, and the whole child. One of the camps that I visited brings in the STEM and global competencies that kids are learning. There is also a community feel as the kids are from the same community.

How does the Leacock Foundation turn vision into reality?

Just by offering the program in marginalized communities – our families wouldn't be able to afford camps, or get into those offered by the city. Programs local to where they live, good balance of fun activities and learning, and equity of opportunities (summarizes Leacock Programs). Marginalized communities don't get as much access to technology especially girls and this is building up equity and access.

SPOTLIGHTS

Ajilan S. - Past Program Participant and Current Program Assistant



Tell us about your Leacock Foundation journey.
My first experience with the Leacock Foundation was when my teachers recommended me for the Leacock programs at Derry Down.

In your experience with the Leacock Foundation, please describe the impacts that the Leacock Foundation has on the children and youth.

The mentors at LEAP into Literacy Summer Camp were great – one individual focused on me and recognized I was shy and spent more time with me. No one really addressed that when I was a kid, someone sat with me and talked to me about my shyness. I appreciate that someone took the time.

My parents didn't have the best financial situation but I was still able to participate in LEAP into Literacy Summer Camp. People that come from marginalized communities are really dependent on the school to get access to more opportunities. I wouldn't have had those experiences if it wasn't for Leacock. I think the summer camp experience makes you feel normal because it is something that the average Canadian kid would do. It helps you experience those same opportunities as your peers. My parents were immigrants from Sri Lanka. My dad spoke English, my mom didn't. This was the same time I was growing up, my mom was going to night school, learning English, and eventually got a job in that field.

In reflecting on my Take the LEAD program experience, I remember meeting like-minded kids. When participants are all like-minded, it is great because we all work together and learn from each other. That focus pushed me to pursue leadership opportunities at school and outside of school.

From your perspective, what gaps do Leacock Foundation programs aim to fill? Are they successful in doing so?

LEAP into Literacy Summer Camp was in the Derry Down community - a lot of people were from racialized communities, lots of immigrants, and didn't come from amazing academic or financial backgrounds. We were all in the same boat, a lot of people weren't going to send their kids to camp. Leacock targeted the needs of this community. I remember learning basic literacy skills that provide a strong foundation for other academic developments. Everything starts from the basics, a strong foundation that we can then continue to build on top of.

How would you describe the Leacock Foundation programs to someone who doesn't know who we are?

The Leacock Foundation aims to identify groups who are often underserved and works endlessly to support these communities through leadership and literacy programs. What I remember most is having that camp experience, feeling normal. We tend to want to focus on academics, but that is not the only thing that determines success in life. Cultural capital is all linked to your experiences and contributes to success.

How does the Leacock Foundation turn vision into reality?

To confront inequity – the Leacock Foundation works in historically marginalized and racialized communities. The programs focus on academic success and cultural capital that helps us reach our full potential; while helping us in the future. I recall when I was given a task to create a game and it gave me the space to do something creative which I really loved as a kid.

SPOTLIGHTS

Zia W - Parent Champion



Tell us about your Leacock Foundation journey.

I got to know the Leacock Foundation in 2021 through Rose Avenue Public School's family communication. My initial intention was to diversify Alice and Richard's learning experience during the pandemic, because they were switched to virtual school in 2020 and 2021. There was only one teacher assigned to the class, so not much diversification in comparison with in-person learning. I thought signing them up for the Saturday Morning Literacy Club would be a great opportunity for them to make new friends and have a different experience. I also look at it as an opportunity to support their mental health during pandemic.

And it turned out to be a great experience with Saturday Morning Literacy Club. The program has great content and teachers, so we continue our learning journey with the Leacock Foundation throughout the year including Leap into Literacy Summer Day Camp. We attended various workshops as well, such as math, coding and thinker and doers.

In your experience with the Leacock Foundation, please describe the impacts that the Leacock Foundation has on your children.

It's been a great experience with the Leacock Foundation. The literacy program has opened the doors to understanding, critical thinking and the capacity for lifelong learning. Both Alice and Richard have been showing increased interest in reading and always share the content with us. They definitely have developed stronger reading skills in the past 18 month after attending the Saturday Morning Literary Club, and see reading as a treat, which makes me very happy as they are now self-motivated in reading which will benefit them lifelong.

From your perspective, what gaps do Leacock Foundation programs aim to fill? Are they successful in doing so?

From my perspective, the Leacock Foundation believes in improving literacy in children as a way to help end poverty locally and globally. I believe they are successful in doing so, as they provide numerous programs to develop and strengthen the skills in children including literacy and leadership which are essential for a brighter future. For example, the March Break Math Literacy program focused on money and uses some simple examples to introduce the basic concepts of personal finance literacy. These are great ways to connect the knowledge to real life situations and understand the decision-making process when there are limited resources. Not only are the programs offered helpful to fill the gaps of resources provided in the community, but the content that is taught helps fill the gaps.

How does the Leacock Foundation turn vision into reality?

The Leacock Foundation turned vision into reality by careful program planning and design, hired quality teachers and volunteers to deliver and support the program in a fun and energetic way to keep children motivated in order to achieve the best result of learning. One thing I really enjoy is the movement break. It's a great way to keep students engaged – volunteers and teachers.

Promoting Innovation



How may we prepare Leacock children and youth for today and the global workplace of tomorrow? How may we create learning, safe spaces to prepare kids to be successful in a fast-paced world? The Leacock children and youth need opportunities to learn creative and critical thinking skills and mindset that set them up for success. What are those explicit thinking skills? Critical thinking, Communication, Collaboration, and Creativity.

We aim to build skills that allow children and youth to adapt to the ever-changing world. There's an increasing need for individuals to engage in innovative thinking to solve problems and keep up with the demands for new and creative solutions. For our students to be successful in school, life, and the workplace, they must be able to be creative in how they adapt, generate new ideas, collaborate and build their knowledge.

We launched the **'Thinkers and Doers' initiative** across our Toronto programs to provide opportunities for students to engage in self-discovery, exploration, and connect and collaborate with their peers. This initiative incorporates a variety of different topics and approaches, including coding, robotics, tackling challenges collaboratively, and STEAM challenges.

“Leacock programs strive to be at the forefront of education when it comes to giving students a head start. They do this through research in innovative programming, which involves collaboration among educators, evaluation of the program by students, parents, and educators, and application of technology, design thinking, tinkering, and action projects.”

-Esther Kim, Leacock Curriculum Specialist & Literacy Teacher

PARTNERSHIP HIGHLIGHT

Indigo Love of Reading Foundation



The Indigo Love of Reading Foundation has been dedicated to putting books in the hands of children in high-needs communities across Canada. With the support of Indigo and its customers they are committed to impacting more than 1 million children. The Summer Reading Matters Program promotes and supports literacy initiatives through providing funding to purchase books.

The three overarching goals for acquiring the books were: 1) ensure that children and youth have access to books reflective of their identities and communities; 2) foster a love of reading throughout the summer to help alleviate the summer slide back; and 3) build their home libraries.

In the Spring of 2020, Indigo Love of Reading Foundation donated \$12,500 to the Leacock Foundation. We distributed 1,430 books to 480 children. The following summer, they donated \$8,700 which allowed us to distribute 925 books to 340 children. Furthermore kids participated in the Summer Reading Challenge to earn Indigo gift cards. The value of books is instrumental as they serve as powerful tools to open the doors to countless possibilities.

With the support of the LoR Community Grant we were able to provide families with much needed reading resources as well as created a joyful experience for the children in what has otherwise been an extremely challenging time. Physical books can be enjoyed multiple times and shared amongst family members.

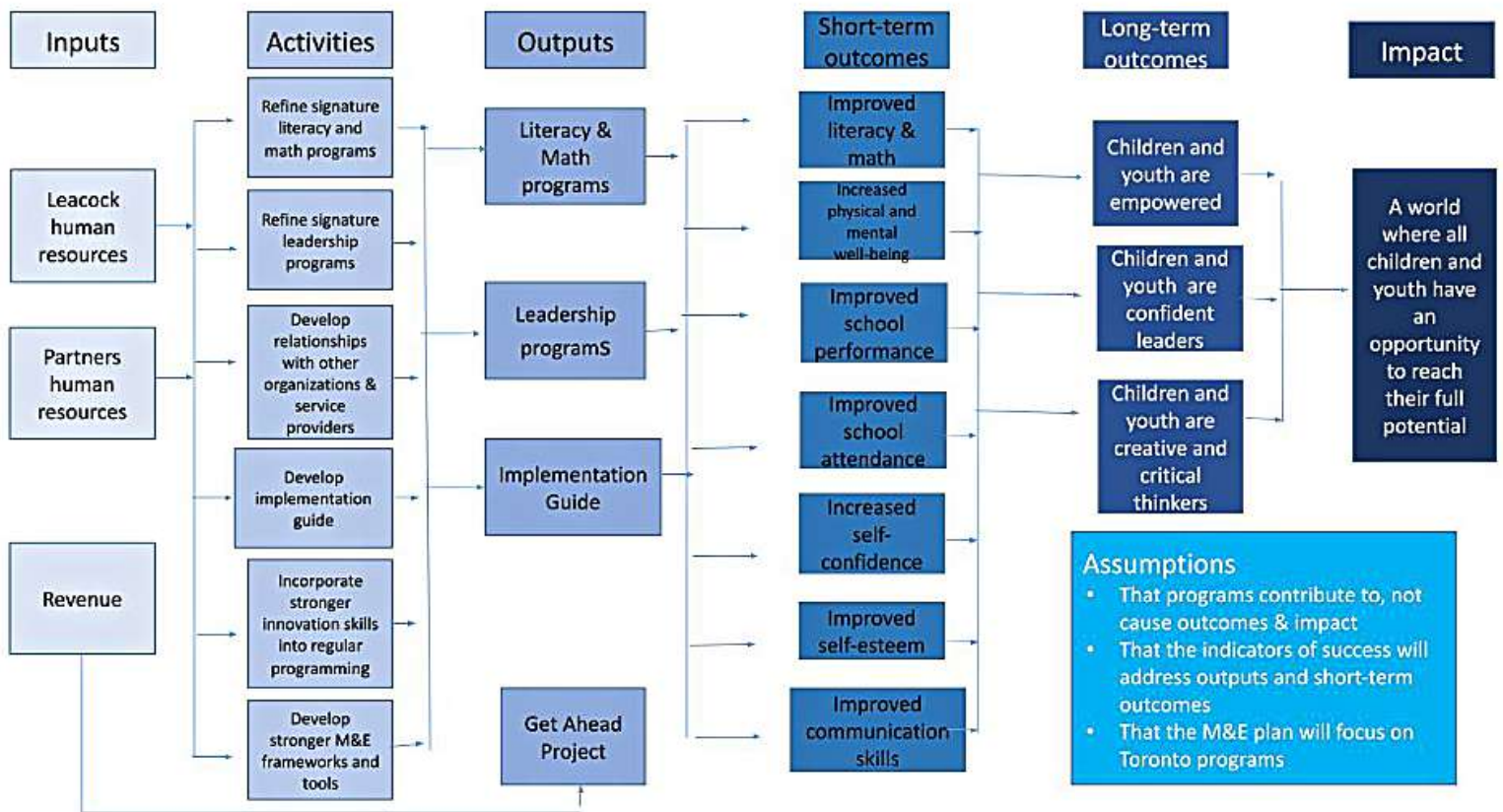
"During the deepest and darkest moments of the pandemic, the Indigo Love of Reading Foundation was grateful to work in partnership with the Leacock Foundation to ensure children not only had access to books in the home that were reflective of their identities and communities, but to also to sustain a lifelong love of reading during an incredibly challenging time."

Now in its 18th year, The Indigo Love of Reading Foundation has been on a mission to ensure that EVERY Canadian child has the opportunity to become richly literate and achieve their full potential through reading. Through transformative multi-year grants, responsive community outreach programs, and other core fundraising initiatives, the Foundation reaches for this goal through the revitalization of public elementary school libraries and the delivery of literacy programming and resources to high-needs communities across Canada. Together, with Indigo, its customers, and its employees, they have committed \$34 million to over 3000 high-needs schools, impacting more than 1 million children. Learn more about the work and impact of the Indigo Love of Reading Foundation at indigoloveofreading.org



MEASURING OUR IMPACT & RESULTS

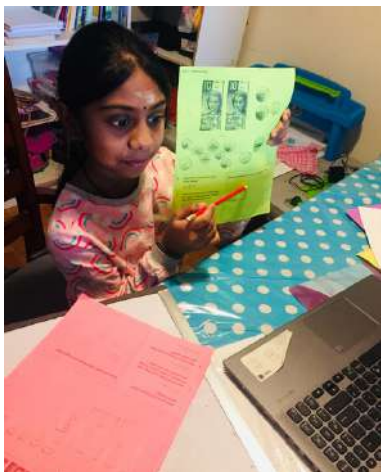
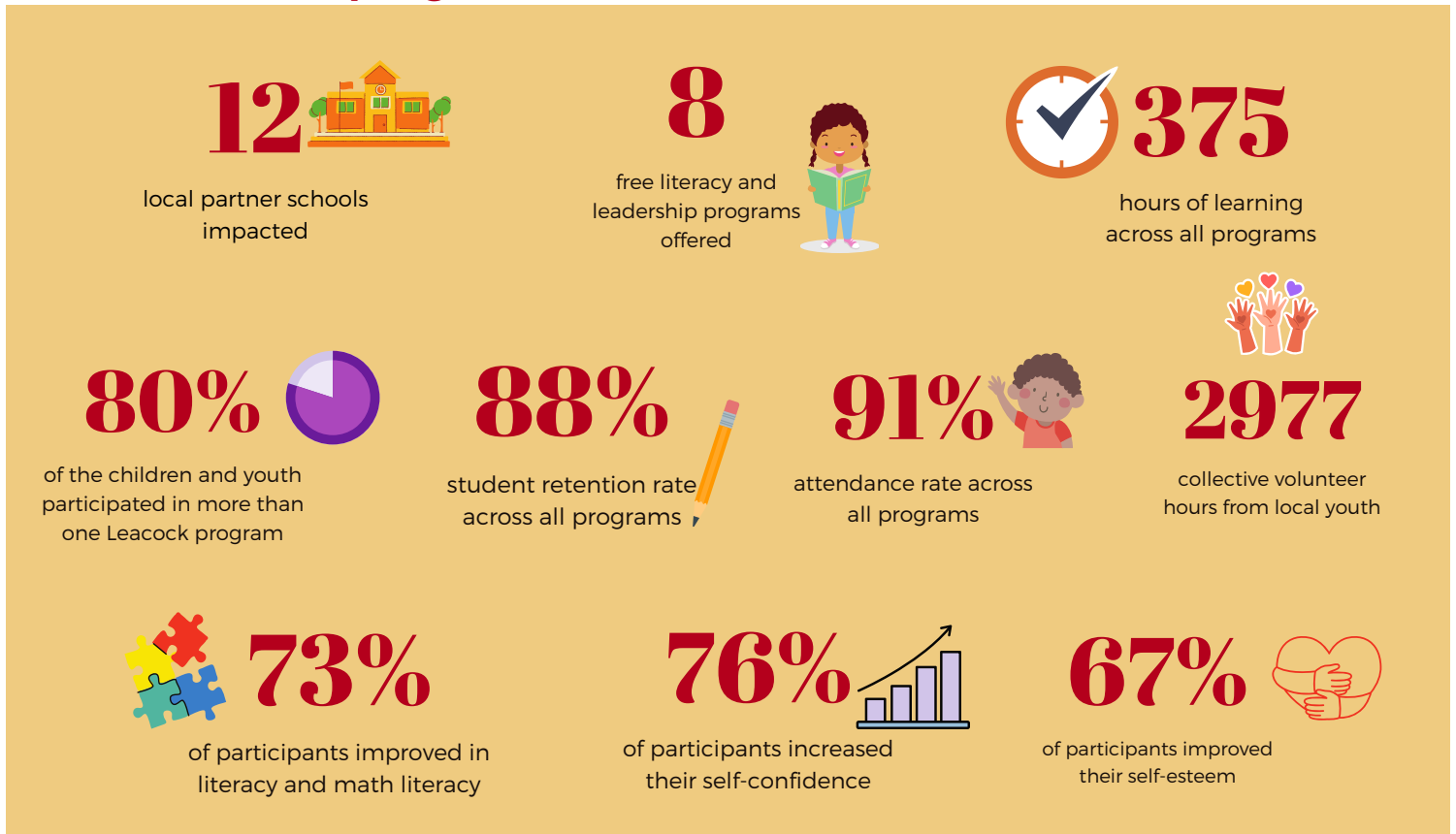
In 2021, we worked with an evaluation specialist to design the Leacock Foundation Monitoring and Evaluation framework for our Toronto signature programs. This allows us to effectively track our progress against our indicators and measure our impact. Using multiple sources of data allows us to have a comprehensive understanding of our impact as well as how we can continue to improve over time. In addition to the collection of quantitative data, we collect qualitative data that involves one-to-one interviews to provide with us a more in-depth perspective of the stakeholders' thoughts and impact on their lives. Periodically, we host focus groups on targeted guiding questions to allow us to gather information on the impact of the curriculum framework and its implementation. Lastly, each of the Site Directors completes a Program Evaluation to capture the successes and challenges at their specific sites to better understand the program implementation at the community level.



Toronto Monitoring & Evaluation Framework in Action

More than ever, we noted that as a community we exhibited strength and resilience. While we transitioned to virtual, we reflected on our impact. What did we find? During the pandemic, we served a significant need within the most underserved communities across Toronto. The demand for our programs skyrocketed.

Our programs March 2020 - December 2021



GET AHEAD VISION FOR EXCELLENCE



Innovation Mindset

Get Ahead strives to prepare their students for a rapidly changing world by creating an environment of innovative thinking, adaptability, creativity and resilience.

The procurement of 30 laptops, made possible through the Leacock Foundation funding, in January 2021 for the Get Ahead academic staff was the vital first step to the success of the Vision for Excellence 2025. Further improvements and enhancements to the IT backbone, hardware and software was the laying of fibre from the College to the Queenstown Primary School and the network upgrade in the QGAP computer lab.

The appointment of an Innovation Specialist allowed a targeted approach and focus on the middle school child. Innovation classes took place in the 4iR lab and consisted of coding and robotics, app development, 3D printing and drone flying, all the while developing socio-emotional competencies. The Sakhikamva Foundation facilitated various workshops for Get Ahead staff, upskilling them in 4iR competencies.

Get Ahead College Grade 8 students participated in ExoLab-8, an NGSS-aligned plant science experiment and year-long program students to practice scientific inquiry, experimental design, and data science through the experience of growing a legume plant in an internet-enabled growth chamber in their classroom and in microgravity on the International Space Station. The students participated in Zoom calls with like minded youth across the world on their findings of the Exolab8 experiment. The girls, in particular, enjoyed this experiment and were thrilled to be able to interact with peers from around the globe.

Every year, Get Ahead students participate in an app development competition called goIT. Three Grade 9 students participated in the goIT app development competition hosted by Sakhikamva Foundation and Tata Consultancy Services. Although the girls weren't placed in the competition, they learnt valuable new skills which they applied to their studies.

The inaugural "The Future is Now" virtual conference took place on 4 November 2021. Get Ahead College arranged this learning experience as they saw a need for their students to be exposed to the practical opportunities and the skillsets required to flourish in the Fourth Industrial Revolution (4IR). Get Ahead believed the event could contribute powerfully to awakening an interest in critical future fields and be a platform for further development and growth for the students and teachers who participate in it. The conference attracted participants from across the globe with an impressive line-up of speakers like James Musk from Tesla and Lee Naik from TransUnion Africa

Skilled for Life

Get Ahead empowers its students to become independent, contributing citizens of society, by cultivating and developing an entrepreneurial mindset and approach to thinking that actively develops talent.

Despite the disruption in teaching and learning due to the Covid-19 pandemic in 2020/21, Get Ahead College produced the best matric results in ten years. The results are attributed to the steadfast dedication and support from the teachers and the unwavering commitment from the students. The graduating class were the first class to receive intensive subject and career guidance under the PATHS programme in 2018, proving what a valuable programme this is. Get Ahead proudly celebrated a 56,25% bachelor degree pass, 2 A-aggregates and 51 distinctions. Eight out of the eleven subjects offered at Get Ahead obtained a 100% pass rate, with the remaining three subjects showing an overall improvement in pass rate.

Gender based violence is a widespread problem in South Africa. Get Ahead has partnered with the Goodmen Foundation to drive the foundation's mission of informing and empowering men in communities to lead the fight against gender-based violence. This partnership will continue in 2022 with exciting events planned to further the cause.



Learning for All

Get Ahead hosted and facilitated the Govan Mbeki Maths Development Centre's pilot programme, ReMatric. This rural pilot programme depended heavily on self-directed learning by students who did not have a solid domestic social support base. College teaching staff played a valuable role in the results achieved by these students.

73% of the students enrolled in the Mathematics ReMatric showed an improvement in their marks, while 69% of students enrolled for Physical Science showed an improvement.

Get Ahead College had 11 full time Grade 12 students participate in the ReMatric programme and these students showed an improvement of between 7% and 15% in their Mathematics and Physical Science results from Grade 11 to Grade 12.

Get Ahead is proud to have been a part of this pilot programme and to have had their senior maths and science teachers facilitate the teaching and learning so passionately and professionally.

Workplace of Choice

The new year saw new leadership in place at the Queenstown Get Ahead Primary and the Get Ahead College.

Operational Head of QGAP, Annelise Pieterse, has extensive experience in school management, having been the deputy head of one of the top all girls schools in the province. Annelise systematically went about formalizing management structures within the school and introduced rigorous quality control measures in teaching and learning. She leads with confidence and compassion and is committed to the wellbeing of her staff and students.

Trevor Harbottle's tenure as Operational Head of College started in July 2021. Trevor is passionate about positive education and approaches everything he does with compassion, care and enthusiasm. He has focused his attention on the extracurricular and academic offering to bring it inline with the Vision for Excellence 2025. Trevor's brainchild, The Future is Now virtual conference, was a resounding success and is set to put Get Ahead on the map globally.

Sustainability

South Africa had a total of 48 days of loadshedding in 2021. This means that the schools were without power for just over 9 teaching weeks. The solution was to install solar panels with backup batteries, ensuring that teaching and learning could continue through spells of loadshedding. Beside the loadshedding, the cost saving factor is huge, further ensuring financial sustainability in the long run.



LIFE IN THE TIMES OF COVID-19



The end of the first school term of 2020 ended with President Cyril Ramaphosa extending the Easter holidays by two weeks due to the COVID-19 pandemic. Little did we know that this extension would only end in June 2020, turning education as we know it on its head!

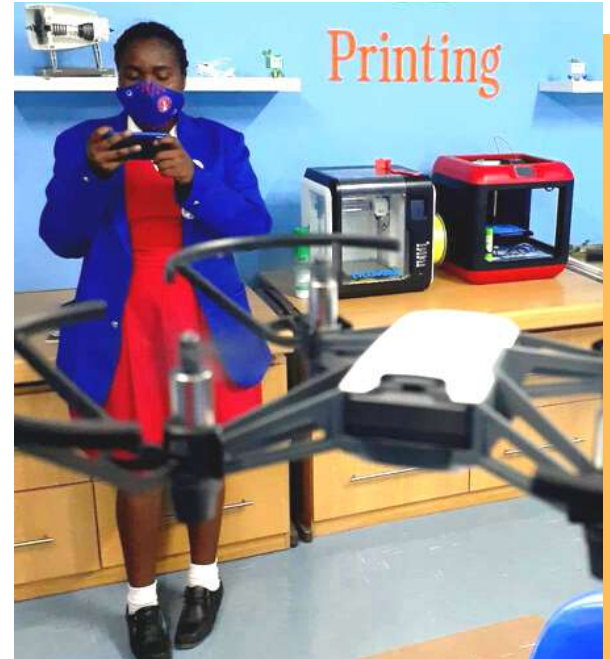
The Friday before the hard lockdown was announced and as part of Get Ahead's community outreach, we made 50 "care packages" for children aged 4 to 13, which we delivered to the Gardens Clinic and the Frontier Hospital. These packages were to assist in keeping children occupied with educational games during the extended holiday. The packages were well received. Unfortunately, the announcement of the national lockdown prevented us from making and distributing more packages. During the lockdown period, the Get Ahead Central Office played a significant role in policy development, communication with stakeholders, procurement of personal and protective equipment, health and safety training and humanitarian aid to families in crisis.

Our social media presence was ramped up with daily postings. Posts that served as public service announcements were also shared to class WhatsApp groups. During the hard lockdown period when students were not at school, our social media posts focussed on: emotional support, gratitude, grief, Covid protocols, anxiety and burnout. We kept parents informed of any changes in protocol and sent a summary of the president's speech to them after every meeting he held. Knowledge is power and we made it our mission to empower our parents and students.

Our main message to the GAP community was: one day at a time and connection over content. Parents were supportive and tried their best to motivate their children. We encouraged parents to post videos and photos on WhatsApp groups so that the students could see what their peers were up to and that everyone was doing well under the circumstances. These videos, particularly from the junior grades, warmed our hearts and proved that we were on the right track with both the workload and social messages we were sending out.

Assisting our Grade 12 students to keep on top of their studies was of vital importance to us. Support from the Leacock Foundation allowed us to buy data for the Grade 12's and their teachers so that teaching and learning could continue. When lockdown levels dropped from level 5 to level 4 we printed out booklets for our students which parents could collect from the school. This drive-by workbook collection worked well in Queenstown. In Whittlesea, we delivered the book packs to the local grocery store for parents to collect when they did their shopping. This system saw Get Ahead Whittlesea nominated for News24 Super Schools competition, with us ending in the top 3 in the country.

Board member, Fatima Jakoet, initiated a Stepathon to raise funds to supply vulnerable families with food parcels during lockdown. We managed to raise R5902 over two weekends. In total, we supplied just over 180 food parcels to Get Ahead families.



Other aid included depositing cash into people's bank accounts for food and providing airtime and data to staff and students. For Mandela Day, we distributed soup bottles to old age homes and grandparent headed households in Whittlesea.

During the lockdown period, it was important for us to gauge the impact we were having and therefore we sent out online surveys to our parents to complete. Feedback from the surveys allowed us to tailor our social media postings to address parent concerns. Among these concerns were what happens once school re-opens with regard to PPE, recess and social distancing, screening, cleaning and sanitizing, dealing with symptoms and remote teaching should a student or teacher need to go into isolation or test positive. These posts brought calm to the Get Ahead family and ensured our communication was clear and consistent.

Get Ahead officially welcomed back Grade 7 and 12 students on 1st June 2020. The Department of Basic Education granted us permission to accelerate the phasing in of other grades on 12th June. We re-opened to all grades on 22nd June, albeit on a rotational basis with only 50% of our students on campus at any given time. Get Ahead Schools re-opened weeks before our state counterparts. We did not rest on our laurels during the chaos and disruption that Covid brought. In November 2020, we started working on our strategic plan. This process saw the formalization of the Vision for Excellence 2025. We are proud to have obtained input from all our stakeholders.

While Covid came and caused many problems and heartbreak, it forced a hard reboot of the education system and we had to keep up and keep going. Get Ahead set the tone and pace for other schools to follow and we came through the pandemic stronger and more caring. The resilience, passion and commitment of all stakeholders inspired us to keep our flag flying higher than ever!

SPOTLIGHT ON

Azafunde, Grade 12 Student at Get Ahead College



It is said charity starts at home and Get Ahead College has served to be a great school and home.

Today I can proudly say Get Ahead College has greatly contributed towards the formation of my character. The school has played a huge role in guiding me towards the direction of being who I am today. From receiving a scholarship in 2019, which helped my family immensely with finances, providing me with an opportunity to grow. To being exposed to great education and clubs such Debate, Public Speaking, The Magazine Club and School Christian Organization, which has helped me find my voice and realize the talent, potential and power I hold.

The school has exposed me to great platforms that has allowed me to express my views on societal issues. Through the help of mentors, teachers and my school peers in 2020, I was privileged to attain first place in a national public speaking competition. Through the school's determination for excellence and growth, I was able to compete in Provincial Debate Competition attaining skills and the art of using my voice.

In the last term of 2021, I was privileged to be given the title of Headgirl in my school. In my journey of being the Headgirl, I was exposed to different characters, backgrounds and perspectives. I got to see that leadership is not about staying in high positions and being comfortable. It is about humbling one's self, being one with the crowd, listening, motivating, supporting and representing. I learnt the importance of kindness and sympathy. The importance of care and Ubuntu. At times I was weak and I did stumble, but I was fortunate enough to have teachers, mentors and peers who help me get up and regain my focus.

In my journey with Get Ahead College, I realized that the sky is not the limit. I realized there is no such things called boundaries, that the most powerful things one could ever possess is wisdom and a resilient spirit. Get Ahead College has become my second home. It has shown me who I really am. I am emotionally bound to my school and I will forever be appreciative of the kind souls that have ensured that I am where I am today. The school has really served its motto in my life. I certainly feel worthy and validated.

IMPROVING OUR PHYSICAL SPACE



The Get Ahead College is situated in the industrial part of Queenstown. Before College opened its doors in 2008, the buildings were used for warehousing. Our buildings are modest but functional and for many years have been nothing much to look at.

2021 saw the College buildings undergo a transformation! We have updated the colour scheme and defined the entrances to the school with beautiful red walls.

We are exceptionally proud of our new gate entrance, complete with signage and pedestrian gates. The classrooms and corridors received a new look as well, making the spaces modern and calm, and conducive to learning.

The innovation and excellence that happens inside the school buildings is now reflected in the exterior. There is a renewed sense of pride and our students are enjoying the additional seating provided in the playground.

The facelift was made possible by The Leacock Foundation's generosity and we thank them for the finances to restore our buildings to better than before.

FINANCIAL REPORT

Statement of Financial Position

	December 31	
	2021	2020
Assets		
Current		
Cash	\$ 599,266	\$ 374,232
Marketable securities	166,011	167,578
Canada Emergency Wage Subsidy receivable	11,083	16,218
Sales tax recoverable	6,629	19,344
Prepaid expenses	45,942	32,075
	<u>\$ 828,931</u>	<u>\$ 609,447</u>
Liabilities		
Current		
Accounts payable and accrued liabilities	\$ 36,944	\$ 26,586
Deferred contributions	83,240	57,758
	<u>120,184</u>	<u>84,344</u>
Net assets		
Unrestricted	<u>708,747</u>	<u>525,103</u>
	<u>\$ 828,931</u>	<u>\$ 609,447</u>

FINANCIAL REPORT

Statement of Operations and Changes in Assets

	Year ended December 31	
	2021	2020
Revenue		
Donations	\$ 1,172,099	\$ 696,016
Federal government funding	71,951	51,404
Fundraising activities and special events	-	146,410
Ontario Trillium Foundation grant	37,958	81,433
Investment income	527	979
	<u>1,282,535</u>	<u>976,242</u>
Deduct direct fundraising activities and special events expenses	<u>(49,400)</u>	<u>(62,892)</u>
	<u>1,233,135</u>	<u>913,350</u>
Expenses		
Program support funding	923,222	541,129
Office and general	126,269	110,311
	<u>1,049,491</u>	<u>651,440</u>
Excess of revenues over expenses for the year	183,644	261,910
Net assets, beginning of year	<u>525,103</u>	<u>263,193</u>
Net assets, end of year	<u>\$ 708,747</u>	<u>\$ 525,103</u>

FINANCIAL REPORT

Statement of Cash Flows

	Year ended December 31	
	2021	2020
Net cash provided by (used in)		
Operations		
Excess of revenues over expenses for the year	\$ 183,644	\$ 261,910
Changes in non-cash working capital items		
Canada Emergency Wage Subsidy receivable	5,135	(16,218)
Sales tax recoverable	12,715	(2,307)
Prepaid expenses	(13,867)	(28,075)
Accounts payable and accrued liabilities	10,358	6,923
Deferred revenue	25,482	(34,033)
	<u>223,467</u>	<u>188,200</u>
Investing		
Purchase of marketable securities	(9,472)	(12,164)
Proceeds of sale of marketable securities	11,039	-
	<u>1,567</u>	<u>(12,164)</u>
Increase in cash during the year	225,034	176,036
Cash, beginning of year	374,232	198,196
Cash, end of year	<u>\$ 599,266</u>	<u>\$ 374,232</u>

Board of Directors

Chairman:

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President:

Peter Oliver

Directors:

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 William Jones
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 Joanne Pickard
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 Joe Sheehan
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How to Give

Ways to support the Leacock Foundation

Making an Annual Gift

A minimum gift of \$1000 supports programming in Toronto and South Africa ensuring programs are fully funded and families incur no costs. In Toronto, our literacy and leadership programs have an average cost of \$375-\$750 per participant and in South Africa, \$1200-\$1800 covers the cost of tuition for students who would otherwise not be able to afford to attend the Get Ahead Schools.

Making a Designated Pledge

Direct a larger gift (\$2,500-\$10,000) towards a specific project or program in the community of your choices. Many Leacock supporters chose to direct their gift to either Toronto or South Africa and can also specify the area of focus such as literacy, technology, scholarships or leadership programs.




Make a Multi-Year Pledge

Committing to a series of gifts (\$10,000+) over a number of years offers you the recognition of a larger pledge, managed over time. This approach allows donors to have a greater impact on Leacock programming by allowing us to make longer-term plans based on program sustainability.



THE LEACOCK FOUNDATION

Get in Touch

-  @Leacock_Fdn
-  The Leacock Foundation
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