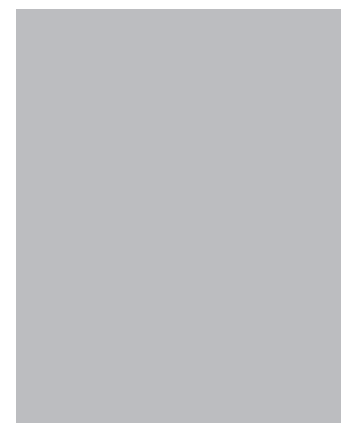
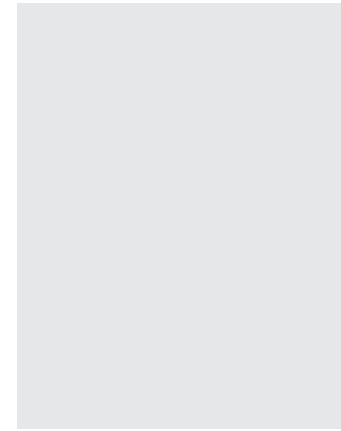


# CHURCHILL ACADEMY ANNUAL REPORT 2010





The teachers at Churchill Academy are passionate, caring and knowledgeable, and they love what they do. They are a key ingredient in the magic that is Churchill Academy.

## DISCOVER YOUR CHILD'S POTENTIAL

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Churchill Academy is a not-for-profit school specializing in delivering a curriculum to meet the educational needs of students with learning disabilities.

Our school offers students the opportunity to receive the quality educational support they deserve and a chance for a productive and rewarding future.

At Churchill Academy, students benefit from a student-centered approach to learning in a safe, nurturing environment where they are encouraged and challenged to succeed. We provide an individually tailored program to students from grades 4 to 12 by determining their needs and developing strategies that best suit their learning abilities.

Our unique approach to learning and teaching strategies has been recognized by education and health care professionals as a viable solution to the challenges of students living with learning disabilities.

## YEAR IN REVIEW

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As we look back on the past year, we can celebrate the magic that is Churchill Academy. Another year of record enrollment reflects a solid reputation as a school that makes it easy for students to learn and sets them up for learning success. The magic comes from teachers who have made a long-term commitment, from students who apply themselves every day and parents who are partners in the learning process.

The magic is evident in many other ways. The events of the year, such as the ski trip, swimming at Sportsplex, holiday concert, monthly assemblies, spirit days. The individual accomplishments of students such as Hair for Haiti, two graduates going on to community college. And the connection that exists among students, parents and teachers make Churchill a true community.

We are fortunate to have the commitment of our parents. The Churchill Academy Parents Association (CAPA) has conducted many successful fundraising initiatives that support opportunities that enrich the student experience.

Our annual fundraising auction generated more than \$30,000 to support the operation of the school. We thank the many supporters and friends who make that event a continued success.

We are committed to building an environment that leads to learning success and we are grateful for the team that makes that possible.



### ALISON CROWE

Alison Crowe studied for her Bachelor of Education at Lakehead University in Thunder Bay, Ontario, then returned to Nova Scotia to complete her Masters in Education at Mount Saint Vincent. With a background in recreation therapy and experience working with youth with special needs at the Department of Community Services and the YMCA camping program, Churchill was an ideal fit for Alison.

Alison teaches grade four and five at the school, and enjoys engaging students in interactive learning experiences. Last year, her students used an exercise bike to log kilometres as they travelled virtually across Canada.

For Alison, the rewards of teaching at Churchill come down to seeing students learn and grow. "Watching a kid's reading light bulb switch on is an amazing experience."

## MESSAGE FROM THE CHAIR

As we look back upon the 2009-10 school year, we have much to be thankful for. We have a wonderful group of students achieving success in their learning, every day. We have a dedicated group of teachers who work tirelessly to support each student in their learning. And we have a group of parents who are fully integrated into the Churchill family and provide a key pillar in the supportive learning environment that exists at the school. In addition to the students, teachers and parents, we have a wide network of supporters who help us to deliver the high standard of education for which we've become known.

In this year's annual report we have chosen to recognize our teachers. They are a big part of the magic that is Churchill Academy. The special

formula of teacher, student and parent working together to achieve learning success is one of the key ingredients to our success. Our teachers have demonstrated a huge commitment to the school, every minute of every day and in their long-term commitment to making a difference for our students.

This year's report reflects the ongoing growth and stability of the school. We thank our teachers, students, parents, staff and all of our supporters for their contribution to our success and for ensuring that our environment is one of learning success.

**Dominic Gniewek**  
Chairperson

## MESSAGE FROM THE HEAD OF SCHOOL

Another successful year has passed and Churchill Academy continues to flourish. The solid base that has been established over the preceding years allows all of our students to meet their goals and move forward to tackle new and exciting academic and life challenges. It is extremely rewarding to see our two graduates move on to post-secondary pursuits, students successfully transition back to public school, and students who stay with us to continue to work on their skills.

Enrollment is at an all-time high and we have had to add another staff member to our ranks. Our continued growth and success of our students is a testament to the strong commitment of staff, parents and the Board of Governors.

The Churchill community provides the support that is needed to make this school such a remarkable place.

We are all looking forward to another great year and I hope to see all of you in the coming weeks. With your continued support, Churchill will continue to provide an environment where students can maximize their potential.

Respectfully,  
**Pat Doherty**



### JENNIFER KING

This is Jennifer (Jen) King's sixth year teaching at Churchill and she hopes there will be many more. Jen teaches Grade 9 English, Social Studies and Personal Development and Relationships (PDR). She sees the difference that Churchill makes for students who have struggled in public school. "Public school doesn't work for all kids," she says. "At Churchill, you see the academic gains students make over time, and you get to see them grow up and mature and discover who they are. If a child struggles with reading, you work with them and work with them and they learn to read. You feel a sense of accomplishment knowing you're making a difference."

The team dynamic among Churchill's teachers is another reason Jen treasures her job. "The staff is fantastic. We work alongside one another; everyone works as a team." As much as Jen has taught her students, she says they've taught her just as much. "I've learned to be a lot more patient in my teaching and in my life. And not to sweat the small stuff!" When Jen looks ahead to the future, she sees herself at Churchill. "I'm not going anywhere as long as they'll have me!"



### BERNIE MACDOUGALL

Bernie MacDougall taught for the Catholic School Board in Calgary before coming to Churchill Academy. He teaches English, History and Drama at the school and loves the sense of community.

"Staff, students, parents – everyone is working together for the same goal," he says. "There's good communication and a sense of closeness - it's like a small family. It's a special place."

Bernie's greatest joy comes from seeing former students who are leading happy, productive lives. "I'll be out walking along the waterfront and I'll run into a student who is going to school or working. It's so great to see that they've been successful."

## MICHELLE BROWNE

Michelle Browne has been with Churchill since the beginning. She had recently moved to Nova Scotia from Ontario, where she'd taught public school full-time, and she didn't want to substitute teach. The job at Churchill was a real opportunity.

A Grade 6 teacher, Michelle is thankful to be working in a place where "you feel like you're making a difference." Able to devote individual attention to each student, she says, "I get to do what I always wanted to do at public school but didn't have the time and resources."

Seeing students improve and build skills is one of the job's greatest rewards. "When one of my students came to Churchill, he couldn't read. Now he's going into Grade 9 and he's reading.

He's made so much progress. Kids know they can take the time they need here to succeed."

Michelle never feels alone in her work. "All of the teachers are great. We're all friends here, and everyone is willing to help or offer suggestions." The support of families also contributes to this sense of supportive community. "Parents are so appreciative of everything we can do for their child."



## JASON WARREN

Jay Warren has been at Churchill Academy for seven years. His homeroom class is Grade 8, and he teaches Math, Personal Development and Relationships (PDR) and Phys. Ed.

Jay's reason for staying at Churchill is simple: He loves what he does. "I work with some of the most amazing people. The staff at Churchill all have very distinct personalities and teaching styles but we all share one common goal: bring out the best in our students."

The students are a big part of what keeps Jay going. "The children are inspirational, which helps keep me young, humble and proud. My heart truly swells when I see a former or current student in the work force. These unexpected encounters reinforce to me the importance of education and more importantly, the right to receive the attention needed to get that education."

## MESSAGE FROM CHURCHILL ACADEMY PARENTS ASSOCIATION (CAPA)

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2009-10 was a busy year for the Churchill Academy Parents Association (CAPA). Last year's chairperson moved back to Ontario and the new lead, Jo Conrad, took on the task of managing the parent group for one year. She accomplished quite a bit in a short term.

We began the year with our traditional barbeque to greet new and returning students. This was the first of many successful CAPA events. In the fall CAPA ran a spaghetti dinner and we did the traditional wreath orders at Christmas.

Most of CAPA's energy was spent on the spring auction, supported by many parents and Dave MacNeil. The event raised more than \$35,000. The auction continues to grow each year due to the many dedicated and hardworking parents who generously volunteer their time.

CAPA was able to financially support several teacher requests for outings to movies, plays, technical equipment and classroom extras.

CAPA was also able to pay for the bus to go skiing, a highlight for students. In addition, we provided funding for gift certificates, presented as awards at monthly assemblies. We were also able to provide generous gift certificates for prizes to the annual science fair.

A significant ongoing CAPA event was the youth group for students in grade 7 and up, led by Dr. Kiran Pure. The students went bowling, mini-golfing and held other socials. The group is very fortunate to have Kiran on board as a volunteer.

Each year, CAPA is whatever the parents want to make it. This year, we did everything from fundraising, socials and information groups to support networks for parents. The group is always open to new ideas and change. 2009-10 was a good year with a small core group of parents. We hope to have even greater parent participation this year and are confident that 2010-11 will be a great year for CAPA!

## DAVE MACNEIL

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Dave MacNeil calls himself "one of the originals" at Churchill Academy. Since day one, the job has been a great fit for Dave, who previously worked for the Children's Aid Society in Sault St. Marie.

One of the things Dave values most about Churchill Academy is its sense of community. "Everybody has the same goals – parents, teachers, kids. It's also an opportunity to feel like you're helping more people than you might if you were teaching in a school with larger class sizes."

Dave has taught grades 5 to 11, and is now teaching high school. He experiences the rewards of teaching every day, and these rewards are brought home every year at graduation. Even beyond that, the greatest rewards for Dave are seeing the long-term impact of the Churchill experience on students.

"I remember one student I taught in my second year of teaching. He came to Churchill in grade 8 and didn't know the difference between a plus sign and a subtraction sign. He had a lot of challenges both academically and behaviorally, but he graduated. Three to four years after he graduated, he tracked me down and called me. He wanted to introduce me to his fiancée. He came out with his fiancée and visited for the evening, and he thanked me for teaching him. That was pretty powerful."

Dave sums up Churchill's formula for success this way: "It's about making a connection, letting the kids know they're important. Anyone can teach, but it takes a special person to want someone to learn."

CHURCHILL ACADEMY INCORPORATED

UNAUDITED FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2010

REVIEW ENGAGEMENT REPORT

TO THE BOARD OF GOVERNORS OF  
CHURCHILL ACADEMY INCORPORATED

We have reviewed the balance sheet of Churchill Academy Incorporated as at June 30, 2010 and the statements of earnings and net assets and cash flow for the year then ended. Our review was made in accordance with Canadian generally accepted standards for review engagements and accordingly consisted primarily of enquiry, analytical procedures and discussion related to information supplied to us by the company.

A review does not constitute an audit and consequently we do not express an audit opinion on these financial statements.

Based on our review, nothing has come to our attention that causes us to believe that these financial statements are not, in all material respects, in accordance with Canadian generally accepted accounting principles.

*Rector Colavecchia Roche*  
CHARTERED ACCOUNTANTS

August 19, 2010



CHURCHILL ACADEMY INCORPORATED  
BALANCE SHEET AS AT JUNE 30, 2010 (UNAUDITED)

	2010	2009
<b>ASSETS</b>		
<i>Current Assets</i>		
Cash and Guaranteed Investment Certificate	\$219,662	\$227,177
Accounts receivable	6,813	5,124
Inventory	9,406	12,075
Prepaid expenses	3,689	--
	<u>239,570</u>	<u>244,376</u>
Equipment, computers and leaseholds (note 4)	40,436	56,594
	<u>40,436</u>	<u>56,594</u>
<b>TOTAL ASSETS</b>	<b>280,006</b>	<b>300,970</b>
<b>LIABILITIES</b>		
<i>Current liabilities</i>		
Accounts payable and accrued liabilities	70,377	55,263
Unearned revenue	124,524	123,718
	<u>194,901</u>	<u>178,981</u>
Deferred donations (note 5)	12,027	24,054
	<u>12,027</u>	<u>24,054</u>
<b>TOTAL LIABILITIES</b>	<b>206,928</b>	<b>203,035</b>
<b>NET ASSETS</b>		
Net assets invested in capital assets	40,436	56,594
Unrestricted net assets	12,642	21,341
	<u>53,078</u>	<u>77,935</u>
Contributions to capital	20,000	20,000
	<u>73,078</u>	<u>97,935</u>
	<u>280,006</u>	<u>300,970</u>

SIGNED ON BEHALF OF THE BOARD

*"Dominic Gwienek"*

Director



CHURCHILL ACADEMY INCORPORATED  
UNAUDITED STATEMENT OF EARNINGS  
FOR THE YEAR ENDED JUNE 30, 2010

	2010	2009
<b>REVENUE</b>		
Tuition	\$761,000	\$716,717
Administration fees	25,690	23,813
Donations and fundraising	46,121	48,106
Interest revenue	1,102	1,532
Student fees	9,606	10,210
	<u>843,519</u>	<u>800,378</u>
<b>GENERAL AND ADMINISTRATIVE EXPENSES</b>		
Advertising and promotion	3,728	8,556
Amortization	23,004	23,581
Bad debts	124	--
Equipment repairs	935	1,513
Fundraising expenses	3,431	2,535
Insurance	4,612	4,327
Interest and other bank charges	1,546	530
Occupancy costs	66,314	66,387
Office supplies	10,308	11,845
Professional fees	1,453	2,005
Student supplies	9,005	5,936
Supplies	13,482	10,892
Telephone and internet	4,347	3,509
Travel and entertainment	332	1,029
Year book and graduation costs	2,038	--
Wages and benefits	723,717	633,287
	<u>868,376</u>	<u>775,932</u>
Excess (deficiency) of revenue over expenses	<u>(24,857)</u>	<u>24,446</u>

CHURCHILL ACADEMY INCORPORATED  
UNAUDITED STATEMENT OF NET ASSETS  
FOR THE YEAR ENDED JUNE 30, 2010

	2010	2009
Net assets beginning of the year	\$77,935	\$53,489
Excess (deficiency) of revenue over expenses	<u>(24,857)</u>	<u>24,446</u>
Net assets – end of year	<u>53,078</u>	<u>77,935</u>



**PETER CONLON**

Peter Conlon has always worked with kids who are at risk, first at group homes, then in educational settings after earning his Bachelor of Education. He taught for five years at St. Thomas Aquinas (which preceded Churchill Academy), then worked at the IWK Health Centre. He returned to Churchill three years ago.

“The way this place is run and the people I work with make it an easy place to work,” Peter says of Churchill. “You feel like you accomplish something every day. That’s not to say it’s always easy. But you look back at the end of the year and know you’ve made a difference – you see the success stories.”

Peter recalls one student to whom he taught English in Grade 8. “I remember he’d done an assignment and he wasn’t happy with the mark he’d gotten. He ripped up his assignment.” Peter worked with the student that year, and saw him develop a real interest in English. “A couple of years after he graduated, I ran into him at Chapters buying books. He has a keen interest in literature.”

When Peter thinks about Churchill’s formula for success, he emphasizes the small class size and the personal relationships between teachers and students. “Kids don’t get lost here,” he says. “And every day is a new day. The kids keep coming back, and so do we.”

CHURCHILL ACADEMY INCORPORATED  
UNAUDITED STATEMENT OF CASH FLOW  
FOR THE YEAR ENDED JUNE 30, 2010

	2010	2009
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Excess (deficiency) of revenue over expenses	(24,857)	\$24,446
Adjustments to earnings not involving cash - Amortization	<u>23,004</u>	<u>23,581</u>
	(1,853)	48,027
<b>CHANGES IN NON-CASH WORKING CAPITAL:</b>		
Increase in accounts receivable	(1,689)	(2,226)
Increase (decrease) in inventory	2,669	(8,075)
Decrease (increase) in pre-paid expenses	(3,689)	1,208
Increase in deferred income	806	14,715
Increase in accounts payable	15,114	10,665
Decrease in deferred donations	<u>(12,027)</u>	<u>(12,027)</u>
	(669)	52,287
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchase of equipment, computers and leaseholds	(6,846)	(5,065)
<b>INCREASE (DECREASE) IN CASH AND EQUIVALENTS</b>	(7,515)	47,222
<b>CASH AND EQUIVALENTS - BEGINNING OF YEAR</b>	<u>227,177</u>	<u>179,955</u>
<b>CASH AND EQUIVALENTS - END OF YEAR</b>	219,662	227,177

CHURCHILL ACADEMY INCORPORATED  
NOTES TO UNAUDITED FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2010

**1. Nature of Operations**

Churchill Academy Incorporated was incorporated under the laws of the Province of Nova Scotia on March 11, 2004. The company is a Limited By Guarantee Company and was established for the purpose of operating a private, not-for-profit school for children with learning difficulties.

**2. Accounting Policies**

*Inventory*

Inventory is valued at the lower of cost determined on the first-in, first-out basis and net realizable value.

*Donations and Tuition*

Donations are recorded in the period in which they are received. Tuition is recorded as revenue throughout the period of instruction. At the time a parent or guardian places a deposit to secure a space in the upcoming school year, the total tuition is recorded as unearned revenue and the difference between the tuition and the deposit is recorded as a receivable.

Donated goods are recognized at cost. The Academy is grateful for the many hours that volunteers contribute through the Churchill Academy Parents' Association, the Board of Governors and through other activities, however these contributed services have not been recognized in the financial statements due to the difficulty of quantifying them.

*Amortization*

Amortization is calculated using the diminishing balance method at the annual rate of 20% for furniture, equipment, camera system and sign and 30% for computer equipment and software. Amortization of leasehold improvements is calculated using the straight line method at the annual rate of 20%.

In the year of acquisition, amortization is calculated at half of the annual rate.

**3. Financial Instruments**

The fair value of accounts receivable, accounts payable, accrued liabilities, unearned revenue and deferred donations is approximately equivalent to their carrying value due to their short-term maturity date.

CHURCHILL ACADEMY INCORPORATED  
NOTES TO UNAUDITED FINANCIAL STATEMENTS (CON'T)  
FOR THE YEAR ENDED JUNE 30, 2010

**4. Equipment, Computers and Leaseholds**

	2010			2009
	COST	ACCUMULATED AMORTIZATION	NET	NET
Equipment	\$21,241	\$10,536	\$10,705	\$11,719
Camera system	3,663	2,138	1,525	2,179
Computers and software	30,374	19,085	11,289	9,608
Leasehold improvements	79,610	63,688	15,922	31,844
Signage	1,382	387	995	1,244
	136,270	95,834	40,436	56,594

**5. Deferred Donations**

During 2006-07, the school undertook a fundraising event in support of rental costs over the term of the school's five-year lease. Net proceeds of the event were \$60,135. Of this amount, \$12,027 was recorded during the year as donation revenue. The balance of \$24,054 is deferred and will be taken into income over the remaining two years of the lease.

**6. Commitment**

The minimum annual payment required under a long-term property lease is \$64,800.

## FRAN BAMFORD



Pure luck. That's how Fran Bamford describes finding Churchill. "I'd just moved to Canada from the UK, and was on the job hunt when I saw an ad for Churchill. A friend, who I'd worked with at a camp for children with special needs, also recommended the school to me."

Fran has been working at Churchill since December 2007, first covering a maternity leave, then taking on the role of junior high teacher the following year. The subjects Fran teaches vary from year to year, but this year she'll be teaching Grade 7 Language Arts, Grade 8 and 9 Science, and Grade 7 Tech. Ed.

One of Fran's high points last year was taking the Grade 7 class rock climbing. "We'd started a snack shop so that they could raise money themselves to pay for extra trips out. Being the amazing entrepreneurs that they were,

they exceeded all my expectations for how much they could make in a short time period. So in November, we went to Ground Zero climbing gym. They enjoyed it and gained a lot from the experience."

Whatever she's teaching, Fran loves seeing students make progress. "It's a school where you can get to know students as individuals and they can get to know you. It's also rewarding to see students gain confidence in themselves."

## MARK CLUNEY

Mark Cluney came to Churchill Academy in 2004 after having worked in the IT industry, first as a facilitator and then as a consultant. He wanted to return to teaching, and with a position open at Churchill, he made the move. He hasn't looked back.

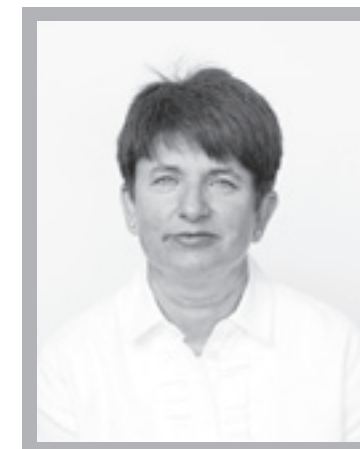
He teaches Technology Education (graphics, animation, data processing and web design) to High School students (and sometimes Junior High). He has also taught Phys. Ed and Math.

Mark says the rewards of teaching at Churchill are many. "There are rewards every week in watching the improvement and maturation in our students," he shares. "It is gratifying to talk to parents who have noticed a transformation in their child after they have settled into Churchill

and actually start to enjoy coming to school for the first time in a long time."

Mark recalls one particular student who particularly enjoyed learning about animation. "After finishing one in-class assignment, she claimed, 'That's like, the best thing I've ever done!' I sensed that she had surprised herself with what she was capable of doing."

If that weren't reward enough, Mark continues, "I love the creative aspect of creating lesson plans and striving to learn new ways to engage and motivate our students," he says. "I also enjoy building relationships with the students and watching them grow, develop and gain self-confidence."



## LYNN KAY

Lynn Kay recalls what brought her to Churchill Academy. With the youngest of her four children going to school, Lynn was ready to get back into teaching. She intended to apply for a job in the public school system, but spotted an ad in the newspaper and applied. It was meant to be.

"Teaching at Churchill is extremely rewarding," shares Lynn, who teaches high school Math. "You build relationships with the students and get to see them mature from one grade to the next. You become very attached to the children. They become like your own."

Some of Lynn's rewarding moments come when graduates return to visit. "One young man had gone to community college, bought a house and had a baby. With each student, you realize, 'This young man or woman is going to go out and make a life for him or herself.'"

In addition to the rewards of working with students, Lynn feels fortunate to work with the other members of the Churchill team. "People work as a well-oiled machine. We all pull together. That's one reason why I would never leave."

## BOARD MEMBERS

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Dominic Gniewek	Martin MacKinnon
Victor Fineberg	Sean O'Regan
Gary Brooks	Chris Weisenburger
Charles Cirtwill	Peter Conlon
Dr. Joyce Curtis	Jocelyn Conrad
Dr. Janet Kawchuk	Pat Doherty
Larry MacEachern	



### JAMIE GILL

Jamie Gill is new to the Churchill team, and looks forward to the challenges and rewards of being a Grade 7 teacher at the school.

While this is her first full-time teaching job, Jamie brings valuable experience to the role, having worked in a group home with teenagers with autism, aspergers and ADHD.

She's looks forward to working closely with the other teachers at the school, and is excited by the prospect of working one-on-one to help students meet their learning goals.



*When geese fly in formation they are engaging in an intricate, beautiful ballet of cooperation and mutual support. They're a community working towards a common goal. Not unlike the community your child enjoys at Churchill Academy. Just as each goose creates an updraft that helps lift the birds that follow, the caring teachers and staff at Churchill create an uplifting environment that nurtures your child. Just as stronger geese will assume the lead positions when other geese tire, your child will be empowered by the support of fellow students. And just as the geese reach their destination more easily than if they went it alone, your child will enjoy a new learning confidence and vibrant future that comes from such an inclusive environment. Why struggle, when at Churchill your child can soar?*