

Fatima Academy

2010-11 School Development Report



HEAR THE ROAR!



Our Vision

Fatima Academy is committed to continuous growth as a dynamic, student-centered learning community that respects and recognizes the potential and worth of the individual. We promote a strong academic focus, recognize accomplishments, and celebrate success. We value a collaborative and nurturing environment that ensures sustainability by embracing meaningful change.

Our Mission

Fatima Academy aspires to building a highly motivated school community that has high standards and recognizes the importance of continuous improvements to teaching and learning.

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Message from the Director of Education

In June 2011, Eastern School District concluded a three-year strategic planning process which centered on developing our schools as caring, professional and purposeful places of learning and excellence. This school report for 2010-2011 highlights the activities of your school and your efforts to achieve your school-based goals, in keeping with the District's mission and its vision for the future. The information provided is very helpful as we continue to pursue excellence for our District through a planning process which emphasizes continued professional growth and development.

I would like to take this opportunity to congratulate each school on the success achieved to date as evidenced by this report. I acknowledge, with gratitude, the efforts of our teachers, administrators, support staff, parents and community representatives, particularly through schools councils. By working together, we can achieve the best possible learning environment for our students. I encourage you to dialogue with our stakeholders on this document and on our District objectives.

As we move forward with our new Strategic Plan (2011-2014), I look forward to your continued support and cooperation. Keep up the good work!

FORD RICE, B.A., B.Ed., M.Ed.
C.E.O./DIRECTOR OF EDUCATION

Message from Principal

Fatima Academy is pleased to present this year's Annual School Development Report. Within the pages of this report you will find pertinent information about our school and our on-going efforts towards continuous improvement. This school report will summarize the first year of our 4 year school development plan. This annual school development report outlines our four-year school development plan and provides an overview of the 2010- 2011 school year. We are very proud of the support we have received from our school community, our school development teams, our working groups, our School Council, and the Eastern School District, as we work through this plan. Please take the time to read through the report and feel free to contact us at Fatima Academy for additional information or with any questions that may arise as you peruse the School Development Report.

Darlene Walsh
Principal

Message from School Council

As I begin my second term as chairperson of the Fatima Academy School Council, I would like to extend a sincere thank you on behalf of our School Council to parents, educators, administration, support staff, District personnel, and all stakeholders in our children's education for your continued commitment to and support of Fatima Academy.

School Council has made school development a priority. Over the past year, we have worked closely and supported Fatima Academy in the execution of the first year of Fatima Academy's plan. We continue to give strong support to the efforts of our school as they work toward attaining their goals.

School Council is extremely proud of our students and is equally proud of Fatima's staff for their continued dedication to success and commitment to ensuring a safe and caring environment for our children. We look forward to meeting upcoming challenges head on, confident that Fatima will remain on the leading edge of education.

Wanda Careen
School Council Chairperson

School Council Members (2010-11):

Wanda Careen – Chairperson	Michelle Careen – Parent Representative
Roslyn Manning – Parent Representative	Monica McGrath – Community Rep.
Angie Power – Community Representative	Crista Ivany – Secretary, Teacher Representative
Robert Colbourne- Teacher Representative	Zack Nash – Student Council Rep
Darlene Walsh – ex-officio	

Overview of Fatima Academy

Fatima Academy is a K-12 school situated in St. Bride's on the southwestern tip of the Avalon Peninsula, just a short drive from the world renowned Cape St. Mary's Ecological Reserve. The school serves the educational needs of all students from the communities of: Patrick's Cove, Angel's Cove, Cuslett, St. Bride's, Point Lance and Branch.

The total student enrolment for the 2010-11 school year at Fatima Academy was 93 with enrolments in each grade as follows:

Kindergarten =6	Gr. 1 = 4	Gr. 2 =3	Gr. 3 = 6	Gr. 4 = 2
Gr. 5 = 7	Gr. 6 = 10	Gr. 7 = 5	Gr. 8 = 2	Gr. 9 = 12
Lev.I = 11	Lev. II = 14	Lev. III = 11	(Kinderstart = 5)	

The school has 12 full-time teaching staff and a .4 guidance allocation. In addition, there is a support staff consisting of: 1 student assistant, 1 secretary, 1 care-taker, and 1 janitor, as well as 1 canteen worker who is running the canteen as her own business. Also, itinerant services are provided by a speech-language pathologist and an itinerant teacher for the hearing impaired. We also have the services of an Educational Psychologist.

Programs Provided

Fatima Academy has always strived to recruit specialist teachers and to offer a wide and varied curriculum that enables students to receive a well-rounded, quality education. As the school faces the challenges of declining enrolments and reductions in staffing allocations, we have implemented a variety of approaches to teaching and learning that will help us continue to meet student needs as well as to remain sustainable and viable:

Multi-aging/Multi-grading

In the 2010-11 school year, the most common multi-age groupings at Fatima were: grades K-1, 2-3, 4-5, and 7-8. However, there were also several three-grade combinations occurring for certain subjects, including:

- Primary Physical Education, Music, and Art
- Elementary Physical Education, Music, and Art
- Intermediate Physical Education, Fine Arts, Health, and Religion

CDLI-Distance Learning

Senior high students at Fatima Academy who wish to complete courses that the school cannot offer can avail of CDLI (Centre for Distance Learning and Innovation) courses.

Senior High Program

At Fatima, senior high students have access to a wide range of advanced, academic and general courses that address individual needs, enrich areas of strengths and interest, and ensure each student meets both graduation requirements and eligibility requirements for the post-secondary program of their choice. Many of the senior high courses are offered either bi-annually or every third year, on rotation, and are then available to students in Lev. I, & II, or Lev. II & III, or in some cases Lev. I, II & III.

Pathways and Alternate Programming

Pathway supports are provided to students identified as having special needs. Among these support services are alternate courses (Pathway 4) which are delivered by the Special Needs teacher.

Key Highlights/Special Projects

Some of the special projects undertaken at Fatima Academy in 2010-2011 included:

- continued promotion of active and healthy living;
- continuation of our Breakfast Program;
- hosting Provincial 4A Boys Basketball Championships
- Accordion Group performed for Ronald McDonald charity fundraiser and CAP conference
- School representation at the ECMA in Charlottetown, PEI
- continuation of the Junior High traditional music program;
- holding of a Math Day, and a Science Day from K-12;
- charitable fundraising/drives for: The Janeway, Operation Christmas Cleanout, the local food bank and Hurricane Igor
- playground replacement initiative

Involvements:

<u>Sports</u>	Basketball Teams- sr/jr/elem Cross Country Teams- sr/jr/elem Ball Hockey League Intramural Activities at Lunch Time	<u>Arts</u>	Choirs/Choral Groups Accordion Groups Kiwanis Festival
<u>Other</u>	Student Leadership Conferences (jr. & sr.) Market Your Thoughts Competition Christmas and Spring Concerts Yearbook Committee Public Speaking- sr., jr., & elementary TWEPE (Tutoring Work Experience Prog.) Tutoring for Tuition Program Walk To Breakfast Career Fair for high school students Ski Trip to White Hills St. Patrick's Day concert performance Kindergarten Graduation Exercises Graduate/Undergraduate Awards Thanksgiving & Remembrance Services Cape St. Mary's Science Field trips Public Health Presentations Spring Fest Choral Connections Safety Bear Birthday Party Annual School Social Event with St. Catherine's Academy		Student Leadership Group Create-A-Logo Contest Student Council Heritage Fair Tutoring for Tuition Program Scholastic Challenge 5K Walkathon Participation in LEAP Career Awareness Day K-6 Skating Outing Class of 2010 Graduation Hungry Hearts Cafe Salmon release K-6 Literacy Day Recycling Program Christmas Spirit Week Band Day Workshop Various art & essay contests

Academic Achievements/Awards:

Graduation - Honours = 1 of 11 graduates Graduation - Academic = 6 of 11 graduates
Level II Honours = 7 of 14 students Level I Honours = 5 of 11 students
Level I Academic = 1 of 11 students Gr. 9 Honours = 4 of 12 students
Grade 9 Academic = 5 of 12 Gr. 8 Honours = 2 of 2 students
Gr. 7 Academic = 4 of 5 students
Elementary Outstanding Performance of Overall Excellence Awards
Elementary Performance Awards
Primary "Let's Celebrate You" Awards
"Welcome to Kindergarten" Awards

Other Academic Awards:

Manning Award for the highest marks over the course of the senior high program
Governor General's Medal for the graduate with the highest academic standing
Bridget Power Memorial Award for Academic Accomplishment
Royal Bank Scholarship for student with highest marks, pursuing a Business degree
Vale Scholarships for students pursuing trades in preparation for employment at Vale
Branch Fire Brigade Award for the highest marks over the course of the Jr. High program
Art Power Memorial Award for highest marks in Math 3205
Andy Power Memorial Award for highest marks in English 3201
Awards for highest marks in each senior high course
Leonard Power Memorial Awards –High Achievers
Walter & Mary Corcoran Award for highest marks in each Jr. High course

Non-Academic Awards:

Thomas Hagan Memorial Scholarship
St. Bride's Volunteer Fire Brigade Junior Female Athlete of the Year
St. Bride's Volunteer Fire Brigade Junior Male Athlete of the Year
Ricky Careen Memorial Trophy for Senior Male Athlete of the Year
Cuslett Recreation Female Athlete of the Year Award
Peter Conway Memorial Certificate for Outstanding Volunteerism
Certificates of Recognition for Outstanding Service & Leadership
Awards for 100% Attendance

Partnerships:

During the 2010-2011 school year, Fatima continued to work in partnership with the **Cape St. Mary's Ecological Reserve** as well as the **Friends of Cape St. Mary's** Organization, the **Stepping Stones Family Resource Center** housed at Fatima, the **Kids Eat Smart Foundation**, as well as the **Eastern Health and Community Services Team**, the **Eastern Regional Wellness Coalition**, and **Placentia Area Primary Health Care**. In addition, we annually work closely with community organizations including: The St. Bride's Volunteer Fire Department, the Placentia Lions, The Royal Canadian Legion, Branch Cultural Heritage Group, Branch Recreation Committee, Point Lance Community Center, and Cuslett Recreation.

4 Year School Development Plan

Goal 1: To enhance student learning in all content areas in an inclusive environment by June, 2014.

Year	Objective	Objective	Objective
2010-11	By June 2011, students will begin to develop a greater awareness of audience, situation, purpose, and genre in all strands of English Language Arts.	By June 2011, students will continue to improve basic mathematical skills and constructed response.	By June 2011, teachers will continue implementing D. I. strategies and assessment for learning practices as they move towards more inclusive learning environments.
2011-12	By June 2012, students will continue to improve awareness of audience, situation, purpose and genre in all English Language Arts strands.	By June 2012, students will use mathematical skills to begin to develop higher order thinking.	By June 2012, teachers will continue to implement varied teaching practices and assessment techniques that focus on creating a more inclusive school community.
2012-13	By June 2013, students will demonstrate improved reading, writing, comprehension and interpretation skills in all curricular areas.	By June 2013, students will use math skills to enhance higher order thinking.	By June 2013, teachers will continue to refine effective teaching practices to enhance student success in an inclusive learning environment.
2013-14	By June 2014, students will continue to improve their critical interpretation in a variety of text across the curriculum.	By June 2014, students will begin to apply mathematical knowledge to real world situations.	By June 2014, teachers will consistently utilize inclusive teaching practices which promote student learning.

Goal 2: To build a highly motivated, caring and socially just school community by June, 2014.

Year	Objective	Objective	Objective
2010-11	By June 2011, the school community will better understand the school's academic expectations.	By June 2011, teachers and students will become more aware of individual learning styles in order to enhance the teaching and learning experience for all.	By June 2011, students will begin to understand the impact that their choices have on themselves and others.
2011-12	By June 2012, parents and students will be well informed of the expectations of each high school course and of the expectations of the Primary/Elementary curriculum.	By June 2012, as students become more self-aware, they will begin to take greater responsibility for their own learning.	By June 2012, students will begin to use strategies which promote decision-making that positively shape their learning, lifestyle, and interactions with others.
2012-13	By June 2013, the school community will	By June 2013, students will demonstrate	By June 2013, students will continue to use

	demonstrate a clear understanding of the benefits of creating a highly motivated school.	greater independence and self-direction in their learning in all content areas.	new strategies that promote healthy decision-making that positively shape their learning, lifestyle, and interactions with others
2013-14	By June 2014, the entire school community will be actively involved in promoting student success.	By June 2014, students will become self-directed, independent learners.	By June 2014, students will consistently make informed choices that positively impact their learning, lifestyles, and interactions with others.

Report on School Development Plan for Previous Year (2010-11)

Goal 1. To enhance student learning in all content areas in an inclusive environment by June, 2014.		
Objective 1.1 By June 2011, students will begin to develop an awareness of audience, situation, and purpose in all strands of English Language Arts.	Objective 1.2 By June 2011, students will continue to improve basic mathematical skills and constructed response.	Objective 1.3 By June 2011, teachers will continue implementing D. I. strategies and assessment for learning practices as they move towards more inclusive learning environments.
Commendations 1.1 Students have been exposed to various forms of text. Checklists are being used to track exposure to various types. Teachers began to use DI strategies to allow students to demonstrate their knowledge.	Commendations 1.2 Material from each unit has been included on cumulative assessments. There has been an increase in the use of DI strategies.	Commendations 1.3 We have purchased professional literature pertaining to Assessment for Learning for use with teachers. We have made Assessment for Learning a focus of the upcoming year's School Development Plan. Teachers have availed of several inclusion and DI professional development sessions.
Recommendations 1.1 Continue to track exposure to text. Model 'think alouds'' to show what is suitable in various texts. Continue to use DI strategies to enable students to demonstrate their knowledge in various ways.	Recommendations 1.2 Continue to model appropriate responses and provide exemplars for students. Develop tools for tracking student performance on basic math skills.	Recommendations 1.3 Continue to avail of Professional Development on Assessment for Learning. Continue to provide regular feedback to students during the learning process.

Goal 2. To build a highly motivated, inclusive school community by June, 2014.		
Objective 2.1 By June 2011, the school community will understand the school's academic expectations.	Objective 2.2 By June 2011, teachers and students will become more aware of individual learning styles in order to enhance the teaching and learning experience for all.	Objective 2.3 By June 2011, students will begin to understand "choice" and the impact their choices have on themselves and others.
Commendations 2.1 The handbook and Awards Policy was completed. The importance of setting high standards and improved attendance was promoted in the weekly newsletter and through discussions with and presentations to students and parents. Students were provided with detailed course outlines and parents were informed the requirements of each course.	Commendations 2.2 Teachers became more familiar with Multiple Intelligences and varied learning styles. Many teachers implemented Interest/Multiple Intelligence Inventories with students and determined learning styles to inform their teaching.	Commendations 2.3 Students were encouraged to take an academic course route. Regular attendance was promoted and celebrated by reporting perfect attendance on a monthly basis. We had 10 out of 93 students with perfect attendance for the year! Students were informed of expectations and policies conducive to learning. Junior High students were part of the Turning Points program that explored self and social awareness.
Recommendations 2.1 Continue to update handbook and Awards Policy with pertinent changes. Continue to inform parents of curricular expectations.	Recommendations 2.2 Continue to use information gathered through Interest and Multiple Intelligence Inventories to determine student learning styles to best plan for instruction to make learning more relevant and interesting for students.	Recommendations 2.3 Continue to encourage regular attendance and publish perfect attendance on a monthly basis. Provide continued opportunities to explore issues of social ethics and morality.

Summary of the School's Most Current Data

Commentary on the Grade 1 Observation and Grade 2 Reading Records as well as Mathematics 3205 are not included in this report. School data with five or fewer students is withheld for reasons of confidentiality.

Gr. 3 Language Arts CRT

Comparison to Province and District

- The Grade 3 students of Fatima Academy performed slightly lower than the province and district in the reading multiple choice section. Fatima students scored 75.8% on Reading vs. a 79.8% score at the district and 79.7% provincially. On the listening multiple choice Fatima scored lower than the district and the province. Fatima students scored 76.7% while the provincial and district scores were 87.9%.
- Fatima's Grade Threes out-performed the province and district in constructed responses in poetic reading. 83.3% of our students scored Level 3 or above compared to 79% at the district and 77.8% provincially. In Demand Writing, Fatima students outperformed the province and district by more than 10%. Fatima students scored 83.3% compared to 73.2% at district and 72% provincially.
- While our students did out-perform the Province and District in Poetic Reading and Demand Writing, we scored slightly lower in the Listening Rubric at 66.7%. We are however concerned that our students only scored 16.7% in Informational Reading at Level 3 or above.

Four Year Trend at Fatima Academy

- The four year CRT Multiple Choice trend in Listening is fairly consistent, with a slightly lower score of 77%. In Reading, students scored 76%, the lowest in a four year period.
- In 2011, 83% of our students performed at Level 3 or above in Poetic Reading. This is lower than the previous two years.
- In the Listening strand, 67% of our students scored at or above level 3. This is significantly higher than the previous year.
- In Informational Reading, 17% of our students performed at Level 3 or above, somewhat higher than the previous year.
- In Demand Writing, 83% of our students performed at Level 3 or above, significantly higher than the previous year. Demand Writing has now peaked to its highest score over the past four years.

Summary Comments

- We are very pleased with our students' performance in Demand Writing and Poetic Reading. In Demand Writing there was an increase of 33 points from the previous year. This is an incredible improvement.

- We will continue to work on improving student performance in Informational Reading and Listening. However, it must be noted that Informational Reading scores improved by 28 points from the previous year at the Provincial level. As well, the percentage of students performing at level 3 and above provincially increased in the Listening rubric by 58 points. While we have some students performing at Level 3, we are striving to increase the number of students performing at that level and above.

Gr. 3 Mathematics CRT

Comparison to Province and District

- In the Multiple Choice sections of the CRT, Fatima Academy's Grade 3s out-performed the Province and District in Number Operations and Shape and Space. Our results were higher in both sections with students scoring over 80%. In Number Concepts, the District and Province outperformed our students by approximately 7%.
- Also, in the Constructed Responses sections, our students out-performed the District and Province, with 90.9% of Fatima students performing at Level 3 or above in Shape and Space, whereas the District and Provincial averages ranged from 76.9% to 77.8% respectively. In Number Concepts, our students scored slightly lower than their district and provincial counterparts by approximately 5%.
- In Number Operations, over 80% of our students performed at Level 3 or above in Connections and Representations, Reasoning and Communication while the provincial and district level were significantly lower by 25-30% in these categories. In Problem Solving, 100% of our students scored Level 3 or above the district and provincial level with an average of 77.4% and 77.1% respectively.

Four Year Trend

- In the four year CRT (Subtest) Mark Trend in Multiple Choice, we can see a slight decrease in Number Operations and in Shape and Space. However, Number Concepts scores remained the same at 70%.
- In Rubric results, our Grade 3 students have shown significant improvement in Reasoning and Communication with an increase of 33% from the previous year. Problem Solving scores remain the same with 100% of our students performing at or above Level 3 which is consistent with the last 2 years.
- In Connections and Representations we noticed a slight decrease in our scores from the previous years.

Summary Comments

- We are pleased with the overall 2011 results on the Gr. 3 Mathematics CRT. However, in the area of Connections and Representations, we will continue to work on improving performance.

Gr. 6 Language Arts CRT

Comparison to District & Province

- Fatima's students scored slightly lower than the District (80.3%) and Province (79.5%) in Reading (multiple choice), with an average of 77%.
- Our students scored 67% in Listening (multiple choice), compared to the Provincial average of 67% and District average of 68.2%.
- Fatima's students scored approximately 15% higher than the Province and District on Demand Writing with 90% of students performing at Level 3.
- Our students scored at least 30% higher than the District and Province on the Informational Reading.
- In the Poetic Reading section, 50% of our students were at Level 3 or above. This was approximately 7% lower than the District and Province.
- In the listening section, 80% of Fatima students attained Level 3 or above. This was approximately 25% greater than the Provincial and District average.

Four Year Trend at Fatima Academy:

- Rubric results in Demand Writing have continued to be strong. From 2008 to 2010, all our students performed at Level 3 or above. However, in 2011, 9 out of our 10 students performed at a Level 3 or above (90%).
- Over the past 4 years our students have been above the Provincial average on our Informational rubric results. Most of our students are performing at Level 3 or above. In 2008 and 2009, 100% of our students scored at Level 3 or above. In 2010, 80% of our students scored at Level 3 or above and in 2011, 90% of our students scored at Level 3 or above.
- Over the past 4 years we have seen a decrease in our students' performance in the Poetic Reading section of the CRT. However, this is comparable to the Province's decrease in this component as well. Last year, only 50% of our students scored above a Level 3.
- Our students have performed very well on the Listening component of the CRT. Over the past 4 years our students performed at least 25% higher than the Province.
- The Listening multiple choice section has slightly decreased over the past 4 years and the Reading multiple choice section are comparable to last year and is slightly lower than 2009.
- On the Listening (rubric) section, in 2007, 0% of our students scored at Level three or above. In 2008, 90% of our students scored at Level three or above and in 2009, 100% of our students scored at Level 3 or above. This year's results show 80% of our students scored at Level 3 or above.

- In the Listening (constructed responses) there was a decrease from 2009 to 2010 from 100% to 80%. Last year 80% of our students scored Level 3 or above. This is equal to the previous year. The Provincial results indicated that only 52% of the students were Level 3 or above.
- Student performance in Demand Writing (rubric) has been consistently strong.
- At least 90% of our students scored at Level 3 or above in the Demand Writing and Informational Reading in each of the last three years.

Class Comparison – 2008 Grade 3 Language Arts CRT with 2011 Grade 6 Language Arts CRT

- On the 2008 CRT, Fatima performed 27% above the provincial mean on the poetic reading section. However, in 2011 the grade sixes was 14% lower than the provincial mean.
- In 2008 the Grade 3's performed 7% above the provincial mean on the Demand Writing section. In 2001 the class was 16% above the provincial mean.

Summary Comments

- Our students' performance in responding to multiple choice questions in both Listening and Reading sections indicates a need for continued and additional practice in this area.
- Our students continue to out-perform the province annually in most areas of the Gr. 6 Language Arts CRT.
- 80 – 100% of our students typically perform at Level 3 or above annually on the Gr.6 Language Arts CRT constructed responses (Informational Reading and Listening).

Gr. 6 Mathematics CRT

Comparison to the District & Province:

- In Number Operations (multiple choice), student performance at Fatima was 11% above the District and Provincial results.
- In Number Concepts (multiple choice), our students are similar to District and Provincial results.
- In the Shape & Space (multiple choice) section, student performance has shown a slight increase of approximately 7% from 2010 to 2011 at District and Provincial levels.
- The percentage of our Grade Six students performing at Level 3 or above was significantly higher than the Province and District in Reasoning (16%), Communications (46%), Connections & Representations (11%), and Problem Solving (constructed responses) (33%).
- 100% of our students are performing at Level 3 or above on the Problem Solving section of the CRT.

Four Year Trend at Fatima Academy

- In the Number Operations and Number Concepts sections, our school is on par with the District and Province results. We saw a slight decrease in 2010. In 2011, the Number Operations and Number Concept sections showed improvement and our results were comparable to 2008 and 2009.
- In the Rubric sections of the CRT, with the exception of 2010, our students are showing improved performance in most areas of the CRT. Last year, there was a dramatic increase in Reasoning, Communication, and Problem Solving.
- However, there was a significant increase in performance in 2011.

Class Comparison – 2008 Grade 3 Mathematics CRT with 2011 Grade 6 Math CRT

- In all areas of the Mathematics CRT, there has been considerable improvement from the Grade 3 (2008) CRT.
- In the Reasoning section, the students were 4% above the provincial mean in 2008. In 2011, they were 19% above the provincial mean.
- In the Communications section, the students were 30% below the provincial mean. In 2011, they were 30% above the provincial mean.
- In the communication and Representation section the students were 31% below the provincial mean. In 2011, they were 6% above the Provincial mean.
- In the Problem Solving section, students were 4% above the Provincial mean. In 2011, they were 24% above the provincial mean.

Summary Comments

- The 2011 data indicates an increase in performance in Grade Six Math.
- Our students performed higher than the Province and District in all areas of the Math CRT in 2011.

Grade 9 Language Arts CRT

Comparison to the Province and District:

- 87.3% of our students performed at a level 3 or higher in Poetic Reading (multiple choice) which is almost 22% higher than the Province and District.
- 91% of our students performed at a level 3 or higher in Poetic Reading,(rubric) almost 30% higher than the Province and District.
- 91% of our students performed at a level 3 or higher in Informational Reading (rubric), almost 20% higher than the province and district.
- 74.6% of our students performed at a level 3 or higher in Informational Reading (multiple choice), which is about 3%

- higher than the province and district.
- 75% of our students performed at a level 3 or higher in Demand Writing, which was almost 8% lower than the province and district.

Four Year Trend at Fatima Academy:

- Though our students' performance in Demand Writing remains consistent with, or above, the provincial average, it has fluctuated over the last four years. Our student's performance in Demand Writing has decreased by 8% from the previous year.
- In each of the previous four years, student performance has fluctuated slightly in Poetic multiple choice. In 2011, student performance increased by approximately 11% from the previous year.
- Students continue to perform consistently in Informational multiple choice over the past four years.
- Student performance has been inconsistent over the last four years in Poetic Reading (rubric). This year however, our student performance improved by 20% from the previous year, and was 30% higher than the province.
- There was a consistent decrease in student performance in Informational Reading (rubric) from 2008 to 2010, however this year student performance increased by 41%, almost 20% higher than the province.

Class Comparison – 2005 Grade 3 Language Arts CRT, 2008 Grade 6 Language Arts CRT with 2011 Grade 9 Language Arts CRT

- In 2005 this group scored 5% higher than the provincial mean in Reading. This same group performed 17% higher than the provincial mean in 2008, and 37% higher than the provincial mean in 2011. Since 2005, this group's performance has increased by 32% above the provincial mean in reading. This is a significant increase.
- In 2005 this group performed 12% higher than the provincial mean in Demand Writing. Their results were comparable at 13% in 2008. However, in 2011, this same group performed 3% lower than the provincial mean in demand writing, a decrease of 16% from 2008.

Summary Comments

- Overall, our students performed higher than the province and district in Poetic and Informational reading. (multiple choice and rubric)
- Students' Demand Writing has shown a slight decrease in performance from the previous year.

Grade 9 Mathematics CRT

- 11 Students enrolled in Grade 9 math in 2010

Comparison to District & Province

- Our grade 9 students performed above district
- Number (above average Fatima (64.3%) compared to district (58.5%) & province (59.1%)
- Patterns & Relations Fatima (65.9%) above average compared to district (63.5%) & province (62.8%)
- Shape & Space Fatima (71.4%) above average compared to district (65.6%) & the province (64.7%).
- Statistics & Probability Fatima (72.7%) was below average compared to the district (80%) & the province (79.4)

4 Year Trend

- All students registered in Grade 9 Math successfully completed the course
- Student performance on the subtests of the Grade 9 Math CRT in each of the last 4 years show the following:
 - o Numbers: our school has ranged from 62%-67%
 - o Patterns & Relations: ranged from 60%-76% (refer to bar graph)
 - o Shape & Space: ranged from 55%-76%
 - o Statistics & Probability: ranged from 54%-75%

PUBLIC EXAMINATIONS 2010-2011

Chemistry 3202

- Only 6 students were enrolled in chemistry 3202, this year and the course was offered on CDLI.
- Fatima did not perform **above** average in any unit compared to the district or province.
- Fatima performed **on par** in comparison to the district and province in the following units:
 - o **Acids/bases:** Fatima (69.2%), district (70.8%) & province (69.7%)
- Fatima performed **below** average in comparison to the district and province in the following units:
 - o **Kenetics & Equilibrium:** Fatima (60.3%), District (67.5%) & Province (67%)
 - o **Electrochem:** Fatima (52.5%), District (58.4%) & Province (57.3%)
 - o **Thermochem:** Fatima (67.3%), District (71.3%) & province (73%)

- Our students final marks were **below** the district and provincial average by approximately 5%

4 Year Trend

- 5 out of 6 students registered in Chemistry 3202 successfully completed the course.
- Chemistry 3202 was offered in 2008, 2010 & 2011 (not offered in 2009). No data was given from 2009 as it was not offered.

World Geography 3202

- 17 students were enrolled in World Geography 3202. This course was offered at the school level.
- Fatima performed **above** average in comparison to the district and province in the following units:
 - o **Population Geography:** Fatima (65.5%) District (60.8%) & Province (60.9%)
- Fatima performed **on par** in comparison to the district and province in the following units:
 - o **Primary resource activities:** Fatima (78.2%) District (78.4%) & Province (78.9%)
 - o **Secondary & tertiary activities:** Fatima (67.7%) District (66%) & Province (67.5%)
 - o **Written response Units 1-5:** Fatima (53.4%) District (52.8%) & Province (53.9%)
- Fatima performed **below** average in comparison to the district and province in the following units:
 - o **Land & Water forms:** Fatima (70.6%) District (73.7%) Province (75.3%)
 - o **World Climate Patters:** Fatima (69.3%) District (74.9%) Province (75.1%)
 - o **Ecosystems & Urban Geography:** Fatima (72.1%) District (76.3%) Province (78.2%)
- Our students final marks were **above** the district (3%) & provincial (2%) averages.

4 year trend

- All 17 students registered in World Geography 3202 successfully completed the course.
- World Geography 3202 was offered in 2009 & 2011
- Our students marks **decreased** 7% from 2009 to 2011 (Public Exam)
- Our students' final mark **decreased** by 5% in comparison to 2009.

Biology 3201

- 11 students enrolled in Biology 3201 in 2010-11

- Fatima performed **above** average in comparison to the district and province in the following units:
 - o **Maintaining Dynamic Equilibrium:** Fatima (64.6%), District (62.1%) & Province (61.3%)
 - o **Genetic Continuity:** Fatima (67.7%), District (61.8%) Province (60.8%)

- Fatima performed **on par** in comparison to the district and province in the following units:
 - o **Reproductions & Development:** Fatima (62.1%) District (62.2%) Province (61.9%)
 - o **Evolution, Change & Diversity:** Fatima (54.6%) District (56%) & Province (54.2%)

- Fatima did **not** perform **below** average in any section of Biology 3201 in comparison to the district or province.
- Our students final marks were **above** the district (**5%**) & provincial (**6%**) averages.

4 Year Trend

- All 11 students registered in Biology 2201 successfully completed the course.
- Bio 3201 offered in 2009 and 2011.
- Exam mark **increased** by **3%** compared to 2009 and the final mark **increased** by **2%** compared to 2009.

English 3201

- o Overall, on the English 3201 public exam, our students scored slightly below the province and district.
- o Our students scored slightly higher on each of the following subsections: Visual, Comparison, and Personal Response.
- o They scored approximately 5% lower than the district and province in the following subtests: Prose, Poetry, and Connections.
- o Our students scored slightly higher than the district and province in their final mark.

4 Year Public Exam Trend 2008- 2011

- o Our students' final marks have remained fairly consistent between 2008 and 2011, with a significant increase in 2010.

Class Comparison – 2008 Gr. 9 CRT with 2011 Level III Performance

- o While no direct comparison of subtests can be made between the Language Arts CRT from 2008 and the English 3201

Public Exam written by the same group of students in 2011, when this group of students was in Gr. 9, their performance was quite strong on the Language Arts CRT, particularly in Demand Writing, Poetic Reading and Informational Reading. (rubric) In 2008, this group scored much lower in the multiple choice sections of the poetic and informational reading.

2011 Final Comments

- Overall, students' final mark was slightly higher than the province and district.
- Our students performance showed a slight increase in the Visual subtest of the public from the previous year, however they scored lower in all other subtests as compared to the previous year, with a significant decrease in the Connections and Personal Response subtests.

Math 3204

- 6 students enrolled in Math 3204 in 2010-2011
- Fatima performed **above** average in comparison to the district and province in the following units:
 - o **Circle Geometry:** Fatima (55.4%) District (52%) Province (53.7%)
- Fatima performed **on par** in comparison to the district and province in the following units:
 - o **Quadratics:** Fatima (59.1%) District (59%) Province (59%)
- Fatima performed **below** average in comparison to the district and province in the following units:
 - o **Rate of Change:** Fatima (69.4%), District (74.7%) Province (75.7%)
 - o **Exponential Growth:** Fatima (54.8%) District (56.7%) Province (57.5%)
- Our students final marks were **above** the district by **3%** & **above** the province by **2%**.

4 Year Trend

- All 6 students registered in Mathematics 3204 successfully completed the course.
- Public exam mark **decreased** by **6%** in comparison to 2010 and the final mark **decreased** by **7%** from 2010.

Math 3205

We had one student registered for Math 3205. For reasons of confidentiality, we will not include the summary of student performance in this report.

*****PLEASE NOTE THAT SCHOOL DATA WITH FIVE OR FEWER STUDENTS IS WITHHELD FOR REASONS OF CONFIDENTIALITY*****

PRIMARY LANGUAGE ARTS ASSESSMENT

Grade 1: Percentage of Students Performing At or Above Provincial Benchmark

07-08		08-09		09-10		10-11	
School	Province	School	Province	School	Province	School	Province
N/A	63.5%	100.0%	65.0%	N/A	62.6%	N/A	63.7%

Grade 2: Percentage of Students Performing At or Above Provincial Benchmark

07-08		08-09		09-10		10-11	
School	Province	School	Province	School	Province	School	Province
33.3%	68.9%	N/A	72.4%	83.3%	72.6%	N/A	73.5%

CRITERION REFERENCE TESTS

Grade 3 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	87.3%	88.5%	94.0%	88.3%	N/A	92.1%	75.8%	79.7%
Listening	82.5%	85.0%	100.0%	95.4%	N/A	80.9%	77.0%	88.0%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	80.0%	72.6%	66.7%	74.9%	N/A	73.9%	83.3%	71.9%
Poetic	20.0%	56.1%	100.0%	68.8%	N/A	71.5%	83.3%	77.9%
Informational	100.0%	70.8%	60.0%	55.1%	N/A	63.6%	16.7%	52.8%
Listening	63.6%	70.2%	100.0%	70.5%	N/A	59.9%	66.7%	68.9%
Grade 3 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	76.0%	76.0%	85.0%	85.0%	N/A	76.0%	80.0%	74.5%
Number Concepts	76.3%	76.3%	81.3%	73.5%	N/A	77.3%	70.0%	77.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	63.6%	65.7%	100.0%	54.3%	N/A	62.1%	83.3%	61.2%
Communication	27.3%	59.8%	100.0%	54.2%	N/A	61.6%	83.3%	60.6%
Connections & Representations	27.3%	61.3%	100.0%	69.0%	N/A	68.2%	83.3%	65.3%
Problem Solving	72.7%	76.2%	100.0%	68.8%	N/A	68.3%	100.0%	77.2%

Grade 6 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	83.8%	84.8%	N/A	87.1%	N/A	81.0%	77.0%	79.5%
Listening	94.0%	92.0%	N/A	87.7%	N/A	86.7%	67.0%	67.0%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	100.0%	85.1%	N/A	78.7%	N/A	81.4%	90.0%	74.7%
Poetic	100.0%	81.2%	N/A	69.6%	N/A	69.9%	50.0%	66.2%
Informational	100.0%	78.9%	N/A	68.0%	N/A	68.4%	90.0%	58.7%
Listening	90.0%	62.6%	N/A	47.4%	N/A	66.7%	80.0%	51.8%
Grade 6 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	79.0%	78.0%	N/A	77.1%	N/A	72.3%	77.5%	67.5%
Number Concepts	70.0%	70.0%	N/A	67.1%	N/A	76.9%	72.0%	75.0%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	40.0%	48.4%	N/A	36.5%	N/A	54.9%	77.8%	52.3%
Communication	10.0%	42.0%	N/A	30.6%	N/A	46.5%	88.9%	44.3%
Connections & Representations	20.0%	41.3%	N/A	36.1%	N/A	44.0%	44.4%	35.2%
Problem Solving	20.0%	55.4%	N/A	42.5%	N/A	55.8%	100.0%	68.1%

Grade 9 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Poetic	69.1%	77.2%	80.0%	71.0%	76.3%	85.1%	87.3%	64.7%
Informational	67.3%	78.1%	80.0%	83.1%	76.3%	79.3%	74.6%	71.2%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	100.0%	86.2%	76.9%	83.0%	90.0%	85.4%	75.0%	83.3%
Poetic	90.9%	73.0%	84.6%	79.5%	71.4%	73.1%	89.9%	61.4%
Informational	81.8%	77.5%	61.5%	75.5%	50.0%	70.1%	89.9%	69.2%
Grade 9 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Number Operations	65.2%	60.3%	69.2%	55.8%	64.1%	69.5%	64.3%	59.1%
Number Concepts	70.5%	68.9%	38.5%	39.3%	60.0%	59.0%		
Patterns & Relations	65.2%	59.3%	76.4%	68.9%	59.8%	75.4%	65.9%	62.8%
Measurement	45.5%	55.1%	68.6%	59.9%	66.0%	67.6%	71.4%	65.7%
Geometry	69.5%	55.4%	81.2%	61.8%	50.0%	69.4%		
Data Management & Probability	75.0%	63.2%	53.9%	53.7%	62.5%	65.9%	72.7%	79.4%

PUBLIC EXAMS

Exam Mark	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
French 3200	63.7%	65.1%	N/A	68.3%	N/A	68.1%	N/A	69.6%
Math 3204	66.8%	57.4%	56.3%	58.9%	N/A	58.0%	57.5%	58.2%
Math 3205	76.8%	78.9%	61.0%	74.9%	N/A	N/A	64.0%	77.9%
World Geography 3202	N/A	63.1%	71.5%	63.2%	N/A	58.8%	64.0%	64.4%
Biology 3201	N/A	61.2%	60.8%	58.4%	N/A	60.7%	63.8%	60.5%
Chemistry 3202	57.5%	64.6%	N/A	62.2%	56.5%	66.4%	63.3%	66.9%
Physics 3204	68.5%	68.3%	N/A	67.2%	N/A	65.5%	N/A	70.8%
English 3201	69.8%	65.3%	66.8%	60.2%	80.3%	64.6%	62.1%	63.4%

GRADUATION STATUS

	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Honours	20.0%	25.1%	30.0%	23.1%	33.3%	25.2%	9.1%	26.1%
Academic	60.0%	35.7%	60.0%	40.9%	25.0%	39.5%	54.5%	40.6%
General	20.0%	39.3%	10.0%	36.0%	41.7%	35.2%	36.4%	33.3%

Junior High Year End Results:

(Comparison of class averages over last four years in subjects used to determine "Honours")

	Language Arts	Math	Science	French	Social Studies
Grade 9 (2011)	82	78	80	86	83
Grade 9 (2010)	72	68	66	79	81
Grade 9 (2009)	77	74	83	81	84
Grade 9 (2008)	63	64	79	75	80
Grade 9 (2007)	71	74	84	83	83
Grade 8 (2011)	*	*	*	*	*
Grade 8 (2010)	81	76	82	78	83
Grade 8 (2009)	70	69	77	77	80
Grade 8 (2008)	79	78	84	82	84
Grade 8 (2007)	77	72	83	79	82
Grade 7 (2011)	*	*	*	*	*
Grade 7 (2010)	*	*	*	*	*
Grade 7 (2009)	76	81	83	83	88
Grade 7 (2008)	63	68	70	79	70
Grade 7 (2007)	78	81	83	82	82

*** Please note that results indicated by * are not included since data with five or fewer students is withheld for reasons of confidentiality.***

Summary:

- Year end results in Grade 9 shows growth in all areas from the previous year. This same class performed well in Grade 8 (2010) and Grade 7 (2009).
- We cannot comment on the growth of the Grade 7 and 8 classes of 2010-11 since both classes have 5 or fewer students.

Performance in Non-Public Exam Courses

(*) in a block indicates that less than five students were enrolled, in which case data is withheld for reasons of student confidentiality
 (-) in a block indicates the course was not offered that year

<i>Senior High Course:</i>	School Aver. 2007	School Aver. 2008	School Aver. 2009	School Aver. 2010	School Average 2011	District Average 2011	Province Average 2011
Applied Music 3206	-	-	82	-	-	-	-
Comm. Technology 2104	-	87	92	87	89	77	77
Comm. Technology 3104	-	92	90	93	82	73	75
Math 1204	80	72	77	86	71	67	68
Math 1206	-	-	-	*	*	60	60
Math 2204	69	*	*	*	*	63	63
Math 2205	81	84	74	*	89	81	81
Math 2206	78	-	81	-	71	67	65
Math 3206	-	*	-	78	-	-	-
Math 3103	73	77	81	80	79	68	68
Physical Education 2100	-	90	87	-	88	83	82
Physical Education 2101	-	91	81	-	88	81	80
Healthy Living 1200	-	-	-	90	-	-	-
Science 1206	83	74	72	81	72	69	68
Chemistry 2202	66	73	*	81	-	-	-
Physics 2204	73	-	76	-	*	71	72
Environ. Science 3205	80	-	75	-	81	63	66
English 1201	76	67	67	75	76	68	68
English 1202	-	-	*	*	*	58	58
English 2201	70	74	76	77	79	68	69
English 2202	72	-	70	76	70	61	60
English 3202	-	*	-	76	-	-	-
Writing 2203	74	-	67	-	79	70	71
World Religions 3106	74	91	87	93	-	-	-
Career Development 2201	-	89	94	-	85	72	75
French 2200	82	-	82	-	-	-	-
World Geography 3200	62	-	60	-	62	64	62
Human Dynamics 2201	-	90	-	80	-	-	-
Work Place Safety 3220	-	85	-	83	-	-	-
Skilled Trades 1201	-	-	-	91	-	-	-
Canadian History 1201	-	80	-	84	-	-	-
Biology 2201	-	81	-	73	*	67	67
Music 2200	-	-	-	87	-	-	-
Residential Const.	-	-	-	-	89	76	77
Art & Design 3200	-	-	-	-	*	78	79
French 1200	-	-	-	-	86	80	78

Ens. Performance 1105	-	-	-	-	90	89	89
Nutrition 3102	-	-	-	-	*	74	75
Science 2200	-	-	-	-	*	61	61

Summary:

In 2010-2011, our students scored significantly higher than the Province and District in the following Senior High Non-Public Courses: Communications Technology 2104, Communications Technology 3104, Mathematics 3103, Environmental Science 3205, English 2201, Career Development 2201 and Residential Construction 2201. In the remaining courses, students have performed on par or slightly above the Province and District.

School Development Plan for Current Year

Fatima Academy will attempt to offer an inclusive environment that will enhance student learning in all areas where all students are motivated to learn. To increase student achievement in Mathematics, Language Arts, and other content areas, we will continue to work in areas that have been identified through external and internal data collection. We will continue to learn how our students learn and share that among our teachers. We will implement Differentiated Instructional strategies as well as to become familiar with and use various Assessment for Learning strategies. In an effort to reach our goals, we will continue to inform students and parents of the expectations of the school, encourage regular attendance, and explore character education. This is a brief overview of what our school attempts to accomplish in the next year.

***1 Year School Development Plan
2011-12***

Goal 1: To enhance student learning in all content areas in an inclusive environment by June, 2014.		
Objective 1.1: By June 2012, students will continue to develop an awareness of audience, situation, and purpose in all strands of English Language Arts.	Objective 1.2: By June 2012, students will continue to improve basic mathematical skills and constructed responses.	Objective 1.3: By June 2012, teachers will continue implementing D. I. strategies and assessment for learning practices as they move towards more inclusive learning environments.

<p>Strategies:</p> <p>1.1.1 Expose students to a variety of text particularly visuals, poetry and informational text.</p> <p>1.1.2 Model “think aloud” to show what is suitable for responses to various texts.</p> <p>1.1.3 Gather and use exemplars in teaching constructed response.</p> <p>1.1.4 Display visuals and informational text within the classroom.</p> <p>1.1.5 Research and begin to implement guided reading/writing in flexible groups for Primary/Elementary and possibly Jr. High.</p>	<p>Strategies:</p> <p>1.2.1 Use activities, manipulatives and charts to improve basic math skills.</p> <p>1.2.2 Incorporate mental math into classes.</p> <p>1.2.3 Model appropriate responses, including appropriate math terminology and provide exemplars.</p> <p>1.2.4 Include material from each unit on cumulative assessments.</p>	<p>Strategies:</p> <p>1.3.1 Avail of PD opportunities</p> <p>1.3.2 Provide regular feedback to students during the learning process.</p> <p>1.3.3 Access professional literature and schedule time to collaboratively discuss the material.</p>
<p>Indicators of Success:</p> <p>1.1.1 Completed yearly continuum of text forms.</p> <p>1.1.2 Portfolio of student responses.</p> <p>1.1.3 Portfolio of exemplars.</p> <p>1.1.4 Displays in the classroom.</p> <p>1.1.5 Reading and writing scores/anecdotal reports</p>	<p>Indicators of Success:</p> <p>1.2.1 Track student performance on basic skills.</p> <p>1.2.2</p> <p>1.2.3 Samples of student work/internal and external data.</p> <p>1.2.4 Portfolio of teacher generated tests/assignments portfolio of student results.</p>	<p>Indicators of Success:</p> <p>1.3.1 Record of PD attended</p> <p>1.3.2 Recording/documenting student –teacher conferences.</p> <p>1.3.3 Minutes from meetings and folder of samples.</p>

Goal 1. Support Plan	
Financial	Professional Development/Time Required
<p>1.1.1 Travel costs to attend PD.</p> <p>1.1.2 Purchase of necessary materials particularly in visuals and informational text.</p>	<p>1.2.1 Scheduled collaboration time.</p> <p>1.2.2 District P. D.</p>

Goal 2: To build a highly motivated, inclusive school community by June, 2014.		
Objective 2.1: By June 2012, the school community will further understand the school's academic expectations.	Objective 2.2: By June 2012, teachers and students will become more aware of individual learning styles in order to enhance the teaching and learning experience for all.	Objective 2.3: By June 2012, students will begin to understand "choice" and the impact their choices have on themselves and others.
Strategies: 2.1.1 Update awards policy 2.1.2 Continue to promote the importance of setting high standards and improved attendance in weekly newsletters. 2.1.3 Provide detailed course outlines/course descriptors to students and parents. 2.1.4 Hold curriculum information sessions for parents.	Strategies: 2.2.1 Encourage teachers to become more familiar with and access professional literature on Multiple Intelligences and learning styles. 2.2.2 Complete various types of multiple intelligence/interest inventories and share with subject teachers.	Strategies: 2.3.1 Encourage students to take a more academic course route. 2.3.2 Model and communicate appropriate school expectations/policies conducive to learning. 2.3.3 Provide opportunities to explore issues of social ethics and morality. 2.3.4 Explore character education programs for K-12.
Indicators of Success: 2.1.1 Copy awards policy 2.1.2 Copies of newsletters 2.1.3 Sample of course outlines/course descriptors. 2.1.4 Agenda from Information Sessions.	Indicators of Success: 2.2.1 Teacher portfolio of readings and reflections. 2.2.2 Record of completed inventories.	Indicators of Success: 2.3.1 Course enrollment statistics 2.3.2 School policies 2.3.3 Motivational speakers/student surveys/course focusing on social ethics and morality 2.3.4 Information gathered from research on character education programs.

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.1.1 Cost of Guest speakers. 2.1.2 Professional Journals.	2.1.1 P. D. offered by ESDNL and other sources. 2.1.2 Scheduled time to collaborate.

Operational Issues for 2011-12

Operational Issue	Intended Action
One teacher per grade/subject makes it difficult for teacher collaboration	Continue to avail of opportunities at the District level. Continue to avail of various curricular conferences on First Class. Avail of opportunities to collaborate with teachers of the same grade/subject in other schools.

Appendix A – Summary of School Fundraising

At Fatima Academy, in 2010-11 the following fundraising took place:

- The annual walkathon: Students from Gr. 4 – Level III obtained sponsors for a 5km. walk in September to help support student activities throughout the year such as field trips, theme days, and outings - the biggest of which was the annual ski trip to White Hills.

- The Athletic Fund: All student members of our sports teams sold tickets weekly during their sports’ season to support the cost of registrations and travel expenses associated with tournaments. Part of our revenue for this fund came from our successful application for a True Sport grant.

APPENDIX A

EVENT	REVENUES	EXPENSES	BALANCE FORWARD
Annual Walkathon	\$6794.41	\$ 6659.31	\$ 135.10
Athletic Fund	\$25, 531.52	\$18, 551.17	\$ 6,980.35

