

A young boy with braided hair is playing a cello. He is wearing a purple hoodie with green and white patterns. The background is a plain, light grey color.

Sistema

Toronto

**SOCIAL CHANGE THROUGH MUSIC EDUCATION
ANNUAL REPORT 2020-2021**

A MESSAGE FROM THE EXECUTIVE DIRECTOR & BOARD PRESIDENT

Dear Friends & Supporters,

Like so many around the world, the COVID-19 pandemic continued to bring challenges for our program and students in 2020/21. The pandemic continues to disproportionately affect low income and racialized communities across Toronto, including Sistema Toronto's three communities in Parkdale, Jane-Finch, and East Scarborough. These families face barriers such as low income and precarious jobs, systematic racism, and food insecurity, with the pandemic worsening these factors significantly.

Virtual learning continued for the entirety of this year, providing accessible and intensive music and social programming to children and youth. This means our students have been able to continue with their music lessons, socialize with their peers, and have a sense of normalcy during a very unpredictable, stressful time. We have also been able to support families with grocery gift cards to fight food insecurity, and offer tablets, laptops, and internet upgrades to ensure access to online learning. We also provided all Sistema Toronto students with a 4-week digital summer camp experience thanks to support from Robert and Ellen Eisenberg, The Jordan Family Foundation, and other generous donors.

Our students have shown an incredible amount of resiliency during this time, and we have been so impressed by their continued commitment to advancing their playing while struggling with isolation and other challenges brought on or exacerbated by the pandemic. Our talented staff members have also shown a great level of dedication to our students, adapting and adjusting to keep online learning interesting and engaging, with a variety of creative approaches to keep students interested and on track. We have also partnered with many influential and inspiring artists and organizations this year, including JUNO-award winning Afro-Cuban ensemble OKAN and the Canadian Opera Company.

Throughout the year we have seen continued progress and success from students across all levels. They've worked on building social skills such as organization, responsibility, listening, teamwork, respect, and problem solving while learning strings, choir, theory, and percussion. Many of our students have also seen improvements in their academic abilities at school as a result of attending our program, and we're proud to watch our graduates continue on to high school in specialized streams such as arts programs, IB programs, and STEM programs.

Our work would not be possible without government grants and the individuals, foundations, and corporations that share our values and donate in support of the children and families we serve. We truly believe in our vision of using the global language of music to help children grow and realize their full potential as engaged and responsible citizens, and hope you do too. This annual report highlights vital information regarding our program as well as the impact of your support.

Thank you for investing in underserved communities and providing support that enables future generations to thrive and succeed. With your support, we can change lives.

Sincerely,



Christie Gray
Executive Director
Sistema Toronto



Marcia Lewis Brown
President & Board Chair
Sistema Toronto

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MISSION AND VISION

MISSION AND VISION

Sistema Toronto provides musical and intellectual opportunities to children in vulnerable communities, with the goal of transformative social change. We work with students ages 6-16 in neighbourhoods with some of Toronto's highest child poverty rates- Parkdale, Jane-Finch, and East Scarborough. Sistema Toronto students learn together in orchestras, percussion ensembles, and choirs while developing important life skills like problem solving, empathy, and communication. We provide students with instruction from professional musicians, instruments, performance opportunities, and a daily nutritious snack, all at no cost to participants' families. We build stronger communities by enabling underserved children to overcome poverty, grow, and thrive as engaged citizens and future leaders.

MISSION

Sistema Toronto is an intensive social program transforming the lives of children through ensemble-based music.

VISION

Through the global language of music, children grow to realize their full potential as engaged and responsible citizens.

NO AUDITIONS

NO BARRIERS

NO COST



THE CHALLENGE

Despite being an incredibly wealthy city, Toronto has the highest child poverty rate amongst large cities in Canada, and children of colour, Indigenous children, immigrants, children with disabilities, and children from single-parent families are more likely to experience poverty .¹

One-third of racialized children (33.3%) in Toronto live in low-income families, while in comparison 15.1% of non-racialized children live in poverty.²

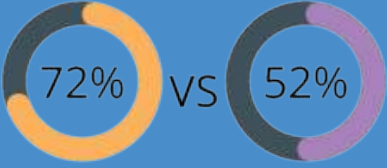
Children who grow up in marginalized and low-income households are less likely to achieve academic and social success and are more likely to depend on social services, experience physical and mental health problems, and live in poverty as adults. Humber River – Black Creek (Jane-Finch) and Scarborough –Guildwood (East Scarborough) are among the six neighbourhoods with the highest number of families waiting for subsidized housing in the city.³

COVID-19

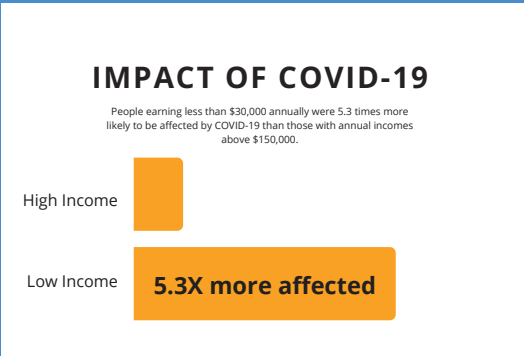
The COVID-19 pandemic has exacerbated the systematic barriers faced by low-income and racialized groups in Toronto, including Sistema Toronto's three communities.

The majority (72%) of reported COVID-19 cases in the City of Toronto with valid race data up until September 30, 2021, identified with a racialized group.⁴ However, only 52% of Toronto's population identify as belonging to a racialized group, based on the 2016 Census.

NUMBER OF COVID CASES FROM RACIALIZED COMMUNITIES VS TORONTO'S OVERALL POPULATION OF RACIALIZED COMMUNITIES:



People earning less than \$30,000 annually were 5.3 times more likely to be affected by COVID-19 than those with annual incomes above \$150,000.⁵



1 Toronto Foundation. (2018) Toronto's Vital Signs. Retrieved from <https://torontofoundation.ca/wp-content/uploads/2018/01/TF-VS-web-FINAL-4MB.pdf> 2 Social Planning Toronto, Wilson, B., Maddox, R., Polanyi, M., Kerr, M., Ekra, M., & Khanna, A. (2018). 2018 Toronto Child & Family Poverty Report: Municipal Election Edition. Retrieved from https://d3n8a8pro7vhmx.cloudfront.net/socialplanningtoronto/pages/2079/attachments/original/1538147211/2018_Child_Family_Poverty_Report_Municipal_Election_Edition.pdf?1538147211 3 Social Planning Toronto, Wilson, B., Maddox, R., Polanyi, M., Kerr, M., Ekra, M., & Khanna, A. (2018). 2018 Toronto Child & Family Poverty Report: Municipal Election Edition. Retrieved from https://d3n8a8pro7vhmx.cloudfront.net/socialplanningtoronto/pages/2079/attachments/original/1538147211/2018_Child_Family_Poverty_Report_Municipal_Election_Edition.pdf?1538147211 4 City of Toronto (2020) COVID-19 reported infection in Toronto: Ethno-racial identity and income. Retrieved from <https://www.toronto.ca/home/covid-19/covid19-latest-city-of-toronto-news/covid-19-status-of-cases-in-toronto/> 5 Toronto Foundation (2020) Fallout Report: Health and Wellness. Retrieved from <https://torontofoundation.ca/fallout-report-health-and-wellness/>

OUR COMMUNITIES

Sistema Toronto communities are in diverse neighbourhoods with wide wealth divides and high rates of child poverty. The students and families we serve face economic challenges and social disadvantages that result in difficulty accessing the limited opportunities available to them.



JANE-FINCH

HOUSEHOLDS THAT EARN LESS THAN \$50K /YEAR

47%

CHILDREN LIVING IN POVERTY IN THE ENTIRE WARD

37.8%

CHILDREN LIVING IN POVERTY IN THE WARD'S POOREST AREAS

55.2%

SINGLE PARENTS

35%

BLACK, INDIGENOUS, AND PEOPLE OF COLOUR (BIPOC)

74%

ADULTS WITH POST-SECONDARY EDUCATION

38%

*6 7



EAST-SCARBOROUGH

HOUSEHOLDS THAT EARN LESS THAN \$50K /YEAR

43%

CHILDREN LIVING IN POVERTY IN THE ENTIRE WARD

47.4%

CHILDREN LIVING IN POVERTY IN THE WARD'S POOREST AREAS

59.2%

SINGLE PARENTS

26%

BLACK, INDIGENOUS, AND PEOPLE OF COLOUR (BIPOC)

71%

ADULTS WITH POST-SECONDARY EDUCATION

50%



PARKDALE

HOUSEHOLDS THAT EARN LESS THAN \$50K /YEAR

40%

CHILDREN LIVING IN POVERTY IN THE ENTIRE WARD

16.8%

CHILDREN LIVING IN POVERTY IN THE WARD'S POOREST AREAS

43.5%

SINGLE PARENTS

17%

BLACK, INDIGENOUS, AND PEOPLE OF COLOUR (BIPOC)

26%

ADULTS WITH POST-SECONDARY EDUCATION

69%

CORE PROGRAM DELIVERY

ONLINE INNOVATION

During the 2020-2021 academic year, Sistema Toronto continued to deliver its full program online to students from all three centres. Teachers continued to adapt their teaching methods and explore new strategies to offer our students and their families much-needed support through a difficult time and to help our students to develop their musical skills in spite of the challenges of online learning.



Sistema Toronto students learn together for ten hours each week developing important life skills while making music together in group classes, choirs, and percussion ensembles. Online music teaching makes it especially challenging to rehearse together, because of the time lag inherent to internet video, but thanks to our innovative and creative staff, Sistema Toronto was able to continue offering musical and social instruction, and maintain our students' musical instruments, all at no cost to participants' families.

Sistema Toronto's curriculum keeps social learning as a top priority, building well-rounded musicians, strong collaborators, and community leaders. When students graduate from Sistema Toronto's core program in eighth grade, they are equipped with the communication skills, the confidence they need to excel in high school, access opportunities, and escape generational poverty.

Graduates from our core program are offered a place in Sistema's Honours Orchestra program, a chance for them to continue their music learning and hone their performance skills with our most engaged learners.

In 2020-2021 Sistema Toronto impacted students and their families in 3 priority neighbourhoods in Toronto. Each of our students received over 350 hours of free music education and social development programming.

SISTEMA SUMMER CAMP ONLINE

From July 19 to August 20, Sistema Toronto returned with another virtual camp to provide our students with a musical summer experience. Students participated in a combination of large and small classes, including Music & Movement, strings, and choir classes for 4-5 hours each week. The interactive nature of our online sessions allowed our participants to socially engage with friends, occupy their time with meaningful activities, and enable their teachers to check in with them regularly throughout the summer.

For the first time, Sistema Toronto students were also joined by students from Sistema Inspired programs across Canada, YONA Sistema (Edmonton, AB), Encore! Sistema Québec (Montreal, QC), Sistema Kingston, Bakerview Music Academy (Abbotsford, BC), Sistema Huronia (Midland, ON), S.O.N.G. (Coburg, ON), The Iqaluit Music Society (Iqaluit, NU) and Sistema Winnipeg. Together, these young and talented musicians made fun summer memories.

This initiative was made possible by Robert and Ellen Eisenberg, Sistema Toronto Founders, The Jordan Family Foundation, and The United Way Greater Toronto Emergency Fund. From our #SendaKidtoCamp2021 campaign, we raised \$8,000 which was also used to provide our students with an enriching camp experience.



6 City of Toronto. (2016). Ward Profiles. Retrieved from <https://www.toronto.ca/city-government/data-research-maps/neighbourhoods-communities/ward-profiles/>
 7 Social Planning Toronto, Wilson, B., Maddox, R., Polanyi, M., Kerr, M., Ekra, M., & Khanna, A. (2018). 2018 Toronto Child & Family Poverty Report: Municipal Election Edition. Retrieved from https://d3n8a8pro7vhmx.cloudfront.net/socialplanningtoronto/pages/2079/attachments/original/1538147211/2018_Child_Family_Poverty_Report_Municipal_Election_Edition.pdf?1538147211

EVALUATING PROGRAM IMPACT

Sistema Toronto students start in our program as 6 and 7 year-olds and become their schools' top performers. They are more likely to score higher on standardized testing compared to their non-Sistema peers.

SISTEMA TORONTO STUDENTS THAT SCORE LEVELS 3 OR 4 ON EQAO TESTS



NON-SISTEMA TORONTO STUDENTS THAT SCORE LEVELS 3 OR 4 ON EQAO TESTS



Sistema Toronto works with the Students Commission of Canada to evaluate the impact of the program in students' social skills and development. Students were asked questions about themselves and the program, and asked to rate their feelings on a scale of 1-5 indicating strongly disagree, disagree, neutral, agree, and strongly agree.

SOME OF THE 2021 REPORT RESULTS INCLUDE:

FRIENDSHIPS AND BELONGING –

The majority of students **agree** with the following

I feel like I belong in this program.
I feel like I belong in my community.
I feel like I belong in the world.
I have made friends in this program.



COMMUNICATION –

The majority of students **agree** with the following

I am able to find my voice and express myself in different ways (artistic, writing, talking, etc.)
I am comfortable expressing my feelings, thoughts, and opinions openly even when someone might disagree.



SELF-ESTEEM AND SELF-CONFIDENCE –

The majority of students **agree** with the following

I know what my strengths and skills are.
I feel good about who I am and the things I do.



FUTURE PLANS –

When asked if students feel they will graduate from high school and go to college/university or learn a trade, students felt that the chances were **high**.



PERFORMANCE OPPORTUNITIES

As part of Sistema Toronto's core program or Honours Orchestra, students receive opportunities to share what they are learning with their community as part of an orchestra, choir, chamber group, or percussion ensemble. These opportunities allow students to share the work they do in music classes while practising their leadership, presentation skills, and confidence as ambassadors for Sistema Toronto. Our community partners help us provide life-changing opportunities for students by allowing them to share and experience music together.

HERE ARE THE COMMUNITY EVENTS THAT SISTEMA TORONTO STUDENTS TOOK PART IN FOR THE 2020-2021 YEAR:

During our fall term, Sistema Toronto worked with the Canadian Opera Company to launch the first online edition of their Opera Makers program. Students from Sistema Toronto composed their own lyrics and storyline, helped write the music and create sets and costumes for their very own virtual opera performance of "Music of the Heart", which premiered **December 8th, 2020**.

On **November 4th** Sistema Toronto students gave a virtual performance for Manulife's "Remembering the Fallen" virtual event.

On **Nov. 26, Dec. 17, Jan. 28, and Feb. 18** students attended online concerts given by the Ontario Philharmonic.

In **November**, students from Sistema Toronto began a series of three workshops on inclusion and respectful language with Fay and Fluffy, of Drag Queen Storytime.

In **December 2020** Sistema Toronto students prepared a special holiday video performance for Burgundy Asset Management.

In the fall and winter terms, Sistema Toronto students took part in Play on Philly's Online Sessions.

On **January 17th, 2021**, our students' performance videos were featured as part of MPP Mitzie Hunter's New Year's Levee.

In **February**, Sistema Toronto students took part in online workshops with the OKAN ensemble, learning and eventually recording a virtual performance of Tito Puente's "Oye Como Va", which was presented at our end-of-term concert, funded by SOCAN Foundation and the Aubrey & Marla Dan Foundation.

During our winter term, senior students from Sistema Toronto worked with composer Shreya Jha on a new composition that will be made available for Sistema programs across Canada for use in their programs.

As part of El Sistema USA's 2021 Symposium, Sistema Toronto students were invited to take part in their online Seminario. Students took part in rehearsals, social activities, and workshops, culminating in a virtual performance of "What We Will Be" by Danielle Williams.

Sistema Toronto students were invited to take part in a series of six workshops and three concerts with Sinfonia Toronto from **March to June 2021**. Participants were able to ask questions and engage in a detailed discussion of the performances with Sinfonia Toronto performers.

On **March 7th, 2021** Sistema Toronto's video performance of O Canada was presented at MPP and former Premier, Kathleen Wynne's Women's Day virtual event.

Toronto Operetta Theatre invited Sistema Toronto students and their families to a virtual performance and provided free meals to each attending family on **March 19th, 2021**.



CURRICULA DEVELOPMENT

Sistema Toronto is continually evaluating and improving its program to ensure students are receiving the support they need to thrive. Sistema Toronto developed a core curriculum in strings, percussion, choir, music and movement, theory, and social development, which has transformed our teaching approach and greatly increased student engagement. Our student evaluations measure achievement and progress in musical and social development, ensuring that our students graduate with strong musical as well as social and academic skills. This balanced approach proved vitally important in our shift to online learning in March 2020.

ONLINE LEARNING

When schools closed in March 2020, Sistema Toronto immediately began operating our classes online. Online choir, percussion, and strings classes began immediately after the scheduled March Break holiday and continued online through the 2020-2021 academic year. For many of our students and their families, these classes have provided vital emotional and social support during a stressful and difficult time.

PEDAGOGICAL APPROACH

Sistema Toronto emphasizes experiential and inquiry-based learning in our music teaching. Experiential learning challenges students to learn by answering questions and solving problems and de-emphasizes rote learning and repetition. This approach fosters student engagement, as students take greater control of their own learning process, and helps students develop strong critical thinking, observational, and analytical skills. Staff expertise with inquiry-based activities and assessment tools proved to be one of the keys to our success in transitioning to online learning.

MUSIC CURRICULUM

Sistema Toronto offers our students a broad array of musical skills. Students begin with Music and Movement, an introductory course including singing, dance, pitched and non-pitched percussion instruments, musicianship, and theory, designed to prepare them for the core program. Beginning in their second year, students study orchestral stringed instruments, choir, and percussion, and continue learning musicianship and theory. The curriculum puts a strong emphasis on fundamental musicianship, listening, and performance skills.

SOCIAL CURRICULUM

To help our students develop key social and academic skills, Sistema Toronto developed a social development curriculum that explores ten principal themes.

Each month our students take part in structured learning activities that reflect the monthly theme, helping them develop key social and emotional learning skills. Each activity includes defined learning goals and outcomes, a list of discussion questions, and is provided to the teachers with all necessary equipment and information. During the 2020-2021 academic year forty new activities were developed for online classes, which provided vital emotional support to our students during quarantine, and was a key driver of our success with online learning.

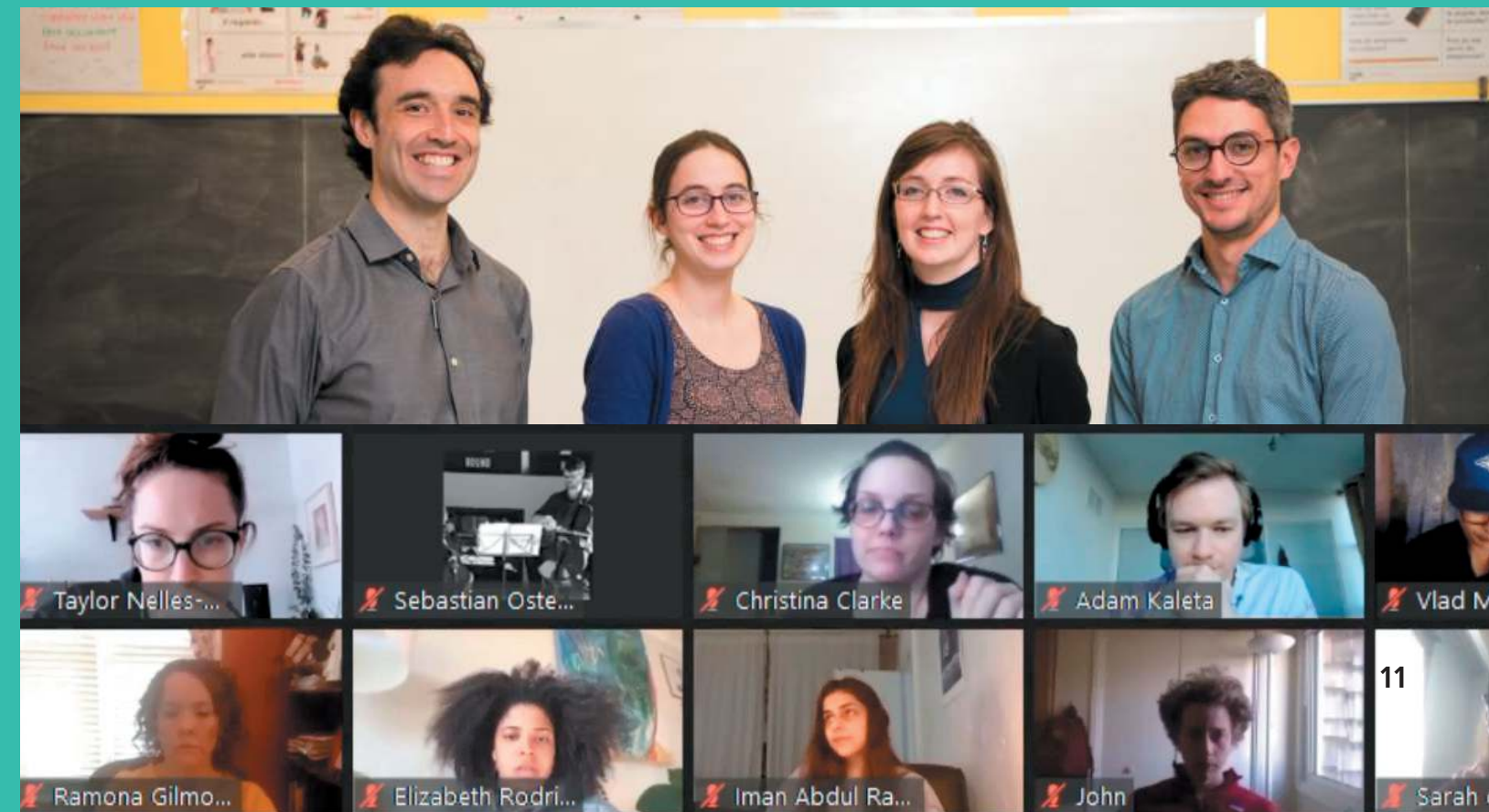


TEACHER PROFESSIONAL DEVELOPMENT

In addition to providing support for children and families, Sistema Toronto is committed to employment and professional development opportunities for the artists and arts educators who are our teachers. Sistema Toronto's teaching team met six times for professional development sessions. These sessions created space for teachers to share ideas, discuss issues that arise in the classroom, and improve curriculum materials so that our program continues to evolve to meet the needs of the community. They were especially important in supporting teachers through a challenging year of online learning, as they offered opportunities for teachers to continue to learn and adapt new teaching strategies, technologies, and online learning tools throughout the year.

DISCUSSION TOPICS INCLUDED:

- Engaging with students in an online environment
- Effective online teaching strategies
- Maintaining an organized teaching space online
- Monitoring mental health of students during the pandemic
- Experiential learning
- Classroom management
- Behaviour management
- Discipline policy
- Social curriculum practicum
- Strings pedagogy and curriculum
- Choir pedagogy and curriculum
- Percussion pedagogy and curriculum
- Music and Movement pedagogy, curriculum activities, and techniques
- Integrating social and music curricula
- Review and revision of content and goals of all curricula
- Student evaluation
- Teacher evaluation and personal teaching goals



DIVERSITY INCLUSION PROGRAMMING

COMMITMENT TO DIVERSE PROGRAMMING AND REPERTOIRE

Sistema Toronto is committed to providing programming that reflects the diversity of the communities we serve. Based on a 2020 study conducted by the Students Commission of Canada only 13% of our students identify as white, while 87% of students identify as Black, Indigenous, and People of Colour (BIPOC).

In 2020-2021, at least 50% of our repertoire was by women or BIPOC composers, and Sistema Toronto students took part in workshops focused on celebrating cultural diversity.

For Black History Month in February 2021, our students learned about Black Canadian Musicians including Nathaniel Dett, Maestro Fresh Wes, and Salome Bey. They also took part in workshops with JUNO award-winning contemporary Afro-Cuban roots and jazz ensemble OKAN, and prepared a digital performance of their arrangement of Tito Puente's "Oye Como Va", funded by SOCAN Foundation and Aubrey & Marla Dan Foundation.

With the support of The Azrieli Foundation, Sistema Toronto became part of a new initiative involving Sistema programs across Canada to commission new works for young musicians by BIPOC composers. Sistema Toronto students took part in workshops with composer Shreya Jha, who created an original solo and orchestral work entitled "Farmyard Adventure" that will be made available free for Sistema programs across Canada to learn and perform.

Students at all centres participated in virtual workshops with drag performers Fay & Fluffy as part of our social theme of responsibility. They learned about inclusion and how to be an ally to others. Students used what they learned to write their own story on allyship and inclusivity with sound effects made on their instruments, which was then performed virtually for family and friends



NUTRITION PROGRAM

During the 2020-21 school year, Sistema Toronto pivoted its Nutrition Program by providing grocery gift cards to families.

One in five households in Toronto experience food insecurity. Low wages and inadequate social assistance, combined with the high costs of housing, child care and other necessities, are substantial obstacles to accessing healthy food. The Sistema Toronto Nutrition Program follows the Toronto District School Board's Healthy Food Guidelines.⁸ Each snack includes a serving of fruit or vegetables and one serving of either grain, protein or dairy. As with other social issues, the COVID-19 pandemic has worsened food insecurity in Toronto.

⁸ City of Toronto (2019). Food insecurity in Toronto. Retrieved from <https://www.toronto.ca/legdocs/mmis/2019/hl/bgrd/backgroundfile-138987.pdf> (accessed 27 February 2020).

⁹ Toronto Foundation Better Toronto Coalition (April 2020) Brief 2: Food Security during the COVID-19 Pandemic: Toronto's food crisis is imminent. Retrieved from <https://torontofoundation.ca/wp-content/uploads/2020/04/TF-Better-Toronto-Coalition-Brief2-v01.pdf>

¹⁰ FoodShare and Proof Food Insecurity Policy Research (2019) Fact Sheet Race and Food Insecurity. Retrieved from https://foodshare.net/custom/uploads/2019/11/PROOF_factsheet_press_FINAL6.pdf

FROM APRIL 1 TO APRIL 8, 2020, THERE WERE **2726** REFERRALS TO FOOD BANKS IN TORONTO, ABOUT **SIX** TIMES HIGHER THAN THE **461** REFERRALS IN THE SAME PERIOD IN 2019.⁹

BLACK HOUSEHOLDS ARE **3.56** TIMES MORE LIKELY TO BE FOOD INSECURE THAN WHITE HOUSEHOLDS.¹⁰



SUCCESS STORIES

ALICE

Alice is a Senior Double Bass player at Sistema Toronto – Parkdale who has always been driven to succeed. As early as grade 2, she experimented with advanced playing techniques and has shown great discipline during practice. She continues to grow as a talented musician, who worked hard to develop a great ear for detail, and has continuously challenged herself by working on bigger picture technical concepts including elliptical bow motion, left hand pivoting, and thumb position. Through the encouragement and support from her Sistema teachers, Alice successfully auditioned for the Etobicoke School of the Arts, playing a transcription of a Tchaikovsky piece for young pianists, “Old French Song”. Her passion for music is so strong that she inspired a classmate to audition for the same school, in which they were both accepted. We look forward to what she accomplishes next!



DYLAN *

Dylan has been a long-time cello student of Sistema Toronto – Parkdale. During his early years in the program, he struggled with motivation and self-regulation and often acted out any time he struggled on his instrument. When it was Dylan’s turn to be a mentor in Sistema Toronto’s “Buddies” program, where the older students introduce the younger students to their instruments, Dylan began to come out of his shell. With some added encouragement from his Sistema teachers and friends, Dylan gained confidence in his music playing and exhibited a complete shift in his attitude. During the COVID-19 pandemic, he continued in Sistema Toronto’s online program and worked hard on his cello, which earned him a spot at the Etobicoke School of the Arts. We are so proud that Dylan is now excelling as a grade 9 cello student at the Etobicoke School of the Arts. We can’t wait to see what he accomplishes next!

*Name and photo have been changed to maintain student anonymity.



CELINA

Celina is a graduate of Sistema Toronto – Yorkwoods. She comes from a family of 4 children and started with us in grade 1. Over the years, she has demonstrated a great understanding of musical styles, theory, and technique, and has worked hard to become a talented viola player. Celina always shows up to Sistema with a positive, can-do attitude, and is a role model for her peers. She has shown her commitment and dedication throughout her years at Sistema Toronto, and despite her love of music, she chose to attend the Honours Math, Science, and Technology program at Northview Heights Secondary School. In addition to the rigorous academic curriculum in the honours program at Northview Heights, Celina will also be attending Sistema Toronto’s Youth Mentorship and Honours Orchestra Program. We look forward to watching Celina grow in her academics and music career. We can’t wait to see what he accomplishes next!



2020-21 GIVING

Thank you to all our supporters, without whom we would not be able to provide free music education and social development programming for children and youth from underserved communities. By donating to Sistema Toronto in 2020-21, these generous individuals, foundations, corporations, and government grants helped children develop a life-long appreciation of music and the skills they need to find success in any area of life:

\$100,000+

Robert & Ellen Eisenberg, Sistema Toronto Founders
The Azrieli Foundation

\$50,000 - \$99,999

Estate of Victor Feldbrill
Cornelis van de Graaff and Terence Clarkson Foundation at Toronto Foundation

\$25,000 - \$49,999

Aubrey & Marla Dan Foundation
Catherine and Maxwell Meighen Foundation
Government of Ontario
Ontario Arts Council
Slaight Family Foundation
Toronto Foundation

\$10,000 - \$24,999

Arthur and Audrey Cutten Foundation
Arts Access Fund
Beanfield Technologies Inc.
Gerry Egan Children’s Charity

Jordan Family Foundation
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Mackenzie Investments Charitable Foundation
United Way Greater Toronto’s Emergency Fund for COVID-19
Zita and Mark Bernstein Family Foundation

\$5,000 - \$9,999

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Geoff Olsen
Raines Investments Inc.
Scotiabank
Shum Vourkoutiotis Fund at Toronto Foundation



2020-2021 GIVING

\$1,000 - \$4,999

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\$500 - \$999

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2020-2021 GIVING

Michael Williams
Hanna Wilmer

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Sinfonia Toronto
St. Martin de Porres Catholic School
Toronto Catholic District School Board
Toronto District School Board
Toronto Operetta Theatre
Yorkwoods Public School



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Retired school principal, Former MPP

Jennifer Baldachin
Social Worker,
Medcan Mind Station

Mary Rose Bufalino
Senior Manager, Customer Experience Strategy
TD Bank Group

Karim Kanji
President & CEO
Sutterhill Investment Corporation

Scott Mackenzie
President & CEO,
Morningstar Canada

Brainerd Blyden-Taylor
Founder and Artistic Director
Nathaniel Dett Chorale

AUDITED FINANCIAL STATEMENTS

SISTEMA TORONTO ACADEMY STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCE FOR THE YEAR ENDED AUGUST 31, 2021

	2021		2020
Revenues			
Corporate donations	\$ 144,940	\$	150,239
Donations in kind	92,151		4,182
Emergency Community Support Fund	-		50,975
Events	26,083		9,054
Federal COVID Emergency Wage Subsidy	229,416		195,205
Foundation and trust grants	571,748		478,870
Gain (loss) on sale of marketable securities	(260)		627
Government grants	17,456		29,882
Individual donations including stock donations	146,045		156,343
Interest income	1		5
Ontario Arts Council Operating Grant	97,520		48,760
Other revenue	20,510		10,390
Total Revenue	1,345,610		1,134,532
Expenses			
Amortization	57,970		47,753
Audit	10,394		10,394
Conference and meetings	-		4,878
Cost of disposal of securities	540		510
Events and fundraising	17,713		3,746
Human resources - admin	389,527		353,147
Human resources - program delivery	385,166		483,699
Insurance	7,793		5,907
Marketing and promotion	6,585		18,017
Nutrition program	5,379		16,022
Office and general	35,418		29,410
Other program delivery costs	9,431		31,089
Program evaluation	15,167		13,000
Rent	21,035		21,120
Summer camp program	-		199
Supplemental teaching	13,964		4,820
Transportation	37		16,129
Total expenses	976,119		1,059,840
Excess of revenues over expenses	\$ 369,491	\$	74,692
Net assets - beginning of year	\$ 265,097	\$	190,405
Net assets - end of year	\$ 634,588	\$	265,097

A full set of Audited Financial Statements are available upon request.

A young girl with dark hair in pigtails, wearing pink-rimmed glasses and a pink zip-up jacket, is smiling while playing a cello. She is sitting on a chair, and the background is a plain, light-colored wall.

Sistema

Toronto

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