



**St. Paul's Roman Catholic Separate School
Division #20**

2015-16 Annual Report

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School Division Contact Information



St. Paul's Roman Catholic Separate School Division #20
Rooted...Growing...Reaching...Transforming

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An electronic copy of this report is available at:
[https://wwwauth.gscs.ca/board/Documents/2015-2016 Annual Report-Ministry of Education.pdf](https://wwwauth.gscs.ca/board/Documents/2015-2016%20Annual%20Report-Ministry%20of%20Education.pdf)

Letter of Transmittal

Honourable Don Morgan, QC
Minister of Education

Dear Minister Morgan:

The Board of Education of St. Paul's Roman Catholic Separate School Division #20 is pleased to provide you and the residents of the school division with the 2015-16 annual report. This report outlines activities and accomplishments of the school division and provides audited financial statements for the fiscal year September 1, 2015 to August 31, 2016.

Respectfully submitted,



Diane Boyko
Chair

Introduction

Greater Saskatoon Catholic Schools is pleased to present this annual report that describes our work, our results and our achievements for the school year that began September 1, 2015 and ended August 31, 2016.

We are a welcoming community, where we nurture faith, encourage excellence in learning and inspire students to serve others, making the world a better place.

This report provides a look at how we carry out the above-stated mission and the priorities and goals of our Board of Education. These include celebrating and promoting our Catholic identity, improving student learning and achievement, building relationships and partnerships, and promoting stewardship.

Our division continues to grow and become increasingly diverse as we welcome students from around the world and from just around the corner. This report outlines our work with children who are new to Canada and just learning English, and describes our role serving gifted learners and children with intense needs. We are privileged that families entrust us with these critical tasks.

This report also contains an overview of the governance and administrative structure of our division, along with a look at how we work in partnership with parents, parishes and dozens of organizations throughout our communities.

Several appendices provide a broad overview of the division, including our leadership, our schools and our financial statement. The statements were audited by the accounting firm of Deloitte LLP.

School Division Profile

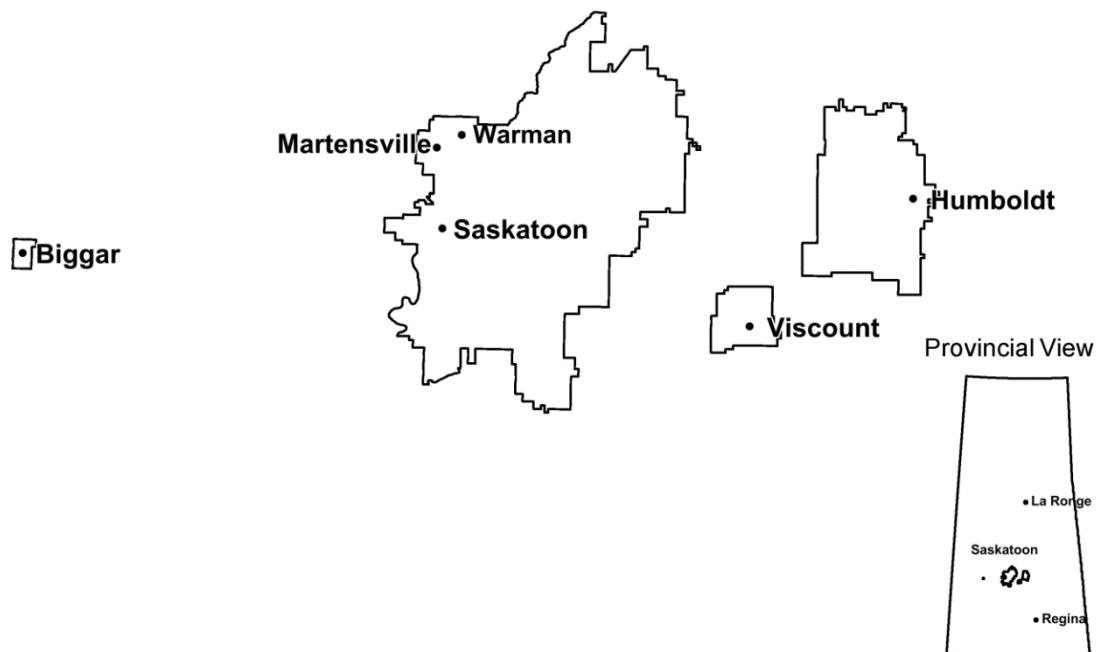
About Us

Greater Saskatoon Catholic Schools serves the communities of Saskatoon, Biggar, Humboldt, Martensville, Viscount and Warman, along with several rural subdivisions southeast of Saskatoon. We have 44 schools approaching 17,000 students. We also jointly govern Humboldt Collegiate Institute with Horizon School Division.

In May 2014, Greater Saskatoon Catholic Schools amalgamated with the new Catholic school division in Warman, which was preceded by a similar amalgamation that occurred with Martensville's new Catholic school division in 2010. Both communities are located just north of Saskatoon. Prior to that, in June 2006, we joined with Catholic school divisions in Humboldt, Biggar, Viscount and rural subdivisions just southeast of Saskatoon.

This is an exciting time for our division. Our student population is diverse and growing, and we are collaborating with SaskBuilds to build six new schools in our fastest-growing communities in Saskatoon, Martensville and Warman. We are proud to offer a distinct, Catholic faith-based education and are privileged to serve the families and caregivers who choose our schools for their children.

St. Paul's RCSSD No. 20 -August 2014-



Division Philosophical Foundation



ROOTED IN FAITH

1. We see God in all things.
2. A Catholic school is a community of faith, hope and love.
3. Our faith is living and growing.

Growing in Knowledge

4. We strive to have each student attain academic excellence, based on each one's God-given talents.
5. Students discover how their faith is part of learning and of life.
6. Our young people grow in freedom and responsibility.

Reaching Out... to Transform the World

7. All are welcome, especially those most in need.
8. We reach out to transform our world.

Program Overview

Greater Saskatoon Catholic Schools, for over 100 years, has continuously evolved its programming to respond to the changing needs of the community we are privileged to serve. Greater Saskatoon Catholic Schools strives to consult and participate in current research, while also considering learned experience and community voice. This balanced approach to system learning, combined with strategic planning, has helped keep our programming forward-thinking and effective.

In addition to the provincial core curricula that guides our work, many progressive instructional approaches, supports and services are offered in our schools. Greater Saskatoon Catholic Schools believes our role is to support families, as primary educators of their children, in developing to the fullest potential the God-given talents in each and every child. We seek to help develop all facets of the human person: intellectual, emotional, social, and physical while permeating spiritual growth in all areas. Our distinct approach to education is reflected in the supports and services we provide. Samples of such supports and services include:

- Student faith development activities such as retreats and social justice activities;
- Religious education programming at all grade levels;
- Extended Learning Opportunities and Advanced Placement options for gifted learners;
- Inclusive supports in all schools for learners with intense needs;
- Social Pediatrics Program;
- Targeted English supports for New Canadians who need to learn English;
- Intensive French program at eight elementary schools, enhanced French following in two high schools;
- French Immersion program at seven elementary schools and four mainstream high schools;
- Core French at four elementary schools and four high schools;
- Cree Bilingual program at St. Frances School (Grades K-8);
- Core Cree program at St. Mary's Wellness and Education Centre;
- Ukrainian Bilingual program at Bishop Filevich Ukrainian Bilingual School and Bethlehem Catholic High School;
- Pre-kindergarten program at 12 schools;
- EcoJustice Program.

Effectiveness of the educational process can be viewed in many ways and through many lenses. Through this report, some of these lenses will be used. Below are descriptions of some key features of the instructional approaches used in Greater Saskatoon Catholic Schools. Also described are goals that were set to support improved outcomes for our First Nations and Métis students.

Instructional Approaches:

- **Reading:** Greater Saskatoon Catholic Schools approaches reading instruction from a Balanced Literacy framework. A strong balanced approach is in place, providing instruction to students that allow them to develop their reading skills in the necessary areas. That

being said, there are students who still struggle to read for a wide variety of reasons, despite this balanced approach. Reading has been an area of significant work as we continue to actualize the Student Learning Model in the division. Greater Saskatoon Catholic Schools has developed a tiered process that seeks to ensure there is an increasingly intense intervention for struggling students. The continuum of support is well defined and research-based. Progress is closely monitored, as is the longer term impact to ensure that students, once caught up, remain at grade level. We will continue to monitor outcomes as students access reading interventions across all schools within the division.

- **Mathematics:** Greater Saskatoon Catholic Schools continues to support the cultural shift in mathematics instruction and achievement. Teachers have continued to develop their skills in teaching math from a constructivist approach: helping students develop deep understanding and constructing a knowledge base that allows them to understand, and therefore apply, mathematics in any situation. This requires sustained focus and work with students, staff and parents. Greater Saskatoon Catholic Schools continues to provide Mathletics licences for students in grades 1 to 8. This web-based program provides an opportunity for students to practice math concepts aligned with curriculum outcomes at home or at school any time of the year. As we work to actualize the Student Learning Model within our division, students who struggle in the area of Number and Patterns and Relations are able to access Focused Intervention in Mathematics. Access to intervention in the area of mathematics provides students the opportunity to close gaps in their learning and work towards grade level outcomes.
- **Writing:** In Greater Saskatoon Catholic Schools, student writing has been monitored over the past years through Provincial AFL assessments, Canadian Achievement Tests, as well as through school based Learning Improvement Plan reports. Overall, student writing performance for the division has been strong and thus has not become a major area of focus for the division. Writing will continue to be monitored and the use of common provincial rubrics will be supported as we move towards baseline provincial data collection in this area.

Governance

The Board of Education

Greater Saskatoon Catholic Schools is governed by a 10-member elected Board of Education. *The Education Act, 1995* gives the Board of Education authority to “administer and manage the educational affairs of the school division” and to “exercise general supervision and control over the schools in the school division.” The Board of Education follows a policy governance approach and is integral in setting priority and direction for the school division.

Greater Saskatoon Catholic Schools' Board of Education consists of 10 elected trustees. Seven at-large trustees represent Saskatoon, and one trustee represents each of our three subdivisions: rural areas around Saskatoon, including Martensville and Warman (Subdivision 1); Humboldt (Subdivision 2); and Biggar (Subdivision 3).

The current board was elected on October 24, 2014 and in a by-election on October 29, 2014. On May 16, 2016, Saskatoon-based trustee Lisa Lambert tendered her resignation because she was elected a Member of the Legislative Assembly with the Government of Saskatchewan. A by-election was not held as municipal elections are scheduled for October 26, 2016. The vacancy will be filled at that time. Board of Education members at August 31, 2016 are:

Saskatoon	Ron Boechler
Saskatoon	Diane Boyko (Board Chair)
Saskatoon	Jim Carriere
Saskatoon	Tom Fortosky
Saskatoon	Tim Jelinski
Saskatoon	Alice Risling
Saskatoon	Vacant
Saskatoon Rural (Subdivision 1)	Wayne Stus
Humboldt (Subdivision 2)	Debbie Berscheid
Biggar (Subdivision 3)	Todd Hawkins



D. Berscheid



R. Boechler



D. Boyko



J. Carriere



T. Fortosky



T. Hawkins



T. Jelinski



A. Risling



W. Stus

Catholic School Community Councils

Catholic School Community Councils (CSCC) are an integral part of our schools and continue to function in all but two of our 44 schools. All 42 CSCCs are comprised of both elected and appointed members. The actual number of members varies from one CSCC to another. This variation depends on the needs and the interest of each school. The remaining two schools are associate schools that have very involved councils.

Greater Saskatoon Catholic Schools recognizes and acknowledges the importance of providing training and ongoing professional development with our CSCCs. In 2015-2016, we:

- Emailed out our ***Handbook for Principals and Catholic School Community Councils*** to all principals and CSCC members.
- Offered two evening sessions and the first meeting explored ways families can *Keep the Sabbath Holy* and also an overview of the proposed changes to the CSCC structure. The second meeting focused on the division areas of focus in literacy and graduation rates and how families can support these school division goals.
- Offered one evening CSCC work session to support councils regarding the changes to the fundraising structure.

Greater Saskatoon Catholic Schools' Board of Education provides each CSCC with \$1,000.00. These funds are used in a variety of ways to support the operation of the CSCC. Some of the ways these funds have been used include supporting meeting expenses, bringing in guest speakers at school events for parents, and registration fees for CSCC members to attend workshops to enhance and deepen their understanding of their role.

This past year, our CSCCs continued to be very involved in supporting both the division areas of focus and their school learning improvement plans. CSCCs provided feedback and suggestions to actively support both the school division and schools in implementing strategies to achieve their goals. Learning Improvement plans are on the agenda at each meeting and student learning is the focus.

Each of our 42 CSCCs have facilitated and provided activities at the school to encourage family and community participation. Some of the activities within Greater Saskatoon Catholic Schools include:

- Family Engagement Evenings
- Family Christmas Caroling
- Read-A-Thons, Battle of the Books
- Review reading Benchmarks, Common Math Assessment and Tell Them From Me (TTFM) data
- Financial Support for Resources to Support Learning Improvement Plans

Recruitment and retention for some of our CSCCs remains a challenge. Our principals and current CSCC members are engaging in conversations with families to find ways to encourage and support new membership.

School Division in the Community

Community and Parent Involvement

From humble beginnings in the basement of St. Paul's Cathedral to the 44 schools currently serving our communities, community and parent involvement has always been paramount. Greater Saskatoon Catholic Schools offers a wide variety of opportunities for community and parental involvement—opportunities that reflect the interests and community resources available. In the often busy and fast-paced life of today's families, our schools seek new ways to authentically engage parents in their schools. The benefits for all concerned are clear. From a variety of social activities, to a number of volunteer activities at the classroom and school levels, to more formal bodies such as Catholic School Community Councils (CSCCs) and other associations, there is a doorway for parents and guardians to be involved at the level they choose. Clearly, more engagement is always sought and school communities are exploring new pathways to accomplish this.

Community Partnerships

Greater Saskatoon Catholic Schools believes that parents are the first, and primary, educators of their children, and we are honoured to be a partner in this education. This is our most important partnership.

Schools and communities are enriched when they work together. Greater Saskatoon Catholic Schools has worked hard to expand and deepen community partnerships and has affirmed that commitment in our board goals. Greater Saskatoon Catholic Schools serves within the boundaries of the Roman Catholic Diocese of Saskatoon and the Ukrainian Catholic Eparchy of Saskatoon. We work closely with the diocese and eparchy, and their parishes, in the delivery of Catholic education. We strive to build home-school-parish connections, realizing the importance of a well-rounded education for our students and support from various sources. In addition, Greater Saskatoon Catholic Schools has had partnerships with Saskatoon Tribal Council (STC) and Central Urban Métis Federation Inc. (CUMFI) since 2010. The partnership with CUMFI was renewed in 2016 with a focus on Métis education at St. Michael Community School. Greater Saskatoon Catholic Schools has a great deal to learn from our partners, and we trust that our partners also benefit from our relationship.

Our business community actively supports our schools. For example, each school has a formal partnership with at least one local business, as well as many others through various projects and activities. Our business community has always responded very generously with its time, expertise and resources.

Other samples of the business community's involvement and support include the Summer Youth Internship Program offered through our Industry Education Council. Additionally, a partnership with Breck Scaffold Solutions, Whitecap Dakota First Nation and the Knights of

Columbus produces two student-built houses each year—one for Whitecap Dakota First Nation and one for the Knights of Columbus. Also, Potash Corporation again generously helped fund nutrition programming in our schools. The Greater Saskatoon Catholic Schools Foundation, which has many businesses involved, supports a variety of activities for students, particularly in the faith dimension. These are just a few examples of the support received.

Additionally, Greater Saskatoon Catholic Schools partners with many local service providers to support integrated services. Greater Saskatoon Catholic Schools works closely, for example, with the other school divisions in our area along with the Saskatoon Health Region to support programming for students and families. In 2013-2014 we embarked upon an Integrated Shared Services Project with the Saskatoon Tribal Council (STC) to provide Speech and Language Pathology Services to STC schools. This integrated work continues to develop well. We work closely with other agencies to strengthen supports for new Canadians, mental health and addictions, social services, health services, etc. We are fortunate to have many services available to work together to provide a stronger, more efficient array of supports.

Strategic Direction and Reporting

The Education Sector Strategic Plan

Members of the education sector have worked together to develop an Education Sector Strategic Plan (ESSP) for 2014-2020. The ESSP describes the strategic direction of the education sector and its priorities and outcomes align the work of school divisions and the Ministry of Education. The plan is expected to shape a new direction in education for the benefit of all Saskatchewan students.

2015-16 was the second year of deployment of the 2014-2020 ESSP.

Enduring Strategies

The Enduring Strategies in the ESSP are:

- Culturally relevant and engaging curriculum;
- Differentiated, high quality instruction;
- Culturally appropriate and authentic assessment;
- Targeted and relevant professional learning;
- Strong family, school and community partnerships;
- Alignment of human, physical and fiscal resources.

Improving First Nations and Métis Student Engagement and Graduation Rates and Following Their Voices

OUTCOME:

By June 30, 2020, collaboration between First Nations and Métis and non-First Nations and Métis partners will result in significant improvement in First Nations and Métis student engagement and will increase the three-year graduation rate from 35% in June 2012 to at least 65%.

PRIORITY:

In partnership with First Nations and Métis stakeholders implement the Following Their Voices Initiative (Phase 1).

School division goals aligned with the First Nations and Métis Student Engagement and Graduation Rates outcome and the Following Their Voices priority

By October 31, 2015, all high schools will have a FNMI student retention and support plan for all FNMI students.

By October 31, 2015, all schools will have established case plans and attendance improvement targets for all FNMI students with average monthly attendance less than 90%.

By June 2016, all kindergarten to Grade 8 classrooms will teach the Treaty Education curriculum with the support of the FNMI consultants, Treaty catalyst teachers and teacher librarians.

By September 30, 2015, 100% of Grade 6 to 8 FNMI students scoring in yellow on the CMA will be offered to participate in Math Warriors at participating schools.

By September 30, 2015, 100% of Grade 4 and 5 FNMI students scoring in red and yellow on the Benchmarks assessment will be invited to participate in Word Warriors at participating schools.

By June 2016, a First Nations and Métis student learning model will be developed in collaboration with Learning Services and Student Services.

By June 2016, in conjunction with FNMI consultants and school reps, 80% of Grade 9 and 10 ELA and Science teachers will actualize FNMI content in curriculum outcome indicators.

By June 2016, supported by FNMI consultants, Grade 9 teachers will implement a relational teaching plan for FNMI students.

By June 2016, Kindergarten to Grade 2 students at three schools will experience actualization of the Cultural Curriculum.

By June 2016, Greater Saskatoon Catholic Schools will experience an increase in division leadership participating in FNMI community events, celebrations and ceremony.

By June 2015, all principals will develop a plan to increase FNMI family engagement and participation in 2015/16 by 10% as measured by the FNMI Family Engagement and Participation Index.

	<p>By June 2016, all kindergarten to grade 8 classrooms at St. Michael Community School will teach Métis education with the support of an FNMI consultant and a Métis catalyst teacher.</p> <p>By June 2016, the partnership with Saskatoon Tribal Council and Greater Saskatoon Catholic Schools will renew the partnership agreement.</p> <p>By June 2016, the partnership with Central Urban Métis Federation Inc. and Greater Saskatoon Catholic Schools will collaboratively design a Métis education program at St. Michael Community School.</p> <p>By June 2016, the Greater Saskatoon Catholic Schools Cree Bilingual Curriculum will be implemented by Kindergarten to Grade 8 teachers at St. Frances Cree Bilingual School.</p>
<p>School division actions taken during the 2015-16 school year to achieve the targets and outcomes of the First Nations and Métis Student Engagement and Graduation Rates outcome and the Following Their Voices priority</p>	<ul style="list-style-type: none"> • All high schools developed FNMI student retention and support plans. • All schools developed case plans and attendance improvement targets for all FNMI students with average monthly attendance less than 90%. • The FNMI Unit, Treaty Catalyst Teachers and Teacher Librarians supported all kindergarten to grade 8 teachers to implement Treaty Education. • All grade 6 to 8 FNMI students in participating schools who scored in yellow on the CMA were invited to participate in Math Warriors. • All grade 4 and 5 FNMI students in participating schools who scored in red and yellow on the Benchmarks assessment were invited to participate in Word Warriors. • The kindergarten to grade 8 Cree bilingual curriculum was implemented at St. Frances Cree Bilingual School. • The FNMI Unit developed a FNMI Student Learning Model. • The FNMI Unit supported all grade 9 and 10 ELA and Science teachers to actualize FNMI content in curriculum outcome indicators. • The FNMI Unit worked with grade 9 teachers to implement a relational teaching plan for FNMI students. • The Cultural Curriculum was piloted for kindergarten to grade 2 FNMI students at three schools. • The FNMI Unit coordinated Division participation in FNMI community events, celebration and ceremony. • All schools developed a FNMI family engagement and participation plan. • St. Michael Community School implemented a kindergarten to grade 8 Métis education strategy. • The FNMI Unit developed a co-governance definition and strategy with STC. • The FNMI Unit and St. Michael Community School developed a Métis education strategy with CUMFI.
<p>Measures for Improving First Nations and Métis Student Engagement and Graduation Rates and Following Their Voices</p>	

Average Final Marks

Teacher-assigned marks are important indicators of student performance in school. Classroom marks are used for grade promotion and graduation decisions, to meet entrance requirements for postsecondary education, to determine eligibility for scholarships and awards and by some employers when hiring.

The following displays average final marks in selected secondary-level courses for all students, and by non-FNMI and FNMI student subpopulations in the division, along with provincial results for each category.

Average Final Marks – St. Paul's RCSSD

Average Final Marks in Selected Secondary-Level Courses, 2015-16

Subject	All Students		Non-FNMI		FNMI	
	Province	St. Paul's Catholic	Province	St. Paul's Catholic	Province	St. Paul's Catholic
English Language Arts A 10 (Eng & Fr equiv)	73.0	77.4	76.1	78.6	61.1	71.1
English Language Arts B 10 (Eng & Fr equiv)	73.4	76.8	76.2	77.9	62.5	71.4
Science 10 (Eng & Fr equiv)	72.0	72.0	75.1	73.8	59.6	62.9
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	72.8	77.2	76.1	78.6	60.8	69.5
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	72.4	73.7	74.8	74.8	60.3	64.9
English Language Arts 20 (Eng & Fr equiv)	74.4	76.0	76.3	76.8	64.7	67.2
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	66.9	65.7	69.3	66.3	61.3	64.2
Math: Foundations 20 (Eng & Fr equiv)	73.6	74.7	75.3	75.1	63.6	69.8

Notes: Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2016

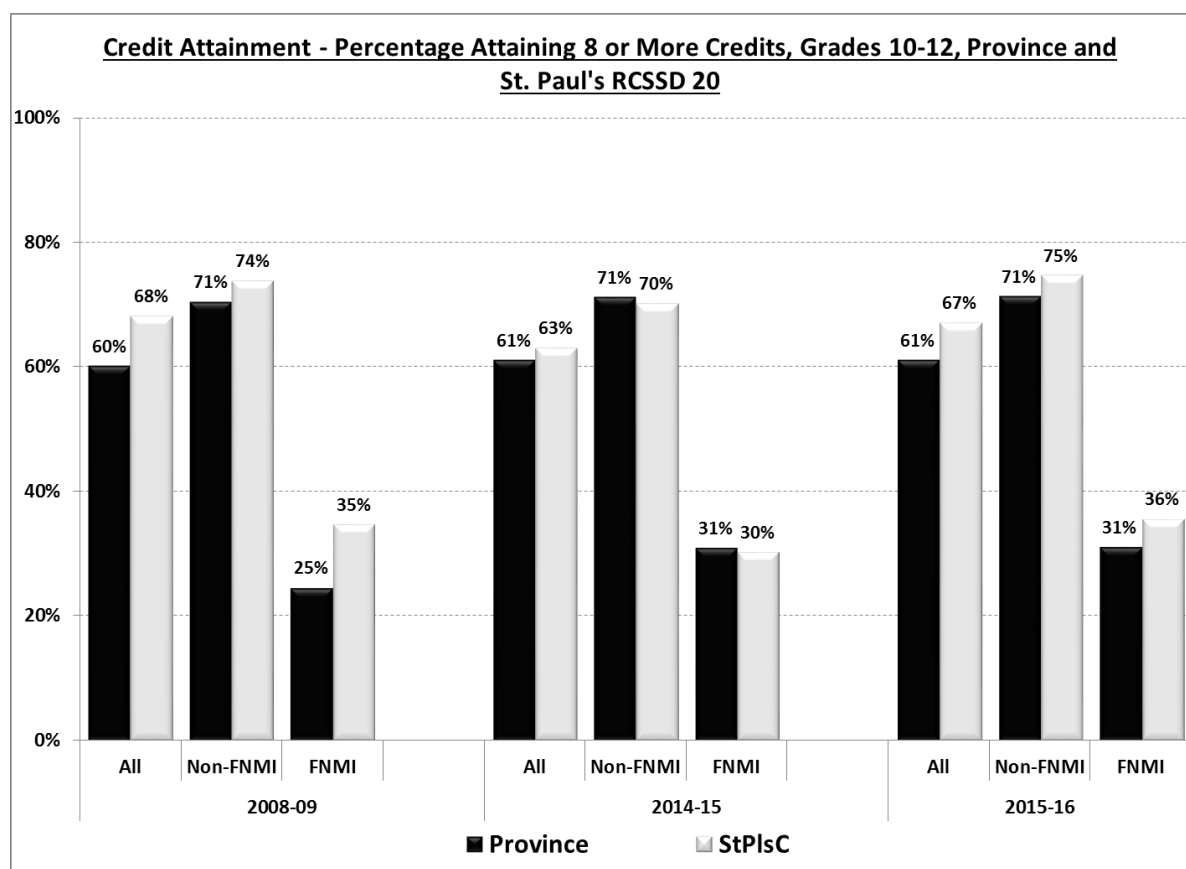
Analysis of results

Greater Saskatoon Catholic Schools is proud that in all subject areas the FNMI students in our division exceed the provincial average for FNMI students. Although we are concerned that also for every subject area in our division, FNMI students have a lower average final mark than non-FNMI students in our division. When we account for all students, Greater Saskatoon Catholic Schools is relatively close to the provincial average in most subject areas. Thus, we feel that we need to account for having our FNMI students scoring lower than our non-FNMI students.

Credit Attainment

Credit attainment provides a strong predictive indicator of a school system's on-time graduation rate. Students receiving eight or more credits per year are more likely to graduate within three years of beginning Grade 10 than those who do not achieve eight or more credits per year.

The following displays the credit attainment of secondary students attaining eight or more credits per year for all students, and by non-FNMI and FNMI student subpopulations in the division, along with provincial results for each category.



Notes: Proportions are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight or more credits yearly. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNMI or I, however this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2016

Analysis of results

Within Greater Saskatoon Catholic Schools, over the time period displayed, our FNMI students were higher in the beginning, experienced a drop in 2014-15 then went back up slightly in 2015-16 while the provincial average increased then remained the same.

For seven years (the time period provided), provincially non-FNMI students credit attainment remained the same. And in Greater Saskatoon Catholic Schools, we experienced the same high, low and high trend. When we

account for all students in Greater Saskatoon Catholic Schools, we also experienced the same trend of a drop in 2014-15, while the provincial average increased or remained the same.

A major area of concern for our division is that over the seven years provided there has been no or very little change in outcomes for FNMI students in our schools. Each year, the percentage of FNMI students attaining 8 or more credits in Grades 10-12 is less than half of non-FNMI students.

Reading, Writing, Math at Grade Level and Saskatchewan Reads

OUTCOME:

By June 30, 2020, 80% of students will be at grade level or above in reading, writing and math.

PRIORITY:

Implement a refined set of provincial high impact reading assessment, instruction and intervention strategies (Saskatchewan Reads).

School division goals aligned with Reading, Writing and Math at Grade Level outcome and the Saskatchewan Reads priority

80% of students will be at or above expected reading levels in Grades 1, 2, 3 and 6.

80% of students will be at or above expected writing levels in Grade 7.

80% of students will be at or above expected mathematics levels in Grade 6.

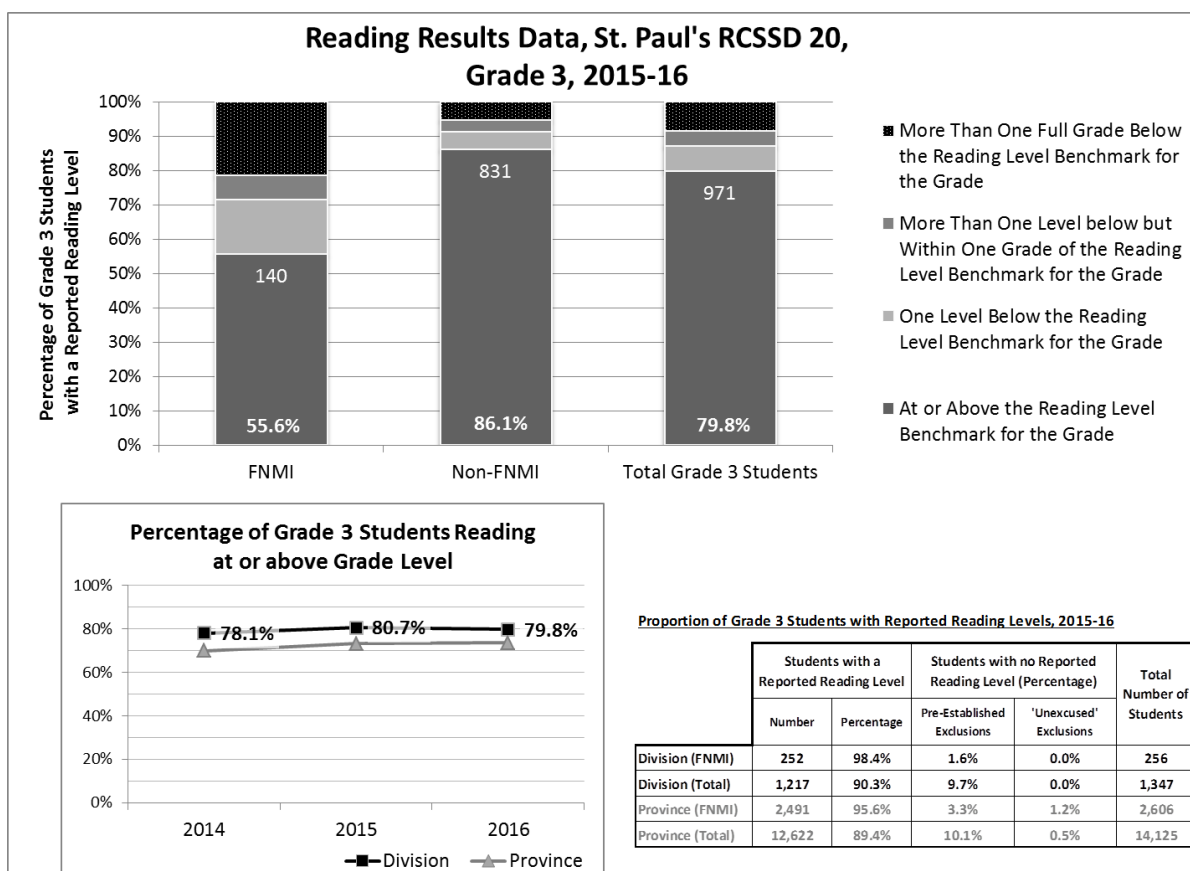
School division actions taken during the 2015-16 school year to achieve the targets and outcomes of the Reading, Writing, Math at Grade Level outcome and the Saskatchewan Reads priority

- Grade 1-3 reading levels for all students were collected using the Benchmark Reading Assessment in November, March and June.
- Grade 1 teachers accessed the EYE 2015 Spring data to support kindergarten students transitioning into Grade 1.
- All schools were supported in their implementation of the Gradual Release of Responsibility in Reading. Quality Core Instruction and differentiation Professional Learning was provided and embedded in all schools.
- Resources and professional development to assist senior administration and in-school administrators in the actualization of Quality Core Instruction and differentiation in reading instruction was provided.
- Classroom libraries for each classroom in Grades 1-3 were ordered and distributed.
- Professional learning regarding how to use and organize classroom libraries was provided.
- Levelled reading resources with FNMI ways of knowing and content were inventoried and resources were purchased for schools that demonstrated need.
- Resources including brochures and Emerging and Early Literacy PowerPoints were provided to schools to support parents/caregivers and the school community.

Measures for Reading, Writing and Math at Grade Level and Saskatchewan Reads

Proportion of Grade 3 Students Reading At or Above Grade Level

The following bar graph displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level grouping. The charts below the graph indicate the percentage of Grade 3 students in the province reading at or above grade level, as well as the proportion of Grade 3 students with reported reading levels.



Notes: Reading level groupings are based on provincially developed benchmarks. The percentages of students in each of the reading level groupings were found using the number of students with reported reading levels as the denominator in the calculations. Students who were excluded or who did not participate in the reading assessment were not included in the denominator for these calculations. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however this category may include FNMI students who choose not to self-identify. Source: Ministry of Education, 2016.

Analysis of results

Overall in our division in 2015-16, 79.8% of Grade 3 students were reading at or above the Reading Level Benchmark. When those results are disaggregated, the percentage lowers considerably with only 55.6% of First Nations, Métis and Inuit (FNMI) Grade 3 students reading at or above the Benchmark. The high percentage of FNMI students that are reading one level below Reading Level Benchmark to more than one full grade level below the reading benchmark (44.4%) continues to indicate that additional supports are required in schools with high FNMI student populations. The percentage of 'Unexcused' Exclusions for students with no reported reading level has decreased from 3.5% to 0% in 2015-16. In 2015-16 we were slightly below our division goal of 80% of Grade 3 students reading at or above the Reading Level Benchmark noting a slight decrease of 0.9% from the previous year.

Graduation Rates

Outcome:

By June 30, 2020, Saskatchewan will achieve an 85% three-year graduation rate.

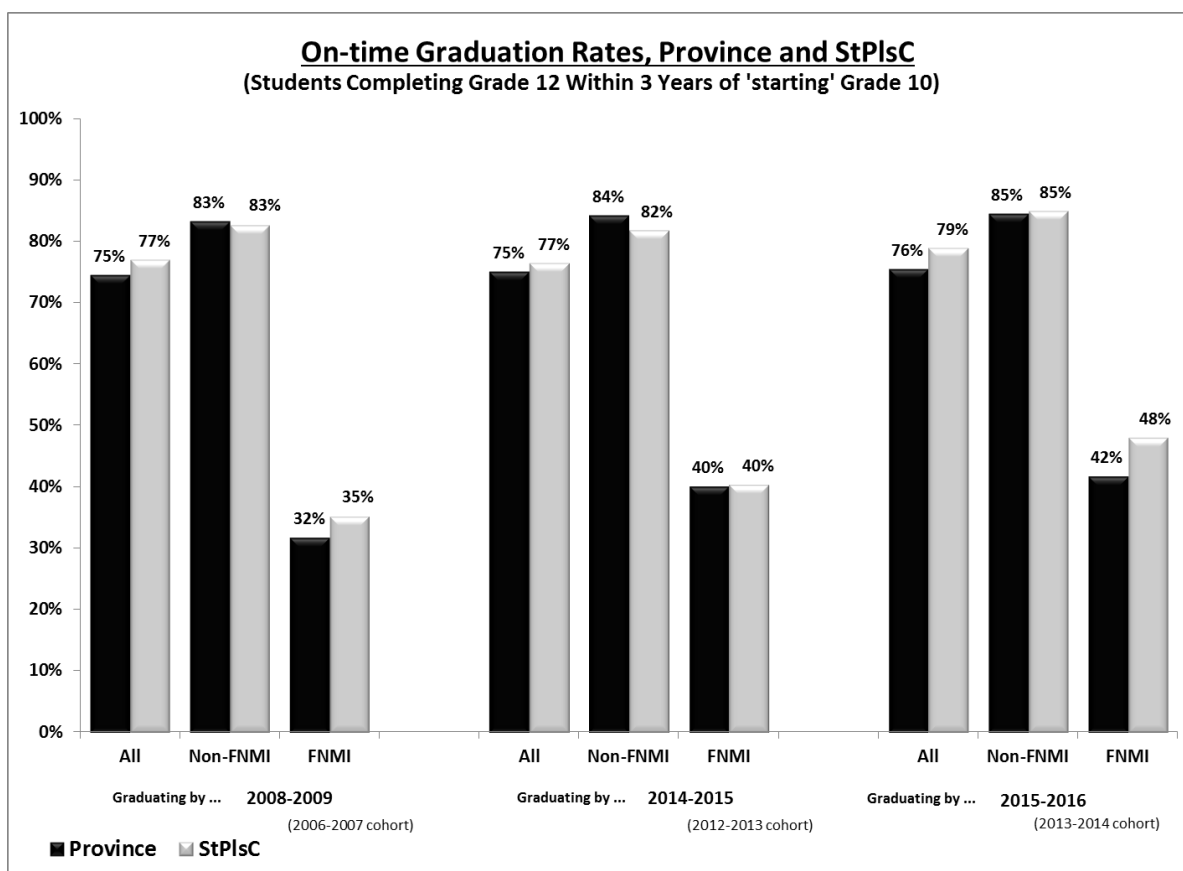
School Division goals aligned with the Graduation Rates outcome	<p>By 2020 the Greater Saskatoon Catholic Schools on time Graduation rate will be 85%.</p> <p>By 2020 the Greater Saskatoon Catholic Schools Extended Graduation rate will be 92%.</p> <p>By 2020 the Greater Saskatoon Catholic Schools FNMI Graduation rate will be 58% on time and 75% extended.</p>
School division actions taken during the 2015-16 school year to achieve the targets and outcomes of the Graduation Rates outcome	<ul style="list-style-type: none"> • Aboriginal Student Retention Workers served FNMI students in high schools based on FNMI population. • Built capacity among teachers to improve student engagement and culturally responsive pedagogy. • Improved transition planning from Grade 8 to 9 and from high school to life beyond high school. • Individual FNMI Student Case Plans • Improved access for student and parent information regarding assessment, achievement, and attendance. • Implemented OBA/ORI in all renewed curriculum areas and assessments were connected to outcomes represented in gradebooks. • All elementary schools were supported in their implementation of the Gradual Release of Responsibility in Reading. QCI and Plus P.D. were provided and embedded in all elementary schools. • A focus on hiring qualified FNMI high school teacher candidates was established. • Literacy Learning Leaders were available in five high schools to support Teachers and students to deepen cognitive strategies.

Measures for Graduation Rates

Grade 12 Graduation Rate: On-Time

To graduate within the typical three-year period after beginning Grade 10, students must accumulate an average of eight credits per year to achieve the minimum requirement of 24 required secondary level credits at the end of Grade 12. On-time graduation rates are one measure of the efficiency of a school system.

The following displays the percentage of students (all students, non-FNMI and FNMI) in the division who graduated within **three years** of entering Grade 10, along with provincial results in each of these categories.



Notes: On-time graduation rates are calculated as the percentage of students who complete Grade 12 within 3 years of 'starting' Grade 10. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2016

Analysis of results

Credit attainment continues to provide a strong predictive indicator of our school system's on-time graduation rate. Students receiving eight or more credits in Grade 10 and 11 are more likely to graduate within three years of entering grade 10. Overall, Greater Saskatoon Catholic Schools saw an increase in credit attainment year over year as shown in the graph in the section "Improving First Nations and Métis Student Engagement and Graduation Rates and Following Their Voices" (page 7).

In looking at our data from the past year we see that our overall graduation rate on-time is now at 79%, up from 77% last year. The provincial overall rate is presently at 76%. Our FNMI students saw an increase from 40% on-time to 48% this year. Our non-FNMI students also saw an increase from 82% on-time to 85% this year.

As a school division, we continue to have a focus on creating environments and supports to have a positive impact for our students. As a division we continue to measure the results of our English Language Learners to determine the impact on our overall results.

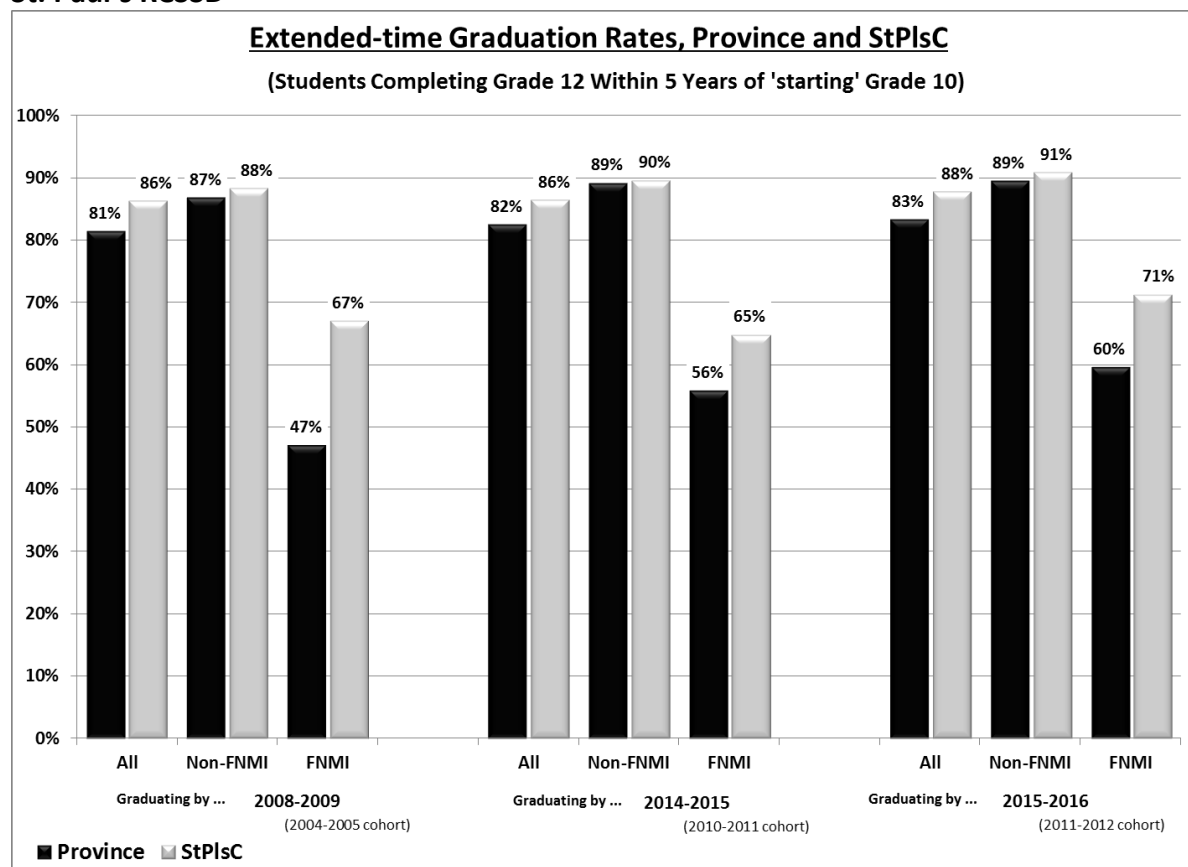
As a division we are very proud of the work of our schools and our students as we seek continuous improvement for all of our students. We are very pleased to note that students in Greater Saskatoon Catholic Schools are at or above the Provincial average in all measures related to Graduation rates. That being said it is clear that we have much work to do to attain our goals by 2020.

Grade 12 Graduation Rate: Extended-Time

Graduation is a key step in helping young people realize healthy and fulfilling lives. Greater Saskatoon Catholic Schools believes that some of our students require more than three years to graduate based upon a well thought out educational plan. Students who are receiving Learning Assistance Support can access a maximum of eight credits per year. In order for them to have a well-rounded education and access many of our elective courses they may require additional time. Many of our English Language Learners will require support in non-credit classes to gain the skills necessary to access regular credits. As a school division we have also offered a variety of innovative courses that allow more time to achieve the outcomes in a course.

The following displays the percentage of students (all students, non-FNMI and FNMI) in the division who graduated within **five years** of entering Grade 10, which includes those who graduated on-time, along with provincial results in each of these categories.

St. Paul's RCSSD



Notes: Extended-time graduation rates are calculated as the percentage of students who complete Grade 12 within 5 years of 'starting' Grade 10 (and include those who graduate on-time). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2016

Analysis of results

We are pleased to see positive growth in our extended graduation rates as well. Overall our extended graduation rate for all students is presently at 88%. This represents an improvement from 86% last year. Our non-FNMI students saw an extended Graduation rate rise from 90% to 91% this past year. The greatest gains we have seen are represented by our FNMI learners where the extended Graduation rate has risen from 65% to 71%!

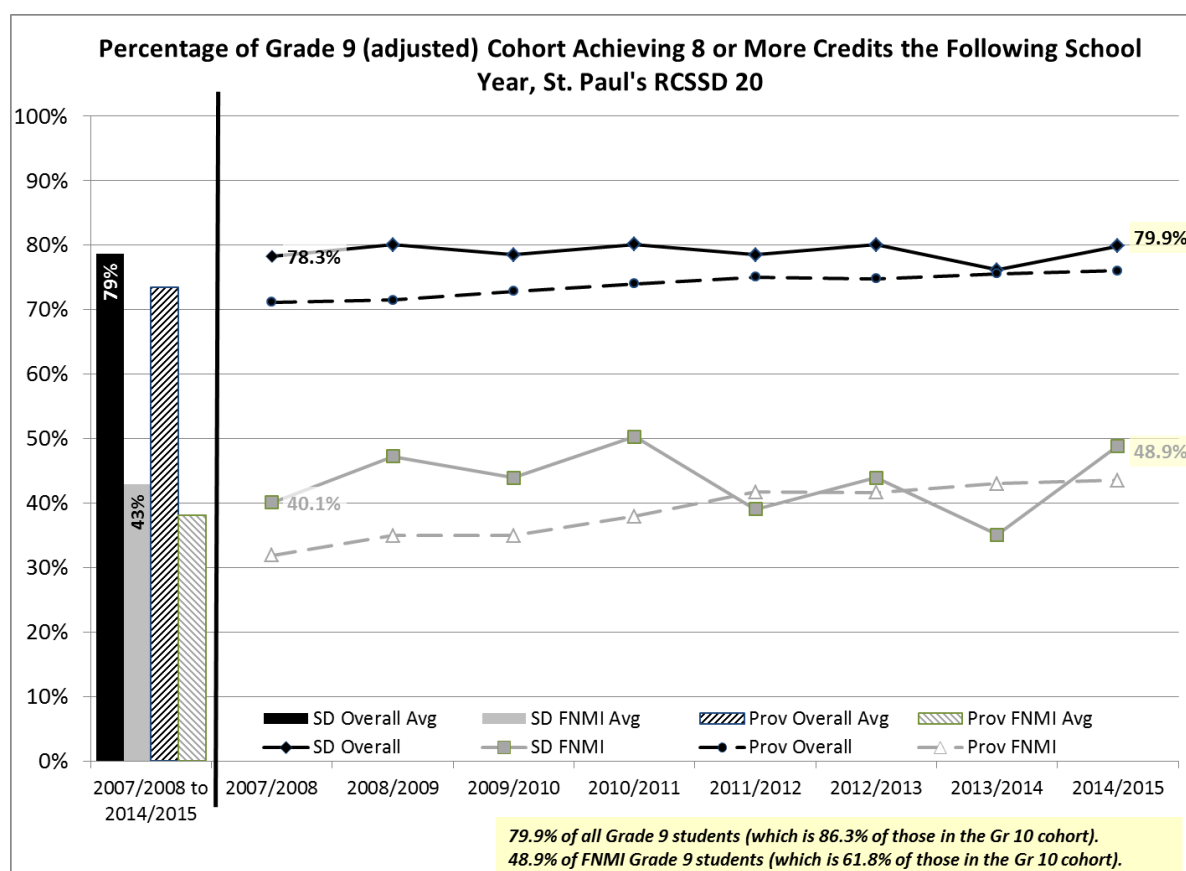
The work that is being done in our schools by all staff, including our Aboriginal Student Retention Workers and Aboriginal Student Achievement Coordinators, has become even more focussed in supporting students who might be at risk of not achieving graduation.

We continue to see the need to further our work and ensure that the outcomes for our FNMI students are more closely aligned with our non-FNMI students.

Grade 9 to 10 Transition

The transition from Grades 9 to 10 can be difficult for some students for many different reasons, including not having reached all outcomes from each subject area in the elementary grades. This measure is intended to show how well Grade 9 students adjust in the transition to Grade 10. Achieving eight or more credits a year is important for steady progress towards graduating on-time.

The following displays the percentage of Grade 9 students (all students and the FNMI subpopulation) in the division who achieved eight or more credits the following school year, along with provincial results for the past eight years and the eight year average.



Notes: Percentages are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2016

Analysis of results

Transition from Grade 9 to Grade 10 can be a difficult transition for students who have reached all curricular outcomes from each subject areas in elementary grades. Overall, 79.9% of students enrolled in Grade 10 for the first time in 2015-2016 achieved eight or more credits. Last year our rate was 76.2% so we saw an increase of 3.7%. This is above the provincial results for 2015-16. The FNMI students who achieved eight or more credits represented 48.9% while last year we saw only 35.1% of the students achieve this mark. This represents an increase of 13.8%. These results seem to be in alignment with the graduation rates of our school division. The action we identified in our school division's plans last year was to develop an identification and tracking system, as well as a plan for vulnerable youth who are at risk for dropping out of school. This was developed and the data will support a directed and focused intervention for our students and provides our school staff with much needed information. Over the past 8 years, we have seen increases and decreases in percentages of students achieving 8 or more credits as they transition into Grade 10. We will be exploring more closely the strategies that will provide consistent growth in this area.

Operational Spending

Outcome:

By August 31, 2020, implement a sector-wide approach to find efficiencies and increase value add in order for the sector to be responsive to the challenges of student needs.

School division goals aligned with the Operational Spending outcome

The school division's operational spending goal is to continually find efficiencies in current practices. Those efficiencies do not only save resources but will also improve the effectiveness of our processes.

The increase in revenues school divisions receive each year does not fully cover the increases in costs associated with enrolment growth, contractual increases and inflation. To continue operating in a similar fashion, Greater Saskatoon Catholic Schools is continually asked to do more with less funding. Operational efficiencies continue to be a priority for our board and will continue to be in order to support the current program offerings of the school division.

School division actions taken during the 2015-16 school year to achieve the targets and outcomes of the Operational Spending outcome

Group purchasing continues to be an area of growth for the school division. A group transportation tender between Greater Saskatoon Catholic Schools and Saskatoon Public Schools resulted in an estimated savings for each school division of \$450,000 a year. The group purchase was for contracted transportation services within the City of Saskatoon.

The Human Resources department implemented an electronic data system to streamline application submissions, improve the staffing process, and increase the reporting functionality. The new system has achieved a savings of 1 FTE.

Early Years

Outcome:

By June 30, 2020, children aged 0-6 years will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades.

School division goals aligned with the Early Years outcome

If all pre-kindergarten (PreK) and kindergarten (K) classrooms provide consistent Quality Core Instruction in emerging literacy with a focus on narrative skills, vocabulary development and phonological awareness, then all children will improve in their overall emerging literacy development.

School division actions taken during the 2015-16 school year to achieve the targets and outcomes of the Early Years outcome

Greater Saskatoon Catholic Schools completed the following actions during the 2015-2016 school year to actualize our targets:

- Individual training supports were provided to teachers new to PreK/K in ensuring consistent implementation of Early Years Evaluation (EYE) screens and use of fall results to inform instruction.
- Developed a division document outlining emerging to early literacy continuum.
- Six 1/2-day professional learning days were provided to all K teachers focusing on emerging literacy strategies related to Quality Core Instruction.
- A formal plan was created to set minimum requisites for PreK/K teachers.
- 45 PreK/K teachers and educational assistants that did not have Play and Exploration 1 or 2, completed the training in May/June 2016.
- Classroom observation templates for emerging literacy were distributed to teachers and administrators for professional reflection and dialogue.
- 1.5 FTE literacy coaches provided job embedded support to all PreK/K teachers on a regular basis throughout the year.
- Began to purchase books for Kindergarten classroom libraries.

All PreK teachers and educational assistants began training in Hanen.

Measures for Early Years

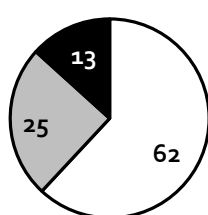
Early Years Evaluation

The Early Years Evaluation-Teacher Assessment (EYE-TA) is a readiness screening tool that provides information about each child's development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify children most likely to require extra support during the kindergarten year, based on their levels of skill development in five key domains at school entry. In addition to results for specific domains, children are also assigned a comprehensive score known as a Responsive Tiered Instruction (RTI) level. RTI is a preventive approach that allows educators, school teams and divisions to allocate resources early and continuously, rather than waiting until after children have experienced failure before responding.

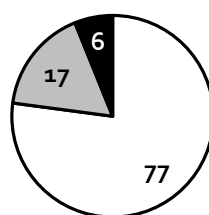
The following displays the percentage of students by RTI tiers at the end of Kindergarten in 2015-16, as well as the provincial results for each category.

Ready to Learn: Early Years Evaluation – Teacher Assessment (EYE-TA) RTI (responsive, tiered instruction) results (%) at school entry & Kindergarten exit, 2014-15 (baseline) & 2015-16

2014-15 (baseline) collection; % of n values for *School entry* & *Kindergarten exit* categories

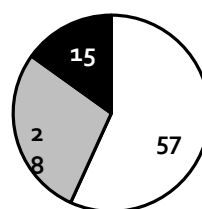


School entry (Fall)
n=1,312

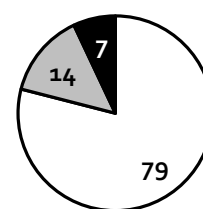


Kindergarten exit (Spring)
n=1,346

St. Paul's RCSSD #20



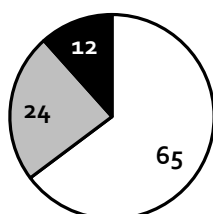
School entry (Fall)
n=13,591



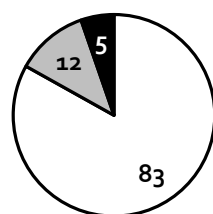
Kindergarten exit (Spring)
n=13,905

All school divisions

2015-16 collection; % of n values for *School entry* & *Kindergarten exit* categories

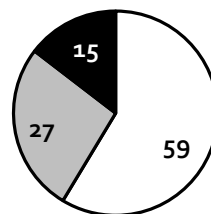


School entry (Fall)
n=1,279

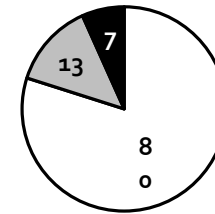


Kindergarten exit (Spring)
n=1,323

St. Paul's RCSSD #20



School entry (Fall)
n=13,305



Kindergarten exit (Spring)
n=13,702

All school divisions



Tier I – Children are achieving developmental tasks



Tier II – Children are experiencing some difficulty achieving developmental tasks



Tier III – Children are experiencing significant difficulty achieving developmental tasks

Totals may not add to 100 due to rounding

Notes: Research shows early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading problems. Children who have Tier 2 or Tier 3 needs at Kindergarten entry are re-assessed before Kindergarten exit, allowing school divisions to measure the impact of their supports and responses. Spring RTI data also serves as a leading indicator of the population of students who may need Tier 2 or Tier 3 instructional supports as they transition from Kindergarten to Grade 1.

Results reported previously for division EYE RTI Tiers at Kindergarten exit in 2014-15 may vary from results reported here. This is due to a change in reporting methodology. Prior to 2015-16, EYE results at Kindergarten exit omitted results for children who were assessed in spring post-screens only. The amended reporting methodology now includes results for all children screened in a division, regardless of whether or not they were enrolled and present during fall pre-screens. Source: Ministry of Education, Early Years Branch, 2016

Analysis of results

Greater Saskatoon Catholic Schools' early learning data displayed on the Ready to Learn: Early Years Evaluation (TA) responsive, tiered instruction (RTI) categories (%) at K exit show the following results:

In the spring of 2016, 83% of Kindergarten children scored as a Tier 1 (white) showing their learning and development is typical for children the same age. From the fall to spring, the division saw a growth rate of 18% of children moving into Tier 1 from Tiers 2/3. In 2015-16, Greater Saskatoon Catholic Schools' Kindergarten students were above the provincial results in all three tiers. Significant growth from the fall to spring assessment is evident for students moving from Tier 3 to Tier 2 and Tier 2 to Tier 1. Greater Saskatoon Catholic Schools is pleased to see continued improvement from year to year with 83% of students achieving developmental tasks at the end of kindergarten.

Further analysis of areas such as cognitive and social skills and approaches to learning will continue to be explored to determine if further supports are needed at the classroom level.

Catholic Education

The focus of the Greater Saskatoon Catholic Schools Catholic Education priority has been on the increased use of the “Revealing Christ in all We Teach” faith permeation resources in our classrooms.

School division goals aligned with local priority area

In the 2015-16 school year, a focus continued to be on strengthening the Catholic dimension of our school division as we support the faith journey of each person.

School division actions taken during the 2015-16 school year to support local priority area

Each employee has the opportunity to be involved in a system sponsored faith retreat yearly.

Our new teachers continue to be a part of our Understanding Your Faith program. Fifty teachers participated in this program in 2015-2016 school year.

We continued the message that faith permeation in curriculum is the responsibility of all teachers and is available to support teachers in determining how to do so. We have identified teachers who are presently using the resources in sharing the resources with others. A framework continues to be developed to summarize Faith Permeation resources at each grade level. Greater Saskatoon Catholic Schools continued to post the resources for faith permeation corresponding to content areas on our OneStop site.

In 2015-16 the Grade 1 program, *Growing in Faith, Growing in Christ*, was introduced and implemented in our Grade 1 classrooms. Teachers were provided with a digital version as well as the opportunity to work with a print copy. Our Grade 9-12 curriculum development as a province was completed and plans for implementation are underway.

Local Measures for Catholic Education Priority

A survey was sent to all Grade 1 teachers regarding their use of the Grade 1 resources. Based upon the results of the survey the division worked with our IT team and the publisher to support the work of the teachers in the classroom.

Demographics

The following sections provide information about Greater Saskatoon Catholic Schools students and staff.

Students

Greater Saskatoon Catholic Schools continues to grow. As shown in the table on the next page, since 2013-14 our pre-kindergarten to Grade 12 enrolment has increased by more than 500 students (3%). Demographic indicators that are embedded in the enrolment data include:

- the larger cohorts are in kindergarten to Grade 3, which supports the indication of continued growth;
- the population of new Canadians being welcomed each year continues to grow, with over 1,600 students meeting the language requirements for English as an Additional Language (EAL) targeted supports;
- the population of self-identified First Nations and Métis students in the division is at 18%;
- 2,630 students participated in French immersion programming;
- 223 students (K-12) participated in Ukrainian bilingual programming (division adjusted);
- 346 students (K-5) participated in the Cree bilingual program, an increase of 84 over the previous year;
- 1,082 students were identified as having intense learning needs;
- 419 students were served in pre-kindergarten programs.

St. Paul's RCSSD 20

Grade				Subpopulation Enrolments	Grades			
	2013-14	2014-15	2015-16			2013-14	2014-15	2015-16
Kindergarten	1257	1332	1322	Self-Identified FNMI	K to 3	733	884	979
1	1310	1278	1394		4 to 6	587	629	684
2	1300	1287	1325		7 to 9	585	645	636
3	1218	1301	1321		10 to 12	677	662	721
4	1179	1240	1320		Total	2582	2820	3020
5	1234	1187	1246	French Immersion	K to 3	1063	1118	1249
6	1198	1247	1181		4 to 6	594	626	652
7	1197	1199	1290		7 to 9	378	435	449
8	1162	1196	1201		10 to 12	246	267	280
9	1095	1111	1098		Total	2281	2446	2630
10	1127	1166	1181	English as an Additional Language	1 to 3	387	436	481
11	1128	1058	1070		4 to 6	302	364	450
12	1554	1591	1513		7 to 9	264	301	354
Total	15959	16193	16462		10 to 12	373	378	355
					Total	1326	1479	1640
PreK	421	411	419					

Note: The tables above identify the actual number of students enrolled in each grade as of September 30 of each year.

Source: Ministry of Education, 2015

NOTES:

1. Enrolment numbers are based on headcounts from Student Data Services (SDS) as of September 30 for each school year.
2. Enrolments includes all residency types, all ages, home based and home bound students, with the exception of EAL enrolments which exclude non-Saskatchewan residents, students 22 years and older, and home based students.
3. PreK enrolments are the 3- and 4-year-old enrolments on the SDS which includes those children who occupy the Ministry designated PreK spaces and those in other school division operated PreK or preschool programs.
4. A student's FNMI identity is established through self-identification.

Staff

Greater Saskatoon Catholic Schools employs nearly 2,000 people (1,695.5 FTEs) in the Greater Saskatoon area. These very dedicated staff members provide the wide array of services that our division offers. The staff component of our budget represents approximately 80% of our overall expenditures. The vast majority provide services in the classroom while the remaining support the learning program through their work in facilities, administration, etc. Greater Saskatoon Catholic Schools strives to serve the breadth of educational needs that are present in each school therefore support services may be itinerant. Our staff is to be commended for their dedication in fulfilling their role in educating our students.

Job Category	FTEs
Classroom teachers	934.5
Principals, vice-principals	93.0
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists	479.9
Administrative and financial staff – e.g., accountants, Information Technology people, supervisors, administrative assistants, clerks	56.2
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors	120.7
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors	1.3
Senior management team (as described below) – e.g., chief financial officer, director of education, superintendents	10.0
Total Full-Time Equivalent (FTE) Staff	1,695.5

Notes:

- The numbers shown above represent full-time equivalents (FTEs). The number of employees may be greater because some people work part-time or seasonally.
- Some individuals are counted in more than one category. For example, a teaching principal might be counted as 0.4 as a classroom teacher and 0.6 as a principal.

Senior Management Team

The Director of Education, Greg Chatlain, reports directly to the Board of Education. Five superintendents of education and one assistant superintendent are responsible for operations and programming. Four superintendents and one assistant superintendent are responsible for the schools in the division, which have been organized into four networks, with one

superintendent responsible for each network. One superintendent and one assistant superintendent are responsible for curriculum, instruction, assessment, special education, EAL, etc.

- Darryl Bazylak – Southeast Administration
- Gordon Martell – Southwest Administration
- Joanne Weninger – Northwest Administration
- Scott Gay – High School Operations, EAL
- Tammy Shircliff – Intensive Needs
- Terri Fradette – Curriculum, Instruction, Assessment

The superintendents of education work with school-based administrators in their networks and with the curriculum consultants located at the board office.

Superintendent of Education John McAuliffe is responsible for school facilities. His portfolio encompasses the maintenance and renovation of existing facilities and planning for future facility needs.

The Superintendent of Administrative Services, Joel Lloyd, is responsible for accounting, corporate services and transportation.

The Superintendent of Human Resources, Al Boutin, is responsible for planning, recruitment, retention and management of human resources.

Facilities Infrastructure Projects and Transportation

Facilities

School List 2015-16

School	Grades	Location
Bethlehem Catholic High School	9-12	Saskatoon
Bishop Filevich Ukrainian Bilingual School	K-8	Saskatoon
Bishop James Mahoney High School	9-12	Saskatoon
Bishop Klein School	K-8	Saskatoon
Bishop Murray High School	9-12	Saskatoon
Bishop Pocock School	K-8	Saskatoon
Bishop Roborecki School	K-8	Saskatoon
E.D. Feehan Catholic High School	9-12	Saskatoon
École Cardinal Léger School	K-8	Saskatoon
École Sr. O'Brien School	K-8	Saskatoon
École St. Gerard School	K-8	Saskatoon
École St. Matthew School	K-8	Saskatoon
École St. Paul School	K-8	Saskatoon
Father Robinson School	K-8	Saskatoon
Father Vachon School	K-8	Saskatoon
Georges Vanier Catholic Fine Arts School	K-8	Saskatoon
Holy Cross High School	9-12	Saskatoon
Holy Family Catholic School	K-8	Saskatoon
Mother Teresa School	K-8	Saskatoon
Oskāyak High School	9-12	Saskatoon
Pope John Paul II School	K-8	Saskatoon
St. Angela School	K-8	Saskatoon
St. Anne School	K-8	Saskatoon
St. Augustine School	K-8	Humboldt
St. Augustine School	K-8	Saskatoon
St. Bernard School	K-8	Saskatoon
St. Dominic School	K-8	Humboldt
St. Dominic School	K-8	Saskatoon
St. Edward School	K-8	Saskatoon
St. Frances School	K-8	Saskatoon
St. Gabriel School	K-9	Biggar
St. George School	K-8	Saskatoon
St. John School	K-8	Saskatoon
St. Joseph High School	9-12	Saskatoon

St. Luke School	K-8	Saskatoon
St. Marguerite School	K-8	Saskatoon
St. Maria Goretti School	K-8	Saskatoon
St. Mark School	K-8	Saskatoon
St. Mary's Wellness and Education Centre	K-8	Saskatoon
St. Michael School	K-8	Saskatoon
St. Peter School	K-8	Saskatoon
St. Philip School	K-8	Saskatoon
St. Volodymyr School	K-8	Saskatoon
Saskatoon French School	K-8	Saskatoon

Infrastructure Projects 2015-16

Greater Saskatoon Catholic Schools' facilities include:

- 44 schools in three communities.
- The average age of these school facilities is 43 years.
- The oldest school, Oskāyak High School is 88 years old; the newest, Holy Family Elementary School, is 18 months old.
- The Greater Saskatoon Catholic Schools central office is located at 420 22nd Street East in Saskatoon. This building, constructed in 1958, was purchased by the division in 1976. As our enrolment has grown over the years, our central office staff has increased to support this growth.
- The Service Centre, at 834 45th Street East in Saskatoon, houses our facilities staff and their workshops. Facility planning and maintenance, carpentry, painting, welding and other associated facility services for our schools take place at this location.

Enrolment at Greater Saskatoon Catholic Schools has increased by 2,000 students in the past five years. As a result of this tremendous growth, the utilization rates within our facilities continue to be very high. Future enrolment projections indicate this increased demand for Catholic education will continue. New Catholic schools are required to serve children in the five new Saskatoon neighbourhoods that are currently under development. To accommodate these students in the meantime, additional modular classrooms are being added to a number of our Saskatoon schools and many students are being transported to those schools to meet the increased demand for Catholic education.

Greater Saskatoon Catholic Schools has been blessed with opportunity to plan for the opening of six new Catholic schools; four in the City of Saskatoon, one in Martensville and one in Warman. These six schools will open in September 2017. Our school division has been working collaboratively within the Government of Saskatchewan's Joint-Use Schools Project with the Ministry of Education and four other school divisions to plan for the delivery of these schools. The construction of these six facilities is well underway. A significant amount of planning for the fit-up and operation of these schools occurred throughout the 2015-2016 school year. The school division is preparing to have the facilities turned over on July 1, 2017.

In addition to the new school bundle, Greater Saskatoon Catholic Schools had four major capital projects in progress during the 2015-2016 school year. External works continued and deficiencies were addressed at our newest school, Holy Family Catholic School, in Saskatoon's Willowgrove neighbourhood. Feedback from students, staff and community members on the facility continues to be extremely positive.

The renovations and expansions at Holy Cross High School and Georges Vanier Catholic Fine Arts School in Saskatoon reached substantial completion in 2014-2015. Minor exterior works and finishing touches occurred through the beginning of the 2015-2016 school year. In addition, Holy Cross High School received a generous donation for the construction of a sports field and sports pavilion. Design work was completed and construction on this project began prior to the end of the school year. Construction will continue into the fall of 2016.

Renovations and expansions at École St. Matthew School were substantially completed in 2015-2016. The school population was re-united under one updated facility in early spring. Minor exterior works are scheduled to wrap up in the fall of 2016.

Ongoing maintenance and upkeep is an important part of our facilities work. Minor repairs, painting, cleaning, etc. are regularly scheduled renewal processes in the division. Greater Saskatoon Catholic Schools takes pride in its facilities as does each school community, and together, we provide an inviting atmosphere where students are welcomed and encouraged to reach their full potential.

Infrastructure Projects			
School	Project	Details	2015-16 Cost
École St. Matthew School	Major renovation to existing 1965 building including electrical upgrade and mechanical renewal.	<ul style="list-style-type: none"> • All new construction complete • All renovations to existing facility complete • Full occupancy in March 2016 • Exterior work close to complete 	\$3,075,006
	New construction and expansion - general instruction, gymnasium, program arts and student support space.		

Georges Vanier Catholic Fine Arts School	Major renovation to existing 1958 building including electrical upgrade and mechanical renewal.	<ul style="list-style-type: none"> • All construction and renovation completed in previous year. • Full occupancy – April 2015 • Minor site work complete 	\$946,889
	New construction and expansion - general instruction, gymnasium, program arts and student support space.		
Holy Cross High School	Major renovation to existing 1964 building including electrical upgrade and mechanical renewal.	<ul style="list-style-type: none"> • All construction and renovation complete in previous year • Full occupancy, all areas by August 31, 2015 • Minor exterior works completed • Sports Field design complete • Sports Pavilion design complete • Construction of Sports Field and Pavilion begun 	\$314,123
	New construction and expansion - general instruction, main entrance, gymnasium and industrial arts.		
	Construction of sports field and sports pavilion.		
Holy Family Catholic School	New Construction of Kindergarten to Grade 8 Elementary School – 4,815m ² facility.	<ul style="list-style-type: none"> • All major construction and occupancy completed in previous year • Minor exterior works complete • Deficiencies ongoing 	\$260,441
St. Frances Cree Bilingual School	Relocatable addition to accommodate expansion of Cree Bilingual Programming	<ul style="list-style-type: none"> • Added 4 relocatable classrooms • Two new relocatable classrooms • Two transfers of existing relocatable classrooms 	\$805,609

Holy Family Catholic School	Relocatable addition to accommodate enrolment growth	<ul style="list-style-type: none"> Constructed two new relocatable classrooms and connecting two-storey link 	\$705,507
École St. Gerard School	Relocatable addition to accommodate enrolment growth	<ul style="list-style-type: none"> Completed the construction of one new relocatable classroom 	\$170,698
Mother Teresa School	Relocatable addition to accommodate the expansion of the French Immersion Program	<ul style="list-style-type: none"> Completed the construction of two new relocatable classrooms 	\$341,397
Bishop Klein School	Roof repair	<ul style="list-style-type: none"> Removed existing roof membrane in areas of deterioration Installed new roof membrane and insulation 	\$127,804
École St Gerard School	Roof repair	<ul style="list-style-type: none"> Removed existing roof membrane in areas of deterioration Installed new roof membrane and insulation 	\$286,179
Total			\$7,033,653

Transportation

Greater Saskatoon Catholic Schools transports 6,108 students on 192 routes within the cities of Saskatoon, Warman, and Martensville. In addition to the 192 regular routes, the school division contracts taxi companies to provide transportation for 137 students with intensive needs and students in remote areas of the city. Rural students attending Greater Saskatoon Catholic Schools located in the town of Biggar and the city of Humboldt are jointly transported with the public school divisions in each of the respective areas.

Student Transportation 2015-16

Transportation Statistics	
Students transported	6,108
In-town students transported (included in above)	5,878
Transportation routes	192
Number of buses	N/A
Kilometres travelled daily	8,356 KMs (Round Trip)
Average age of bus	7 years
Capacity utilized on buses	76%
Average one-way ride time	46 minutes
Longest one-way ride time	86 minutes (Rural Route)
Number of school trips per year	3,629
Kilometres per year travelled on school trips	N/A
Cost per student per year	\$1,277
Cost per kilometre travelled	\$5.16

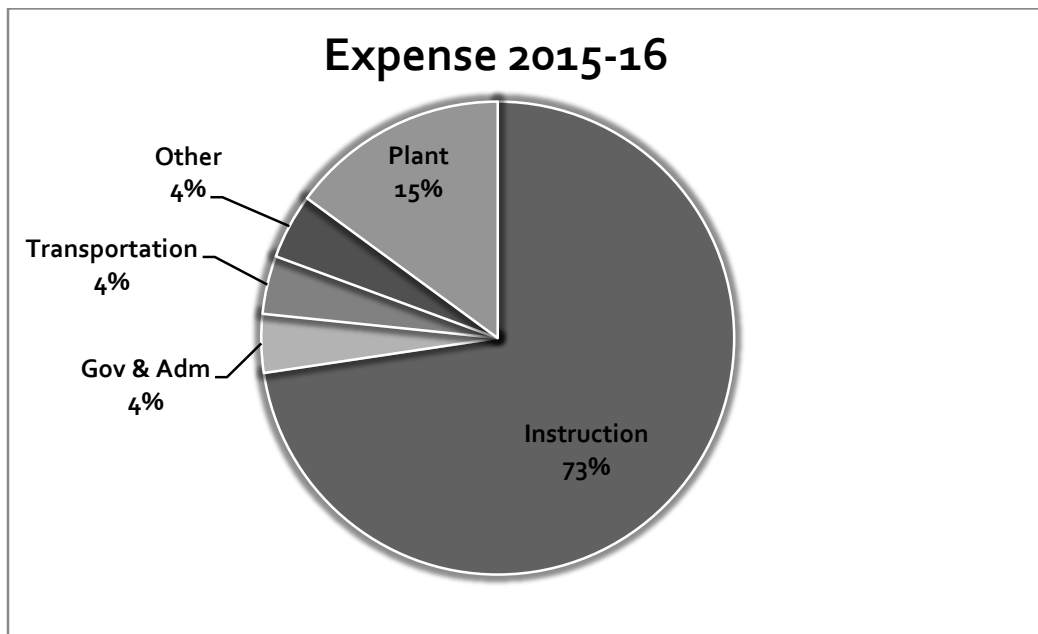
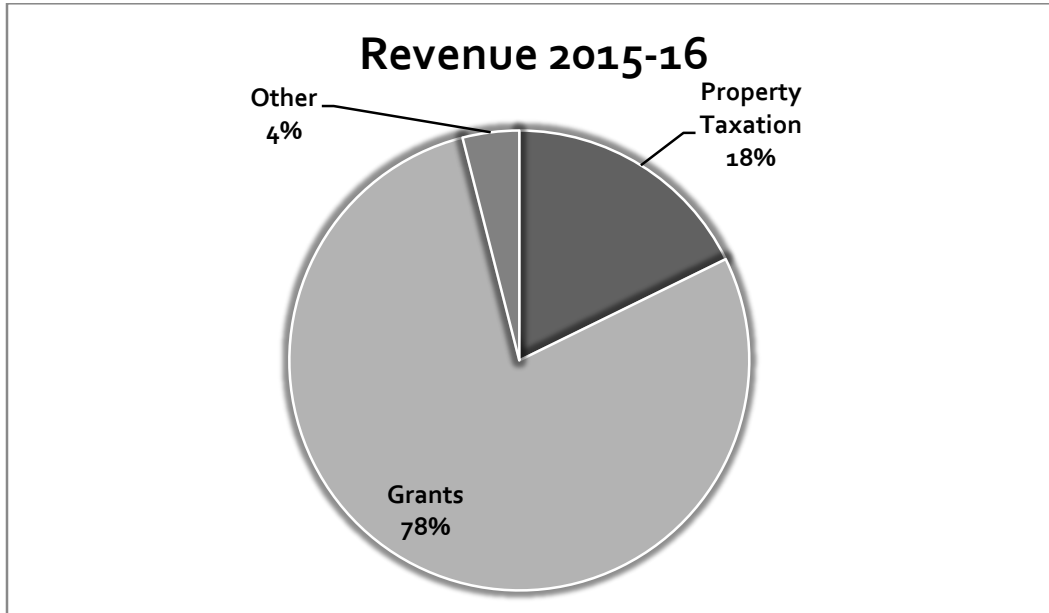
Note:

Some of the above data includes transportation provided by taxi service.

Source: First Student Inc. and Hertz Northern Bus, 2016

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2016	2016	2015	Budget to Actual Variance Over / (Under)	Budget to Actual % Variance	Note
	Budget	Actual	Actual			
REVENUES						
Property Taxation	48,135,798	47,532,409	47,054,701	(603,389)	-1%	
Grants	206,537,078	209,778,729	133,541,620	3,241,651	2%	
Tuition and Related Fees	2,019,632	2,345,731	2,187,106	326,099	16%	1
School Generated Funds	3,428,514	4,056,908	4,124,890	628,394	18%	2
Complementary Services	1,814,844	1,814,844	1,758,466	-	0%	
Other	1,417,488	2,432,347	2,112,263	1,014,859	72%	3
Total Revenues	263,353,354	267,960,968	190,779,046	4,607,614	2%	
EXPENSES						
Governance	786,084	736,060	832,852	(50,024)	-6%	4
Administration	6,250,126	6,533,121	6,194,606	282,995	5%	
Instruction	133,004,947	132,007,117	129,304,255	(997,830)	-1%	
Plant	24,624,284	27,128,017	33,931,354	2,503,733	10%	5
Transportation	7,727,798	7,231,195	6,871,486	(496,603)	-6%	6
Tuition and Related Fees	-	-	-	-		
School Generated Funds	3,470,514	3,908,654	3,891,334	438,140	13%	7
Complementary Services	2,415,415	2,240,519	2,303,195	(174,896)	-7%	8
Other Expenses	1,982,375	1,945,833	2,135,574	(36,542)	-2%	
Total Expenses	180,261,543	181,730,516	185,464,656	1,468,973	1%	
Surplus (Deficit) for the Year	83,091,811	86,230,452	5,314,390			

Explanation for Variances (All variances that are greater than positive or negative 5% must be explained)

Note	Explanation
1	Cyber School tuition collected was \$51,000 higher than budget. First Nations students tuition collected \$16,000 more than budget. The remaining \$259,000 collected in excess of budget relates to the International Student Program.
2	Revenue collected was over budget, but was only 1.65% less than the prior year actual and is very comparable to previous years' activity.
3	Reimbursements over budget by \$645,000; Insurance claims of \$361,000 not budgeted (corresponding expense in Plant), \$50,000 in other Misc recoveries. Miscellaneous revenue \$322,000 over budget, WCB surplus distribution \$169,000, two years of Konica rebate \$156,000.
4	Other Governance Expense was under budget by \$38,000. \$10,000 of Election Expenses not budgeted were carried over from the prior year, which was offset by \$13,000 under budget in Conference Expense. Board Members Expense was also under budget by \$10,000.
5	Salaries were over budget by \$190,715 due to the addition of two maintenance staff and casual salaries being \$50,000 over budget. Amounts over budget in Building Operating Expenses include caretaking and maintenance supplies, contracted maintenance, minor renovations, electricity, water, insurance and facility rentals. Items under budget include contracted caretaking, heating fuel, and appraisal fees. Amortization was also over budget by \$249,523.
6	Surplus in transportation due to actual fuel surcharge coming in less than budget.
7	Current year expense is 0.5% higher than the prior year and spending is consistent with the prior year activity.
8	Pre-Kindergarten transportation under budget due to actual fuel surcharge being less than budget.

Appendices

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Expenses	Travel	Professional Development	Total
Berscheid, Debbie	24,000	41	2,531	3,290	29,862
Boechler, Ron	24,000	41	0	738	24,964
Boyko, Diane*	29,100	895	827	9,280	40,102
Carriere, Jim	24,000	516	793	5,194	30,503
Fortosky, Tom	24,000	394	389	3,157	27,940
Hawkins, Todd	24,000	41	298	654	24,993
Jelinski, Tim	24,000	41	752	4,638	29,431
Lambert, Lisa**	17,002	439	0	1,808	19,249
Risling, Alice	24,000	281	0	6,852	31,133
Stus, Wayne	24,000	166	157	5,177	29,500

*Board Chair

**Remuneration for partial year, board member resigned May 16, 2016.

Personal Services

Information for individuals who received payments for salaries, wages, honorariums, etc. which total \$50,000 or more is available upon request.

Transfers

Name	Amount
Saskatoon Public School	232,226

Supplier Payments

Name	Amount
212071 Holdings Ltd.	58,000
Al Anderson's Source for Sport	69,029
Apple Canada Inc.	277,810
Autism Services	51,442
BA Express	87,567

Name	Amount
BEST BUY	80,228
Boardwalk Communications	1,072,034
C P Distributors	82,523
Camp Kadesh	56,359
Catholic Family Services	79,000

Name	Amount
CDI Computer Dealers Inc.	117,793
CHEP Good Food Inc.	98,468
City of Saskatoon	2,658,764
Clark Builders	1,293,164
Comfort Cabs. Ltd.	254,923
Compugen Inc.	70,935
Connex Ontario	70,400
Continental Travel Group Ltd	148,400
Costco Wholesale	101,240
Daniels Wingerak Engineering	63,096
Deloitte LLP	51,753
Edwards Edwards McEwen	541,322
Eecol Electric Ltd.	59,883
Eikon Contracting	420,906
EllisDon	151,043
Etera Construction	1,052,388
FirstCanada ULC	5,800,102
Flynn Canada Ltd.	452,493
Gabriel Construction	2,418,896
Graham Construction	155,547
Griffiths Construction	71,677
Group2	113,098
Haid Roofing Ltd.	129,975
Hertz Northern Bus	1,541,631
Horizon	77,654
Hub City Contracting Services	70,008
Inland Audio Visual Ltd.	138,489
Interwest Mechanical Ltd.	441,095
Johnson Controls	252,421
Jostens Canada Ltd.	74,516
Kemsol Products Ltd.	159,185
Kim Constructors. Ltd.	112,956

Name	Amount
Klassen Driving School Ltd.	500,427
Konica Minolta	575,294
Marsh Canada Limited	402,001
Maxie's Bus Lines Inc.	57,173
McKercher LLP	86,082
McNally Robinson Booksellers	101,370
Nedco	81,366
Nelson Education Ltd	50,179
Nichols Interiors Ltd	192,504
Olympian Sports	65,982
OTV Technologies Ltd.	50,194
P Learning	83,499
Peak Mechanical Ltd	406,074
Pearson Canada Inc.	380,037
PLAYGROUNDS-R-US	170,141
Precise Parklink (West) Ltd.	79,984
Precision Asphalt	183,483
Professional Audio Visual Ltd.	65,625
Professional Psychologists	75,458
Queen's House Retreat &	54,203
Quorex Construction	464,126
Real Canadian Wholesale	188,265
Real CDN SuperStore	67,728
Saskatchewan Power Corporation	1,161,496
Saskatoon Fire & Flood	102,564
Saskatoon Prairieland Park	185,814
Saskenergy	779,941
SaskTel	251,649
Scholastic Canada Ltd	162,188
Shanahans Building Supplies	55,900
Shaughnessy Electric	260,161

Name	Amount
SS Blairmore Del	110,534
St. John's Music Ltd	50,295
Supreme Office Products Ltd	561,194
Sysco Regina #6125	235,645
TCU Place	106,889
The Canada Homestay	324,476
Trade West Equipment Ltd.	468,247
Trademark "On the Ball"	108,668

Name	Amount
Travel Masters	198,958
Unisource Canada Inc	400,336
United Cabs Limited	53,160
United Library Services Inc.	54,327
VCM Construction Ltd.	842,817
Vision Travel Solutions	85,000
Walmart	57,164
Weightman, Don	86,620

Other Expenditures

Name	Amount
C.U.P.E. 2268	264,297
C.U.P.E. 3730	111,013
GSC Schools Foundation	107,352
LEADS	51,330
Manulife Financial Group	2,024,017
Municipal Employees Pension	4,327,329
Receiver General For Canada	34,871,369
Saskatchewan Catholic School	172,692
Saskatchewan School Boards	172,416

Name	Amount
Saskatchewan Teachers' Federation	12,769,114
Saskatchewan Workers Compensation	162,322
Saskatoon Teachers Association	137,921
SSSAD	77,388
Teachers Superannuation Commis	181,280
Teachers Superannuation Fund	59,605

**Appendix B – Management Report
and Audited Financial Statements**

**ST. PAUL’S ROMAN CATHOLIC
SEPARATE SCHOOL
DIVISION NO. 20**

***CONSOLIDATED FINANCIAL
STATEMENTS***

August 31, 2016

Management's Responsibility for the Consolidated Financial Statements


The school division's management is responsible for the preparation of the consolidated financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

The school division's management maintains a system of accounting and administrative controls to ensure that accurate and reliable financial statements are prepared and to provide reasonable assurance that transactions are authorized, assets are safeguarded, and financial records are properly maintained to provide reliable information for the preparation of financial statements.

The Board of Education is comprised of elected officials who are not employees of the school division. The Board is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control, and for approving the consolidated financial statements. The Board is also responsible for the appointment of the school division's external auditors.

The external auditors, Deloitte LLP, conduct an independent examination in accordance with Canadian auditing standards and express their opinion on the consolidated financial statements. The accompanying Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the school division's consolidated financial statements. The external auditors have full and free access to, and meet periodically and separately with, both the Board and management to discuss their audit findings.

On behalf of the St. Paul's Roman Catholic Separate School Division No. 20:


Board Chair


CEO/Director of Education


Chief Financial Officer

November 28, 2016

Independent Auditor's Report

To the Trustees of the Board of Education of St. Paul's Roman Catholic Separate School Division No. 20

We have audited the accompanying consolidated financial statements of St. Paul's Roman Catholic Separate School Division No. 20, which comprise the consolidated statement of financial position as at August 31, 2016, and the consolidated statements of operations and accumulated surplus from operations, remeasurement gains and losses, changes in net debt and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements present fairly, in all material respects, the financial position of St. Paul's Roman Catholic Separate School Division No. 20 as at August 31, 2016, and the results of its operations, its remeasurement gains and losses, changes in its net debt and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

The image shows a handwritten signature in dark ink that reads "Deloitte LLP". The signature is written in a cursive, flowing style.

Chartered Professional Accountants
Licensed Professional Accountants

Saskatoon, Saskatchewan
November 28, 2016

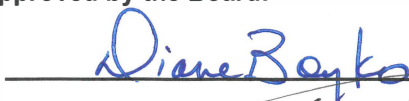
St. Paul's Roman Catholic Separate School Division No. 20
Consolidated Statement of Financial Position
as at August 31, 2016

	2016	2015
Financial Assets		
Cash and Cash Equivalents	17,162,379	13,766,637
Accounts Receivable (Note 3)	9,133,998	10,367,402
Portfolio Investments (Note 4)	56,100	56,100
Total Financial Assets	26,352,477	24,190,139
Liabilities		
Accounts Payable and Accrued Liabilities (Note 6)	8,059,298	6,244,275
Long-Term Debt and Associated Derivatives (Note 7)	36,697,046	39,637,637
Liability for Employee Future Benefits (Note 8)	4,780,700	4,528,900
Deferred Revenue (Note 9)	3,630,146	2,653,840
Total Liabilities	53,167,190	53,064,652
Net Debt	(26,814,713)	(28,874,513)
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	239,219,260	155,277,120
Prepaid Expenses	680,489	409,856
Total Non-Financial Assets	239,899,749	155,686,976
Accumulated Surplus (Note 11)	213,085,036	126,812,463
Accumulated Surplus is comprised of:		
Accumulated Surplus from Operations	213,087,940	126,857,488
Accumulated Remeasurement Losses	(2,904)	(45,025)
Total Accumulated Surplus (Note 11)	213,085,036	126,812,463

Contractual Obligations and Commitments (Note 17)

The accompanying notes and schedules are an integral part of these statements.

Approved by the Board:



Chairperson



Chief Financial Officer

St. Paul's Roman Catholic Separate School Division No. 20
Consolidated Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2016

	2016 Budget	2016 Actual	2015 Actual
	(Note 14)		
REVENUES			
Property Taxation	48,135,798	47,532,409	47,054,701
Grants	206,537,078	209,778,729	133,541,620
Tuition and Related Fees	2,019,632	2,345,731	2,187,106
School Generated Funds	3,428,514	4,056,908	4,124,890
Complementary Services (Note 10)	1,814,844	1,814,844	1,758,466
Other	1,417,488	2,432,347	2,112,263
Total Revenues (Schedule A)	263,353,354	267,960,968	190,779,046
EXPENSES			
Governance	786,084	736,060	832,852
Administration	6,250,126	6,533,121	6,194,606
Instruction	133,004,947	132,007,117	129,304,255
Plant	24,624,284	27,128,017	33,931,354
Transportation	7,727,798	7,231,195	6,871,486
School Generated Funds	3,470,514	3,908,654	3,891,334
Complementary Services (Note 10)	2,415,415	2,240,519	2,303,195
Other Expenses	1,982,375	1,945,833	2,135,574
Total Expenses (Schedule B)	180,261,543	181,730,516	185,464,656
Operating Surplus for the Year	83,091,811	86,230,452	5,314,390
Accumulated Surplus from Operations, Beginning of Year	126,857,488	126,857,488	121,543,098
Accumulated Surplus from Operations, End of Year	209,949,299	213,087,940	126,857,488

The accompanying notes and schedules are an integral part of these statements.

St. Paul's Roman Catholic Separate School Division No. 20
Consolidated Statement of Remeasurement Gains and Losses
as at August 31, 2016

	2016	2015
Accumulated Remeasurement Losses, Beginning of Year	(45,025)	(109,169)
Unrealized gains attributable to:		
Derivatives (Note 7)	42,121	64,144
Accumulated Remeasurement Losses, End of Year	(2,904)	(45,025)

The accompanying notes and schedules are an integral part of these statements.

St. Paul's Roman Catholic Separate School Division No. 20
Consolidated Statement of Changes in Net Debt
for the year ended August 31, 2016

	2016 Budget	2016 Actual	2015 Actual
	(Note 14)		
Net Debt, Beginning of Year	(28,874,513)	(28,874,513)	(25,779,043)
Changes During the Year:			
Operating Surplus for the Year	83,091,811	86,230,452	5,314,390
Acquisition of Tangible Capital Assets (Schedule C)	(89,327,466)	(91,026,860)	(15,483,459)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	1,300	1,200
Gain on Disposal of Tangible Capital Assets (Schedule C)	-	(1,300)	(1,200)
Amortization of Tangible Capital Assets (Schedule C)	6,606,325	7,084,720	7,010,160
Net Change in Other Non-Financial Assets	-	(270,633)	(705)
	370,670	2,017,679	(3,159,614)
Net Remeasurement Gains	-	42,121	64,144
Change in Net Debt	370,670	2,059,800	(3,095,470)
Net Debt, End of Year	(28,503,843)	(26,814,713)	(28,874,513)

The accompanying notes and schedules are an integral part of these statements.

St. Paul's Roman Catholic Separate School Division No. 20
Consolidated Statement of Cash Flows
for the year ended August 31, 2016

	2016	2015
OPERATING ACTIVITIES		
Operating Surplus for the Year	86,230,452	5,314,390
Add (Deduct) Non-Cash Items Included in Surplus (Schedule D)	(77,490,892)	768,101
Net Change in Non-Cash Operating Activities (Schedule E)	3,624,912	6,719,470
Cash Provided by Operating Activities	12,364,472	12,801,961
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(6,071,560)	(13,948,945)
Proceeds on Disposal of Tangible Capital Assets	1,300	1,200
Cash Used by Capital Activities	(6,070,260)	(13,947,745)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(11,600)	-
Proceeds on Disposal of Portfolio Investments	11,600	-
Cash Provided by Investing Activities	-	-
FINANCING ACTIVITIES		
Proceeds from Issuance of Long-Term Debt	-	866,356
Repayment of Long-Term Debt	(2,898,470)	(2,759,379)
Cash Used by Financing Activities	(2,898,470)	(1,893,023)
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	3,395,742	(3,038,807)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	13,766,637	16,805,444
CASH AND CASH EQUIVALENTS, END OF YEAR	17,162,379	13,766,637

The accompanying notes and schedules are an integral part of these statements.

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St. Paul's Roman Catholic Separate School Division No. 20

Schedule A: Consolidated Supplementary Details of Revenues

for the year ended August 31, 2016

	2016 Budget	2016 Actual	2015 Actual
Property Taxation Revenue			
Tax Levy Revenue			
Property Tax Levy Revenue	46,413,312	45,659,662	45,065,096
Revenue from Supplemental Levies	729,326	434,427	513,459
Total Property Tax Revenue	47,142,638	46,094,089	45,578,555
Grants in Lieu of Taxes			
Federal Government	255,742	663,294	388,621
Provincial Government	635,702	740,201	724,435
Other	416,494	557,692	533,690
Total Grants in Lieu of Taxes	1,307,938	1,961,187	1,646,746
Other Tax Revenues			
Treaty Land Entitlement - Urban	-	-	52,286
House Trailer Fees	20,709	17,778	18,204
Total Other Tax Revenues	20,709	17,778	70,490
Additions to Levy			
Penalties	16,567	19,702	18,874
Other	91,120	132,925	188,969
Total Additions to Levy	107,687	152,627	207,843
Deletions from Levy			
Cancellations	(45,560)	(48,169)	(66,162)
Other Deletions	(397,614)	(645,103)	(382,771)
Total Deletions from Levy	(443,174)	(693,272)	(448,933)
Total Property Taxation Revenue	48,135,798	47,532,409	47,054,701
Grants			
Operating Grants			
Ministry of Education Grants:			
Operating Grant	114,708,021	115,619,391	113,117,659
Other Ministry Grants	673,937	784,310	672,034
Total Ministry Grants	115,381,958	116,403,701	113,789,693
Other Provincial Grants	583,829	218,474	478,377
Grants from Others	-	191,103	187,638
Total Operating Grants	115,965,787	116,813,278	114,455,708
Capital Grants			
Ministry of Education Capital Grants	90,285,276	92,573,747	19,069,666
Other Capital Grants	286,015	391,704	16,246
Total Capital Grants	90,571,291	92,965,451	19,085,912
Total Grants	206,537,078	209,778,729	133,541,620

St. Paul's Roman Catholic Separate School Division No. 20
Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2016

	2016 Budget	2016 Actual	2015 Actual
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
School Boards	100,000	85,878	128,974
Federal Government and First Nations	110,000	126,334	119,424
Individuals and Other	1,809,180	2,133,019	1,938,708
Total Tuition Fees	2,019,180	2,345,231	2,187,106
Transportation Fees	452	500	-
Total Tuition and Related Fees Revenue	2,019,632	2,345,731	2,187,106
School Generated Funds Revenue			
Curricular			
Student Fees	-	11,934	11,535
Total Curricular Fees	-	11,934	11,535
Non-Curricular Fees			
Commercial Sales - Non-GST	30,314	44,078	65,574
Fundraising	864,656	997,095	927,561
Grants and Partnerships	452,172	583,087	499,293
Students Fees	1,953,162	2,264,743	2,407,847
Other	128,210	155,971	213,080
Total Non-Curricular Fees	3,428,514	4,044,974	4,113,355
Total School Generated Funds Revenue	3,428,514	4,056,908	4,124,890
Complementary Services			
Operating Grants			
Ministry of Education Operating Grants	1,814,844	1,814,844	1,732,225
Capital Grants			
Ministry of Education Capital Grants	-	-	26,241
Total Complementary Services Revenue	1,814,844	1,814,844	1,758,466
Other Revenue			
Miscellaneous Revenue	658,773	1,625,678	1,377,225
Sales & Rentals	685,375	741,552	639,862
Investments	73,340	63,817	93,976
Gain on Disposal of Tangible Capital Assets	-	1,300	1,200
Total Other Revenue	1,417,488	2,432,347	2,112,263
TOTAL REVENUE FOR THE YEAR	263,353,354	267,960,968	190,779,046

St. Paul's Roman Catholic Separate School Division No. 20
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2016

	2016 Budget	2016 Actual	2015 Actual
Governance Expense			
Board Members Expense	260,301	250,316	252,479
Professional Development- Board Members	58,998	45,716	47,499
Advisory Committees	1,825	3,362	892
Elections	-	10,472	54,455
Other Governance Expenses	464,960	426,194	477,527
Total Governance Expense	786,084	736,060	832,852
Administration Expense			
Salaries	4,897,588	5,032,302	4,714,631
Benefits	704,396	750,332	704,303
Supplies & Services	243,221	299,338	241,912
Non-Capital Furniture & Equipment	4,441	1,795	5,310
Building Operating Expenses	255,823	247,540	356,735
Travel	1,596	36,253	33,367
Professional Development	15,000	13,646	6,404
Amortization of Tangible Capital Assets	128,061	151,915	131,944
Total Administration Expense	6,250,126	6,533,121	6,194,606
Instruction Expense			
Instructional (Teacher Contract) Salaries	93,896,180	93,561,280	91,079,907
Instructional (Teacher Contract) Benefits	4,939,686	4,685,614	4,688,440
Program Support (Non-Teacher Contract) Salaries	19,807,563	19,469,831	19,341,875
Program Support (Non-Teacher Contract) Benefits	4,264,883	4,261,917	4,335,335
Instructional Aids	2,816,023	3,703,411	2,992,367
Supplies & Services	2,147,555	1,505,362	1,795,276
Non-Capital Furniture & Equipment	668,900	566,122	768,844
Communications	552,493	405,616	568,420
Travel	282,165	242,630	240,297
Professional Development	808,588	552,867	568,924
Student Related Expense	1,127,634	1,154,174	1,063,396
Amortization of Tangible Capital Assets	1,693,277	1,898,293	1,861,174
Total Instruction Expense	133,004,947	132,007,117	129,304,255

St. Paul's Roman Catholic Separate School Division No. 20
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2016

	2016 Budget	2016 Actual	2015 Actual
Plant Operation & Maintenance Expense			
Salaries	6,772,735	6,963,450	6,586,233
Benefits	1,390,242	1,381,445	1,333,857
Supplies & Services	12,107	2,198	917
Non-Capital Furniture & Equipment	100,496	100,210	67,238
Building Operating Expenses	11,472,696	13,557,171	20,848,761
Communications	332	446	248
Travel	87,355	82,202	69,370
Professional Development	4,500	7,551	8,852
Amortization of Tangible Capital Assets	4,783,821	5,033,344	5,015,878
Total Plant Operation & Maintenance Expense	24,624,284	27,128,017	33,931,354
Student Transportation Expense			
Salaries	136,498	138,207	132,701
Benefits	24,451	12,715	12,423
Contracted Transportation	7,566,849	7,080,273	6,726,362
Total Student Transportation Expense	7,727,798	7,231,195	6,871,486
School Generated Funds Expense			
Academic Supplies & Services	-	1,387	7,428
Cost of Sales	24,272	33,258	46,680
School Fund Expenses	3,446,242	3,874,009	3,837,226
Total School Generated Funds Expense	3,470,514	3,908,654	3,891,334

St. Paul's Roman Catholic Separate School Division No. 20
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2016

	2016 Budget	2016 Actual	2015 Actual
<hr/>			
Complementary Services Expense			
Instructional (Teacher Contract) Salaries & Benefits	1,136,169	1,148,771	1,154,273
Program Support (Non-Teacher Contract) Salaries & Benefits	501,846	487,490	426,426
Instructional Aids	5,000	-	36,309
Non-Capital Furniture & Equipment	5,000	-	-
Travel	-	213	711
Professional Development (Non-Salary Costs)	1,500	-	3,365
Student Related Expenses	28,000	29,800	28,201
Contracted Transportation & Allowances	736,734	573,077	652,746
Amortization of Tangible Capital Assets	1,166	1,168	1,164
Total Complementary Services Expense	2,415,415	2,240,519	2,303,195
<hr/>			
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	158,424	125,025	186,950
Interest on Capital Loans	1,791,038	1,787,895	1,903,809
Interest on Other Long-Term Debt	32,913	32,913	44,815
Total Interest and Bank Charges	1,982,375	1,945,833	2,135,574
<hr/>			
Total Other Expense	1,982,375	1,945,833	2,135,574
<hr/>			
TOTAL EXPENSES FOR THE YEAR	180,261,543	181,730,516	185,464,656
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St. Paul's Roman Catholic Separate School Division No. 20
**Schedule C - Consolidated Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2016**

	Land		Buildings		Other	Furniture and	Computer Hardware and Audio Visual	Computer	Assets Under		
	Land	Improvements	Buildings	Short-Term	Vehicles	Equipment	Equipment	Software	Construction	2016	2015
<i>Tangible Capital Assets - at Cost</i>											
Opening Balance as of September 1	9,578,065	1,150,487	184,703,879	36,246,273	402,177	4,732,491	8,372,623	449,542	6,441,178	252,076,715	237,469,888
Additions/Purchases	-	-	216,505	-	143,958	562,344	1,410,226	67,635	88,626,192	91,026,860	15,483,459
Disposals	-	-	-	-	(27,255)	(147,827)	(1,207,176)	(32,287)	-	(1,414,545)	(876,632)
Transfers to (from)	-	34,629	1,000,340	721,810	-	241,555	-	-	(1,998,334)	-	-
Closing Balance as of August 31	9,578,065	1,185,116	185,920,724	36,968,083	518,880	5,388,563	8,575,673	484,890	93,069,036	341,689,030	252,076,715
<i>Tangible Capital Assets - Amortization</i>											
Opening Balance as of September 1	-	593,562	65,648,512	23,210,809	281,425	2,195,736	4,660,171	209,380	-	96,799,595	90,666,067
Amortization of the Period	-	46,514	3,533,081	1,104,058	52,994	535,136	1,715,954	96,983	-	7,084,720	7,010,160
Disposals	-	-	-	-	(27,255)	(147,827)	(1,207,176)	(32,287)	-	(1,414,545)	(876,632)
Closing Balance as of August 31	N/A	640,076	69,181,593	24,314,867	307,164	2,583,045	5,168,949	274,076	N/A	102,469,770	96,799,595
Net Book Value											
Opening Balance as of September 1	9,578,065	556,925	119,055,367	13,035,464	120,752	2,536,755	3,712,452	240,162	6,441,178	155,277,120	146,803,821
Closing Balance as of August 31	9,578,065	545,040	116,739,131	12,653,216	211,716	2,805,518	3,406,724	210,814	93,069,036	239,219,260	155,277,120
Change in Net Book Value	-	(11,885)	(2,316,236)	(382,248)	90,964	268,763	(305,728)	(29,348)	86,627,858	83,942,140	8,473,299
Disposals											
Historical Cost	-	-	-	-	27,255	147,827	1,207,176	32,287	-	1,414,545	876,632
Accumulated Amortization	-	-	-	-	27,255	147,827	1,207,176	32,287	-	1,414,545	876,632
Net Cost	-	-	-	-	-	-	-	-	-	-	-
Proceeds on Disposal	-	-	-	-	1,300	-	-	-	-	1,300	1,200
Gain on Disposal	-	-	-	-	1,300	-	-	-	-	1,300	1,200

St. Paul's Roman Catholic Separate School Division No. 20
Schedule D: Consolidated Non-Cash Items Included in Surplus
for the year ended August 31, 2016

	2016	2015
Non-Cash Items Included in Surplus		
Amortization of Tangible Capital Assets (Schedule C)	7,084,720	7,010,160
In-Kind Ministry of Education Capital Grant for Joint-Use Schools Project included in Surplus (Note 18)	(84,574,312)	(6,240,859)
Gain on Disposal of Tangible Capital Assets (Schedule C)	(1,300)	(1,200)
Total Non-Cash Items Included in Surplus	(77,490,892)	768,101

St. Paul's Roman Catholic Separate School Division No. 20
Schedule E: Consolidated Net Change in Non-Cash Operating Activities
for the year ended August 31, 2016

	2016	2015
Net Change in Non-Cash Operating Activities		
Decrease in Accounts Receivable	1,233,404	8,422,874
Increase (Decrease) in Accounts Payable and Accrued Liabilities	1,434,035	(2,363,078)
Increase in Liability for Employee Future Benefits	251,800	188,100
Increase in Deferred Revenue	976,306	472,279
(Increase) in Prepaid Expenses	(270,633)	(705)
Total Net Change in Non-Cash Operating Activities	3,624,912	6,719,470

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2016

1. AUTHORITY AND PURPOSE

The School Division operates under the authority of *The Education Act, 1995* of Saskatchewan as a corporation under the name of "The Board of Education of the St. Paul's Roman Catholic Separate School Division No. 20" and operates as "the St. Paul's Roman Catholic Separate School Division No. 20". The School Division provides education services to residents within its boundaries and is governed by an elected board of trustees.

The School Division is funded mainly by grants from the Government of Saskatchewan and a levy on the property assessment included in the School Division's boundaries at mill rates determined by the provincial government and agreed to by the Board of Education, although separate school divisions continue to have a legislative right to set their own mill rates. The School Division is exempt from income tax.

2. SIGNIFICANT ACCOUNTING POLICIES

These consolidated financial statements have been prepared in accordance with Canadian public sector accounting standards for other government organizations as established by the Public Sector Accounting Board (PSAB) and as published by the Chartered Professional Accountants of Canada (CPA Canada). Significant aspects of the accounting policies as adopted by the School Division are as follows:

a) Basis of Accounting

The consolidated financial statements are prepared using the accrual basis of accounting.

b) Reporting Entity and Consolidation

The consolidated financial statements include all of the assets, liabilities, revenues and expenses of the School Division reporting entity. The School Division reporting entity is comprised of all the organizations which are controlled by the School Division and the School Division's share of partnerships.

Partnerships

A partnership represents a contractual arrangement between the School Division and a party or parties outside the School Division reporting entity. The partners have significant clearly defined common goals, make a financial investment in the partnership, share control of decision making, and share, on an equitable basis, the significant risks and benefits associated with the operations of the partnership.

Partnerships are accounted for on a proportionate consolidation basis whereby the School Division's pro-rata share of the partnership's assets, liabilities, revenues and expenses are combined on a line by line basis. The partnership's accounting policies are consistent with the accounting policies of the School Division. Inter-company balances and transactions between the School Division and the partnership have been eliminated.

The School Division has an interest in one partnership:

- Humboldt Collegiate Institute – 58.8% (2015 – 55.4%)

c) Measurement Uncertainty and the Use of Estimates

Canadian public sector accounting standards require management to make estimates and assumptions that affect reported amounts of assets and liabilities and disclosure of contingent assets

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2016

2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the year.

Measurement uncertainty that may be material to these consolidated financial statements exists for:

- The liability for future employee benefits of \$4,780,700 (2015 - \$4,528,900) because actual experience may differ significantly from actuarial estimations.
- Property taxation revenue of \$47,532,409 (2015 - \$47,054,701) because final tax assessments may differ from initial estimates.
- Useful lives of tangible capital assets and related amortization \$7,084,720 (2015 - \$7,010,160) because the actual useful lives of the capital assets may differ from their estimated economic lives.

These estimates and assumptions are reviewed periodically and, as adjustments become necessary they are reported in earnings in the periods in which they become known.

While best estimates are used for reporting items subject to measurement uncertainty, it is reasonably possible that changes in future conditions, occurring within one fiscal year, could require material changes in the amounts recognized or disclosed.

d) Financial Instruments

Financial instruments are any contracts that give rise to financial assets of one entity and financial liabilities or equity instruments of another entity. A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The School Division recognizes a financial instrument when it becomes a party to the contractual provisions of a financial instrument. The financial assets and financial liabilities portray these rights and obligations in the consolidated financial statements. Financial instruments of the School Division include cash and cash equivalents, accounts receivable, portfolio investments, accounts payable and accrued liabilities and long-term debt and associated derivatives.

Financial instruments are assigned to one of two measurement categories: fair value, or cost or amortized cost. All of the financial instruments of the School Division are measured at cost or amortized cost except for derivatives which are measured at fair value.

i) Fair Value

Fair value measurement applies to financial derivatives. Any associated transaction costs are expensed upon initial recognition. Unrealized changes in fair value are recognized in the Consolidated Statement of Remeasurement Gains and Losses until they are realized, at which time they are transferred to the Consolidated Statement of Operations and Accumulated Surplus from Operations.

Fair value is determined by:

- Level 1 quoted prices (unadjusted) in active markets for identical assets or liabilities
- Level 2 inputs other than quoted prices that are observable for the asset or liability either directly, (i.e. as prices) or indirectly (i.e. derived from prices)
- Level 3 inputs for the asset or liability that are not based on observable market data (unobservable inputs)

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2016

2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

The School Division's derivatives are considered Level 2 measurement.

When a decline in fair value is determined to be other than temporary, the amount of the loss is removed from any accumulated remeasurement gains and reported in the Consolidated Statement of Operations and Accumulated Surplus from Operations.

Foreign currency transactions are translated at the exchange rate prevailing at the date of the transactions. Monetary assets and liabilities, and non-monetary items included in the fair value measurement category denominated in foreign currencies, are translated into Canadian dollars at the exchange rate prevailing at the consolidated financial statement date. Unrealized foreign exchange gains and losses are recognized in the Consolidated Statement of Remeasurement Gains and Losses until they are realized, at which time they are transferred to the Consolidated Statement of Operations and Accumulated Surplus from Operations.

ii) Cost or Amortized Cost

All other financial assets and financial liabilities are measured at cost or amortized cost. Transaction costs are a component of the cost of financial instruments measured using cost or amortized cost. For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense. Impairment losses such as write-downs or write-offs are reported in the Consolidated Statement of Operations and Accumulated Surplus from Operations. Gains and losses on financial instruments measured at cost or amortized cost are recognized in the Consolidated Statement of Operations and Accumulated Surplus from Operations in the period the gain or loss occurs.

e) Financial Assets

Financial assets are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations. Valuation allowances are used where considered necessary to reduce the amounts reported for financial assets to their net realizable value.

Cash and Cash Equivalents consist of cash and bank deposits held for the purpose of meeting short-term operating cash commitments rather than for investing purposes.

Accounts Receivable includes taxes receivable, provincial grants receivable and other receivables. Taxes receivable represent education property taxes assessed or estimated owing to the end of the fiscal period but not yet received. Provincial grants receivable represent operating, capital and other grants earned but not received at the end of the fiscal year, provided reasonable estimates of the amounts can be made. Grants are earned when the events giving rise to the grant have occurred, the grant is authorized, and any eligibility criteria have been met. Other receivables are recorded at cost less valuation allowances. These allowances are recorded where collectability is considered doubtful.

Portfolio Investments consist of guaranteed investment certificates and are carried at cost. The school division values its portfolio investments in accordance with its policy for financial instruments, as described in Note 2 (d).

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2016

2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

f) Non- Financial Assets

Non-financial assets are assets held for consumption in the provision of services. These assets do not normally provide resources to discharge the liabilities of the School Division unless they are sold.

Tangible Capital Assets have useful lives extending beyond the accounting period, are used by the School Division to provide services to the public and are not intended for sale in the ordinary course of operations. Tangible capital assets of the School Division include land, land improvements, buildings, buildings – short term, other vehicles, furniture and equipment, computer hardware and audio visual equipment, computer software, capital lease assets and assets under construction.

Tangible capital assets are recorded at cost (or estimated cost when the actual cost is unknown) and include all costs directly attributable to the acquisition, design, construction, development, installation and betterment of the tangible capital asset. The School Division does not capitalize interest incurred while a tangible capital asset is under construction, nor amortize it until it is complete and placed into service.

Tangible capital asset costs that are directly paid for by the Government of Saskatchewan on behalf of the School Division, under the joint-use schools project (JUSP) agreement, are valued at the total progress payments made during construction and the present value of the future capital payments discounted to the date the asset is available for use using the Government of Saskatchewan's borrowing rate for long-term debt in effect at the time of signing the JUSP agreement. During construction, the costs of the assets are recognized using the percentage of completion method based on construction progress and are classified as assets under construction.

The cost of depreciable tangible capital assets, net of any residual value, is amortized on a straight line basis over their estimated useful lives as follows:

Land improvements (pavement, fencing, lighting, etc.)	20 years
Buildings	50 years
Buildings – short-term (portables, storage sheds, outbuildings, garages)	20 years
Other vehicles	5 years
Furniture and equipment	10 years
Computer hardware and audio visual equipment	5 years
Computer software	5 years
Leased capital assets	Lease term

Assets under construction are not amortized until completed and placed into service for use.

Prepaid Expenses are prepaid amounts for goods or services such as insurance, Saskatchewan School Boards Association fees, Workers' Compensation premiums and software licenses which will provide economic benefits in one or more future periods.

g) Liabilities

Liabilities are present obligations arising from transactions and events occurring prior to year-end, which will be satisfied in the future through the use of assets or another form of economic settlement.

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2016

2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

Accounts Payable and Accrued Liabilities include accounts payable and accrued liabilities owing to third parties and employees for work performed, goods supplied and services rendered, but not yet paid, at the end of the fiscal period.

Long-Term Debt is comprised of capital loans with initial maturities of more than one year and are incurred for the purpose of financing capital expenses in accordance with the provisions of *The Education Act, 1995*. Long-term debt also includes capital lease obligations where substantially all of the benefits and risks incident to ownership are transferred to the School Division without necessarily transferring legal ownership. The amount of the lease liability recorded at the beginning of the lease term is the present value of the minimum lease payments, excluding the portion thereof relating to executory costs.

Liability for Employee Future Benefits represents post-employment and compensated absence benefits that accrue to the School Division's employees. The cost of these benefits is recorded as the benefits are earned by employees. The liability relating to these benefits is actuarially determined using the projected benefit method pro-rated on service. Actuarial valuations are performed periodically using assumptions including discount rate, inflation, salary escalation, termination and retirement rates and mortality. An actuary extrapolates these valuations when a valuation is not done in the current fiscal year. Actuarial gains and losses are amortized on a straight line basis over the expected average remaining service life of the related employee groups.

Deferred Revenue from Non-government Sources represents fees or payments for services received in advance of the fee being earned or the services being performed, and other contributions for which the contributor has placed restrictions on the use of the resources. Revenue from tuition and related fees is recognized as the course is delivered, revenue from facility rentals is recognized as the services are delivered, and revenue from property taxes is earned through the passage of time.

h) Employee Pension Plans

The School Division's employees participate in one of the following multi-employer defined benefit plans:

- i) Teachers participate in the Saskatchewan Teachers' Retirement Plan (STRP) or the Saskatchewan Teachers' Superannuation Plan (STSP). The School Division's obligation for these plans is limited to collecting and remitting contributions of the employees at rates determined by the plans.
- ii) Other employees participate in the Municipal Employees' Pension Plan (MEPP). In accordance with PSAB standards, the plan is accounted for as a defined contribution plan whereby the School Division's contributions are expensed when due.

i) Revenue Recognition

Revenues are recorded on the accrual basis. Revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues, provided the amount to be received can be reasonably estimated and collection is reasonably assured.

The School Division's sources of revenues include the following:

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2016

2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

i) Government Transfers (Grants)

Grants from governments are considered to be government transfers. In accordance with PS3410 standard, government transfers are recognized as revenues when the transfer is

authorized, all eligibility criteria have been met, the amount can be estimated and collection is reasonably assured except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability. For transfers with stipulations, revenue is recognized in the Consolidated Statement of Operations and Accumulated Surplus from Operations as the stipulation liabilities are settled.

ii) Property Taxation

Property tax is levied and collected on a calendar year basis. Uniform education property tax mill rates are set by the Government of Saskatchewan and agreed to by the Board of Education, although separate school divisions have a legislative right to set their own mill rates. Tax revenues are recognized on the basis of time with 1/12th of estimated total tax revenue recorded in each month of the School Division's fiscal year. The tax revenue for the September to December portion of the fiscal year is based on the actual amounts reported by the municipalities for the calendar taxation year. For the January to August portion of its fiscal year, the School Division estimates tax revenue based on estimate information provided by municipalities who levy and collect the property tax on behalf of the School Division. The final annual taxation amounts are reported to the division by each municipality following the conclusion of each calendar taxation year, and any difference between final amounts and the School Division's estimates is recorded as an adjustment to revenue in the next fiscal year.

iii) Fees and Services

Revenues from tuition fees and other fees and services are recognized in the year they are earned. Amounts that are restricted pursuant to legislation, regulation or agreements with external parties that may only be used in the conduct of certain programs or in the delivery of specific services and transactions are initially recorded as deferred revenue and subsequently recognized as revenue in the fiscal year the related expenses are incurred or services are performed.

iv) Interest Income

Interest is recognized on an accrual basis when it is earned.

v) Other (Non-Government Transfer) Contributions

Unrestricted contributions are recognized as revenue in the year received or in the year the funds are committed to the School Division if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions are contributions for which the contributor has placed restrictions on the use of the resources. Externally restricted contributions that are to be held in perpetuity are recognized as revenue in the year in which they are received or committed if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions that are not held in perpetuity are deferred until the resources are used for the purpose specified, at which time the contributions are recognized as revenue. In-kind contributions are recorded at their fair value when they are received.

3. ACCOUNTS RECEIVABLE

All accounts receivable presented on the Consolidated Statement of Financial Position are net of any valuation allowances for doubtful accounts. Details of accounts receivable balances and allowances are as follows:

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2016

3. ACCOUNTS RECEIVABLE (Cont'd)

	2016		2015	
	Total Receivable	Net of Allowance	Total Receivable	Net of Allowance
Taxes Receivable	\$ 1,232,569	\$ 1,232,569	\$ 1,097,668	\$ 1,097,668
Provincial Grants Receivable	6,248,747	6,248,747	7,890,991	7,890,991
Other Receivables	1,652,682	1,652,682	1,378,743	1,378,743
Total Accounts Receivable	\$ 9,133,998	\$ 9,133,998	\$ 10,367,402	\$ 10,367,402

4. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2016	2015
Portfolio investments in the cost and amortized cost category:	<u>Cost</u>	<u>Cost</u>
NatCan GIC, interest of 3.21%, due January 6, 2016	\$ -	\$ 11,600
Canadian Western Bank GIC, interest of 2.35%, due January 6, 2021	11,600	-
National Bank of Canada GIC, interest of 2.75%, due October 17, 2016	10,000	10,000
ING Bank of Canada GIC, interest of 2.70%, due January 23, 2019	34,500	34,500
Total portfolio investments	\$ 56,100	\$ 56,100

5. SHORT-TERM BORROWINGS

The School Division has a demand operating line of credit with a maximum borrowing limit of \$28 million (2015 – \$20 million) that bears interest at prime minus 0.75% per annum. This line of credit is authorized by a borrowing resolution by the Board of Education and is unsecured. This line of credit was approved by the Minister of Education on June 19, 2015. There was no balance drawn on the line of credit at August 31, 2016 (August 31, 2015 - \$0).

6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2016	2015
Accrued Salaries and Benefits	\$ 2,360,558	\$ 2,246,562
Supplier Payments	5,672,302	3,966,772
Other	26,438	30,941
Total Accounts Payable and Accrued Liabilities	\$ 8,059,298	\$ 6,244,275

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2016

7. LONG-TERM DEBT AND ASSOCIATED DERIVATIVES

Details of long-term debt are as follows:

		2016	2015
Capital Loans	Royal Bank Bankers' Acceptance Loan - offering rate of 4.60% plus spread of 0.35%, ten year loan revolving quarterly at progressively smaller amounts until October 2016 (offering rate at August 31, 2016 was 0.889%).	\$311,000	\$1,519,000
	Royal Bank 4.25% twenty year fixed rate loan, payable in blended monthly instalments of \$77,106 until December 2031.	10,411,522	10,883,378
	BMO 5.01% twenty year fixed rate loan, payable in blended monthly instalments of \$179,973 until December 2033.	24,985,800	25,869,524
	BMO 1.98% five year fixed rate loan, payable in blended monthly instalments of \$15,422 until March 2020.	639,593	810,223
		36,347,915	39,082,125
Capital Leases	Five year capital lease for Konica Minolta multifunction printing devices, variable monthly cost per copy payment based on usage, bearing interest at 7.55%, expiring June 30, 2018.	346,227	510,487
		346,227	510,487
Derivatives	Derivatives consist of long-term financial instrument created by interest rate swap agreement - 4.60%, terminates October 2016. The derivative is recorded at fair value.	2,904	45,025
		2,904	45,025
Total Long-Term Debt and Associated Derivatives		\$ 36,697,046	\$ 39,637,637

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2016

7. LONG-TERM DEBT AND ASSOCIATED DERIVATIVES (Cont'd)

Principal repayments over the next 5 years are estimated as follows:			
	Capital Loans	Capital Leases	Total
2017	\$ 1,961,358	\$ 177,092	\$ 2,138,450
2018	1,667,784	169,135	1,836,919
2019	1,743,646	-	1,743,646
2020	1,745,552	-	1,745,552
2021	1,718,055	-	1,718,055
Thereafter	27,511,520	-	27,511,520
Total	\$ 36,347,915	\$ 346,227	\$ 36,694,142

Principal and interest payments on long-term debt are as follows:				
	Capital Loans	Capital Leases	2016	2015
Principal	\$ 2,734,209	\$ 164,261	\$ 2,898,470	\$ 2,759,379
Interest	1,787,895	32,913	1,820,808	1,948,624
Total	\$ 4,522,104	\$ 197,174	\$ 4,719,278	\$ 4,708,003

8. EMPLOYEE FUTURE BENEFITS

The School Division provides certain post-employment and compensated absence benefits to its employees. These benefits include accumulating non-vested sick leave, severance, and vacation banks. The liability associated with these benefits is calculated based on the present value of expected future payments pro-rated for service and is included in Liability for Employee Future Benefits in the Consolidated Statement of Financial Position. Morneau Shepell Ltd, a firm of consulting actuaries, performed an actuarial valuation as at March 31, 2015 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2016.

Details of the employee future benefits are as follows:

	2016	2015
	August 31, 2016	August 31, 2015
Actuarial extrapolation date		
Long-term assumptions used:		
Discount rate at end of period	2.10% per annum	2.50% per annum
Inflation rate and productivity (excluding merit and promotion)	3.20% per annum	3.20% per annum
Expected average remaining service life (years)	14 years	14 years

St. Paul's Roman Catholic Separate School Division No. 20
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for the year ended August 31, 2016

8. EMPLOYEE FUTURE BENEFITS (Cont'd)

Liability for Employee Future Benefits	2016	2015
Accrued Benefit Obligation - beginning of year	\$ 5,332,700	\$ 3,901,400
Current period service cost	456,200	320,000
Interest cost	139,700	115,200
Benefit payments	(399,200)	(215,600)
Actuarial losses	220,800	1,211,700
Accrued Benefit Obligation - end of year	5,750,200	5,332,700
Unamortized Net Actuarial Losses	(969,500)	(803,800)
Liability for Employee Future Benefits	\$ 4,780,700	\$ 4,528,900

Employee Future Benefits Expense	2016	2015
Current service cost	\$ 456,200	\$ 320,000
Amortization of net actuarial loss (gain)	55,100	(31,500)
Benefit cost	511,300	288,500
Interest cost	139,700	115,200
Total Employee Future Benefits Expense	\$ 651,000	\$ 403,700

9. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2015	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2016
Capital projects				
Federal capital tuition	\$ 11,927	\$ 5,019	\$ -	\$ 16,946
Other Non-Government deferred capital transfers	51,651	1,000,000	(391,704)	659,947
Total capital projects deferred revenue	63,578	1,005,019	(391,704)	676,893
Other deferred revenue				
International Student Program tuition	1,691,982	1,952,162	(1,691,982)	1,952,162
Facility rentals	6,057	14,072	(6,057)	14,072
Property tax income	892,223	987,019	(892,223)	987,019
Total other deferred revenue	2,590,262	2,953,253	(2,590,262)	2,953,253
Total Deferred Revenue	\$ 2,653,840	\$ 3,958,272	\$ (2,981,966)	\$ 3,630,146

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2016

10. COMPLEMENTARY SERVICES

Complementary services represent those services and programs where the primary purpose is other than K-12 learning/learning support, but which have the specific objective of enhancing the School Division's ability to successfully deliver its K-12 curriculum/learning programs.

Following is a summary of the revenues and expenses of the Complementary Services programs operated by the school division in 2016 and 2015:

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	2016	2015
Revenue:			
Operating Grants	\$1,814,844	\$1,814,844	\$1,732,225
Capital Grants	-	-	26,241
Total Revenue	1,814,844	1,814,844	1,758,466
Expenses:			
Salaries & Benefits	1,636,262	1,636,262	1,580,699
Instructional Aids	-	-	36,309
Travel	213	213	711
Professional Development (Non-Salary Costs)	-	-	3,365
Student Related Expenses	29,800	29,800	28,201
Contracted Transportation & Allowances	573,076	573,076	652,746
Amortization of Tangible Capital Assets	1,168	1,168	1,164
Total Expenses	2,240,519	2,240,519	2,303,195
Deficiency of Revenue over Expenses	\$ (425,675)	\$ (425,675)	\$ (544,729)

Pre-kindergarten is a targeted early intervention program offered to vulnerable children in the community. Each classroom has a maximum of 16 students with a professional teacher and an educational assistant assigned to the classroom. The School Division has 28 (2015 – 28) pre-kindergarten programs in eleven schools.

11. ACCUMULATED SURPLUS

Accumulated surplus represents the financial assets and non-financial assets of the School Division less liabilities. Accumulated surplus is comprised of the following two amounts:

- i) Accumulated surplus from operations, which represents the accumulated balance of net surplus arising from the operations of the School Division and school generated funds as detailed in the table below; and
- ii) Accumulated remeasurement gains and losses, which represents the unrealized gains and losses associated with foreign exchange and changes in value for financial instruments recorded at fair value as detailed in the Consolidated Statement of Remeasurement Gains and Losses.

Certain amounts of the accumulated surplus from operations, as approved by the Board of Education, have been designated for specific future purposes such as school generated funds, scholarships and future capital asset expenditures. These internally restricted amounts are included in the accumulated surplus from operations presented in the Consolidated Statement of Financial Position. The School Division does not maintain separate bank accounts for the internally restricted amounts.

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2016

11. ACCUMULATED SURPLUS (Cont'd)

Details of accumulated surplus are as follows:

	August 31 2015	Additions during the year	Reductions during the year	August 31 2016
Invested in Tangible Capital Assets				
Net Book Value of Tangible Capital Assets	\$ 155,277,120	\$ 83,942,140	\$ -	\$ 239,219,260
Less: Debt owing on Tangible Capital Assets	39,637,637	-	2,940,591	36,697,046
	115,639,483	83,942,140	(2,940,591)	202,522,214
PMR maintenance project allocations	2,264,002	2,469,856	2,265,908	2,467,950
Internally Restricted Surplus				
Capital projects				
Designated for tangible capital asset expenditures	1,053,795	-	518,994	534,801
Other				
Telephone system replacement	200,000	-	200,000	-
Textbook replacement	100,000	-	100,000	-
Technology refresh	300,000	600,000	300,000	600,000
Invitational Shared Services Initiative	148,325	150,000	298,325	-
Modular classroom moves	300,000	-	149,258	150,742
Modular classroom project surplus	163,565	-	-	163,565
School decentralized budget carryover	84,051	40,030	84,051	40,030
Claims fluctuation reserve	100,000	-	-	100,000
JUSP planning grant	117,066	334,000	348,985	102,081
Vehicle replacement fund	90,000	-	90,000	-
School generated funds	1,230,955	32,500	-	1,263,455
Scholarship funds	216,282	5,843	900	221,225
Humboldt Collegiate Institute	163,859	73,395	-	237,254
Saskatoon French School	205,024	117,382	-	322,406
Oskāyak High School	1,394,305	33,323	203,452	1,224,176
	5,867,227	1,386,473	2,293,965	4,959,735
Unrestricted Surplus	3,086,776	51,265	-	3,138,041
Total Accumulated Surplus from Operations	126,857,488	87,849,734	1,619,282	213,087,940
Accumulated Remeasurement Losses	(45,025)	42,121	-	(2,904)
Total Accumulated Surplus	\$ 126,812,463	\$ 87,891,855	\$ 1,619,282	\$ 213,085,036

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
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11. ACCUMULATED SURPLUS (Cont'd)

PMR Maintenance Project Allocations represent transfers received from the Ministry of Education as funding support for maintenance projects on the School Division's approved 3 year capital maintenance plans. Unspent funds at the end of a fiscal year are designated for future approved capital plan maintenance project expenditures.

The purpose and nature of each Internally Restricted Surplus is as follows:

- i) Designated for tangible capital asset expenditures are capital grants received or receivable from the Ministry of Education that have not yet been spent on the designated project.
- ii) Telephone system replacement is set aside for 2015-2016 expenses related to the voice-over internet protocol phone system replacement.
- iii) Textbook replacement funds are set aside to help meet future textbook replacement needs in the division.
- iv) Technology refresh funds are set aside to update obsolete information technology infrastructure.
- v) Invitational Shared Services Initiative is a joint program between the School Division and Saskatoon Tribal Council. Grant not spent in the year is required to be set aside for the next year's programming.
- vi) Modular Classroom Moves is funding set aside to relocate modular classrooms at the completion of the major renovations and addition projects nearing completion in the summer of 2015.
- vii) The Modular Classroom Project Surplus is set aside to offset future costs associated with incompatibility issues with existing units.
- viii) School Decentralized Budget Carryover is funding set aside for schools to use in the following school year with up to 10% of their current year budget remaining.
- ix) Claims Fluctuation Reserve is funds withdrawn from the employee benefits plan to offset future costs.
- x) JUSP Planning Grant funds were received from the Ministry of Education and the unspent portion is being set aside to offset future costs associated with the School Division being part of the JUSP planning process.
- xi) Vehicle Replacement Fund has been set aside to offset the cost of two new service vans and purchase a tractor budgeted for in 2014-2015 that was back ordered.
- xii) School Generated Funds are the excess of revenue over expenses from funds collected from school activities at the school level.

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11. ACCUMULATED SURPLUS (Cont'd)

- xiii) Scholarship Funds consist of monies donated from third parties that is used to pay scholarships to students based on defined criteria and internally allocated funds set aside as a professional development fund for senior administration.
- xiv) The Humboldt Collegiate Institute allocation is revenues in excess of expenses resulting from the School Division's share of the operations of the school. The school is jointly administered with Horizon School Division No. 205.
- xv) The Saskatoon French School and Oskāyak High School allocations are revenues in excess of expenses resulting from the operations of the respective schools. Both schools are administered by the School Division and work with a council elected by the school community as outlined in the tripartite agreement for each school.

12. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2016 Actual	2015 Actual
Governance	\$ 250,316	\$ 485,744	\$ -	\$ -	\$ 736,060	\$ 832,852
Administration	5,782,634	598,572	-	151,915	6,533,121	6,194,606
Instruction	121,978,642	8,130,182	-	1,898,293	132,007,117	129,304,255
Plant	8,344,895	13,749,778	-	5,033,344	27,128,017	33,931,354
Transportation	150,922	7,080,273	-	-	7,231,195	6,871,486
School Generated Funds	-	3,908,654	-	-	3,908,654	3,891,334
Complementary Services	1,636,261	603,090	-	1,168	2,240,519	2,303,195
Other - Interest	-	13,943	1,931,890	-	1,945,833	2,135,574
TOTAL	\$ 138,143,670	\$ 34,570,236	\$ 1,931,890	\$ 7,084,720	\$ 181,730,516	\$ 185,464,656

13. PENSION PLANS

Multi-Employer Defined Benefit Plans

Information on the multi-employer pension plans to which the School Division contributes is as follows:

i) Saskatchewan Teachers' Retirement Plan (STRP) or Saskatchewan Teachers' Superannuation Plan (STSP)

The STRP and STSP provide retirement benefits based on length of service and pensionable earnings.

The STRP and STSP are funded by contributions by the participating employee members and the Government of Saskatchewan. The School Division's obligation to the STRP and STSP is limited to collecting and remitting contributions of the employees at rates determined by the plans. Accordingly, these consolidated financial statements do not include any expense for

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
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13. PENSION PLANS (Cont'd)

employer contributions to these plans. Net pension assets or liabilities for these plans are not reflected in these consolidated financial statements as ultimate responsibility for retirement benefits rests with the Saskatchewan Teachers' Federation for the STRP and with the Government of Saskatchewan for the STSP.

Details of the contributions to these plans for the School Division's employees are as follows:

	2016			2015
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	1,166	11	1,177	1,167
Member contribution rate (percentage of salary)	10.20% - 12.40%	6.05% - 7.85%	6.05% - 12.40%	6.05% - 12.40%
Member contributions for the year	\$ 10,204,904	\$ 59,605	\$ 10,264,509	\$ 8,926,254

ii) Municipal Employees' Pension Plan (MEPP)

The MEPP provides retirement benefits based on length of service and pensionable earnings.

The MEPP is funded by employer and employee contributions at rates set by the Municipal Employees' Pension Commission.

Every three years, an actuarial valuation is performed to assess the financial position of the plan and the adequacy of plan funding. Any actuarially determined deficiency is the responsibility of the participating employers and employees which could affect future contribution rates and/or benefits.

The contributions to the MEPP by the participating employers are not segregated in separate accounts or restricted to provide benefits to the employees of a particular employer. As a result, individual employers are not able to identify their share of the underlying assets and liabilities, and the net pension assets or liabilities for this plan are not recognized in these consolidated financial statements. In accordance with PSAB requirements, the plan is accounted for as a defined contribution plan whereby the School Division's contributions are expensed when due.

Details of the MEPP are as follows:

	2016	2015
Number of active School Division members	743	733
Member contribution rate (percentage of salary)	8.15%	8.15%
School Division contribution rate (percentage of salary)	8.15%	8.15%
Member contributions for the year	\$ 2,236,479	\$ 2,197,494
School Division contributions for the year	\$ 2,236,527	\$ 2,197,494
Actuarial valuation (extrapolation) date	(31-Dec-15)	31-Dec-14
Plan Assets (in thousands)	\$ 2,148,676	\$ 2,006,587
Plan Liabilities (in thousands)	\$ 1,831,743	\$ 1,672,585
Plan Surplus (in thousands)	\$ 316,933	\$ 334,002

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Notes to the Consolidated Financial Statements
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14. BUDGET FIGURES

Budget figures included in the consolidated financial statements were approved by the Board of Education on June 22, 2015 and the Minister of Education on August 20, 2015.

15. PARTNERSHIP

The School Division operates Humboldt Collegiate Institute (HCI) under a joint operating agreement between the School Division and Horizon School Division No. 205. The purpose of the partnership is to provide secondary education to the Catholic and Public students of Humboldt and surrounding area. Any distribution (recovery) of annual operating surplus (deficit) is shared between the partners according to their proportionate share of the student population for the given fiscal year.

The following is a schedule of relevant financial information as stated within the financial statements for the partnership for the year ended August 31, 2016. These amounts represent 100% of the partnership's financial position and activities.

	2016	2015
Financial Assets	\$ -	\$ 113,773
Tangible Capital Assets	15,900,815	16,382,745
Total Assets	\$ 15,900,815	\$ 16,496,518
Financial Liabilities	\$ -	\$ 113,773
Accumulated Surplus	15,900,815	16,382,745
Total Liabilities and Accumulated Surplus	\$ 15,900,815	\$ 16,496,518
Revenue	\$ 3,509,206	\$ 3,331,706
Expenses	(3,384,366)	(3,396,246)
Total Operating Surplus (Deficit)	\$ 124,840	\$ (64,540)
Less: Allocated to Horizon School Division No. 205	(51,445)	28,765
Less: Allocated to St. Paul's Roman Catholic Separate School Division No. 20	(73,395)	35,775
Total Accumulated Surplus	\$ -	\$ -

The above amounts have been proportionately consolidated in the School Division's consolidated financial statements at the School Division's partnership share of 58.8% (2015 – 55.4%). After adjusting accounting policies to be consistent with those of the School Division and eliminating transactions between the partnership and the School Division, the following amounts have been included in the School Division's consolidated financial statements:

	2016	2015
Tangible Capital Assets	\$ 10,988,233	\$ 11,324,469
Financial Liabilities	\$ -	\$ 35,775
Revenue	\$ 2,063,104	\$ 1,846,824
Expenses	\$ (1,989,709)	\$ (1,882,599)

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2016

15. PARTNERSHIP (Cont'd)

The School Division's allocation of the accumulated balance of net operating surplus including school generated funds arising from the operations of HCI has been included in internally restricted surplus as disclosed in Note 11 – Accumulated Surplus.

16. RELATED PARTIES

These consolidated financial statements include transactions with related parties. The School Division is related to all Government of Saskatchewan ministries, agencies, boards, school divisions, health authorities, colleges, and crown corporations under the common control of the Government of Saskatchewan. The School Division is also related to non-crown enterprises that the Government jointly controls or significantly influences. In addition, the School Division is related to other non-government organizations by virtue of its economic interest in their organizations.

Related Party Transactions

Transactions with these related parties are in the normal course of operations. Amounts due to or from and the recorded amounts of transactions resulting from these transactions are included in the consolidated financial statements and the table below. They are recorded at exchange amounts which approximate prevailing market rates charged by those organizations and are settled on normal trade terms.

	2016	2015
Revenues		
Ministry of Education	\$ 210,792,292	\$ 134,617,825
Saskatchewan Government Insurance	218,474	478,377
	\$ 211,010,766	\$ 135,096,202
Expenses		
Saskatchewan Power Corporation	\$ 1,119,312	\$ 1,140,866
Saskatchewan Telecommunications Holding Corporation	247,096	379,060
SaskEnergy Incorporated	737,162	1,021,104
Workers' Compensation Board (Saskatchewan)	333,737	334,764
	\$ 2,437,307	\$ 2,875,794
Accounts Receivable		
Ministry of Education	\$ 6,248,747	\$ 7,890,991
Horizon S.D. No. 205	148,712	75,317
	\$ 6,397,459	\$ 7,966,308
Prepaid Expenses		
Workers' Compensation Board (Saskatchewan)	\$ 131,857	\$ 125,746
	\$ 131,857	\$ 125,746
Accounts Payable and Accrued Liabilities		
Saskatchewan Power Corporation	\$ 103,050	\$ 96,713
Saskatchewan Telecommunications Holding Corporation	30,105	24,848
SaskEnergy Incorporated	8,020	13,940
	\$ 141,175	\$ 135,501

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16. RELATED PARTIES (Cont'd)

In addition, the School Division pays Provincial Sales Tax to the Saskatchewan Ministry of Finance on all its taxable purchases and customer sales on items that are deemed taxable. Taxes paid are recorded as part of the cost of those purchases.

Other transactions with related parties and amounts due to/from them are described separately in the consolidated financial statements or notes thereto.

A portion of the revenue from the Ministry of Education includes funding allocated to principal and interest repayments on some school board loans.

17. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

Construction Contracts and Commitments

On April 11, 2016 the School Division awarded the tender to VCM Construction Ltd. for the construction of four modular classrooms. The value of the contract was \$1,218,999 and the project was 97% complete at August 31, 2016.

On June 20, 2016, Eikon Contracting Inc. was awarded the contract to move four modular classrooms. The value of the contract was \$201,704 and was 73% complete at August 31, 2016.

On June 20, 2016, VCM Construction Ltd. was awarded a contract to repair gymnasium wall structural deficiencies at St. Michael Elementary School. The value of the contract was \$490,123 and was 39% complete at August 31, 2016.

On June 20, 2016 the School Division awarded the tender to Graham Construction to construct a new sports field and pavilion at Holy Cross High School. The value of the contract was \$845,000 and is funded by a private donation. The project was 25% complete at August 31, 2016.

Operating Contracts and Commitments

On August 25, 2016 the School Division signed a seven-year contract with First Canada ULC for student transportation services, expiring June 30, 2023. The School Division has a right to extend the contract for an additional three years.

The School Division leases instructional space for its Opening Doors Program from 2PRO Terra Holdings Ltd. On July 20, 2016, the School Division signed a three-year lease extension for the period ending August 31, 2019.

On May 11, 2013 the School Division signed a five-year capital lease with Konica Minolta Business Solutions (Canada) Ltd. The lease is paid through a monthly cost per copy charged. The annual guaranteed minimum number of copies is 21.5 million. The lease expires June 2018.

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Notes to the Consolidated Financial Statements
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17. CONTRACTUAL OBLIGATIONS AND COMMITMENTS (Cont'd)

Operating and capital lease obligations of the school division are as follows:

	Operating Leases		Capital Leases	
	Instructional Space	Total Operating	Multifunction copiers	Total Capital
Future minimum lease payments:				
2017	\$ 46,200	\$ 46,200	\$ 177,092	\$ 177,092
2018	46,200	46,200	169,135	169,135
2019	46,200	46,200	-	-
	\$ 138,600	\$ 138,600	\$ 346,227	\$ 346,227
Interest costs	-	-	26,364	26,364
Total Lease Obligations	\$ 138,600	\$ 138,600	\$ 372,591	\$ 372,591

18. JOINT-USE SCHOOLS PROJECT AGREEMENT

In August 2015, the Government of Saskatchewan entered into a 32 year public-private partnership with Joint Use Mutual Partnership (JUMP) to design, finance, build and maintain the following schools on behalf of the School Division:

- St. Kateri Tekakwitha Catholic School - Stonebridge (Saskatoon)
- St. Thérèse of Lisieux Catholic School - Rosewood (Saskatoon)
- St. Lorenzo Ruiz Catholic School - Hampton Village (Saskatoon)
- St. Nicholas Catholic School - Evergreen (Saskatoon)
- Holy Mary Catholic School - Martensville
- Holy Trinity Catholic School - Warman

The Government of Saskatchewan will be responsible for all capital, maintenance and operating payments over the term of the public-private partnership agreement with ownership of the schools vesting with the School Division. Under the Accountability Agreement between the Government of Saskatchewan and School Division, the School Division receives the benefit of payments made by the Government of Saskatchewan. Therefore, during period of construction, the school division will record capital grant revenue from the Ministry of Education and tangible capital assets on the percentage of completion basis.

19. RISK MANAGEMENT

The School Division is exposed to financial risks from its financial assets and liabilities. These risks include credit risk, liquidity risk and market risk (consisting of interest rate risk and foreign exchange risk).

i) Credit Risk

Credit risk is the risk to the School Division from potential non-payment of accounts receivable. The credit risk related to the School Division's receivables from the provincial government, federal government and their agencies are considered to be minimal. For other

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Notes to the Consolidated Financial Statements
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19. RISK MANAGEMENT (Cont'd)

receivables, the School Division has adopted credit policies which include close monitoring of overdue accounts. The School Division does not have a significant exposure to any individual customer. Management reviews accounts receivable on a case by case basis to determine if a valuation allowance is necessary to reflect impairment in collectability.

The aging of provincial grants and other accounts receivable at August 31, 2016 was:

	August 31, 2016				
	Total	0-30 days	30-60 days	60-90 days	Over 90 days
Grants Receivable	\$ 6,248,747	\$ 6,248,747	\$ -	\$ -	\$ -
Other Receivables	1,263,879	480,681	32,544	(831)	751,485
Net Receivables	\$ 7,512,626	\$ 6,729,428	\$ 32,544	\$ (831)	\$ 751,485

ii) Liquidity Risk

Liquidity risk is the risk that the school division will not be able to meet its financial obligations as they come due. The school division manages liquidity risk by maintaining adequate cash balances, budget practices and monitoring and forecasts. The following table sets out the contractual maturities of the School Division's financial liabilities:

	August 31, 2016			
	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 8,059,298	\$ -	\$ -	\$ -
Long term debt (including interest)	2,066,826	1,733,596	13,375,555	36,196,493
Total	\$ 10,126,124	\$ 1,733,596	\$ 13,375,555	\$ 36,196,493

iii) Market Risk

The School Division is exposed to market risks with respect to interest rates and foreign currency exchange rates, as follows:

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The School Division's interest rate exposure relates to cash and cash equivalents and long-term debt. The School Division also has an authorized bank line of credit of \$28 million with interest payable monthly at a rate of prime minus 0.7%, which was approved by the Ministry of Education on June 19, 2015. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2016 (2015 -\$0).

The School Division minimizes these risks by:

- holding cash in an account at a Canadian bank, denominated in Canadian currency
- investing in GICs and term deposits for short terms at fixed interest rates
- managing cash flows to minimize utilization of its bank line of credit
- managing its interest rate risk on long-term debt through the use of fixed rate terms and derivatives consisting of a long term financial instrument created by interest rate swap agreements on variable interest debt.

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Notes to the Consolidated Financial Statements
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19. RISK MANAGEMENT (Cont'd)

Foreign Currency Risk

Foreign currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates.

The School Division is exposed to currency risk on purchases denominated in U.S. dollars for which the related accounts payable balances are subject to exchange rate fluctuations;

however, this risk is minimal as the School Division does not make a significant amount of purchases denominated on a foreign currency. As at August 31, 2016 the School Division had accounts payable of \$50 denominated in U.S. dollars and converted to Canadian dollars at \$1 USD to \$1.31 CAD (2015 - \$1,003).

The School Division is also exposed to currency risk on its interest rate swap derivative denominated in U.S. dollars. As at August 31, 2015 the mark to market adjustment related to the derivative was \$2,216 denominated in U.S. dollars and converted to Canadian dollars at \$1 USD to \$1.31 CAD (2015 – \$34,115).