



**St. Paul's Roman Catholic Separate School
Division #20
2018-19 Annual Report**

Table of Contents

School Division Contact Information	1
Letter of Transmittal	2
Introduction	3
Governance	4
School Division Profile.....	7
Strategic Direction and Reporting	14
Demographics	37
Infrastructure and Transportation	41
Financial Overview	46
Appendix A – Payee List	48
Appendix B – Management Report and Audited Financial Statements	51

School Division Contact Information



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

420 22nd Street East
Saskatoon SK S7K 1X3

Phone: 306-659-7000
Fax: 306-659-2007

Website: www.gscs.ca
Email: info@gscs.ca

An electronic copy of this report is available at:
[https://www.gscs.ca/board/Documents/2018-2019 Annual Report-Ministry of Education.pdf](https://www.gscs.ca/board/Documents/2018-2019%20Annual%20Report-Ministry%20of%20Education.pdf)

Letter of Transmittal

Honourable Gordon S. Wyant, Q.C.
Minister of Education

Dear Minister Wyant:

The Board of Education of St. Paul's Roman Catholic School Division #20 is pleased to provide you and the residents of the school division with the 2018-19 annual report. This report presents an overview of the St. Paul's Roman Catholic School Division's goals, activities and results for the fiscal year September 1, 2018 to August 31, 2019. It provides audited financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,



Diane Boyko
Board Chair

Introduction

St. Paul's Roman Catholic School Separate School Division #20 is more commonly known as Greater Saskatoon Catholic Schools (GSCS). This report will highlight our achievements, progress and results for the school year from September 1, 2018, and ending August 31, 2019.

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.

The following pages will take a look at how we carry out the above-stated mission and the priorities and goals of our Board of Education, which are: celebrating and promoting our Catholic identity, improving student learning and achievement, building relationships and partnerships, and promoting stewardship.

Greater Saskatoon Catholic Schools continues to grow, both in student enrolment and in diversity. That diversity is present in many different ways. We have students from down the block and across the world, gifted learners who need diverse challenges, students with intensive needs who require additional supports, students who study in languages other than English, and students who need to learn English as an additional language. Our inclusive and holistic approach to education—fostering intellectual, physical, emotional, psychological, and spiritual growth and development in our students—serves all members of our community well. We are privileged that parents entrust us with their children.

We are fortunate to have community partnerships to help educate our students. Parents, parishes, Indigenous groups like Saskatoon Tribal Council and the Central Urban Métis Federation Inc., and many community-based groups and organizations bring vibrancy to our schools that we could not create on our own.

In this annual report, there are opportunities to read about our governance and administrative structure and learn about schools and facilities with appendices that include payee lists and audited financial statements.

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 26, 2016 and will serve a four-year term. With approval from the Ministry of Education, the Saskatoon seat will remain vacant until the November 9, 2020 general election provided no other changes occur.

Board of Education members at August 31, 2019 are:

Saskatoon	Ron Boechler
Saskatoon	Diane Boyko (Board Chair)
Saskatoon	Jim Carriere
Saskatoon	Tim Jelinski
Saskatoon	Alice Risling
Saskatoon	Sharon Zakreski-Werbicki
Saskatoon	Vacant
Saskatoon Rural (Subdivision 1)	Wayne Stus (Board Vice-chair)
Humboldt (Subdivision 2)	Debbie Berscheid
Biggar (Subdivision 3)	Todd Hawkins



D. Berscheid



R. Boechler



D. Boyko



J. Carriere



T. Hawkins



T. Jelinski



A. Risling



W. Stus



S. Zakreski-Werbicki

Catholic School Community Councils

Greater Saskatoon Catholic Schools continues to value the role our Catholic School Community Councils (CSCC) play in each of our schools. CSCCs operated in 48 out of our 50 schools in the 2018-19 school year. All 48 CSCCs were comprised of both elected and appointed members. The actual number of members varied from one CSCC to another. The variation depended on the needs and the interest of each school. Two of our schools, École Saskatoon French School and Oskāyak High School, are associated schools which operate with a parent board and did not have Catholic School Community Councils in 2018-19.

As a division, we continued to support our principals and CSCC members in continually promoting and engaging in conversations with families to find ways to encourage and support new membership as recruitment and retention has been a challenge for some of our CSCCs. To accommodate the needs of our busy families, schools have worked collaboratively with their CSCCs to change the time of the meetings, schedule consistent meeting dates (i.e. first Tuesday of the month) and use different forms of social media to share information and communicate. We also continued to provide documents and offer different workshops to support the requests of our CSCCs.

Throughout this past year, the CSCCs continued to be very involved in supporting both the division areas of focus and their individual school level plans. CSCCs had the opportunity to look at school data (i.e. Benchmarks, OurSCHOOL) and to provide feedback and suggestions to actively support both the school division and schools in implementing strategies to achieve their goals. As a division, we continued to provide templates and protocols for school teams to use with their CSCCs to share data, develop and actualize school level plans. Level plans are on the agenda at each meeting and improved student learning is the focus. CSCCs also support school level plans by volunteering in the classroom to support in the area of literacy and numeracy (i.e. listening to students reading, practicing math concepts). They have also provided financial support to purchase levelled reading books, technology, author visits, etc.

This past year, each of our CSCCs has facilitated and provided a variety of activities at the school level to encourage family and community participation. Some of the activities within Greater Saskatoon Catholic Schools include:

- Family Engagement Evenings
- Family Christmas Caroling
- Family Literacy Evenings
- Family Advent Evenings
- School Carnivals
- Treaty Medal Installation
- Development of school mission and vision statements

Greater Saskatoon Catholic Schools continued to recognize and acknowledge the importance of providing training and ongoing professional development with our CSCCs during the 2018-19

school year. We determined what professional development and supporting documents to provide in 2018-19 based on survey results from the spring of 2017-18.

We provided all CSCC members and principals our Handbook for Principals, Catholic School Community Councils, and a Quick Reference Guide to support and guide their work. This past year, we offered four evening sessions for CSCCs for networking and learning. We continued to add resources to our CSCC OneNote binder to support CSCCs in their work. Our trustees seek to have regular communication throughout the year with the CSCCs through attendance at individual school CSCC meetings, the evening sessions and community events.

At each of the meetings, there was a presentation followed by the opportunity for dialogue and sharing between CSCC members. The topics that we focused on in 2018-19 were the following:

- The first meeting was comprised of a report to the community from the Board of Trustees and followed by a presentation by the Saskatoon City Police on how parents can educate their children to be smart regarding social media, safety and cyber bullying.
- At the second meeting, we presented on finances and the tools that we have in place to support CSCCs in managing their funds.
- At the third meeting, we presented on the different tech tools that CSCCs have available to them and how they could use these tools to support their work.
- The fourth meeting of the year focused on sharing the division and school responses to the Truth and Reconciliation Commission and the Calls to Action. We had school teams and students share their experiences and journey. We also provided time to gather feedback around the Provincial Education Plan Consultation from the Ministry of Education.

Greater Saskatoon Catholic Schools' Board of Education provided each CSCC with \$1,000 for a total of \$48,000. These funds were used in a variety of ways to support the operation of the CSCC. Some of the ways these funds were used this past year 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.

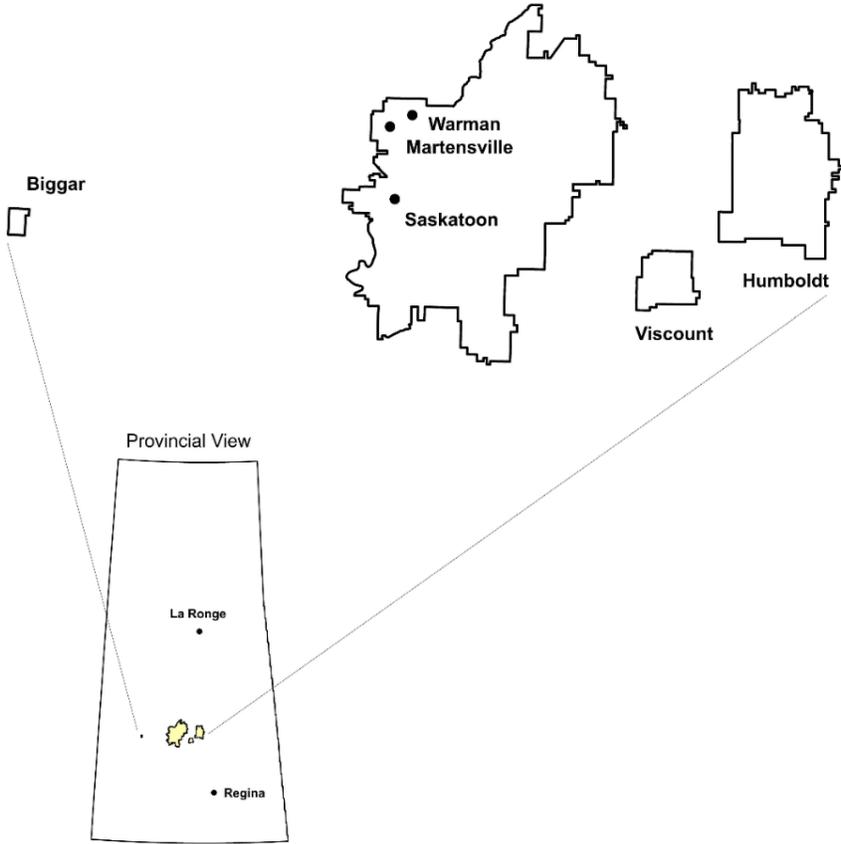
School Division Profile

About Us

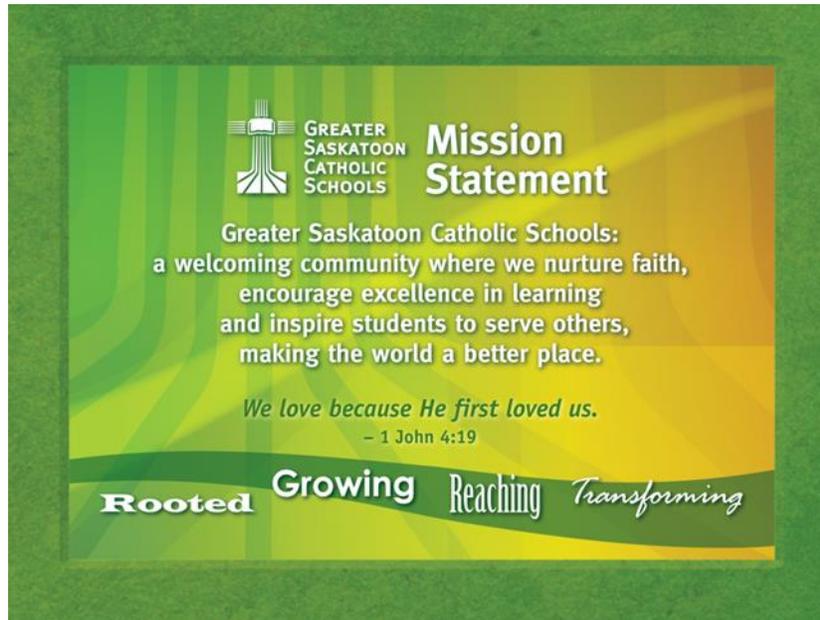
Situated on Treaty 6 territory and traditional homeland of the Métis, Greater Saskatoon Catholic Schools is Saskatchewan's largest Catholic school division. Over 19,000 students attend our 50 schools—43 elementary and seven high school. We proudly provide Catholic education from Prekindergarten through Grade 12 in Saskatoon and area, Biggar, Humboldt, Martensville and Warman. We also jointly govern Humboldt Collegiate Institute with Horizon School Division.

In 2006, we joined with Catholic school divisions in Biggar (subdivision 3), Humboldt (subdivision 2), and Viscount and areas southeast of Saskatoon (subdivision 1). Newly formed Catholic School divisions in Martensville and Warman amalgamated with GSCS in 2010 and 2014 respectively. Those two cities are also part of subdivision 1.

St. Paul's RCSSD No. 20 June 2019



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.

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, including the Roman Catholic Indigenous parish, Our Lady of Guadalupe Parish in Saskatoon.

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. Other Métis cultural initiatives are created through our work with Dumont Technical Institute, Gabriel Dumont College, and the Saskatchewan Urban Teacher Program (SUNTEP). Greater Saskatoon Catholic Schools has a great deal to learn from our partners, and we trust that our partners also benefit from our contributions.

The Saskatoon business community actively supports our schools. Many of our schools have formal partnerships with local businesses. We work in collaboration with local business improvement districts, including the Broadway Improvement District and the Riversdale Business Improvement District. Our business community has always responded very generously with its time, expertise and resources. We have also partnered for several years with long-term care facilities near and surrounding our neighbourhood schools.

Other examples of the business community's involvement and support include the Summer Youth Internship Program offered through Saskatoon Industry Education Council (SIEC). For the past two decades, SIEC has bridged the gap between youth and employers, providing experiential learning and career development opportunities. 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. In addition, Nutrien generously funds a substantial part of our school-based nutrition programming and supports volunteer collaborations between our schools and their employees. School-based food programs are also supported by CHEP Good Food Inc. The Greater Saskatoon Catholic Schools Foundation, which fosters many business partnerships, supports a variety of activities for students, particularly in the faith dimension.

Over the past four years, our partnership with the United Way of Saskatoon and Area to provide the Summer Success Program has been a successful step forward in supporting our

most vulnerable children for school and life success. Children have maintained, or even grown, in their assessed reading levels through their participation in the summer literacy program, maximizing their learning and confidence, not only in literacy, but in all subject areas. Other child service agency partnerships include partnerships with Big Brothers Big Sisters of Saskatoon and Boys and Girls Clubs of Saskatoon.

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 2013-14, we embarked upon an Integrated Shared Services Project with the Saskatoon Tribal Council (STC) to provide Speech and Language Pathology Services to STC schools and, more recently, the Pathways Student Support Program.

Health and student support partnerships are also a significant part of the ways we support students. Saskatoon Early Years Partnership supports our children in their development from ages 0 to 6. We are appreciative of the supplementary supports we receive through partnerships. In several of our schools, we are fortunate to host agencies such as the Saskatchewan Lung Association (asthma screening), Sask Sport Inc. (Dream Broker Program), Canadian Tire Jumpstart Program (after school programming and activity grants), the College of Nursing (nursing student placements), Saskatchewan Polytechnic (Recreation Therapy students), Mental Health Services and Public Health Services (SHA), the Department of Paediatrics (school-based paediatricians), the Saskatchewan Association of Optometrists and Dr. Dorothy Barrie (school-based optometry clinic), Dr. Myrna Willick (private practice child psychology services), Dr. Joel Shindel (private practice General Physician) and Dr. Deb Reisner (private practice psychiatry).

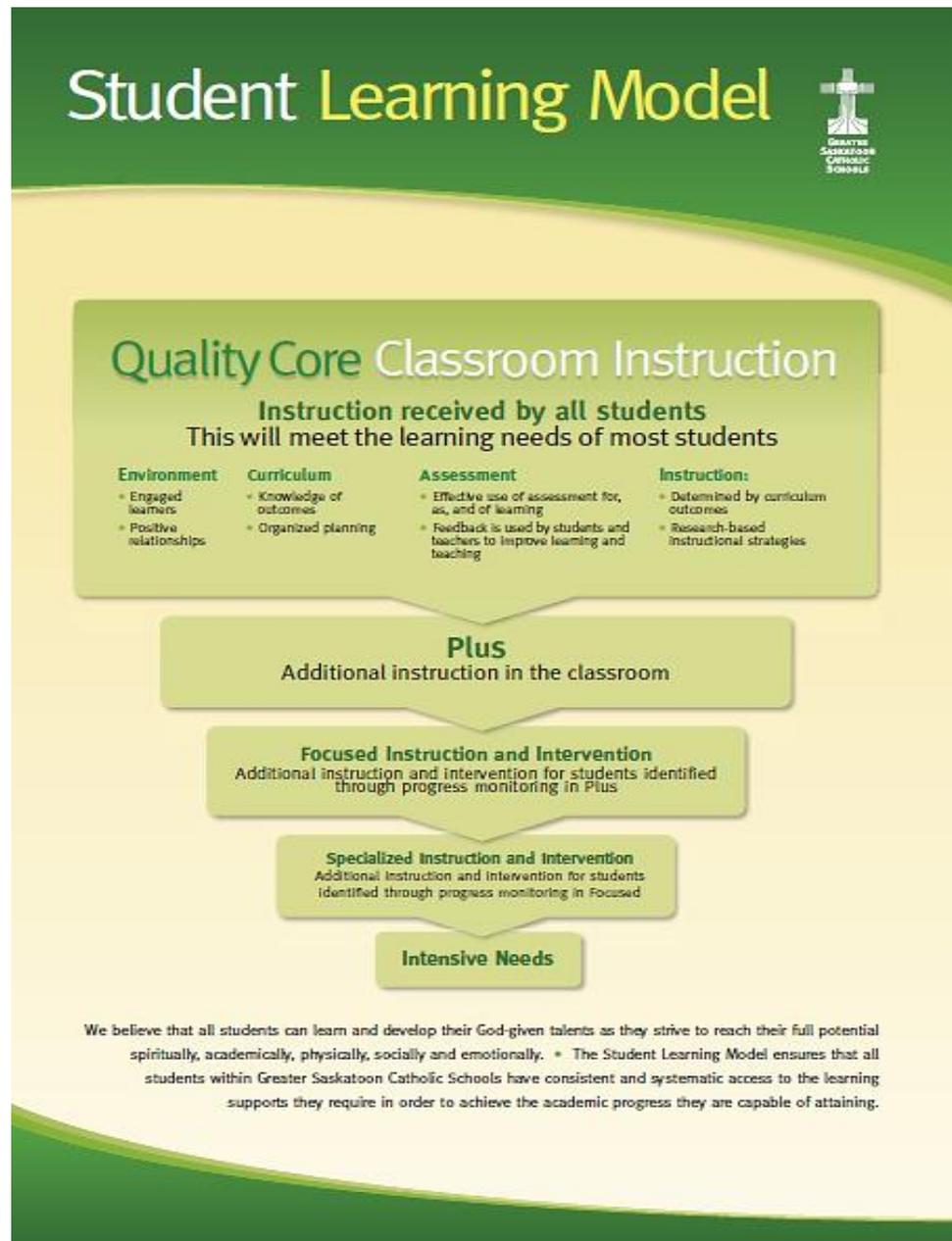
In addition to collaborating with urban First Nations organization such as the Federation of Sovereign Indigenous Nations (FSIN), Saskatchewan Indian Cultural Centre (SICC) and the Saskatchewan Indian Institute of Technology (SIIT), we have recently expanded our partnerships to include First Nations Communities in Northern Saskatchewan, striking partnerships with Dene Bands: Birch Narrows Dene First Nation, English River Dene First Nation, Clearwater Dene First Nation and Buffalo River Dene First Nation.

We work closely with other agencies to strengthen supports for new Canadians, mental health and addictions, social services, health services, restorative action programming, etc. We are fortunate to have many services available to work together to provide a stronger, more efficient array of supports.

Program Overview

Greater Saskatoon Catholic Schools has continuously evolved its programming to respond to the changing needs of the community we are privileged to serve. Our role is to support families, as primary educators of their children, in developing the God-given talents in each and every child. Greater Saskatoon Catholic Schools strives to consult and participate in current research, reflect on learned experience and engage community voice. This balanced approach to system learning, combined with strategic planning, has helped keep our programming responsive to our community needs and effective in supporting and improving student learning outcomes.

Provincial core curricula, broad areas of learning and cross-curricular competencies are central to the planning and programming for all students in Greater Saskatoon Catholic Schools. Faith is permeated and First Nations, Métis and Inuit content, perspectives and ways of knowing are integrated within classroom instruction. We believe that all students can learn and develop their God-given talents as they strive to reach their full potential spiritually, academically, physically and emotionally. The Greater Saskatoon Catholic Schools' Student Learning Model ensures that all students have consistent and systematic access to the learning supports they require in order to achieve the academic progress they are capable of attaining.



Within Greater Saskatoon Catholic Schools, we have developed a common language of quality core instruction. Our Classroom Commitment defines key aspects of curriculum, environment, instruction and assessment that we strive for within each of our classrooms. Our commitment supports the actualization of a quality learning experience for all students.

FAITH | ENVIRONMENT | CURRICULUM | ASSESSMENT | INSTRUCTION

OUR Classroom Commitment

Our GSCS classrooms are welcoming communities that nurture faith, encourage excellence in learning and inspire service to others, making the world a better place.

Environment is defined by the understanding that all students learn best as a result of high expectations and a belief in their abilities to achieve. We nurture caring relationships by listening to student needs, valuing cultural identity and celebrating student success. We develop a culture of learning by encouraging student voice, choice and questions.

*I feel safe, cared for and valued.
My teacher believes in me, and I feel empowered.*

Curriculum determines the knowledge, skills and purpose for learning. Outcomes are identified and understood by teachers and students. First Nations, Métis and Inuit ways of knowing, Treaty education and permeation of our Catholic faith are integrated throughout curriculum. Outcomes are described in student-friendly language and students are engaged in authentic learning tasks.

*I know the purpose of my learning.
My teacher plans for real-life learning experiences.*

Assessment is used to inform instruction and to identify and respond to student strengths and needs. Students know the learning targets, success criteria and next steps in learning. There are multiple opportunities for self-reflection, peer assessment and teacher feedback.

*I use feedback and self-reflection to guide my learning.
My teacher involves me in the assessment process.*

Instruction is differentiated to ensure engagement and student success through whole group, small group and individual learning experiences. Teachers utilize multiple research-based strategies, support student independence through guided practice (I Do, We Do, You Do) and reflect on their impact.

*I demonstrate my learning in different ways.
My teacher provides me with opportunities to be successful.*

We believe that all students can learn and develop their God-given talents as they strive to reach their full potential spiritually, academically, physically, socially and emotionally.

“We love because He first loved us” 1 John 4:19



GREATER SASKATOON CATHOLIC SCHOOLS

**Rooted. Growing.
Reaching. Transforming.**

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;
- Citizenship education;
- 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;
- Supports for New Canadians;
- English as an Additional Language programming;
- French Immersion program at nine elementary schools and four high schools;
- Core French at ten elementary schools and two high schools;
- Cree Bilingual program at St. Frances Cree Bilingual School - Kindergarten to Grade 9;
- 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;
- Prekindergarten program at 11 schools;
- EcoJustice Program;
- Band/Music programming;
- Cyber School programming for Grades 5 to 12;
- Fine Arts programming at Georges Vanier Catholic Fine Arts School - Kindergarten to Grade 8;
- Métis education programming and Core Michif at St. Michael School - Kindergarten to Grade 8;
- Health and Science Academy at Bishop James Mahoney High School;
- Pathways to Education with Saskatoon Tribal Council and Saskatoon Public Schools;
- mīyo machihowin academy at E.D. Feehan Catholic High School;
- Oskapewis Cultural Literacy Program;
- Aboriginal Student Achievement Coordinator Programming.

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. The ESSP priorities and outcomes align the work of school divisions and the Ministry of Education. The plan continues to shape the direction in education for the benefit of all Saskatchewan students.

2018-19 was the fifth 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; and,
- Alignment of human, physical and fiscal resources.

Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework

The Ministry of Education is pleased to have collaborated with First Nations and Métis organizations, Elders and Traditional Knowledge Keepers, post-secondary and provincial Prekindergarten to Grade 12 education stakeholders to update and renew [*Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework*](#). This umbrella policy provides a framework for the development of First Nations and Métis education plans provincially and at the school division level in alignment with the goals of the Education Sector Strategic Plan.

Inspiring Success is intended to guide and inform planning and implementation of initiatives aimed at improving outcomes for First Nations, Métis and Inuit students.

The goals of *Inspiring Success* are:

1. First Nations and Métis languages and cultures are valued and supported.
2. Equitable opportunities and outcomes for First Nations and Métis learners.
3. Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level.
4. Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.
5. All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation.

Reading, Writing, Math at Grade Level

ESSP Outcome:

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

ESSP Improvement Targets:

- By June 2018, at least 75% of students will be at or above grade level in reading and writing.
- By June 2019, at least 75% of students will be at or above grade level in math.

<p>School division goals aligned with Reading, Writing and Math at Grade Level outcome</p>	<p>In alignment with board goals and priorities as well as the Education Sector Strategic Plan, the following goals have been developed for reading, writing and mathematics:</p> <p>80% of students will be at or above expected reading levels in Grades 1, 2 and 3</p> <p>80% of students will be at or above expected writing levels in Grades 4, 7 and 9</p> <p>80% of students will be at or above expected mathematics levels in Grades 2, 5 and 8</p> <p>An overall goal within each of these key areas would be that First Nations, Métis and Inuit students will be achieving at the same level as their non-First Nations, Métis and Inuit peers.</p>
<p>School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Reading, Writing and Math at Grade Level outcome</p>	<p>During the 2018-19 school year, the following actions were taken to work towards achieving the outlined goals in reading, writing and mathematics:</p> <ul style="list-style-type: none"> • Grade 1-3 students were assessed using the Benchmark Reading Assessment System in November, March and June. • Grade 4-8 students were assessed using the Benchmark Reading Assessment System in November and June. • The Grade 1-3 Division Reading Data Wall was maintained and Literacy Support Teachers (LST) monitored the classroom data for those that received literacy support. • Job-embedded literacy support was provided in one school to support “Plus” (small group differentiated reading instruction) focused on outcomes for First Nations, Métis and Inuit students in Grades 1-3. • Professional learning was provided for Grade 4-8 teachers using the <i>Saskatchewan Reads</i> for Middle Years resource through online modules and a teacher workshop. • Fountas and Pinnell Word Study and Phonics Resource was piloted and professional learning was provided to pilot teachers in Kindergarten and Grade 1. • Professional learning was provided to teachers new to Grades 1-3 and Grades 4-8 based on Quality Core Instruction in Reading using <i>Saskatchewan Reads</i>. • An additional 3.0 FTE was allocated to support Levelled Literacy Intervention in schools that demonstrated additional support was needed outside of the Learning Assistance Teacher allocation to support outcomes for First Nations, Métis and Inuit students. • Professional learning was provided to all interventionists new to the Levelled Literacy Intervention resource. • Collaboration with the United Way allowed us to continue the Summer Success program that supported Grade 1-3 students in maintaining and developing reading skills and strategies.

	<ul style="list-style-type: none"> • All Grade 7 and 9 French Immersion teachers received professional learning on common provincial writing rubrics, continuum and instructional strategies connected to curricular outcomes. • English teachers new to Grade 4, 7 and 9 and Grade 4 French Immersion received professional learning on common provincial writing rubrics, continuum and instructional strategies connected to curricular outcomes. • Grade 4, 7 and 9 students were assessed based on the common provincial writing rubric. • Grade 4, 7 and 9 English and Grade 4 French Immersion teachers were provided the option to attend a professional learning session on assessment using the common provincial writing rubric. • Professional learning was provided to Kindergarten to Grade 9 teachers new to their grade level in mathematics. • All Grade 2 and 8 teachers received professional learning on the mathematics number strand provincial rubric, instructional strategies, assessment and resources connected to curricular outcomes. • All teachers new to Grade 5 received professional learning on the mathematics number strand provincial rubric, instructional strategies, assessment and resources connected to curricular outcomes. • Grade 5 teachers received professional learning on assessment using the mathematics number strand provincial rubric. • Job-embedded support was provided for Grades 2, 5 and 8 within the mathematics number strand. • An additional 2.0 FTE was allocated to support Focused Mathematics Intervention in schools that demonstrated additional support was needed outside of the Learning Assistance Teacher allocation to support outcomes for First Nations, Métis and Inuit students.
--	---

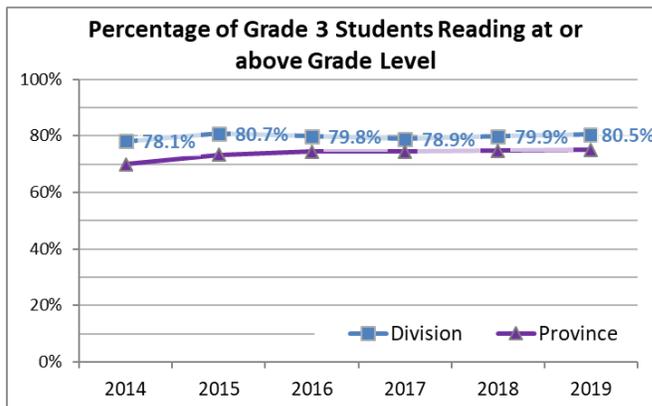
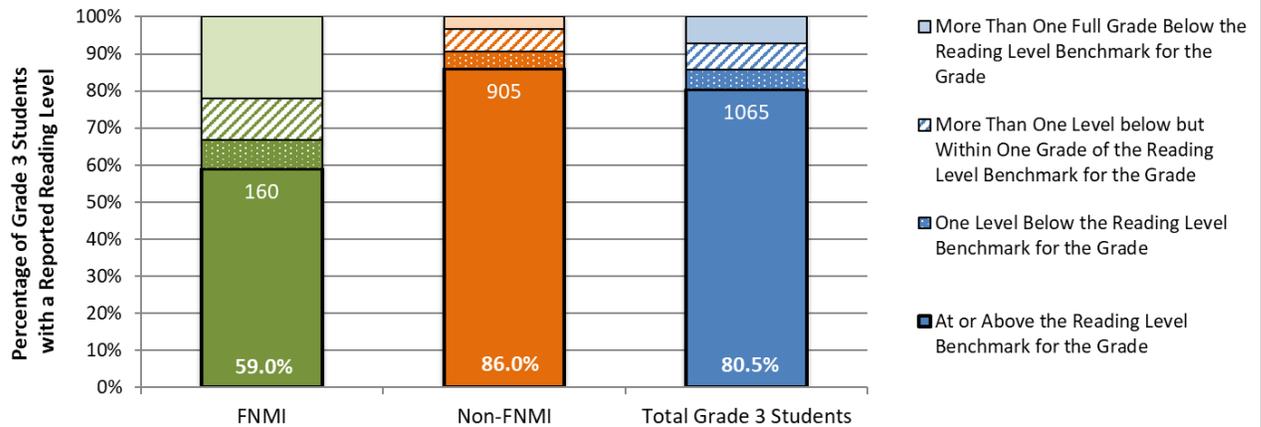
Measures for Reading, Writing and Math at Grade Level

Proportion of Grade 3 Students Reading At or Above Grade Level

Grade 3 reading levels are considered a leading indicator of future student performance. In response to the Plan for Growth improvement target, Grade 3 reading levels have been tracked using provincially developed benchmarks since 2014. Ensuring that each year a greater proportion of Grade 3s in the province (currently about three-quarters) is reading at grade level will mean more students each year are ready to learn in Grade 4 and beyond.

The bar graph on the following page displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level. The chart below the graph shows the percentage of Grade 3 students reading at or above grade level relative to the province over a period of time. The table shows the proportion of Grade 3 students with reported reading levels.

Reading Results Data, St. Paul's RCSSD 20, Grade 3, 2018-19



Proportion of Grade 3 Students with Reported Reading Levels, 2018-19

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	271	96.1%	1.1%	2.8%	282
Division (Total)	1,323	88.1%	10.9%	1.1%	1,502
Province (FNMI)	2,295	92.6%	4.8%	2.5%	2,478
Province (Total)	12,782	87.9%	11.2%	0.9%	14,537

Notes: Reading levels are reported based on provincially developed benchmarks. The percentage of students at each reading level was determined as a proportion of those students with a 'valid' reading score (excluded or non-participant students were not included in 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 First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2019

Analysis of Results – Proportion of Grade 3 Students Reading At or Above Grade Level

Greater Saskatoon Catholic Schools' Grade 3 reading outcomes remained above the provincial results in 2018-19, with an increase in year-over-year reading levels of Grade 3 students and with 80.5% of all students reading at or above grade level in 2019, representing a 0.6 percentage point increase from 2018. The FNMI sub-population data for Grade 3 shows that 59.0% of students were reading at or above grade level, representing a 1.8 percentage point decrease from 2017-18.

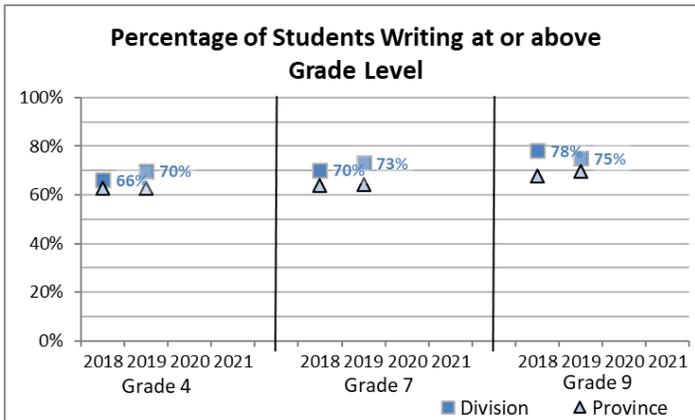
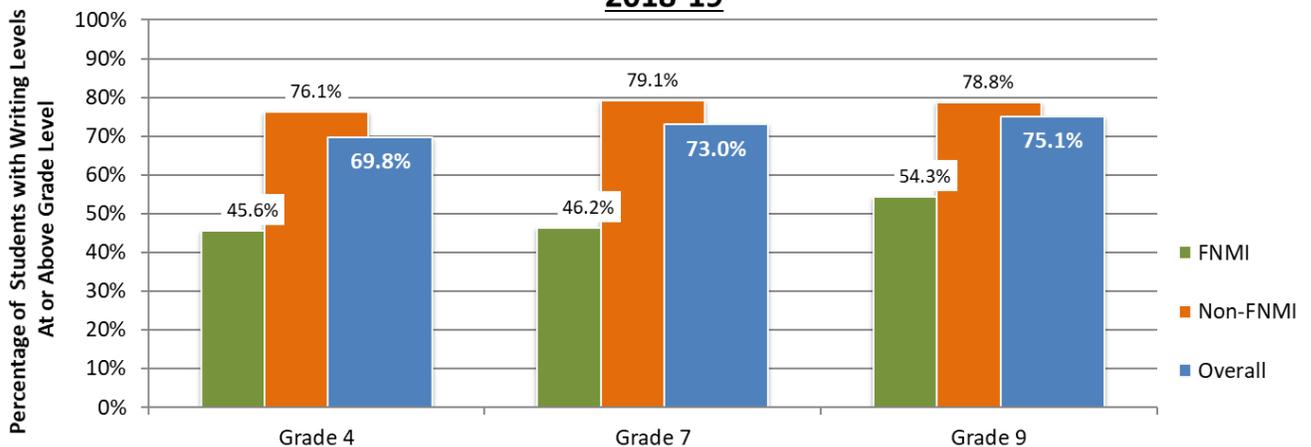
The gap between the outcomes of FNMI students and their non-FNMI peers represented a 27.0 percentage point difference (86.0% compared to 59.0%). This continues to outline the need for supports and resources for schools with high FNMI student population as well as reflection on how to expand on current successful interventions.

Proportion of Students Writing At or Above Grade Level

Writing is a key measure identified in the ESSP Reading, Writing and Math at Grade Level Outcome. The provincial writing goal is that by June 2020 at least 80% of Grades 4, 7 and 9 students will be at or above grade level as determined by the provincial rubric. ESSP writing results are being reported for a second time in 2019. Students need strong written communication skills to meet the challenges of their future. Writing helps students to: learn; shape critical thought; express and record ideas; convince others; and demonstrate knowledge and veracity. Developing writing skills also reinforces reading skills.

The following bar graph displays the percentage of students (FNMI, non-FNMI, all) in Grades 4, 7 and 9 by levels according to the provincial writing rubric. The chart below the graph shows school division results relative to the province over a period of time. The table shows the proportion of students with reported results.

Percentage Writing At or Above Grade Level, St. Paul's RCSSD 20, Grades 4, 7, and 9, 2018-19



Proportion of Students with Reported Writing Levels, 2018-19

	Students with a Reported Writing Level		Students with no Reported Writing Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (Grade 4)	1,423	89.0%	9.4%	1.5%	1,598
Division (Grade 7)	1,298	91.3%	7.7%	1.1%	1,422
Division (Grade 9)	994	86.3%	11.0%	2.7%	1,152
Province (Grade 4)	13,150	88.5%	10.4%	1.1%	14,860
Province (Grade 7)	12,332	90.3%	8.2%	1.5%	13,656
Province (Grade 9)	11,378	88.3%	7.6%	4.1%	12,883

Notes: Writing levels are reported based on a provincially developed rubric. The percentage of students at each level was determined as a proportion of those students with a 'valid' writing score (excluded or non-participant students were not included in 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 First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2019

Analysis of Results – Proportion of Students Writing At or Above Grade Level

Greater Saskatoon Catholic Schools' Grade 4, 7 and 9 writing outcomes are currently above the provincial results. Both provincial and division results for 2018-19 demonstrated an increase in the percentage of students at and above grade level as they transition from Grade 4 to 9. Division results for 2018-19 indicate that 69.8% of Grade 4 students, 73.0% of Grade 7 students and 75.1% of Grade 9 students were writing at and above grade level.

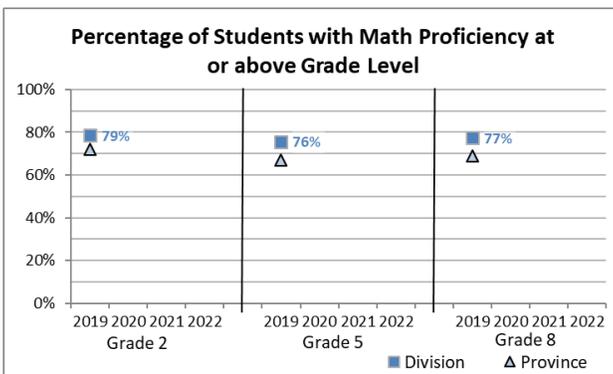
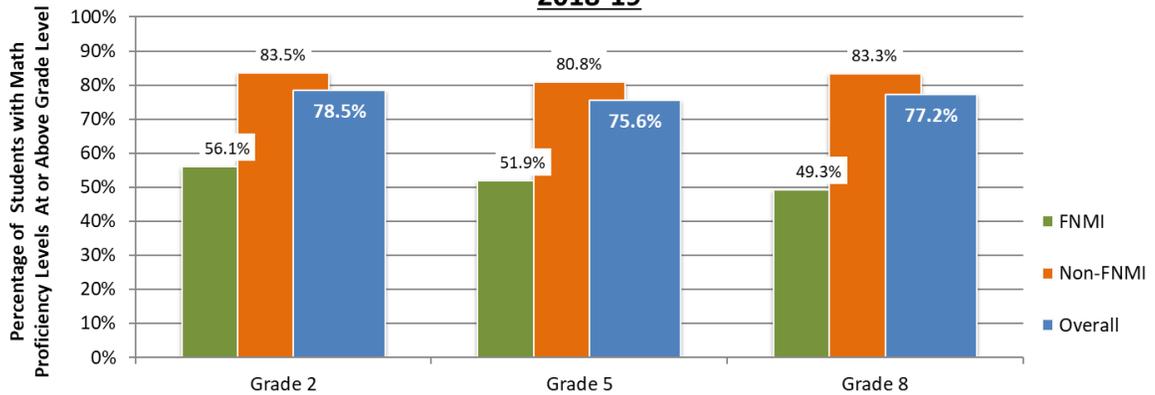
At each grade level we notice a considerable gap between the outcomes of FNMI students and their non-FNMI peers, including 30.5% in Grade 4, 32.9% in Grade 7 and decreasing to 24.5% in Grade 9. Although the percentage point difference decreases as FNMI students transition from Grade 4 to 9, the significant gap continues to outline the need for targeted literacy supports and resources for FNMI students.

Proportion of Students At or Above Grade Level in Mathematics

Mathematics number strand is a key measure identified in the ESSP Reading, Writing and Math at Grade Level Outcome. The provincial goal is that by June 2020 at least 80% of Grade 2, 5 and 8 students will be at or above grade level as determined by the provincial rubric. ESSP math number strand results are being reported for the first time in 2019. Students who develop an understanding of the number strand outcome become flexible and confident with numbers and can transfer those abilities to more abstract problems.

The bar graph on the following page displays the percentage of students (FNMI, non-FNMI, all) in Grades 2, 5 and 8 mathematics by levels according to the provincial number strand rubric. The chart below the graph shows school division results relative to the province over a period of time. The table shows the proportion of students with reported results.

Percentage Math At or Above Grade Level, St. Paul's RCSSD 20, Grades 2, 5, and 8, 2018-19



Proportion of Students with Reported Math Levels, 2018-19

	Students with a Reported Math Level		Students with no Reported Math Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (Grade 2)	1,341	89.6%	9.7%	0.7%	1,497
Division (Grade 5)	1,307	88.9%	10.5%	0.7%	1,471
Division (Grade 8)	1,191	90.2%	8.3%	1.6%	1,321
Province (Grade 2)	12,331	86.6%	12.3%	1.2%	14,242
Province (Grade 5)	12,918	88.9%	9.2%	1.9%	14,528
Province (Grade 8)	11,702	89.5%	8.4%	2.1%	13,071

Notes: Math number strand levels are reported based on a provincially developed rubric. The percentage of students at each number strand outcome level was determined as a proportion of those students with a 'valid' math score (excluded or non-participant students were not included in 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 First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2019

Analysis of Results – Proportion of Students At or Above Grade Level in Mathematics

Greater Saskatoon Catholic Schools' Grade 2, 5 and 8 mathematics number strand outcomes are currently above the provincial results. Division results for 2018-19 indicate that 78.5% of Grade 2 students, 75.6% of Grade 5 students and 77.2% of Grade 8 students were at and above grade level in number strand.

At each grade level we notice a considerable gap between the outcomes of FNMI students and their non-FNMI peers, including 27.4% in Grade 2, 28.9% in Grade 5 and 34.0% in Grade 8. The increased percentage point gap from Grade 2 to Grade 8 outlines the need for continued targeted supports and resources as FNMI students transition from primary to middle years.

Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates

ESSP Outcome:

By June 30, 2020, collaboration between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit partners will result in significant improvement in First Nations, Métis and Inuit student engagement and will increase three-year graduation rates from 35% in June 2012 to at least 65% and the five-year graduation rate to at least 75%.

ESSP Improvement Targets:

- Achieve an annual increase of four percentage points in the First Nations, Métis and Inuit three-year and five-year graduation rates.
- By June 2019, schools involved in FTV for at least 2 years will collectively realize an 8% annual increase in First Nations, Métis and Inuit student graduation rates.
- By 2018, school divisions will achieve parity between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit students on the OurSCHOOL engagement measures.

ESSP Priority:

In partnership with First Nations, Métis and Inuit stakeholders, continue to implement the Following Their Voices (FTV) Initiative.

School division goals aligned with the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome

- 90% of First Nations, Métis and Inuit (FNMI) high school students participating in the Aboriginal Student Achievement Initiative will report that they are engaged in learning.
- 90% of grade FNMI high school students in Engaging Pedagogies classrooms will have attendance on par with all student attendance.
- 25% increase in Grade 10-12 FNMI student credit attainment for those students participating in Engaging Pedagogies classrooms or in the Aboriginal Student Achievement Initiative.
- 25% increase in self-reported wellness among FNMI high school students.
- 80% of Kindergarten to Grade 3 students will meet grade level expectations for Treaty Learning Outcomes.
- 80% of Kindergarten to Grade 3 students will meet grade level expectations for Métis Learning Outcomes.
- 95% of FNMI student participants in the Oskapewis Cultural Literacy Project will achieve mastery of project outcomes.
- 90% of participants in the FNMI Family Engagement Initiative will report increased confidence in school-community participation.
- The board will achieve two new partnership agreements with Indigenous Catholic community partners.
- The board will achieve a co-governance Memorandum of Understanding (MOU) with Saskatoon Tribal Council.

School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome

- The FNMI Education Unit and a cohort of high school teachers implemented a culturally responsive and relational teaching plan.
- Aboriginal Student Achievement Coordinators supported identified FNMI students with Student Advocacy, Belonging and Resilience supports.
- The Social Pediatrics Program engaged Indigenous parent communities to increase their knowledge of health and wellness resources.
- The FNMI Education Unit supported all Grade 11 Science teachers to actualize FNMI content in curriculum outcome indicators.
- The FNMI Education Unit collaborated with the Anti-racist Education Committee to develop anti-racist and anti-oppressive supports for teachers.
- The FNMI Education Unit worked with schools to implement K to 8 school-level Treaty Education strategies.
- The FNMI Education Unit identified Métis education curriculum outcomes, indicators and resources for Kindergarten to Grades 3.
- Students at St. Frances Cree Bilingual School participated in land-based Indigenous learning activities.
- The FNMI Education Unit coordinated, developed and delivered land-based Indigenous learning activities at Ed & May Scissons Environmental Centre.
- Selected grades 6-8 FNMI students participated in the Oskapewis Cultural Literacy Project to acquire attributes of Indigenous cultural participation and enhance writing skills.
- The FNMI Education Unit facilitated the establishment of pow wow song and dance programming.
- The school division participated in training of a group of leaders in the Leading to Learn program, which aims to increase the capacity of administrators to make a positive impact on FNMI learners.
- The FNMI Education Unit developed and delivered an afterschool Dene culture program.
- The board worked with Saskatoon Tribal Council in the development of principles of co-governance.

Measures for Improving First Nations, Métis and Inuit Student Engagement and Graduation

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 table on the following page 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 in Selected Secondary-Level Courses, 2018-19

Subject	All Students		Non-FNMI		FNMI	
	Province	StPlsC	Province	StPlsC	Province	StPlsC
English Language Arts A 10 (Eng & Fr equiv)	73.9	76.1	77.0	77.6	62.0	66.3
English Language Arts B 10 (Eng & Fr equiv)	73.2	77.5	76.5	78.8	60.8	67.2
Science 10 (Eng & Fr equiv)	72.6	75.1	76.0	76.6	59.8	63.7
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	73.3	78.9	77.2	80.1	60.7	68.3
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	73.3	74.6	75.6	75.5	61.1	64.7
English Language Arts 20 (Eng & Fr equiv)	75.6	78.6	77.7	79.5	65.2	69.8
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	67.7	68.6	70.2	70.5	63.1	63.5
Math: Foundations 20 (Eng & Fr equiv)	74.7	75.4	76.3	76.3	65.3	66.1

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 First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2019

Analysis of Results – Average Final Marks

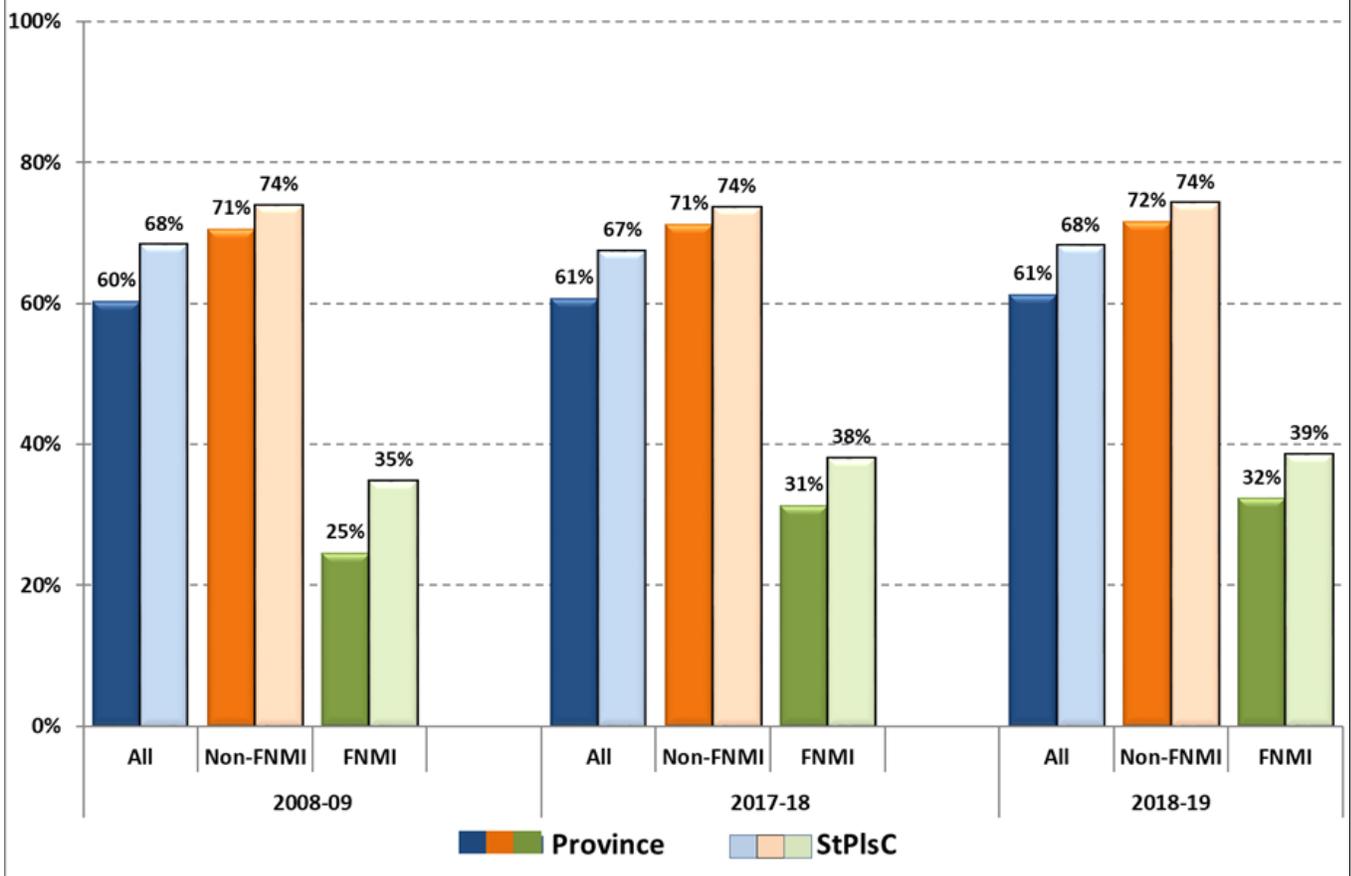
Greater Saskatoon Catholic Schools is proud that in all subject areas First Nations, Métis and Inuit (FNMI) students in the division exceeded the provincial average for FNMI students in 2018-19. However, we are concerned that for every subject area in the division, FNMI students have a lower average final mark than non-FNMI students in the division. In 2018-19, Greater Saskatoon Catholic Schools had two schools participating in the Following Their Voices program (E.D. Feehan Catholic High School and Bishop Murray High School). The work of the Aboriginal Student Achievement Coordinators has been instrumental in supporting individual First Nations, Métis and Inuit students for success. The transition from Community School Coordinator to Aboriginal Student Achievement Coordinator has greatly enhanced targeted outcomes for FNMI students. The deployment of a First Nations, Métis and Inuit Education Coordinator along with consultants to support teachers and schools to enhance student supports, indigenizing the curriculum, and First Nation and Métis family engagement has ensured that all schools are able to actualize their FNMI education levelplan goals. The FNMI Education Unit is committed to continuing to provide a greater presence in schools to enhance teacher and administrator collaboration and support.

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 graph on the following page 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.

Credit Attainment - Percentage Attaining 8 or More Credits, Grades 10-12, Province and St. Paul's RCSSD #20



Notes: Credit attainment measures 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 First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2019

Analysis of Results – Credit Attainment

Credit attainment rates in Greater Saskatoon Catholic Schools has remained fairly consistent over time with a slight increase to 68% of all students achieving 8 or more credits in 2018-19. In order to achieve a higher graduation rate, our school division will need to make progress in this area. As a division we remain above the provincial average overall (GSCS is at 68% while the provincial average is at 61%) and above the provincial FNMI rate (GSCS increased to 39% with the provincial average at 32%). Many of our students will also take a larger number of credits in Grades 10 and 11 and fewer than 8 in their Grade 12 year having already achieved most of the credits required for graduation by the end of Grade 11. While only 68% of Grade 10-12 students achieved 8 or more credits in 2018-19, 75% of Grade 10 and Grade 11 students achieved 8 or more credits per year (not reported above).

Graduation Rates

ESSP Outcome:

By June 30, 2020, Saskatchewan will achieve an 85% three-year graduation rate and a 90% five-year graduation rate.

ESSP Improvement Targets:

- Achieve an annual increase of three percentage points in the provincial three-year graduation rate.
- By June 2018, students will report a 5% increase in intellectual engagement as measured by OurSCHOOL.

<p>School Division goals aligned with the Graduation Rates outcome</p>	<p>By 2020 the Greater Saskatoon Catholic Schools' on-time graduation rate will be 85% and the extended graduation rate will be 90%.</p> <p>By 2020 the Greater Saskatoon Catholic Schools' FNMI graduation rate will be 65% on-time and 75% extended.</p>
<p>School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Graduation Rates outcome</p>	<ul style="list-style-type: none"> • Aboriginal Student Achievement Coordinator served First Nations, Métis and Inuit (FNMI) students in schools based on the size of the FNMI population. • Developed an attendance strategy and incentive. • Measured monthly attendance for student/grade/school/division. • Measured students attaining 8 or more credits in Grades 10 and 11. • Measured credit recovery outcomes. • Pathways to Education cohort process and partnership developed with Saskatoon Tribal Council. Grade 8 and 9 cohorts were developed. • Improved transition planning from Grade 8 to 9 and from high school to life beyond high school. • Individual FNMI student case plans were developed. • The Aboriginal Student Achievement Coordinator worked with administration and Student Services toward our goals. • Building capacity among teachers to improve student engagement and culturally responsive pedagogy was undertaken. • Following Their Voices cohort at E.D. Feehan Catholic High School completed Year 4 and has been extended to Year 5. Bishop Murray High School began participation for the 2018-19 school year. • Student suspension data was collected. • School and division credit attainment data - measured students attaining 8 or more credits in Grade 10. • The percentage of FNMI students attaining 5 or more credits/year was gathered in schools and in the division. • The percentage of FNMI students with 80% or higher attendance was collected. • The percentage of students completing the graduation and post-graduation plan was collected. • Monitored students' able to graduate at the start, middle and end of the school. • Student engagement data was collected using the OurSCHOOL survey. • Relational data was collected.

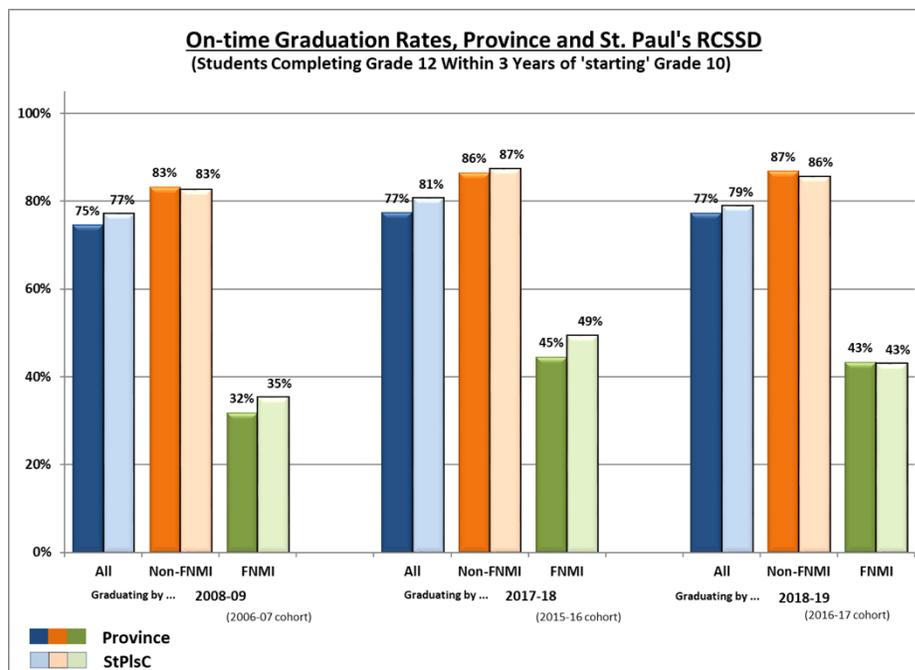
Measures for Graduation Rates

Grade 12 Graduation Rate: On-time (within 3 years)

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.

For the 2018-19 school year, Greater Saskatoon Catholic Schools had an overall on-time graduation rate of 79%. The rate for our FNMI students was 43%, and for our non-FNMI students the rate was 86%.

The following graph displays the percentage of students (all students, non-FNMI and FNMI) in the school 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 First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2019

Analysis of Results – On-time Graduation Rates (within 3 years)

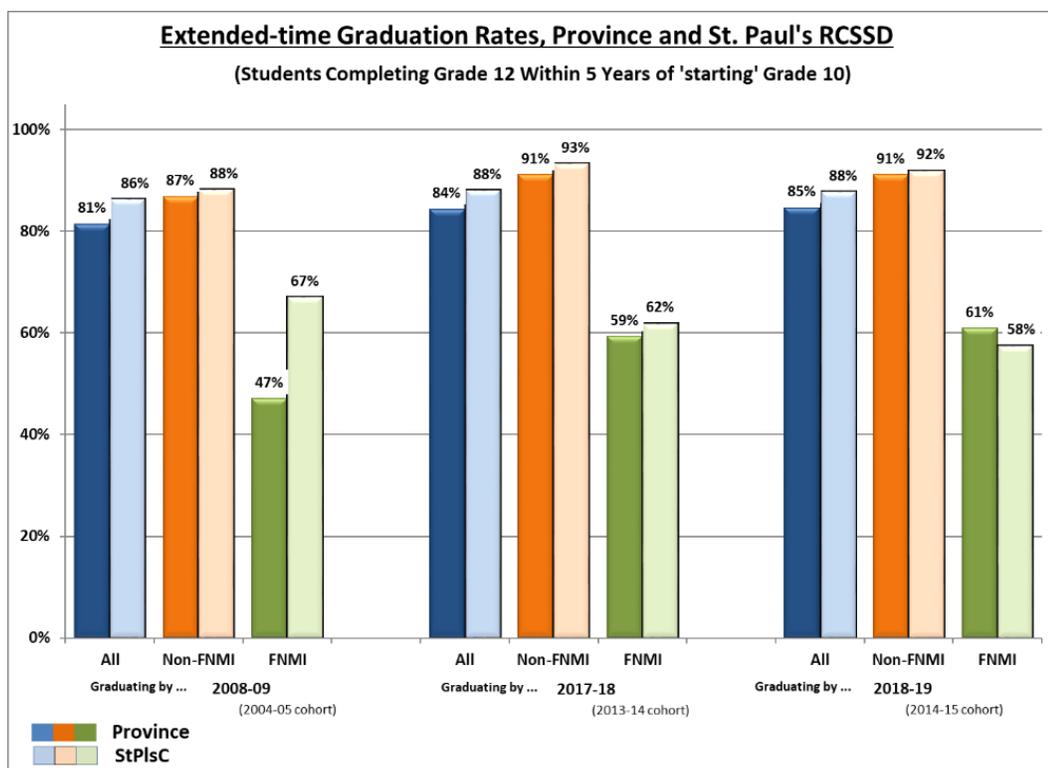
In 2018-19, the on-time graduation rate for Greater Saskatoon Catholic Schools (79%) was 2.0 percentage points above the provincial average overall (77%). Results were at the provincial average for FNMI students and 1.0 percentage point below the provincial average for our non-FNMI students. The graduation rate in Greater

Saskatoon Catholic Schools decreased by 2.0 percentage points for this cohort of students compared to the previous year, and at 79% is 6.0 percentage points below the goal for 2020 overall (85%). Our FNMI on-time graduation rate continues to be below 50% and this is concerning. We are proud of the engagement of our schools in working to be culturally responsive and relational and have a cohort of teachers assessing their practice and improving it to respond to FNMI students in our schools. We presently have two schools in the Following Their Voices program and continue to partner with Saskatoon Tribal Council and Saskatoon Public Schools on the Pathways to Education program. Many of our FNMI students in Grades 8, 9, and 10 are participating in Pathways to Education at this time. We have also developed the miyo machihowin program at E.D. Feehan Catholic High School with a focus on fitness, wellness, training, and culture with a cohort of Grade 9 and 10 FNMI students and continue our Cree Bilingual program at St. Frances Cree Bilingual School with a goal of greater engagement and a recognition of the positive impact language and culture can have on outcomes for students.

Grade 12 Graduation Rate: Extended-time (within 5 years)

Some students need more time to complete all the courses necessary to graduate so they continue in school longer than the typical three years after beginning Grade 10. Extended-time graduation rates are one measure of the responsiveness of the school system. For some of our students this is a plan formed between the school, parent and student. The additional time allows a student additional time to complete the courses required successfully.

The following graph displays the percentage of students (all students, non-FNMI and FNMI) in the school 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.



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 First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2019

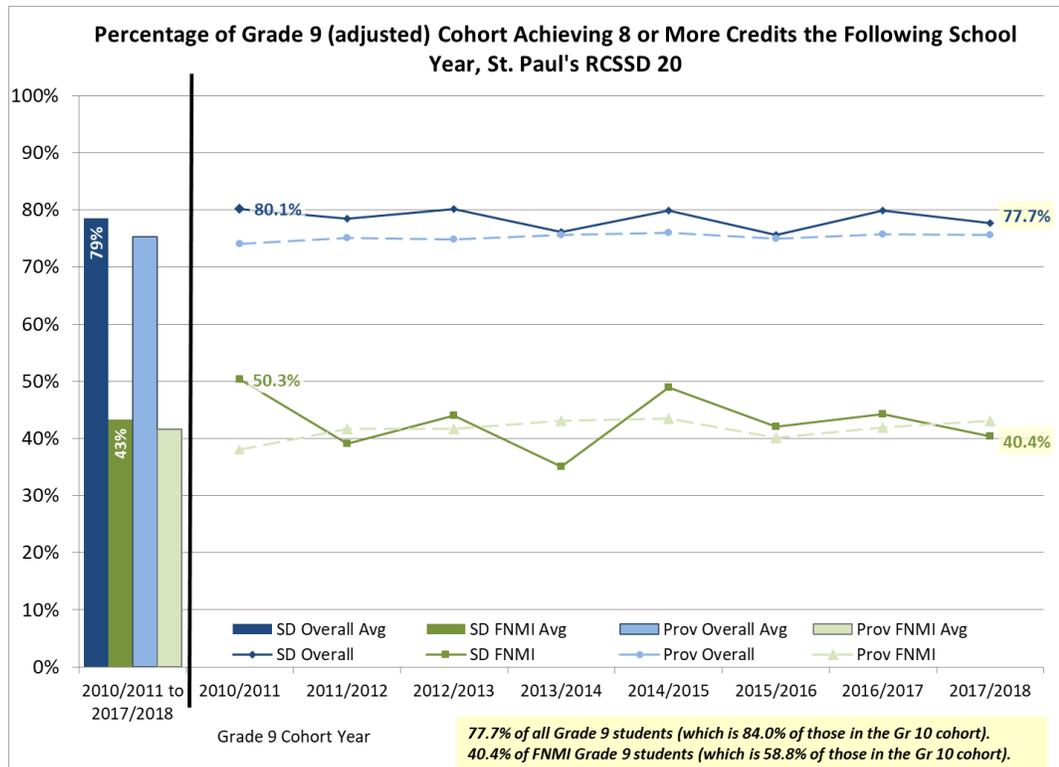
Analysis of Results – Extended-time Graduation Rates (within 5 years)

Greater Saskatoon Catholic Schools had an extended graduation rate of 88.0% for the 2018-19 school year. The FNMI graduation rate for the division was 58.0% (down from 62.0% in 2017-18) and the graduation rate for non-FNMI students in the division was 92%. Extended-time graduation rates for FNMI students continues to be a concern. In 2018-19, Greater Saskatoon Catholic Schools was 3.0 percentage points above the provincial rate for all students, 3.0 percentage points below the provincial rate for FNMI students, and 1.0 percentage points above for non-FNMI students. Many of Greater Saskatoon Catholic Schools' students who require greater academic support and Learning Assistance may require an additional term or two to graduate successfully. Greater Saskatoon Catholic Schools presently serves close to 2,200 English as an Additional Language students. Approximately one quarter of these students begin school in Greater Saskatoon Catholic Schools at the secondary level, presenting them with significant challenges as they work to attain the English language as well as high school credits. We are proud of the work of our staff to support the diversity present in our classrooms as they adapt to meet the needs of all learners.

Grade 9 to 10 Transition

The transition from Grade 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. This measure is intended to show how well Grade 9 students adjust in the transition to Grade 10. Achieving eight or more credits per year is important for steady progress towards graduating on-time.

The chart on the following page displays the percentage of Grade 9 students (all students and the FNMI subpopulation) in the school 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: Grade 9 to 10 transition rates 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 First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2019

Analysis of Results – Grade 9 to 10 Transition

In 2018-19, Greater Saskatoon Catholic Schools achieved an overall rate of 77.7% of students attaining 8 or more credits in the year they transitioned into Grade 10, with a rate of 40.4% for those students who self-identify FNMI. These results are both slightly below the 8-year division averages displayed on the left side of the graphic above (79% overall and 43% for FNMI students, which are both above the provincial averages). The decline in 2018-19 is a concern for the school division.

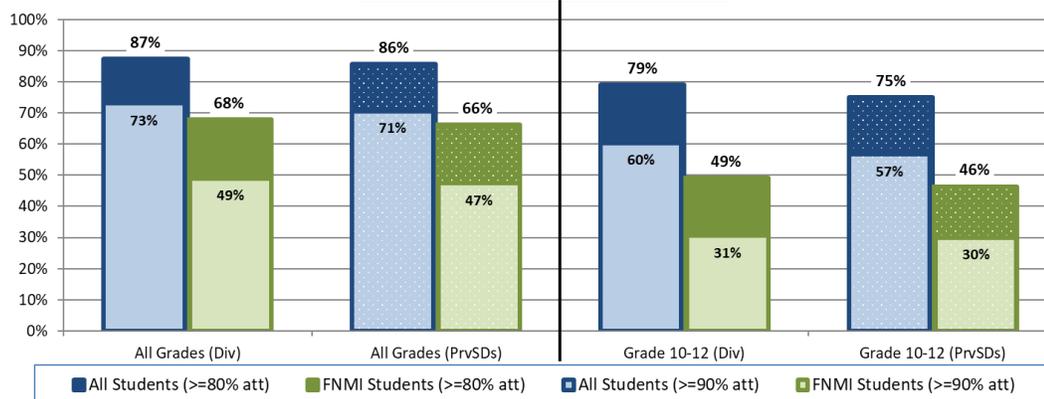
Attendance

Attendance is an important indicator with a strong correlation to measures of student achievement. Students with at least 80% attendance are much more likely to achieve higher educational outcomes than students with lower than 80% attendance. In general, students with at least 90% attendance have even better educational outcomes.

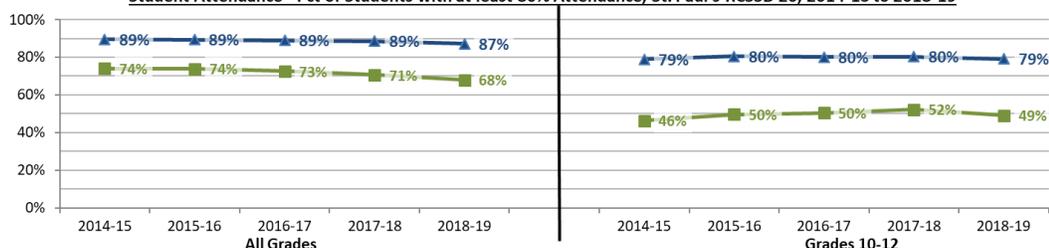
The bar graph on the following page displays the percentage of students in the school division (all students and the FNMI subpopulation) with at least 80% attendance and with at least 90% attendance, for all grades PreK-12

and Grades 10-12, along with provincial results for each category. The line graph shows the percentage of students in the school division in the past five years who have at least 80% attendance for the specified year, with a specific look at grades 10-12.

Percentage of Students With at Least 80% (and 90%) Attendance, St. Paul's RCSSD 20 and Provincial School Divisions, 2018-19



Student Attendance - Pct of Students with at least 80% Attendance, St. Paul's RCSSD 20, 2014-15 to 2018-19



Notes: Percentages represent all attendance that occurred in the school division in the years reported. This includes all reported attendance for students attending the division during that year, whether or not they are currently enrolled in that division, but only includes attendance data while students were enrolled in the school division. Each percentage is a weighted average of the monthly percentages of students enrolled in the division with at least 80% and at least 90% attendance. Results for populations of fewer than ten 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 First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2019

Analysis of Results – Attendance

For the 2018-19 school year, 87% of students in Greater Saskatoon Catholic Schools had an attendance rate of 80% or greater and 73% of students had an attendance rate of 90% or higher. Overall, 68% of FNMI students had an attendance rate of 80% or greater and 49% had an attendance rate of 90% or higher. Grade 10-12 student attendance rate of 80% or greater was 79% overall and 49% for our FNMI students. The attendance rates for Greater Saskatoon Catholic Schools is above the provincial average in all categories. The attendance rates (80% or higher) have been consistent for all students at 89% for the past 5 years with a slight decrease in 2018-19. There is a greater difference in attendance rates between all students and FNMI students at Grades 10-12. This data reinforces a need for the school division to work with parents to improve attendance for all students, and in particular, for FNMI students in Grades 10-12.

Early Years

ESSP 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.

ESSP Improvement Targets:

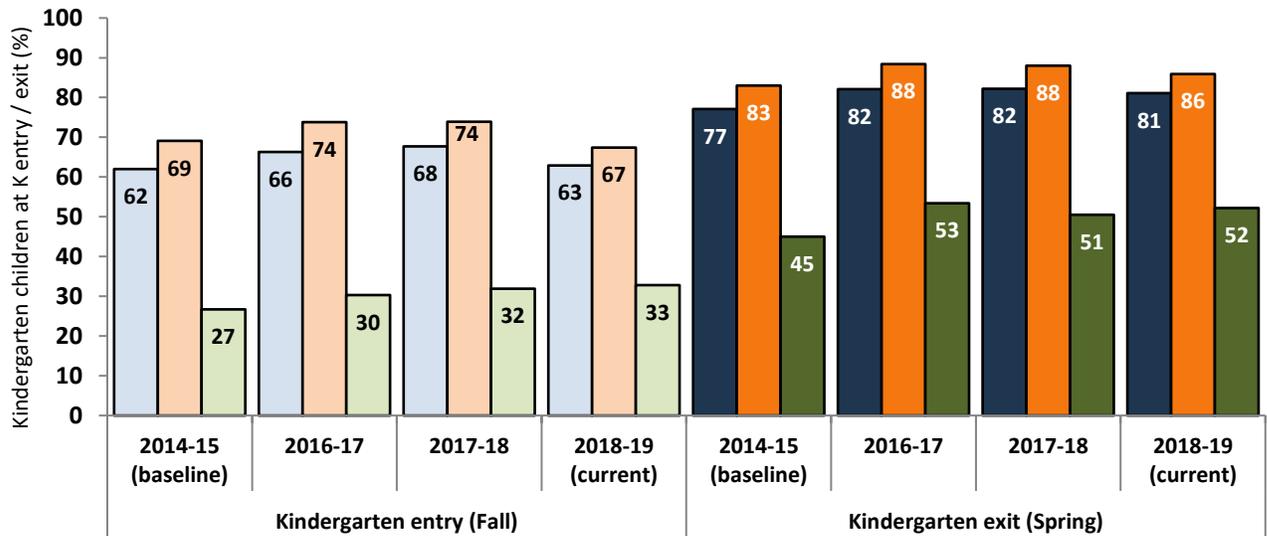
- **By June 2018, 75% of Prekindergarten educators will have completed Responding to Children's Interests (SPDU) workshop and 75% of Kindergarten educators will have completed Literacy Practices in Kindergarten.**

School division goals aligned with the Early Years outcome	<p>In alignment with the board's goals and priorities as well as the Education Sector Strategic Plan, the following goals have been developed for Prekindergarten and Kindergarten:</p> <p>Prekindergarten and Kindergarten classrooms will provide targeted small group instruction using Learning Sprints through high impact strategies engaging literacy learning across the curriculum.</p> <p>Focus was on the following key strategies:</p> <ol style="list-style-type: none">1. Providing job embedded support for new staff to Prekindergarten and Kindergarten;2. Continued implementation of Learning Sprints while responding to the EYE data;3. Providing targeted professional development in early childhood development and brain development; and4. Maintaining partnerships with Early Learning agencies.
School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Early Years outcome	<p>During the 2018-19 school year, the following actions were taken to work towards achieving the outlined goals in Early Learning:</p> <ul style="list-style-type: none">• Continued to provide job embedded professional development to support educators in learning how to use Learning Sprints for students identified in Tier 2 and Tier 3 from the Fall EYE assessments.• Job embedded support was provided to new to Prekindergarten and Kindergarten teachers.• Targeted Professional development 3-.5 days offered to teachers• Oral Language Focus - Hanen: ABC and Beyond• Piloted Fountas and Pinnell Word Study/Phonics resource for 8 K teachers in 11 schools;• Professional development in brain development in the early years;• 40 K/PreK teachers/ Educational Assistants participated in The Amazing Brain in the Early Years professional development• Supported joint use school/childcare partnership• Worked with Regional KidsFirst to plan and support community literacy events held throughout Saskatoon and Martensville• Maintained relationship with Saskatoon Early Years Partnership• Kindergarten teachers were introduced to the modules Literacy Practices in Kindergarten with some completing all the modules• 74% of Prekindergarten educators completed Responding to Children's Interest.

	<p>Early Learning Intensive Support Pilot Program (1st year)</p> <ul style="list-style-type: none"> • 24 identified children attended a Prekindergarten program • Job embedded support was provided for teams hosting an intensive needs child in Prekindergarten.
Measures for Early Years	
Early Years Evaluation	
<p>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 the students 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 a student experiences failure before providing a response.</p> <p>Kindergarten EYE is a statistically significant leading indicator of a student’s likelihood of reading at grade-level in Grade 3. Longitudinal analyses in the province show children who begin Kindergarten with good skills (Tier 1) in key areas, or who develop good levels of skill during their Kindergarten year, are far more likely to become grade-level readers by the end of Grade 3 in comparison to students who leave Kindergarten programs with lower levels of assessed skills.</p> <p>The graph on the following page displays the percentage of children (all children, non-FNMI and FNMI) in the division assessed as Tier 1 at Kindergarten entry and after the Kindergarten year at exit, for the 2014-15 (baseline) year and the three most recent years, as well as provincial results for the same time period.</p>	

Readiness for school: children screened at Tier 1 (%) on Early Years Evaluation – Teacher Assessment (EYE-TA) at Kindergarten entry & exit, baselines (2014-15) & three most recent years

St. Paul's RCSSD 20



Saskatchewan (all divisions)

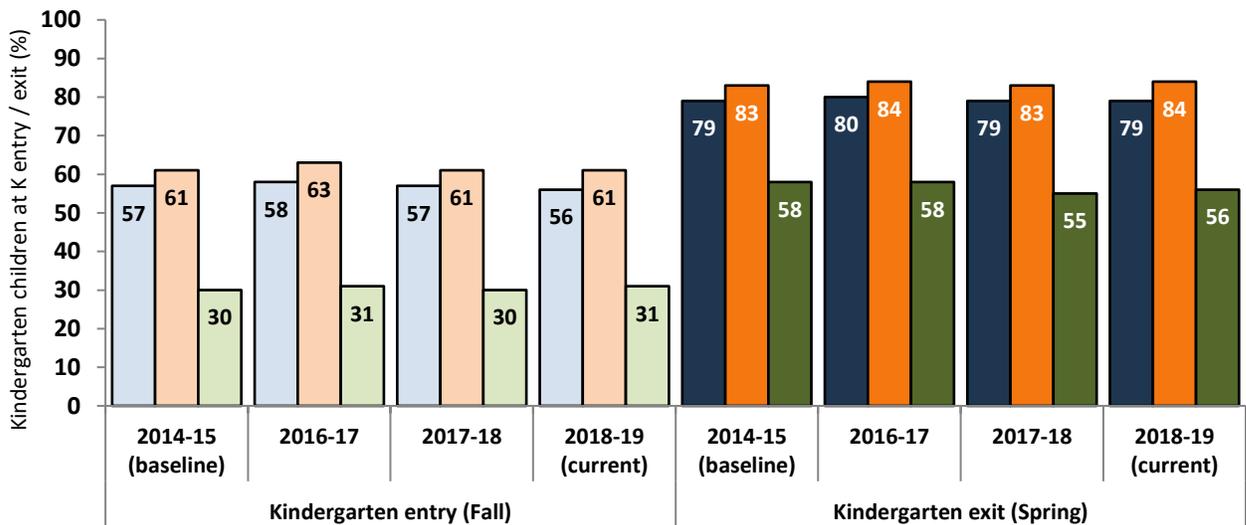


Chart Legend:

Tier 1 children (%) at Kindergarten entry; All children	Tier 1 children (%) at Kindergarten exit; All children	Tier 1 children (%) at Kindergarten entry; Non-declared children	Tier 1 children (%) at Kindergarten exit; Non-declared children	Tier 1 children (%) at Kindergarten entry; Self-declared FNMI children	Tier 1 children (%) at Kindergarten exit; Self-declared FNMI children
---	--	--	---	--	---

Notes: Research shows that early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading challenges. The primary role of EYE is to help inform educational practice. EYE screening at Kindergarten entry is used by classroom teachers and school divisions to identify children who experience difficulties with important skills when they arrive in Kindergarten, and who may need closer

monitoring or further assessment during the year. Children who have difficulty with important skills at Kindergarten entry are also re-assessed before the end of the Kindergarten year, allowing school divisions to measure the impact of their supports and responses. Children assigned Tier 1 RTIs are able to complete developmental tasks without difficulty. These children have a high probability of reading at grade level by Grade 3 - an important predictor of school success, including Grade 12 graduation.

School division EYE-TA displays show results for self-declared First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk children (FNMI) and for those who do not identify as FNMI (non-FNMI), provided both comparison groups consist of a minimum of 10 children. It should be noted that the non-FNMI group may include FNMI students who choose not to self-identify, or who have yet to self-identify.

Source: Ministry of Education, Early Years Branch, 2019

Analysis of Results – Early Years Evaluation

During the 2018-19 school year, 47% of Early Childhood Educators in Greater Saskatoon Catholic Schools had less than 6 years of experience in Early Learning and only 12% had achieved an informal specialized knowledge in Early Childhood Education. Greater Saskatoon Catholic Schools remained focused on providing targeted professional development for teachers in Prekindergarten and Kindergarten programs.

During the 2018-19 school year, Greater Saskatoon Catholic Schools assessed 1,532 students using the Early Years Evaluation (144 students more than the previous year).

- Of the 1,349 non-declared students, 33% entered without the skills ready for school (scoring in either Tier 2 or 3 in the fall assessment), while only 14% scored in Tier 2 or 3 in the spring assessment, thus indicating that 85.9% of non-declared Kindergarten students departed Kindergarten ready for learning in the primary grades. This represents a 5% improvement in growth from the 2017-18 data.
- Of the 224 self-declared First Nations and Métis students, 67% entered without the skills ready for school (scoring in either Tier 2 or 3 in the fall assessment), while 48% scored in Tier 2 or 3 in the spring assessment, thus indicating that 52% of self-declared Kindergarten students departed Kindergarten ready for learning in the primary grades. The growth was consistent with the 2017-18 data.
- In comparison to the provincial data, the trend indicates that Greater Saskatoon Catholic School's non-declared Kindergarten students do slightly better than the provincial results for that group of children, while results for self-declared First Nations and Métis children in Kindergarten in Greater Saskatoon Catholic Schools are slightly lower than the provincial results for that group of children.

Greater Saskatoon Catholic Schools Early Learning strategies and professional development will continue to build on Literacy Practices in Kindergarten, while focusing on relationships of care and connectedness and ensuring a culturally responsive environment for both child and families. We continually seek out new strategies/partnerships to determine how we can close the gap further in a ten-month half-day program.

Greater Saskatoon Catholic Schools is an active member of the Saskatoon Early Years Partnership. Those involved in the partnership will be working together to open a Family Resource Center in December 2019 to provide access to programming for children 0-6. Our data indicates many families are not able to access required supports in our community due to poverty and housing issues.

School Division Local Priority Area: Religious Education

ESSP Outcome:

To strengthen the Catholic dimension of our school division, as we support the faith journey of each individual.

School division goals aligned with local priority area

To strengthen the Catholic dimension of our school division, as we support the faith journey of each individual.

School division actions taken during the 2018-19 school year to support local priority area

- Kindergarten to Grade 4 renewed curriculum and resources have been purchased and implemented. Job-embedded support was provided.
- Human and financial resources have been put into creating faith permeation resources.
- Curriculum implementation and resource support was provided for renewed curriculum and programs in Grade 4 and Catholic Studies 30.
- A Faith Formation Facilitator role was provided at each elementary school.
- High School Chaplaincy was provided at six high schools and supported our staff retreat program.
- The Understanding Your Faith program supported faith development for 85 new teachers supporting their faith journey and providing deeper understanding of the faith dimension in all curricular areas.
- Faith Mentorship: New teachers were mentored by experienced teachers as they were growing in faith.
- Worked closely with our diocesan and eparchy in sharing resources and supporting the faith development of our students, staff, and families.
- Multiple after school faith learning events were hosted through our Parables and Pints program. The sessions were well-attended with approximately 80-100 people attending each of two offerings.
- Worked with the Together in Faith and Action Committee on the following:
 1. Adult Faith Formation
 2. Strengthening Partnerships
 3. Faith and Action
 4. Communications

Local Measures for Religious Education Priority

- 85 teachers were involved in Understanding Your Faith Program
- 10 teachers were involved in Faith Mentorship Program

Multiple formats for sharing access to the renewed Revealing Christ in all We Teach permeation resources have been identified. Teachers and administrators have access through OneStop, Administrator Binder, the Faith Formation Facilitator OneNote, and the Saskatchewan Catholic School Boards Association Provincial website.

As a school division and in consultation with our provincial Catholic school counterparts, there has been a revision of the HIV/Aids materials available for instruction in our schools. This has been done in consultation with our bishop.

Analysis of Results

As a growing school division, Greater Saskatoon Catholic Schools has seen a large increase in the number of new teachers. Part of the expectations of the division is that every teacher has training in religious education. This education can be obtained through a number of options for teachers including university credits, school division professional learning, personal faith mentorship and others. The most popular option is the Understanding Your Faith series which allows staff to acquire the knowledge over a 2-year program consisting of sixteen 3-hour sessions. We continue to see the benefits of this program as we solidify our mission and mandate and invite new staff into a deepening of their faith. In 2018-19, there were more participants in the program than ever before. This was, in part, due to a lack of available university credit options for students to access during their teacher training.

Demographics

Students

Greater Saskatoon Catholic Schools continues to grow. As shown in the table below, since 2014-15 Prekindergarten to Grade 12 enrolment has increased by almost 2,500 students (15.2%). Demographic indicators that are embedded in the enrolment data include:

- the larger cohorts are in Kindergarten to Grade 4, which supports the indication of continued growth;
- the population of new Canadians being welcomed each year continues to grow, with close to 2,200 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 17.4%;
- 3,196 students participated in French immersion programming;
- 191 students (K-12) participated in Ukrainian bilingual programming (division adjusted);
- 453 students (K-8) participated in the Cree bilingual program, an increase of 22 over the previous year;
- 962 students were identified as having intense learning needs;
- 393 students were served in Prekindergarten programs.

St. Paul's RCSSD 20

Grade	2014-15	2015-16	2016-17	2017-18	2018-19
Kindergarten	1,332	1,322	1,354	1,425	1,578
1	1,278	1,394	1,378	1,449	1,552
2	1,287	1,325	1,421	1,418	1,488
3	1,301	1,321	1,373	1,509	1,482
4	1,240	1,320	1,363	1,439	1,601
5	1,187	1,246	1,384	1,417	1,472
6	1,247	1,181	1,268	1,384	1,490
7	1,199	1,290	1,200	1,287	1,417
8	1,196	1,201	1,319	1,209	1,314
9	1,111	1,098	1,140	1,241	1,139
10	1,166	1,181	1,184	1,206	1,369
11	1,058	1,070	1,102	1,136	1,197
12	1,591	1,513	1,478	1,498	1,567
Total	16,193	16,462	16,964	17,618	18,666

PreK	411	419	424	395	393
-------------	-----	-----	-----	-----	-----

Subpopulation Enrolments	Grades	2014-15	2015-16	2016-17	2017-18	2018-19
Self-Identified FNMI	K to 3	884	979	1,048	1,026	998
	4 to 6	629	684	779	770	854
	7 to 9	645	636	658	624	683
	10 to 12	662	721	657	686	705
	Total	2,820	3,020	3,142	3,106	3,240
French Immersion	K to 3	1,118	1,249	1,254	1,356	1,418
	4 to 6	626	652	719	742	816
	7 to 9	435	449	519	527	585
	10 to 12	267	280	313	347	377
	Total	2,446	2,630	2,805	2,972	3,196
English as an Additional Language	1 to 3	436	481	490	523	618
	4 to 6	364	450	547	566	590
	7 to 9	301	354	396	434	433
	10 to 12	378	355	402	494	554
	Total	1,479	1,640	1,835	2,017	2,195

Notes:

- Enrolment numbers are based on headcounts from the Student Data System (SDS) as of September 30 for each school year.
- Enrolments include all residency types, all ages, home-based and home-bound students, with the exception of English as an Additional Language (EAL) enrolments, which exclude non-Saskatchewan residents, students 22 years and older and home-based students.
- PreK enrolments are the 3- and 4-year-old student enrolments in the Student Data System (SDS) which includes those children who occupy the ministry-designated PreK spaces and those in other school division-operated PreK or preschool programs.

Source: Ministry of Education, 2018

Staff

Greater Saskatoon Catholic Schools employs nearly 2,000 people (1,766.2 FTEs) in the Greater Saskatoon area. These very dedicated staff members provide the wide array of services that Greater Saskatoon Catholic Schools offers. The staff component of the division budget represents approximately 80% of the overall expenditures. The vast majority of staff 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. Greater Saskatoon Catholic Schools' staff is to be commended for their dedication in fulfilling their role in educating our students.

Job Category	FTEs
Classroom teachers	1023.6
Principals, vice-principals	105.0
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists, resource centre staff, information technology staff, school clerical staff and other instructional employees	510.5
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	53.0
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	135.5
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	0.0
League of Educational Administrators, Directors and Superintents (LEADS) – e.g., director of education and superintendents	9.0
Total Full-Time Equivalent (FTE) Staff	1836.6

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.

Source: Greater Saskatoon Catholic Schools' Human Resource Services, 2019

Senior Management Team

The Director of Education, Greg Chatlain, reports directly to the Board of Education. Six superintendents of education are responsible for operations and programming. They are responsible for the schools in the division, which have been organized into six networks, with one superintendent responsible for each network.

- Terri Fradette – Elementary School Network; Curriculum, Instruction, Assessment
- Gordon Martell – Elementary School Network; FNMI Education
- François Rivard – Elementary School Network; Division Demographics
- Tammy Shircliff – Elementary School Network; Intensive Needs
- Joanne Weninger – Elementary School Network; Early Years Education; Second Language Education
- Scott Gay – High School Network; Religious Education Services, English as an Additional Language

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 François Rivard is also responsible for school facility planning. A portion of his portfolio encompasses the maintenance and renovation of existing facilities and planning for future facility needs.

The Chief Financial Officer, Joel Lloyd, is responsible for accounting, corporate services, transportation and the day-to-day facility operations.

The Superintendent of Human Resources, Darryl Bazylak, is responsible for planning, recruitment, retention and management of human resources as well as Information/Education Technology.



G. Chatlain



D. Bazylak



T. Fradette



S. Gay



J. Lloyd



G. Martell



F. Rivard



T. Shircliff



J. Weninger

Infrastructure and Transportation

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 Holy Mary Catholic School	K-8	Martensville
École Saskatoon French 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
École St. Peter 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
Holy Trinity Catholic School	K-8	Warman
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 Cree Bilingual 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

School	Grades	Location
St. Kateri Tekakwitha Catholic School	K-8	Saskatoon
St. Lorenzo Ruiz Catholic School	K-8	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. Nicholas Catholic School	K-8	Saskatoon
St. Philip School	K-8	Saskatoon
St. Thérèse of Lisieux Catholic School	K-8	Saskatoon
St. Volodymyr School	K-8	Saskatoon

Infrastructure Projects

Greater Saskatoon Catholic Schools' facilities include:

- 50 schools in five communities.
- The average age of these school facilities is 46 years.
- The oldest school, Oskāyak High School is over 90 years old; the newest schools (Saskatchewan Joint Use School Bundle) are 24 months old.
- The Greater Saskatoon Catholic Schools central office is located at 420 22nd Street East in Saskatoon. The building, constructed in 1958, was purchased by the division in 1976.
- The Service Centre, at 834 45th Street East in Saskatoon, houses Greater Saskatoon Catholic Schools facilities staff and their workshops. Facility planning and maintenance, carpentry, painting, welding and other associated facility services for division schools take place at this location.

Enrolment at Greater Saskatoon Catholic Schools has increased by 3,038 students in the past five years. As a result of this tremendous growth, the utilization rates within Greater Saskatoon Catholic Schools' facilities continue to be very high. Future enrolment projections indicate this increased demand for Catholic education will continue. Relocatable classrooms were added to St. Joseph High School, École St. Matthew School, Georges Vanier Catholic Fine Arts School, and École Holy Mary Catholic School, to accommodate growing enrollment.

Roof replacements as well as mechanical upgrades remain a key focus of our division. The roofing system is a critical element of the building envelope. As such, investment in roof replacements will continue to occur. Roof top units are being replaced within a 5-year plan throughout the division. The new units provide Greater Saskatoon Catholic Schools' students and staff with increased thermal comfort that supports curricular outcomes.

Ongoing maintenance and upkeep are an important part of Greater Saskatoon Catholic Schools 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 they provide an inviting atmosphere where students are welcomed and encouraged to reach their full potential.

Infrastructure Projects			
School	Project	Details	2018-19 Cost
Various	Mechanical Upgrades	Replacement of Roof Top Units at 14 schools in our division. Total of 44 units.	521,093
St. Joseph High School	Roof Replacement	Roof replacement of sections A, HH, O.	700,493
Bishop Roborecki School	Roof Replacement	Roof replacement of sections A, B, C	861,776
St. Joseph High School	Relocatable Classroom Construction	Construction of two relocatable classrooms.	627,121
École St. Matthew School	Relocatable Classroom Construction	Construction of two relocatable classrooms.	601,356
Georges Vanier Catholic Fine Arts School	Relocatable Classroom Construction	Construction of two relocatable classrooms.	998,591
Total			4,310,430

Transportation

Greater Saskatoon Catholic Schools transports 5,246 students on 143 routes within the cities of Saskatoon, Warman, and Martensville. In addition to the regular routes, the school division contracts taxi companies to provide transportation for 45 students with intensive needs and students in remote areas of the city. Students who attend a school within Greater Saskatoon Catholic Schools in the town of Biggar and the cities of Humboldt, Warman, and Martensville are jointly transported with the public school division in each of the respective areas.

Student Transportation 2018-19

Transportation Statistics	
Students transported	5,246
In-town students transported (included in above)	5,071
Transportation routes	143
Number of buses	N/A
Kilometres travelled daily	4563.28 KMs (Round Trip)
Average age of bus	9.5 years
Capacity utilized on buses	80.5%
Average one-way ride time	37 minutes
Longest one-way ride time	86 minutes (Rural Route)
Number of school trips per year	3,029
Kilometres per year travelled on school trips	N/A
Cost per student per year	\$1,492.47
Cost per kilometre travelled	\$14.20

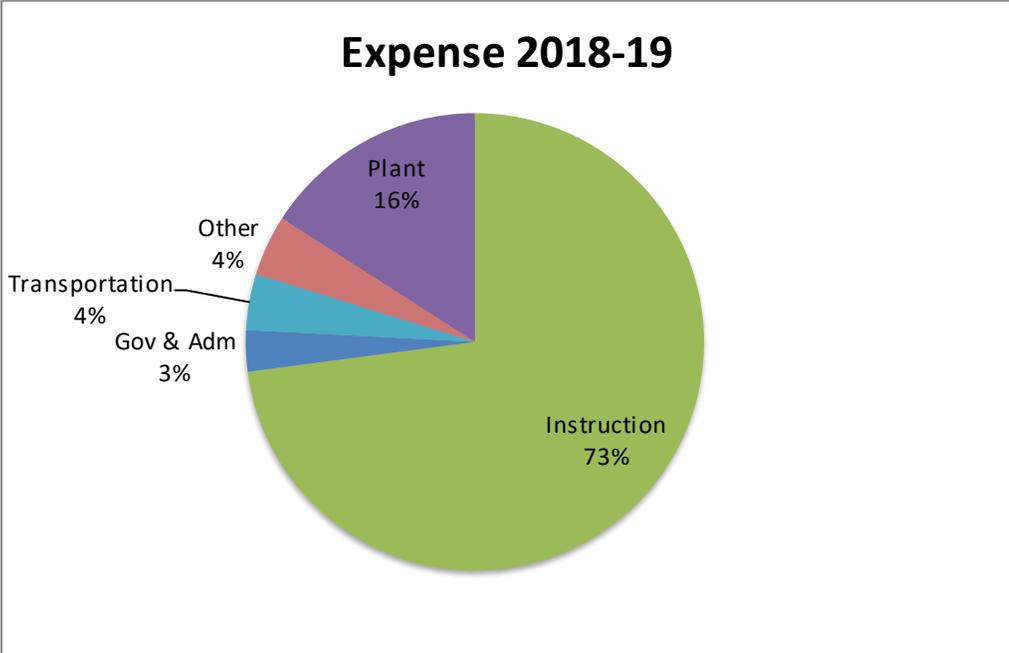
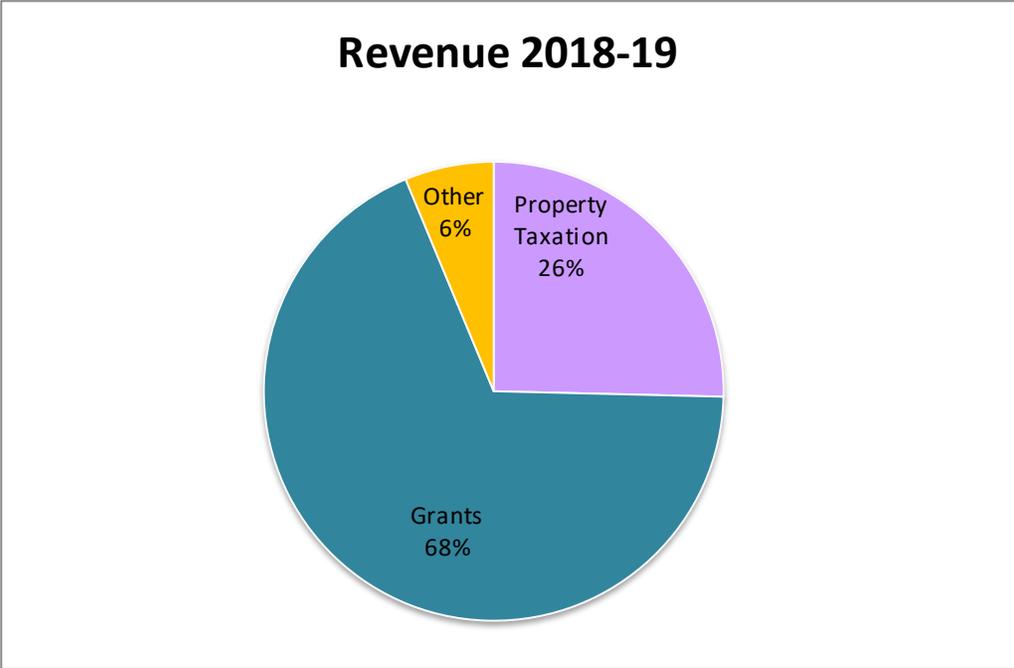
Note:

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

Source: First Student Inc. and Hertz Northern Bus

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2019	2019	2018	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES						
Property Taxation	48,914,281	49,472,751	49,923,392	558,470	1%	
Grants	127,726,373	133,259,630	126,860,577	5,533,257	4%	
Tuition and Related Fees	2,032,529	2,712,811	2,647,607	680,282	33%	1
School Generated Funds	3,543,919	4,700,094	4,240,427	1,156,175	33%	2
Complementary Services	2,075,452	2,145,452	1,926,524	70,000	3%	
External Services	150,000	150,000	150,000	-	0%	
Other	1,375,837	2,491,800	1,957,791	1,115,963	81%	3
Total Revenues	185,818,391	194,932,538	187,706,318	9,114,147	5%	
EXPENSES						
Governance	582,807	590,591	603,695	7,784	1%	
Administration	4,675,222	5,141,107	5,372,449	465,885	10%	4
Instruction	142,633,258	143,854,694	136,250,005	1,221,436	1%	
Plant	30,789,278	31,418,475	31,423,470	629,197	2%	
Transportation	8,405,609	7,829,545	7,901,069	(576,064)	-7%	5
Tuition and Related Fees	10,000	103,227	-	93,227	932%	6
School Generated Funds	3,543,919	4,549,810	3,947,734	1,005,891	28%	7
Complementary Services	2,087,273	2,045,123	1,692,045	(42,150)	-2%	
External Services	150,000	148,774	150,072	(1,226)	-1%	
Other Expenses	1,715,774	1,618,219	1,669,521	(97,555)	-6%	8
Total Expenses	194,593,140	197,299,565	189,010,060	2,706,425	1%	
Surplus (Deficit) for the Year	(8,774,749)	(2,367,027)	(1,303,742)			

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

Note	Explanation
1	The actual number of students enrolled at Cyber School and the International Student Program exceeded budget estimates.
2	Catholic School Community Council fundraising activity continues to increase with additional schools and students.
3	The division received additional reimbursements from insurance claims and interest income.
4	HVAC and roof replacement costs that were budgeted to Preventative Maintenance and Renewal in Plant was expensed to Administration.
5	Extreme weather resulted in cancellation of buses for six days, fuel prices remained lower than forecasted, and ongoing work to find efficiencies all contributed to this variance.
6	A new agreement was formed with Saskatchewan Indian Institute of Technologies. Offsetting revenue from the provincial government was received.
7	Expenditures over budget correlates with increases in school generated funds fundraising activity.
8	The school division did not use the operating line of credit during this fiscal year which reduced interest expenses.

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
Debbie Berscheid	25,326	-	-	956	287	93	26,661
Ron Boechler***	29,087	-	-	2,486	2,730	93	34,396
Diane Boyko*	32,828	899	-	1,669	7,528	658	43,582
Jim Carriere	28,326	-	-	543	4,499	93	33,460
Todd Hawkins	25,326	-	-	193	-	93	25,612
Tim Jelinski	25,326	406	-	1,601	1,803	228	29,363
Alice Risling	25,161	-	-	1,367	-	93	26,621
Wayne Stus**	26,765	-	-	617	1,939	228	29,549
Sharon Zakreski-Werbicki	25,326	-	-	775	2,117	308	28,526

*Chair

**Vice Chair to November 5, 2018

***Vice Chair from November 6, 2018

Personal Services

Information for individuals who received payments for salaries, wages, honorariums, etc. which total \$50,000 or more is available upon request by contacting 306-659-7002.

Transfers

Name	Amount
Greater Saskatoon Catholic Schools Foundation Inc.	232,406

Name	Amount
Horizon School Division #205	50,213
Saskatoon Public Schools	108,930

Supplier Payments

Name	Amount
1 Stop Playgrounds Ltd.	71,680
Acrodex Inc	83,086
Al Anderson's Source for Sport	83,262
Amazon.Ca	163,535
Apple Canada Inc.	368,870
Carmont Construction Ltd.	943,987

Name	Amount
Catholic Family Services	80,835
CDW Canada Corp.	178,688
Century Roofing	93,613
Century West Construction	102,572
Charter Telecom Inc	452,550
City of Saskatoon	2,782,841
Clark Roofing (1964) Ltd.	407,996

Name	Amount
Comfort Cabs. Ltd.	226,354
Committee For Children	58,614
Concept3 Business Interiors	111,585
Costco Wholesale	86,724
Covertite Eastern Ltd	235,999
CP Distributors Ltd.	61,126
CTC/Canadian Test Centre Inc.	51,020
Custom Snow Removal	73,476
Edwards Edwards McEwen	538,316
Eecol Electric	112,225
Eikon Contracting	129,046
Episcopal Corp. Of Saskatoon	104,890
FirstCanada ULC	6,074,162
Flynn Canada Ltd.	967,650
Griffiths Construction	167,323
H & D Dairy Service	54,749
Haid Roofing Ltd.	229,971
HBI Office Plus Inc	215,939
Hertz Northern Bus	1,286,026
Inland Audio Visual Ltd.	63,348
Kemsol	185,642
Klassen Driving School Ltd.	688,116
Kone Inc.	82,926
Konica Minolta Business	658,948
Lifetouch Canada Inc.	81,321
Long & McQuade	66,196
Loraas	71,519
Maplewood Computing Ltd.	96,389
Marsh Canada Limited	336,501
McNally Robinson	68,848
MediChair	53,074
Microcad Computer Corporation	374,261
Nedco	174,718
Nelson Education Ltd	64,860
Nichols Interiors Ltd	332,776
Olympian Sports	75,468

Name	Amount
Open Door Technology Inc.	135,915
Peak Mechanical Ltd	855,227
Pearson Canada Inc.	300,408
PlayWorks Inc.	89,150
Precise Parklink (West) Ltd.	66,675
Precision Asphalt	58,869
Pro AV	107,277
Pro Service Mechanical Ltd	119,403
Professional Psychologists	79,695
Queen's House Retreat & Renewal Centre	53,109
R.L. Cushing Millwork	77,792
Ranch Ehrlo Society	100,730
Real Cdn Superstore	212,539
Riide Holdings Inc.	54,534
Saskatchewan Power Corporation	1,478,129
Saskatoon Prairieland Park	184,616
Saskatoon Tribal Council Inc.	72,402
SaskEnergy	1,013,356
SaskTel	209,209
Scholastic Canada Ltd.	134,299
SIIT Sask Indian Institute	103,227
SRNet Inc.	51,368
Supreme Office Products Ltd	710,925
Sysco Calgary Ltd.	394,350
TCU Place	120,635
The Canada Homestay	440,640
Thorpe Industries Ltd.	260,728
TM Designs Inc	117,082
Trade West Equipment Ltd.	96,290
Travel Masters	288,655
Troy Life & Fire Safety Ltd.	51,006
United Cabs Limited	50,021
Urbanoski, Clint	65,129
Wesclean	431,227
West Unified Communications	52,614
Wild Rose Flooring	61,173

Other Expenditures

Name	Amount
C.U.P.E. 2268	281,949
C.U.P.E. 3730	129,468
Municipal Employees Pension	5,273,889
Receiver General of Canada	37,407,003
Saskatchewan Catholic School Boards Association	59,589
Saskatchewan School Boards Association	2,261,077

Name	Amount
Saskatchewan Teachers Federation	12,836,846
Saskatchewan Workers Compensation Board	277,786
Saskatoon Teachers Association	145,573
Saskatoon Tribal Council Inc.	72,402
SSSAD	54,240
Teachers Superannuation Commission	211,861

Appendix B – Management Report and Audited Financial Statements

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

***CONSOLIDATED FINANCIAL
STATEMENTS***

August 31, 2019

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, MNP LLP, conduct an independent examination in accordance with Canadian auditing standards and express their opinion on the consolidated financial statements. The accompanying Auditors' 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 25, 2019

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

Opinion

We have audited the consolidated financial statements of St. Paul's Roman Catholic Separate School Division No. 20 (the "School Division"), which comprise the consolidated statement of financial position as at August 31, 2019, and the consolidated statements of operations and accumulated surplus from operations, changes in net debt, cash flows and the related schedules for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the consolidated financial position of the School Division as at August 31, 2019, and the results of its consolidated operations, changes in its net debt, and its consolidated cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Consolidated Financial Statements section of our report. We are independent of the School Division in accordance with the ethical requirements that are relevant to our audit of the consolidated financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Matter

The consolidated financial statements of St. Paul's Roman Catholic Separate School Division No. 20 for the year ended August 31, 2018 were reported on by another firm of Chartered Professional Accountants who expressed an unqualified opinion in their Independent Auditor's Report dated December 3, 2018.

Responsibilities of Management and the Trustees of the Board of Education for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of the 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 consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is responsible for assessing the School Division's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the School Division or to cease operations, or has no realistic alternative but to do so.

The Trustees of the Board of Education are responsible for overseeing the School Division's financial reporting process.

Auditor's Responsibilities for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements.

Independent Auditor's Report

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit 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 School Division's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School Division's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School Division to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the School Division to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

We communicate with the Trustees of the Board of Education regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Saskatoon, Saskatchewan

November 25, 2019

MNP LLP

Chartered Professional Accountants

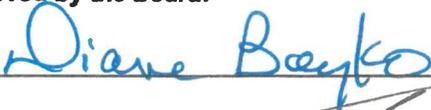
St. Paul's Roman Catholic Separate School Division No. 20
Consolidated Statement of Financial Position
as at August 31, 2019

	2019	2018
	\$	\$
Financial Assets		
Cash and Cash Equivalents	31,528,189	27,283,867
Accounts Receivable (Note 3)	6,552,760	5,043,660
Portfolio Investments (Note 4)	-	56,100
Total Financial Assets	38,080,949	32,383,627
Liabilities		
Accounts Payable and Accrued Liabilities (Note 5)	7,921,914	6,009,911
Long-Term Debt (Note 6)	32,126,190	32,773,772
Liability for Employee Future Benefits (Note 7)	5,629,000	5,473,100
Deferred Revenue (Note 8)	5,376,623	4,273,278
Total Liabilities	51,053,727	48,530,061
Net Debt	(12,972,778)	(16,146,434)
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	277,809,628	283,341,335
Prepaid Expenses	331,893	340,869
Total Non-Financial Assets	278,141,521	283,682,204
Accumulated Surplus (Note 11)	265,168,743	267,535,770

Contractual Rights (Note 16)
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, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$ (Note 14)	\$	\$
REVENUES			
Property Taxes and Other Related Grants	48,914,281	49,472,751	49,923,392
Tuition and Related Fees	127,726,373	133,259,630	126,860,577
School Generated Funds	2,032,529	2,712,811	2,647,607
Complementary Services (Note 9)	3,543,919	4,700,094	4,240,427
External Services (Note 10)	2,075,452	2,145,452	1,926,524
Other	150,000	150,000	150,000
	1,375,837	2,491,800	1,957,791
Total Revenues (Schedule A)	185,818,391	194,932,538	187,706,318
EXPENSES			
Governance	582,807	590,591	603,695
Administration	4,675,222	5,141,107	5,372,449
Instruction	142,633,258	143,854,694	136,250,005
Plant	30,789,278	31,418,475	31,423,470
Transportation	8,405,609	7,829,545	7,901,069
Tuition and Related Fees	10,000	103,227	-
School Generated Funds	3,543,919	4,549,810	3,947,734
Complementary Services (Note 9)	2,087,273	2,045,123	1,692,045
External Services (Note 10)	150,000	148,774	150,072
Other	1,715,774	1,618,219	1,669,521
Total Expenses (Schedule B)	194,593,140	197,299,565	189,010,060
Operating Deficit for the Year	(8,774,749)	(2,367,027)	(1,303,742)
Accumulated Surplus from Operations, Beginning of Year	267,535,770	267,535,770	268,839,512
Accumulated Surplus from Operations, End of Year	258,761,021	265,168,743	267,535,770

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, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
	(Note 14)		
Net Debt, Beginning of Year	(16,146,434)	(16,146,434)	(22,016,621)
Changes During the Year			
Operating Deficit for the Year	(8,774,749)	(2,367,027)	(1,303,742)
Acquisition of Tangible Capital Assets (Schedule C)	(1,146,132)	(5,155,249)	(3,501,973)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	1,000	-
Net Loss on Disposal of Capital Assets (Schedule C)	-	13,564	-
Amortization of Tangible Capital Assets (Schedule C)	11,077,037	10,672,392	10,689,448
Net Change in Other Non-Financial Assets	-	8,976	(13,546)
Change in Net Debt	1,156,156	3,173,656	5,870,187
Net Debt, End of Year	(14,990,278)	(12,972,778)	(16,146,434)

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, 2019

	2019	2018
	\$	\$
OPERATING ACTIVITIES		
Operating Deficit for the Year	(2,367,027)	(1,303,742)
Add Non-Cash Items Included in Deficit (Schedule D)	10,228,901	10,689,448
Net Change in Non-Cash Operating Activities (Schedule E)	1,028,196	4,186,963
Cash Provided by Operating Activities	8,890,070	13,572,669
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(3,075,143)	(5,244,096)
Proceeds on Disposal of Tangible Capital Assets	1,000	-
Cash Used by Capital Activities	(3,074,143)	(5,244,096)
INVESTING ACTIVITIES		
Proceeds on Disposal of Portfolio Investments	56,100	-
Cash Provided by Investing Activities	56,100	-
FINANCING ACTIVITIES		
Repayment of Long-Term Debt	(1,627,705)	(1,836,920)
Cash Used by Financing Activities	(1,627,705)	(1,836,920)
INCREASE IN CASH AND CASH EQUIVALENTS	4,244,322	6,491,653
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	27,283,867	20,792,214
CASH AND CASH EQUIVALENTS, END OF YEAR	31,528,189	27,283,867

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

St. Paul's Roman Catholic Separate School Division No. 20
Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
Property Taxes and Other Related Revenue			
Tax Levy Revenue			
Property Tax Levy Revenue	48,791,995	47,094,226	48,594,791
Revenue from Supplemental Levies	445,120	398,283	313,613
Total Property Tax Revenue	49,237,115	47,492,509	48,908,404
Grants in Lieu of Taxes			
Federal Government	78,263	193,098	328,467
Provincial Government	841,326	951,131	834,993
Other	498,926	700,981	451,455
Total Grants in Lieu of Taxes	1,418,515	1,845,210	1,614,915
Other Tax Revenues			
Treaty Land Entitlement - Urban	-	571,231	-
House Trailer Fees	19,566	21,661	12,539
Total Other Tax Revenues	19,566	592,892	12,539
Additions to Levy			
Penalties	24,457	32,351	27,718
Other	92,937	233,568	378,611
Total Additions to Levy	117,394	265,919	406,329
Deletions from Levy			
Cancellations	(29,349)	(29,626)	(36,244)
Other Deletions	(1,848,960)	(694,153)	(982,551)
Total Deletions from Levy	(1,878,309)	(723,779)	(1,018,795)
Total Property Taxes and Other Related Revenue	48,914,281	49,472,751	49,923,392
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	121,419,814	123,819,037	118,671,131
Other Ministry Grants	2,065,736	1,821,062	1,648,191
Total Ministry Grants	123,485,550	125,640,099	120,319,322
Other Provincial Grants	647,203	770,592	651,346
Federal Grants	-	1,242	97,213
Grants from Others	241,015	268,628	2,071,703
Total Operating Grants	124,373,768	126,680,561	123,139,584
Capital Grants			
Ministry of Education Capital Grants	3,352,605	6,507,956	3,500,747
Other Capital Grants	-	71,113	220,246
Total Capital Grants	3,352,605	6,579,069	3,720,993
Total Grants	127,726,373	133,259,630	126,860,577

St. Paul's Roman Catholic Separate School Division No. 20
Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
School Boards	128,975	43,000	68,571
Federal Government and First Nations	10,000	82,528	51,195
Individuals and Other	1,893,554	2,587,283	2,527,841
Total Tuition Fees	2,032,529	2,712,811	2,647,607
Total Tuition and Related Fees Revenue	2,032,529	2,712,811	2,647,607
School Generated Funds Revenue			
Curricular			
Student Fees	-	2,784	11,759
Total Curricular Fees	-	2,784	11,759
Non-Curricular Fees			
Commercial Sales - Non-GST	56,496	60,445	81,473
Fundraising	799,154	1,158,480	946,658
Grants and Partnerships	430,173	786,982	588,970
Students Fees	2,074,514	2,660,653	2,451,226
Other	183,582	30,750	160,341
Total Non-Curricular Fees	3,543,919	4,697,310	4,228,668
Total School Generated Funds Revenue	3,543,919	4,700,094	4,240,427
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	2,075,452	1,795,452	1,762,524
Other Ministry Grants	-	350,000	164,000
Total Operating Grants	2,075,452	2,145,452	1,926,524
Total Complementary Services Revenue	2,075,452	2,145,452	1,926,524
External Services			
Operating Grants			
Ministry of Education Grants			
Other Ministry Grants	150,000	150,000	150,000
Total Operating Grants	150,000	150,000	150,000
Total External Services Revenue	150,000	150,000	150,000
Other Revenue			
Miscellaneous Revenue	445,714	1,226,661	942,714
Sales & Rentals	857,123	783,861	811,705
Investments	73,000	480,278	203,372
Gain on Disposal of Capital Assets	-	1,000	-
Total Other Revenue	1,375,837	2,491,800	1,957,791
TOTAL REVENUE FOR THE YEAR	185,818,391	194,932,538	187,706,318

St. Paul's Roman Catholic Separate School Division No. 20
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
Governance Expense			
Board Members Expense	245,807	246,660	221,541
Professional Development - Board Members	50,000	31,109	24,049
Grants to School Community Councils	48,000	42,443	93,120
Other Governance Expenses	239,000	270,379	264,985
Total Governance Expense	582,807	590,591	603,695
Administration Expense			
Salaries	3,545,957	3,604,316	3,877,490
Benefits	470,986	495,924	547,026
Supplies & Services	212,679	194,174	286,913
Non-Capital Furniture & Equipment	4,956	1,579	934
Building Operating Expenses	240,623	665,498	466,040
Communications	90,000	72,659	62,765
Travel	35,000	31,943	33,016
Professional Development	15,000	11,672	10,240
Amortization of Tangible Capital Assets	60,021	63,342	88,025
Total Administration Expense	4,675,222	5,141,107	5,372,449
Instruction Expense			
Instructional (Teacher Contract) Salaries	100,160,671	100,794,084	97,723,748
Instructional (Teacher Contract) Benefits	5,334,451	5,178,039	4,748,834
Program Support (Non-Teacher Contract) Salaries	21,303,742	21,859,753	19,741,825
Program Support (Non-Teacher Contract) Benefits	4,526,881	4,613,103	4,299,046
Instructional Aids	2,932,233	3,744,165	3,063,962
Supplies & Services	2,103,360	2,345,759	1,968,915
Non-Capital Furniture & Equipment	735,777	708,932	585,060
Communications	600,581	348,499	297,962
Travel	285,470	227,521	183,759
Professional Development	765,596	565,920	351,143
Student Related Expense	1,313,035	1,307,193	1,224,219
Amortization of Tangible Capital Assets	2,571,461	2,161,726	2,061,532
Total Instruction Expense	142,633,258	143,854,694	136,250,005

St. Paul's Roman Catholic Separate School Division No. 20
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense			
Salaries	7,526,190	7,650,370	7,270,918
Benefits	1,644,893	1,521,520	1,550,070
Supplies & Services	12,230	54,415	8,573
Non-Capital Furniture & Equipment	124,696	295,449	90,688
Building Operating Expenses	12,920,694	13,354,386	13,858,907
Communications	332	137	460
Travel	109,355	93,958	102,282
Professional Development	6,500	2,086	2,851
Amortization of Tangible Capital Assets	8,444,388	8,446,154	8,538,721
Total Plant Operation & Maintenance Expense	30,789,278	31,418,475	31,423,470
Student Transportation Expense			
Salaries	1,520	1,256	133,842
Benefits	-	225	12,553
Contracted Transportation	8,404,089	7,828,064	7,754,674
Total Student Transportation Expense	8,405,609	7,829,545	7,901,069
Tuition and Related Fees Expense			
Tuition Fees	10,000	103,227	-
Total Tuition and Related Fees Expense	10,000	103,227	-
School Generated Funds Expense			
Academic Supplies & Services	-	1,869	1,912
Cost of Sales	40,217	47,223	57,082
School Fund Expenses	3,503,702	4,500,718	3,888,740
Total School Generated Funds Expense	3,543,919	4,549,810	3,947,734

St. Paul's Roman Catholic Separate School Division No. 20
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	\$	\$	\$
Complementary Services Expense			
Instructional (Teacher Contract) Salaries & Benefits	1,288,577	1,277,728	1,164,160
Program Support (Non-Teacher Contract) Salaries & Benefits	728,629	702,511	487,640
Instructional Aids	10,000	122	286
Supplies & Services	-	-	102
Non-Capital Furniture & Equipment	5,000	24,822	-
Travel	-	1,656	509
Professional Development (Non-Salary Costs)	1,500	251	-
Student Related Expenses	32,400	20,191	21,930
Contracted Transportation & Allowances	20,000	16,672	16,248
Amortization of Tangible Capital Assets	1,167	1,170	1,170
Total Complementary Services Expense	2,087,273	2,045,123	1,692,045
External Service Expense			
Instructional (Teacher Contract) Salaries & Benefits	93,258	48,160	77,081
Instructional Aids	8,000	40,007	3,766
Supplies & Services	42,742	60,607	55,647
Travel	-	-	13,578
Student Related Expenses	6,000	-	-
Total External Services Expense	150,000	148,774	150,072
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	158,424	76,609	60,999
Interest on Capital Loans	1,524,436	1,526,379	1,602,240
Interest on Other Long-Term Debt	32,913	667	6,282
Total Interest and Bank Charges	1,715,774	1,603,655	1,669,521
Loss on Disposal of Tangible Capital Assets	-	14,564	-
Total Other Expense	1,715,774	1,618,219	1,669,521
TOTAL EXPENSES FOR THE YEAR	194,593,140	197,299,565	189,010,060

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, 2019

	Land		Buildings		Buildings Short-Term		Other Vehicles		Furniture and Equipment		Computer Hardware and Audio Visual Equipment		Computer Software		Assets Under Construction			
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Tangible Capital Assets - at Cost																		
Opening Balance as of September 1	9,578,065	1,993,602	327,098,245	39,328,310	581,344	11,165,757	9,228,996	357,628	399,331,947	398,392,063								
Additions/Purchases	-	-	-	346,964	100,158	545,009	2,179,091	118,975	5,155,249	1,865,052								
Disposals	(14,564)	-	(110,710)	-	(35,711)	(430,596)	(1,640,734)	(122,977)	(2,355,292)	-								
Transfers to (from)	-	-	-	1,156,416	-	-	-	-	(1,156,416)	-								
Closing Balance as of August 31	9,563,501	1,993,602	326,987,535	40,831,690	645,791	11,280,170	9,767,353	353,626	402,131,904	399,331,947								
Tangible Capital Assets - Amortization																		
Opening Balance as of September 1	-	813,470	79,059,018	26,649,291	425,073	3,399,081	5,369,400	275,279	115,990,612	107,863,253								
Amortization of the Period	-	86,968	6,334,386	1,031,974	94,099	1,117,663	1,936,583	70,719	10,672,392	10,689,448								
Disposals	-	-	(110,710)	-	(35,711)	(430,596)	(1,640,734)	(122,977)	(2,340,728)	(2,562,089)								
Closing Balance as of August 31	N/A	900,438	85,282,694	27,681,265	483,461	4,086,148	5,665,249	223,021	124,322,276	115,990,612								
Net Book Value																		
Opening Balance as of September 1	9,578,065	1,180,132	248,039,227	12,679,019	156,271	7,766,676	3,859,596	82,349	283,341,335	290,528,810								
Closing Balance as of August 31	9,563,501	1,093,164	241,704,841	13,150,425	162,330	7,194,022	4,102,104	130,605	277,809,628	283,341,335								
Change in Net Book Value	(14,564)	(86,968)	(6,334,386)	471,406	6,059	(572,654)	242,508	48,256	(5,531,707)	(7,187,475)								
Disposals																		
Historical Cost	14,564	-	110,710	-	35,711	430,596	1,640,734	122,977	2,355,292	2,562,089								
Accumulated Amortization	-	-	110,710	-	35,711	430,596	1,640,734	122,977	2,340,728	2,562,089								
Net Cost	14,564	-	-	-	-	-	-	-	14,564	-								
Price of Sale	-	-	-	-	1,000	-	-	-	1,000	-								
Gain (Loss) on Disposal	(14,564)	-	-	-	1,000	-	-	-	(13,564)	-								

Sch C

Closing net book value of tangible capital assets includes total leased tangible capital assets of \$784,098 (2018 - \$0) in Computer Hardware and Audio Visual Equipment. Amortization of \$196,025 (2018 - \$0) has been recorded on these assets.

St. Paul's Roman Catholic Separate School Division No. 20
Schedule D: Consolidated Non-Cash Items Included in Deficit
for the year ended August 31, 2019

	2019	2018
	\$	\$
Non-Cash Items Included in Deficit		
Amortization of Tangible Capital Assets (Schedule C)	10,672,392	10,689,448
In-Kind Ministry of Education Capital Grants for Joint-Use Schools		
Project included in Deficit	(457,055)	-
Net Loss on Disposal of Tangible Capital Assets (Schedule C)	13,564	-
Total Non-Cash Items Included in Deficit	10,228,901	10,689,448

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, 2019

	2019	2018
	\$	\$
Net Change in Non-Cash Operating Activities		
(Increase) Decrease in Accounts Receivable	(1,509,100)	4,233,194
Increase (Decrease) in Accounts Payable and Accrued Liabilities *	1,269,075	(492,633)
Increase in Liability for Employee Future Benefits	155,900	297,400
Increase in Deferred Revenue	1,103,345	162,548
Decrease (Increase) in Prepaid Expenses	8,976	(13,546)
Total Net Change in Non-Cash Operating Activities	1,028,196	4,186,963

* This amount does not include the \$642,928 increase in accounts payable and accrued liabilities related to the acquisition of tangible capital assets.

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2019

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 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 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 – 58.3% (2018 – 58.1%)

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 and liabilities at the date of the consolidated 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 \$5,629,000 (2018 - \$5,473,100) because actual experience may differ significantly from actuarial estimations.
- Property taxation revenue of \$49,472,751 (2018 - \$49,923,392) because final tax assessments may differ from initial estimates.

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2019

2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

- Useful lives of tangible capital assets and related amortization \$10,672,392 (2018 - 10,689,448) 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.

All financial instruments 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 revenues or expenses. 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.

Remeasurement Gains and Losses have not been recognized by the school division in a statement of remeasurement gains and losses because it does not have financial instruments that give rise to material gains or losses.

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 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

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2019

2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

recorded at cost less valuation allowances. These allowances are recorded where collectability is considered doubtful.

Portfolio Investments consist of guaranteed investment certificates (GICs) 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).

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 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.

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 will provide economic benefits in one or more future periods such as insurance, Saskatchewan School Boards Association fees, Workers' Compensation premiums and software licenses.

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.

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.

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2019

2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

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.

h) Employee Pension Plans

Multi-Employer Defined Benefit 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). 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:

i) Government Transfers (Grants)

Grants from governments are considered to be government transfers. Government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability. Transfers with stipulations are recorded as deferred revenue and recognized as revenue in the consolidated statement of operations and accumulated surplus from operations as the stipulation liabilities are settled. Payments made by the Government of Saskatchewan on behalf of the school division for Joint-Use capital projects are recorded as government transfers with ownership of schools vesting with the school division.

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2019

2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

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.

On January 1, 2018, pursuant to *The Education Property Tax Act*, the Government of Saskatchewan became the taxing authority for education property tax. The legislation provides authority to separate school divisions to set a bylaw to determine and apply their own mill rates for education property taxes. For both the 2018 and 2019 taxation years, the school division does have a bylaw in place.

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 as revenue 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 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:

	2019		2018	
	Total Receivable	Net of Allowance	Total Receivable	Net of Allowance
Taxes Receivable	\$ 1,759,105	\$ 1,759,105	\$ 1,128,443	\$ 1,128,443
Provincial Grants Receivable	3,100,489	3,100,489	1,120,098	1,120,098
Other Receivables	1,693,166	1,693,166	2,795,119	2,795,119
Total Accounts Receivable	\$ 6,552,760	\$ 6,552,760	\$ 5,043,660	\$ 5,043,660

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2019

4. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	<u>2019</u>	<u>2018</u>
Portfolio investments in the cost and amortized cost category:	<u>Cost</u>	<u>Cost</u>
Home Trust Company GIC, interest of 2.35%	\$ -	\$ 10,000
Canadian Western Bank GIC, interest of 2.35%	-	11,600
ING Bank of Canada GIC, interest of 2.70%	-	34,500
Total portfolio investments	\$ -	\$ 56,100

5. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	<u>2019</u>	<u>2018</u>
Accrued Salaries and Benefits	\$ 3,432,466	\$ 3,092,187
Supplier Payments	4,343,094	2,895,584
Other	146,354	22,140
Total Accounts Payable and Accrued Liabilities	\$ 7,921,914	\$ 6,009,911

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2019

6. LONG-TERM DEBT

Details of long-term debt are as follows:

		2019	2018
Capital Loans:	BMO 5.01% twenty year fixed rate loan, payable in blended monthly instalments of \$179,973 until December 2033.	\$ 22,140,922	\$ 23,080,114
	Royal Bank 4.25% twenty year fixed rate loan, payable in blended monthly instalments of \$77,106 until December 2031.	8,915,207	9,405,576
	BMO 1.98% five year fixed rate loan, payable in blended monthly instalments of \$15,422 until March 2020.	122,284	288,082
		31,178,413	32,773,772
Other Long-Term Debt	Capital Lease: Five year capital lease for Konica Minolta multifunction printing devices, variable monthly cost per copy payment based on usage, bearing interest at 0.42%, expiring June 30, 2024.	947,777	-
		947,777	-
Total Long-Term Debt		\$ 32,126,190	\$ 32,773,772

Future principal repayments over the next 5 years are estimated as follows:

	Capital Loans	Capital Leases	Total
2020	\$ 1,893,840	\$ 194,548	\$ 2,088,388
2021	1,718,055	195,350	1,913,405
2022	1,801,509	196,156	1,997,665
2023	1,889,041	196,965	2,086,006
2024	1,980,850	164,758	2,145,608
Thereafter	21,895,118	-	21,895,118
Total	\$ 31,178,413	\$ 947,777	\$ 32,126,190

Principal and interest payments on long-term debt are as follows:

	Capital Loans	Capital Leases	2019	2018
Principal	\$ 1,595,358	\$ 32,347	\$ 1,627,705	\$ 1,836,920
Interest	1,526,379	667	1,527,046	1,608,522
Total	\$ 3,121,737	\$ 33,014	\$ 3,154,751	\$ 3,445,442

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2019

7. 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, 2018 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2019.

Details of the employee future benefits are as follows:

	2019	2018
Long-term assumptions used:		
Discount rate at end of period	1.93% per annum	3.00% per annum
Inflation rate and productivity (excluding merit and promotion) - Teachers	2.50% per annum	2.50% per annum
Inflation rate and productivity (excluding merit and promotion) - Non-Teachers	3.00% per annum	3.00% per annum
Expected average remaining service life (years)	14	14

Liability for Employee Future Benefits	2019	2018
Accrued Benefit Obligation - beginning of year	\$ 5,028,900	\$ 5,486,100
Current period service cost	427,800	444,800
Interest cost	157,600	155,100
Benefit payments	(406,600)	(331,400)
Actuarial loss (gain)	554,500	(725,700)
Accrued Benefit Obligation - end of year	5,762,200	5,028,900
Unamortized Net Actuarial (Loss) Gain	(133,200)	444,200
Liability for Employee Future Benefits	\$ 5,629,000	\$ 5,473,100

Employee Future Benefits Expense	2019	2018
Current service cost	\$ 427,800	\$ 444,800
Amortization of net actuarial (gain) loss	(22,900)	28,900
Benefit cost	404,900	473,700
Interest cost	157,600	155,100
Total Employee Future Benefits Expense	\$ 562,500	\$ 628,800

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2019

8. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2018	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2019
Capital projects				
Federal capital tuition	\$ 21,004	\$ -	\$ (21,004)	\$ -
Other Non-Government deferred capital transfers	72,912	-	(20,412)	52,500
Total capital projects deferred revenue	93,916	-	(41,416)	52,500
Non-capital deferred revenue				
International Student Program tuition	2,375,747	2,577,500	(2,375,747)	2,577,500
Holy Family Community Space	1,115,400	-	(50,700)	1,064,700
Facility rentals	4,488	9,851	(4,488)	9,851
Property tax income	683,727	1,672,072	(683,727)	1,672,072
Total non-capital deferred revenue	4,179,362	4,259,423	(3,114,662)	5,324,123
Total Deferred Revenue	\$ 4,273,278	\$ 4,259,423	\$ (3,156,078)	\$ 5,376,623

9. 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:

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	2019	2018
Revenues:			
Operating Grants	\$ 2,145,452	\$ 2,145,452	\$ 1,926,524
Total Revenues	2,145,452	2,145,452	1,926,524
Expenses:			
Salaries & Benefits	1,980,239	1,980,239	1,651,800
Instructional Aids	122	122	286
Supplies and Services	-	-	102
Non-Capital Furniture & Equipment	24,822	24,822	-
Travel	1,656	1,656	509
Professional Development (Non-Salary Costs)	251	251	-
Student Related Expenses	20,191	20,191	21,930
Contracted Transportation & Allowances	16,672	16,672	16,248
Amortization of Tangible Capital Assets	1,170	1,170	1,170
Total Expenses	2,045,123	2,045,123	1,692,045
Excess of Revenue over Expenses	\$ 100,329	\$ 100,329	\$ 234,479

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2019

10. EXTERNAL SERVICES

External services represent those services and programs that are outside of the school division's learning/learning support and complementary programs. These services have no direct link to the delivery of the school division's K-12 programs nor do they directly enhance the school division's ability to deliver its K-12 programs.

Following is a summary of the revenues and expenses of the External Services programs operated by the school division:

Summary of External Services Revenues and Expenses, by Program	Invitational Shared Services Initiative	2019	2018
Revenues:			
Operating Grants	\$ 150,000	\$ 150,000	\$ 150,000
Total Revenues	150,000	150,000	150,000
Expenses:			
Salaries & Benefits	48,160	48,160	77,081
Instructional Aids	40,007	40,007	3,766
Supplies and Services	60,607	60,607	55,647
Travel	-	-	13,578
Total Expenses	148,774	148,774	150,072
Excess (Deficiency) of Revenues over Expenses	\$ 1,226	\$ 1,226	\$ (72)

11. ACCUMULATED SURPLUS

Accumulated surplus represents the financial assets and non-financial assets of the school division less liabilities. This represents the accumulated balance of net surplus arising from the operations of the school division including school generated funds.

Certain amounts of the accumulated surplus, as approved by the Board of Education, have been designated for specific future purposes. These internally restricted amounts, or designated assets, are included in the accumulated surplus presented in the consolidated statement of financial position. The school division does not maintain separate bank accounts for designated assets.

Details of accumulated surplus 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, 2019

11. ACCUMULATED SURPLUS (Cont'd)

	August 31 2018	Additions during the year	Reductions during the year	August 31 2019
Invested in Tangible Capital Assets				
Net Book Value of Tangible Capital Assets	\$ 283,341,335	\$ 5,155,249	\$ 10,686,956	\$ 277,809,628
Less: Debt owing on Tangible Capital Assets	(32,773,772)	(980,123)	(1,627,705)	(32,126,190)
	250,567,563	4,175,126	9,059,251	245,683,438
PMR maintenance project allocations	1,299,278	3,777,181	2,437,856	2,638,603
Designated Assets				
Capital projects				
Designated for tangible capital asset expenditures	687,410	330,253	269,132	748,531
Other				
Board elections	75,000	50,000	-	125,000
Claims fluctuation reserve	100,000	-	-	100,000
Coordinator carryover	417,601	661,609	277,601	801,609
Curricular renewal and implementation	1,270,000	150,000	-	1,420,000
Facility renewal and construction	3,367,526	-	-	3,367,526
Federal playground grant	50,000	-	50,000	-
Holy Family maintenance fund	152,100	50,700	-	202,800
Humboldt Collegiate Institute	331,101	32,855	-	363,956
Invitational Shared Services Initiative	7,500	150,000	148,731	8,769
JUSP unfixed furniture and equipment and minor works	102,081	-	-	102,081
Modular classroom moves and new construction	1,039,307	-	-	1,039,307
Oskayak High School	1,415,804	237,493	-	1,653,297
Saskatoon French School	500,028	89,815	-	589,843
Scholarship funds	225,523	5,941	61,567	169,897
School decentralized budget carryover	136,070	170,603	136,070	170,603
School furniture replacement	450,000	250,000	124,500	575,500
School generated funds	1,426,524	22,313	-	1,448,837
Snow removal	50,000	25,000	-	75,000
	11,803,575	2,226,582	1,067,601	12,962,556
Unrestricted Surplus	3,865,354	18,792	-	3,884,146
Total Accumulated Surplus	\$ 267,535,770	\$ 10,197,681	\$ 12,564,708	\$ 265,168,743

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.

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2019

12. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2019 Actual	2018 Actual
Governance	\$ 246,660	\$ 343,931	\$ -	\$ -	\$ 590,591	\$ 603,695
Administration	4,100,240	977,525	-	63,342	5,141,107	5,372,449
Instruction	132,444,979	9,247,989	-	2,161,726	143,854,694	136,250,005
Plant	9,171,890	13,800,431	-	8,446,154	31,418,475	31,423,470
Transportation	1,481	7,828,064	-	-	7,829,545	7,901,069
Tuition and Related Fees	-	103,227	-	-	103,227	-
School Generated Funds	-	4,549,810	-	-	4,549,810	3,947,734
Complementary Services	1,980,239	63,714	-	1,170	2,045,123	1,692,045
External Services	48,160	100,614	-	-	148,774	150,072
Other	-	25,324	1,592,895	-	1,618,219	1,669,521
TOTAL	\$ 147,993,649	\$ 37,040,629	\$ 1,592,895	\$ 10,672,392	\$ 197,299,565	\$ 189,010,060

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) and 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 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:

	2019			2018
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	1,222	2	1,224	1,174
Member contribution rate (percentage of salary)	9.50% - 11.70%	6.05% - 7.85%	6.05% - 11.70%	6.05% - 13.50%
Member contributions for the year	\$ 10,053,185	\$ 7,674	\$ 10,060,859	\$ 11,402,221

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2019

13. PENSION PLANS (Cont'd)

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. 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:

	2019	2018
Number of active School Division members	731	710
Member contribution rate (percentage of salary)	9.00%	8.15% - 9.00%
School Division contribution rate (percentage of salary)	9.00%	8.15% - 9.00%
Member contributions for the year	\$ 2,479,692	\$ 2,185,581
School Division contributions for the year	\$ 2,479,692	\$ 2,185,581
Actuarial extrapolation date	31-Dec-18	31-Dec-17
Plan Assets (in thousands)	\$ 2,487,505	\$ 2,469,995
Plan Liabilities (in thousands)	\$ 2,024,269	\$ 2,015,818
Plan Surplus (in thousands)	\$ 463,236	\$ 454,177

14. BUDGET FIGURES

Budget figures included in the consolidated financial statements were approved by the Board of Education on June 25, 2018 and the Minister of Education on August 22, 2018.

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.

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2019

15. PARTNERSHIP (Cont'd)

The following is a schedule of relevant financial information as stated within the financial statements for the partnership for the year ended August 31, 2019. These amounts represent 100% of the partnership's financial position and activities.

	2019	2018
Tangible Capital Assets	\$ 14,671,263	\$ 15,126,611
Total Assets	\$ 14,671,263	\$ 15,126,611
Accumulated Surplus	\$ 14,671,263	\$ 15,126,611
Total Liabilities and Accumulated Surplus	\$ 14,671,263	\$ 15,126,611
Revenue	\$ 3,806,543	\$ 3,836,346
Expenses	(3,750,189)	(3,685,917)
Total Operating Surplus	\$ 56,354	\$ 150,429
Less: Allocated to Horizon School Division No. 205	(23,507)	(63,030)
Less: Allocated to St. Paul's Roman Catholic Separate School Division No. 20	(32,847)	(87,399)
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 58.3% (2018 – 58.1%). 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:

	2019	2018
Tangible Capital Assets	\$ 10,105,678	\$ 10,419,075
Revenue	\$ 2,218,889	\$ 2,228,917
Expenses	\$ (2,186,034)	\$ (2,141,518)

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 designated assets as disclosed in Note 11 – Accumulated Surplus.

16. CONTRACTUAL RIGHTS

Significant contractual rights of the school division are as follows:

Three-year facility lease agreement for Sion Middle School to STC Urban First Nations Services Inc. of \$342,729, ending August 30, 2021.

	Sion Middle School
2020	\$ 114,243
2021	114,243
Total Contractual Rights	\$ 228,486

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2019

17. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

On July 4, 2014, the school division signed a five-year contract with Hertz Northern Bus for student transportation services, with an option to extend the contract for an additional three years. The option was exercised December 11, 2017, extending the contract to June 30, 2022.

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.

	Transportation Services
2020	\$ 7,080,834
2021	7,259,712
2022	7,443,956
2023	6,515,485
	\$ 28,299,987

The school division leases instructional space for its Opening Doors Program from PNV Holdings Ltd. On July 8, 2019, the school division signed a three-year lease extension for the period ending August 31, 2022. The annual lease cost is \$46,200.

On June 25, 2019 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 21.37 million.

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:				
2020	\$ 46,200	\$ 46,200	\$ 198,082	\$ 198,082
2021	46,200	46,200	198,082	198,082
2022	46,200	46,200	198,082	198,082
2023	-	-	198,082	198,082
2024	-	-	165,070	165,070
Total future minimum lease payments	138,600	138,600	957,398	957,398
Interest costs	-	-	(9,621)	(9,621)
Total Lease Obligations	\$ 138,600	\$ 138,600	\$ 947,777	\$ 947,777

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2019

18. 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).

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 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 as at August 31, 2019 was:

	August 31, 2019				
	Total	0-30 days	30-60 days	60-90 days	Over 90 days
Grants Receivable	\$ 3,100,489	\$ 3,100,489	\$ -	\$ -	\$ -
Other Receivables	1,434,161	992,413	6,332	5,058	430,358
Net Receivables	\$ 4,534,650	\$ 4,092,902	\$ 6,332	\$ 5,058	\$ 430,358

Receivable amounts related to GST are not applicable to credit risk, as these do not meet the definition of a financial instrument.

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, 2019				
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 7,921,914	\$ 7,921,914	\$ -	\$ -	\$ -
Long-term debt (includes interest)	43,447,176	1,734,050	1,672,362	13,099,134	26,941,630
Total	\$ 51,369,090	\$ 9,655,964	\$ 1,672,362	\$ 13,099,134	\$ 26,941,630

iii) Market Risk

The school division is exposed to market risks with respect to interest rates is 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 \$28,000,000 with interest payable monthly at a rate of prime minus 1.00% per annum, which was approved by the Ministry of Education on

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2019

18. RISK MANAGEMENT (Cont'd)

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, 2019.

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.

19. COMPARATIVE INFORMATION

Certain comparative figures have been reclassified to conform to the current year's presentation.