



**St. Paul's Roman Catholic Separate School
Division #20
2019-20 Annual Report**

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School Division Contact Information



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

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[https://wwwauth.gscs.ca/board/Documents/2019-2020 Annual Report-Ministry of Education.pdf](https://wwwauth.gscs.ca/board/Documents/2019-2020%20Annual%20Report-Ministry%20of%20Education.pdf)

Letter of Transmittal

Honourable Dustin Duncan
Minister of Education

Dear Minister Duncan:

The Board of Education of St. Paul's Roman Catholic Separate School Division 20 is pleased to provide you and the residents of the school division with the 2019-20 annual report. This report presents an overview of St. Paul's Roman Catholic School Division's goals, activities and results for the fiscal year September 1, 2019 to August 31, 2020. 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, 2019, and ending August 31, 2020.

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. In March 2020, adjustments were made in response to the COVID-19 pandemic which included having staff work from home and offering remote supplemental learning opportunities for students for the remainder of the school year. By August 31, plans were in place to ensure a safe return to school buildings for students and staff for the new school year.

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 govern 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, 2020 are:

Saskatoon	Ron Boechler (Board Vice-chair)
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
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 this past 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 a CSCC in 2019 -2020.

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 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 learning improvement plans. CSCCs had the opportunity to look at school data (i.e. Benchmarks, OurSCHOOL), 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 learning improvement plans. Learning improvement plans are on the agenda at each meeting and improved student learning is the focus. CSCC also support school learning improvement plans by volunteering in the classroom to support in the area of literacy and numeracy (i.e. listening to students read, practicing math concepts). They have also provided financial support to purchase levelled reading books, technology, author visits, etc.

Each of our schools works collaboratively with their CSCCs, to offer a variety of different activities to promote family engagement and community participation. These events are well attended and provide school teams to continue to foster and build positive relationships with families. Some of the activities within Greater Saskatoon Catholic Schools include:

- Family Engagement Evenings (i.e. family dance, school carnivals)
- Family Christmas Caroling
- Family Literacy Evenings
- Family Advent Evenings
- CSCCs provided regular insert for the school newsletter highlighting events and invitations for families to become involved.
- Treaty Medal Installation

Greater Saskatoon Catholic Schools continues to recognize and acknowledge the importance of providing training and ongoing professional development with our CSCCs during the 2019-2020 school year. We provided all CCCC members and principals our Handbook for Principals, Catholic School Community Councils, and a Quick Reference Guide to support and guide their work. As a division, we have a CCCC OneNote binder where we add updated resources and information to support their work.

This past year, our trustees attended at least one CCCC meeting at each school throughout the year which allowed them the opportunity to dialogue at the community level. We also planned for four evening sessions for networking and learning but had to cancel our last event due to the novel coronavirus (COVID-19) pandemic.

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

- Doctor Michael Unger presented on how parents can build resiliency skills with their children.
- Presentation on finances and the tools that we have in place to support CSCCs in managing their funds.
- Presentation on the different technology tools that CSCCs have available to them and how they could use these tools to support their work.

Greater Saskatoon Catholic Schools' Board of Education provided each Catholic School Community Council with a \$1,000 grant to support their work and \$30,969.00 was spent over last year. These funds were used in a variety of ways to support the operation of the CCCC. 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 CCCC members to attend workshops to enhance and deepen their understanding of their role.



Michael Unger illustrates the complex web of relationships and interactions during his resiliency presentation to parents and staff.

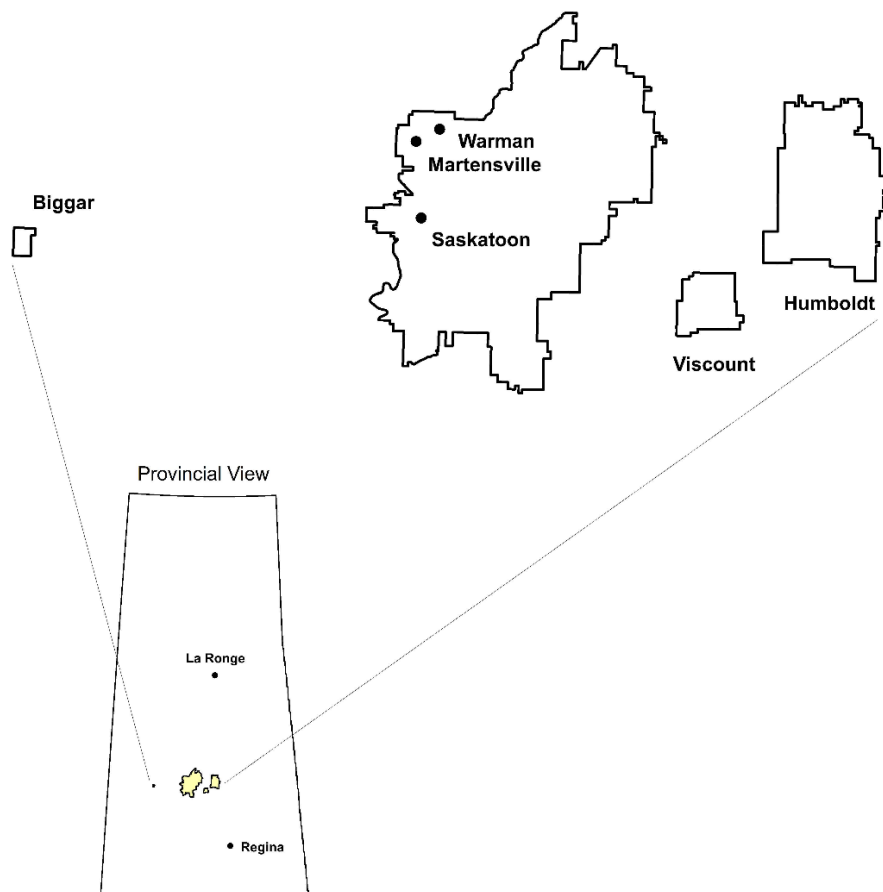
School Division Profile

About Us

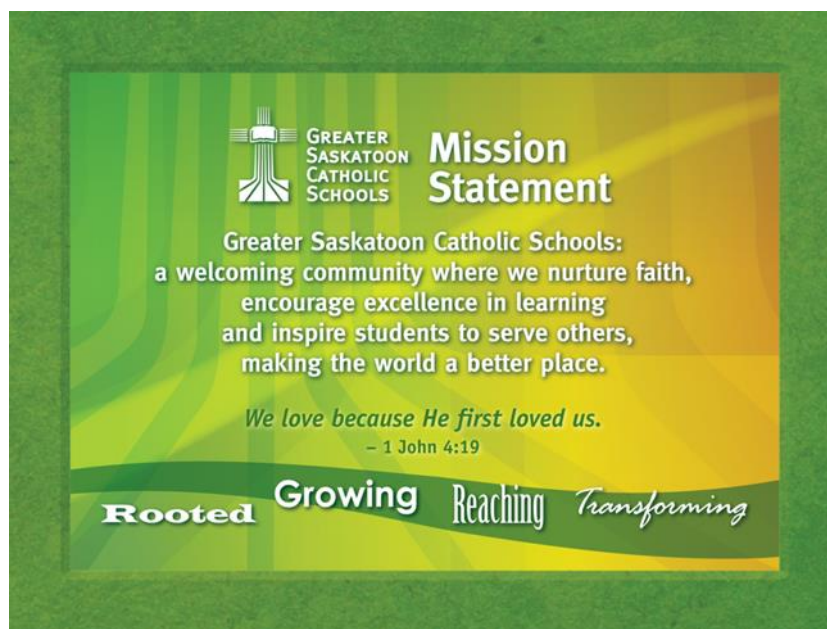
Situated on Treaty 6 territory and traditional homeland of the Métis, Greater Saskatoon Catholic Schools is Saskatchewan's largest Catholic school division. Over 19,000 students attend our 50 schools—43 elementary and seven high school. We proudly provide Catholic education from Prekindergarten through 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 Greater Saskatoon Catholic Schools in 2010 and 2014 respectively. Those two cities are also part of subdivision 1.

St. Paul's RCSSD No. 20 August 2020



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 St. Thomas More College and Our Lady of Guadalupe Parish, the Roman Catholic Indigenous parish in Saskatoon.

Greater Saskatoon Catholic Schools (GSCS) has had partnerships with Saskatoon Tribal Council (STC) and Central Urban Métis Federation Inc. (CUMFI), since 2007. In June of 2020, a partnership was struck with the Métis Nation of Saskatchewan aimed at supporting Early Learning initiatives and Michif language learning. The partnership with CUMFI (*CUMFI and GSCS Educational Alliance*) was renewed in 2016 with a focus on Métis education and language development at St. Michael Community School. The partners agreed to focus on developing a co-governance model to enhance the sustainability of future initiatives. Other Métis cultural initiatives were created through our work with Dumont Technical Institute, Gabriel Dumont College, and the Saskatchewan Urban Teacher Program (SUNTEP). Gabriel Dumont Institute has collaborated with GSCS for the past 15 years on the Summer Gardening Program for various GSCS schools. 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 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, we have partnered with the United Way of Saskatoon and Area to provide the Summer Success Program. This 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.

We have expanded our partnerships with the University of Saskatchewan and St. Thomas More College, collaborating to support on-campus learning initiatives for students from St. Frances Cree Bilingual School, to create innovative Indigenous faith development initiatives, and to strengthen students' interest in science and technology. This work also resulted in new partnership prospects with the Canadian Light Source. A partnership between Greater Saskatoon Catholic Schools, the Saskatoon Tribal Council, and the University of Saskatchewan's Indian Teacher Education Program has been developed for the purpose of initiating a Professional Development School at St. Frances Cree Bilingual School. Professional Development schools facilitate the collaboration of partners to enhance shared professional learning, community engagement and innovation.

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. We are fortunate to host agencies in several of our schools 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 (school-based optometry clinic), and private practice child psychology services.

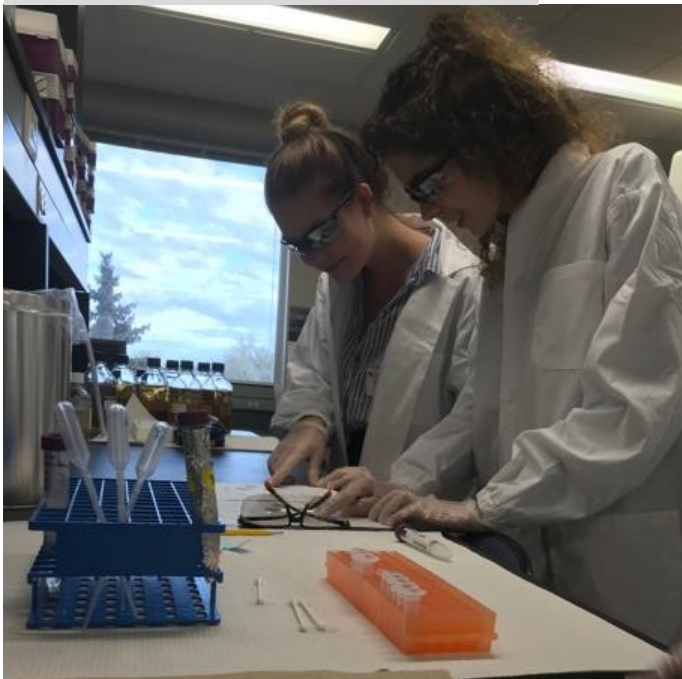
In addition to collaborating with urban First Nations organization such as the Federation of Sovereign Indigenous Nations (FSIN), Saskatchewan Indian Cultural Centre (SICC) and the Saskatchewan Indian Institute of Technology (SIIT), we collaborate with Saskatoon Tribal Council to explore co-governance aimed at ensuring the partnership between the board and STC Chiefs is sustainable and positioned for the growth of Saskatchewan's Indigenous population.

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



Partnership with the College of Nursing at the University of Saskatchewan gives students access to health services, like eye exams, at St. Frances Cree Bilingual School.

Students get hands-on learning at VIDO-InterVac (Vaccine and Infectious Disease Organization – International Vaccine Centre) through SIEC partnership.



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.

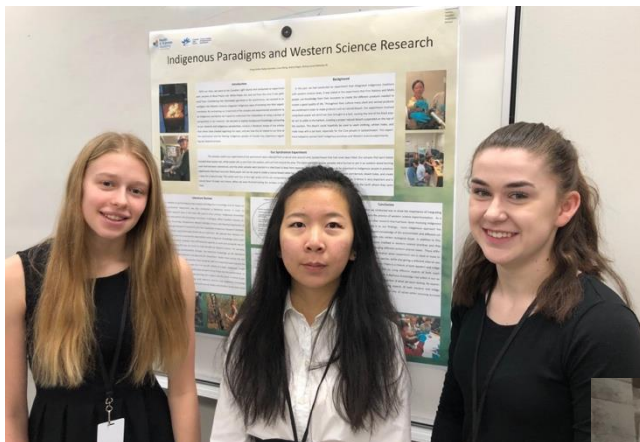
Within Greater Saskatoon Catholic Schools, we have developed a common language of quality core instruction. Our Classroom Commitment defines key aspects of curriculum, environment, instruction and assessment that we strive for within each of our classrooms. Relational and culturally responsive pedagogy is connected to criteria and indicators within quality core instruction supporting cultural competency. Our commitment supports the actualization of a quality learning experience for all students.

Schools engage in strategic planning aligned to Education Sector and board goals. Schools annually collaborate to review student data and develop Learning Improvement Plans that support student achievement. School staff reflect on quality core instructional strategies and actualize the selected strategies while monitoring the impact on student outcomes. This action research cycle is embedded within professional learning communities using short cycles of improvement called Sprints. Teacher professional learning within a job-embedded framework supports an ongoing student-centred development model.

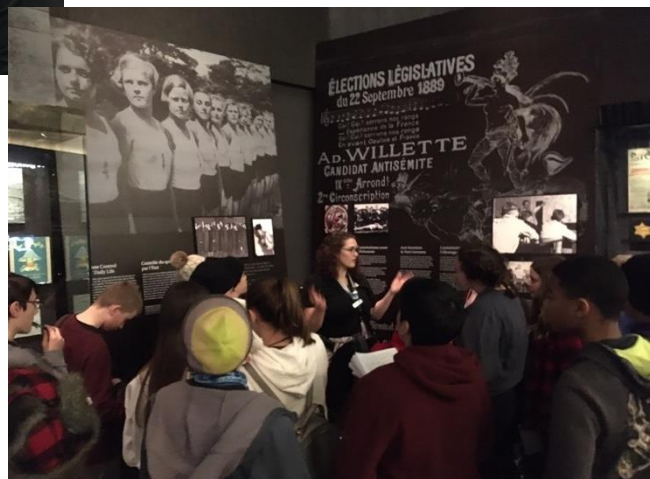
Our distinct approach to education is reflected in the supports and services we provide. Samples of such supports and services include:

- 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 intensive 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 at St. Michael School - Kindergarten to Grade 8; Core Michif programming at St. Michael Community School - Kindergarten to Grade 3;
- 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.



Health and Sciences Academy students (housed at Bishop James Mahoney High School) present their research findings at the Canadian Light Source.



EcoJustice students visit the Canadian Museum for Human Rights

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. 2019-20 was the fifth year of deployment of the 2014-2020 ESSP.

Enduring Strategies of the 2014-2020 ESSP:

- 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.

In 2018, prior to the 2019-2020 school year, the education sector partners began to co-construct a provincial education plan for 2020-2030. In November 2019, a framework which had been developed collaboratively by the education sector partners was released. This framework provides the foundation within which a plan for education for 2020-2030 will be developed. The Education Sector Strategic Plan will continue to guide the education sector until the provincial education plan is in place.

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

Education partners in Saskatchewan continue to work together to implement *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 ESSP. *Inspiring Success* guides and informs 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:

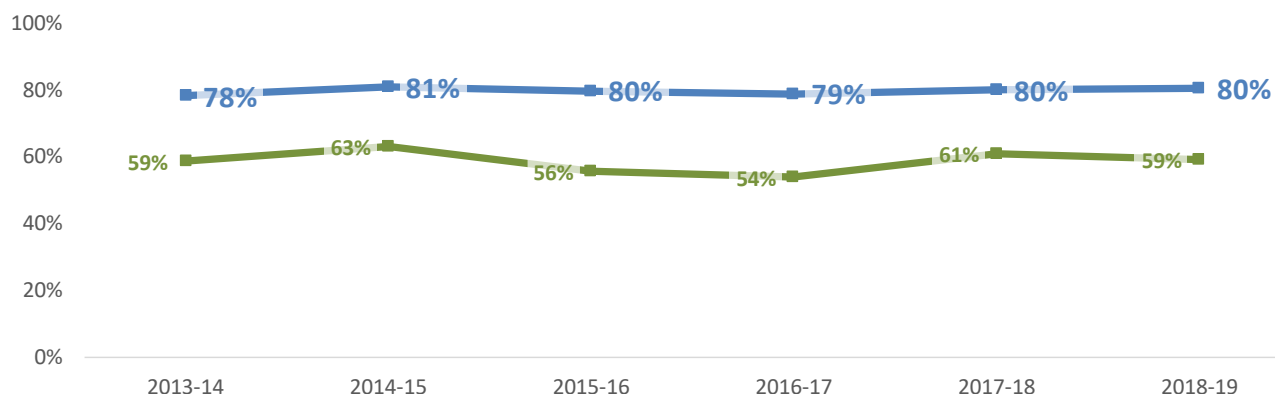
- By June 2018, at least 75% of students will be at or above grade level in reading and writing.
- By June 2019, at least 75% of students will be at or above grade level in math.

<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 2019-20 school year to achieve the outcomes and targets of the Reading, Writing and Math at Grade Level outcome</p>	<p>During the 2019-20 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 and March. • Grade 4-8 students were assessed using the Benchmark Reading Assessment System in November. • Wrap around job-embedded literacy support was provided in two schools to support small group differentiated reading instruction focused on supporting outcomes for First Nations, Métis and Inuit students in Grades 1-3. • Professional learning was provided for teachers new to Grades 1-3 and Grades 4-8 based on Quality Core Instruction in literacy using <i>Saskatchewan Reads</i>. • Fountas and Pinnell Word Study and Phonics Resource and professional learning pilot was expanded to include additional teachers in Kindergarten and Grade 1. • Additional support was allocated for Levelled Literacy Intervention in schools that demonstrated additional resource 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. • All teachers new to Grade 4, 7 and 9 received professional learning on common provincial writing rubrics, continuum and instructional strategies connected to curricular outcomes. • Grade 1-8 teachers engaged in optional professional learning on common provincial writing rubrics, continuum and instructional strategies connected to curricular outcomes. • After school learning opportunities were provided for new teachers in literacy and mathematics. • Professional learning was provided to Kindergarten to Grade 9 teachers new to their grade level in mathematics.

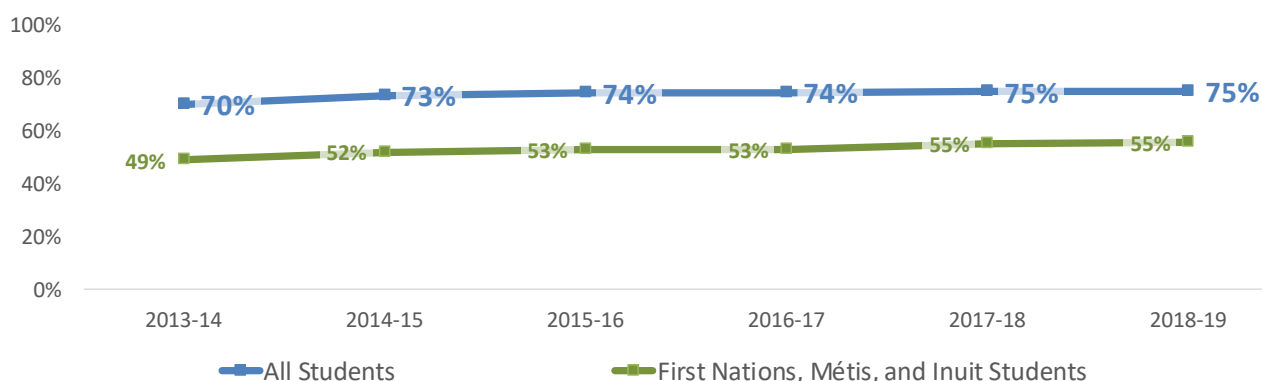
	<ul style="list-style-type: none"> • Optional professional learning was provided to teachers new to teaching combined grade math. • All Grade 2, 5 and 8 teachers received professional learning on the mathematics number strand provincial rubric, instructional strategies, assessment and resources connected to curricular outcomes. • Job-embedded support was provided for Grades 2, 5 and 8 within the mathematics number strand. • Grade 1-9 teachers were provided the option to attend professional learning on Quality Core Instruction in mathematics and the common mathematics number strand rubric. • Teacher resources were provided on basic math facts to support student achievement within the number strand. • Additional support 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 at Grade Level	
Proportion of Grade 3 Students Reading At or Above Grade Level	
<p>Grade 3 reading levels are considered a leading indicator of future student performance. In response to the <i>Saskatchewan Plan for Growth</i> improvement target, Grade 3 reading levels have been tracked using provincially developed benchmarks since 2014. Ensuring that each year a greater proportion of Grade 3 students 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.</p> <p>The data display on the following page shows the five-year trend (2013-14 to 2018-19) overall, FNMI, and non-FNMI. As a result of the COVID-19 pandemic response, June 2020 reading data is unavailable.</p>	

Percentage of Grade 3 Students Reading At or Above Grade Level, 2013-14 to 2018-19

St. Paul's RCSSD 20



Saskatchewan (all divisions)



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, 2020

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

Greater Saskatoon Catholic Schools' Grade 3 reading outcomes have remained above the provincial results for all students and FNMI students since 2013-14. Division outcomes for all Grade 3 students have remained stable over the past five years. Division outcomes for FNMI Grade 3 students have fluctuated by 7.0 percentage points over the past five years. Outcomes have increased 5.0 percentage points since 2016-17 for FNMI Grade 3 students as we continue to focus our supports to improve outcomes for FNMI students.

The division gap between the outcomes of students and their non-FNMI peers represented a 21.0 percentage point difference (80.0% compared to 59.0%) in 2018-19. This continues to outline the need for expanded supports and resources for schools with high FNMI student population.

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 2020, 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 2020, school divisions will achieve parity between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit students on the OurSCHOOL engagement measures (Student Engagement, Inclusion and Learning).

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

FNMI high school students in Engaging Pedagogies classrooms will report a 5% increase in teacher expectations in achievement in the division pre- and post-assessment data.

There will be a 10% increase in the percentage of students who report feeling supported by an Aboriginal Student Achievement Coordinator compared to the 2018-2019 survey results.

There will be a 10% increase in the percentage of students supported by Aboriginal Student Achievement Coordinators who report that they have an adult in their school that they can go to for help compared to the 2018-2019 survey results.

There will be a 10% increase in the number of GSCS FNMI students who access paediatric services compared to the 2018-2019 results.

80% of Grade 12 Science teachers will report an increase in the inclusion of FNMI content within the Science curriculum outcomes and indicators in the division survey.

80% of K-2 students will meet grade level expectations for Treaty Learning Outcomes.

80% of all teachers in schools that have identified Métis Education as an LIP goal will implement the K-8 “I can” statements.

100% of St. Frances Cree Bilingual School students will participate in Indigenous land-based curriculum learning opportunities.

900 students will participate in Indigenous learning programming at Eagle Creek.

Students participating in the Oskapewis Cultural Literacy Project will achieve 85% mastery of project outcomes.

Students participating in the after-school Fiddle Program at E.D. Feehan Catholic High School will achieve 20 hours of instructional time.

60% of St. Frances Cree Bilingual students will be at or above grade level in the nehiyaw language competency assessment.

	<p>An average of 20 Dene students will participate in eight Dene culture-based afterschool programming sessions.</p> <p>Ten Dene families will participate in a Dene language and cultural immersion camp.</p>
<p>School division actions taken during the 2019-20 school year to achieve the outcomes and targets of the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome</p>	<ul style="list-style-type: none"> • 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 12 Science teachers to actualize FNMI content in curriculum outcome indicators. • The FNMI Education Unit worked with all schools to implement K to 8 school-level Treaty Education strategies. • The FNMI Education Unit supported all schools who identified Métis education as a priority within their Learning Improvement Plan. • Students at St. Frances Cree Bilingual School participated in land-based Indigenous learning activities. • The FNMI Education Unit coordinated, developed and delivered Fall land-based Indigenous learning activities at Ed & May Scissons Environmental Centre. • Selected Grade 6-8 FNMI students participated in the Oskapewis Cultural Literacy Project to acquire attributes of Indigenous cultural participation and enhance writing skills. • 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 at one school. • The Board of Education worked with Saskatoon Tribal Council in the development of principles of co-governance.
<p>Measures for Improving First Nations, Métis and Inuit Student Engagement and Graduation</p>	
<p>Average Final Marks</p>	
<p>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.</p> <p>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.</p>	

Average Final Marks in Selected Secondary-Level Courses, 2019-20

Subject	All Students		Non-FNMI		FNMI	
	Province	StPlsRCSSD	Province	StPlsRCSSD	Province	StPlsRCSSD
English Language Arts A 10 (Eng & Fr equiv)	75.1	77.2	78.5	79.1	62.9	63.7
English Language Arts B 10 (Eng & Fr equiv)	75.7	77.9	79.1	79.9	64.3	66.7
Science 10 (Eng & Fr equiv)	73.8	75.1	77.5	77.1	61.8	63.4
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	73.5	78.8	77.1	80.4	63.0	67.1
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	76.8	78.3	79.0	79.1	65.5	68.7
English Language Arts 20 (Eng & Fr equiv)	77.3	78.9	79.6	79.8	67.0	71.1
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	70.0	69.5	72.7	73.7	64.9	64.3
Math: Foundations 20 (Eng & Fr equiv)	77.4	75.7	79.1	76.3	67.8	68.2

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, 2020

Analysis of Results – Average Final Marks

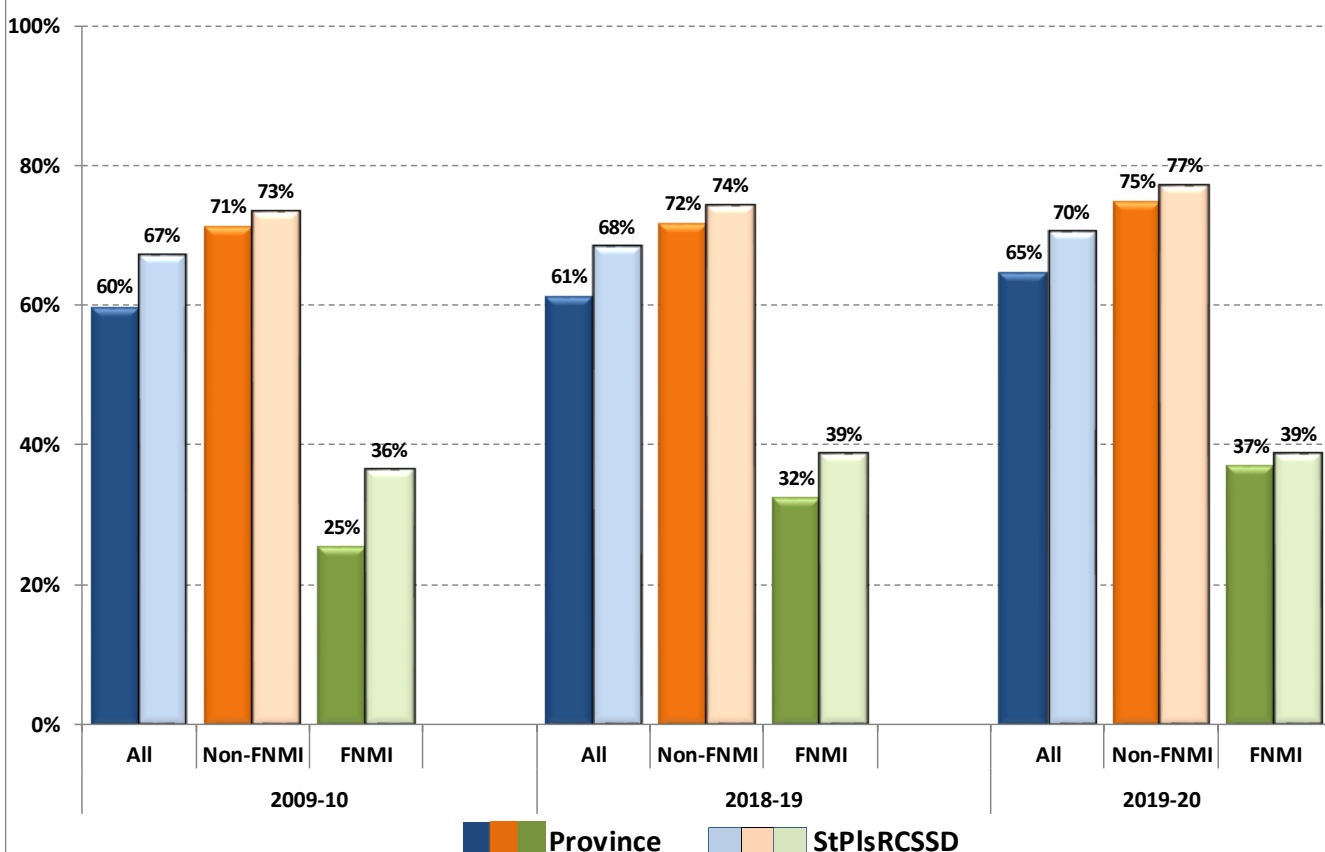
Greater Saskatoon Catholic Schools is proud that in all subject areas FNMI students in our division exceed the provincial average for FNMI students other than in Workplace and Apprenticeship 20 where we are at 0.6 percentage points below the provincial average mark. However, we are concerned that for every subject area in our division, FNMI students have a lower average final mark than non-FNMI students in our division. In 2019-20, 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). Oskāyak High School was accepted to the Following Their Voices program this year. The work of the Aboriginal Student Achievement Coordinators has been instrumental in supporting individual First Nations, Métis and Inuit students for success. 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 ensures that all schools are able to actualize their FNMI Education Learning Improvement Plan goals. The FNMI Education Unit commits to continue to provide greater presence in schools to enhance teacher and administrator collaboration and support. The mīyo machihowin Academy and Cree Bilingual program were enhanced and expanded in 2019-2020 at St. Frances Cree Bilingual School with the addition of a Grade 9 cohort in Cree Bilingual education and the mīyo machihowin Academy expanded to include Grade 10.

Credit Attainment

Credit attainment provides a strong predictive indicator of a school system's three-year 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, 2020

Analysis of Results – Credit Attainment

Greater Saskatoon Catholic Schools' percentage of students attaining 8 or more credits in Grades 10-12 have remained above the provincial results for all students, Non-FNMI and FNMI students. The percentage of FNMI students within the division attaining 8 or more credits in Grades 10-12 has remained the same as 2018-2019. The percentage of Non-FNMI students within the division attaining 8 or more credits in Grades 10-12 has increased 3.0 percentage points compared to 2018-19.

The division gap between the percentage of Non-FNMI students attaining 8 or more credits in Grades 10-12 as compared to their non-FNMI peers represented a 38.0 percentage point difference. This continues to outline the need for expanded supports and resources for schools with high FNMI student population.

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.
- 90% of students will have at least 80% attendance in 2019-20.

<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 2019-20 school year to achieve the outcomes and targets of the Graduation Rates outcome</p>	<ul style="list-style-type: none"> • Aboriginal Student Achievement Coordinators served FNMI students in schools based on FNMI population. • Measured monthly attendance for student/grade/school/division. • Measured students attaining eight or more credits in Grades 10 and 11. • Credit recovery measured. • Pathways to Education Cohort process and partnership developed with Saskatoon Tribal Council. Grade 8 and 9 cohorts developed at St. Frances Cree Bilingual School. • Improved transition planning from Grade 8 to 9 and from high school to life beyond high school. • Individual FNMI Student Case Plans were developed at each high school. • The Aboriginal Student Achievement Coordinator worked with administration and Student Services toward our goals. • Worked on 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 5. Bishop Murray High School began participation for the 2018-19 school year and completed Year 2 with all teachers trained and supported. Oskāyak High School was accepted as a Following Their Voices school for the 2020-2021 school year. • Suspension Data was collected. • School and Division Credit Attainment Data - Measured students attaining eight or more credits in Grade 10. • Information was gathered in schools and in the division for: <ul style="list-style-type: none"> ○ Credit Attainment percentage of FNMI students attaining 5-7 or 8+ credits/year. ○ Percentage of FNMI students with 80% or higher attendance. ○ Percentage of students completing the graduation and post-graduation plan. ○ Graduation rates year over year - tracked students eligible to graduate at the start, middle and end of the school year. • Engagement reported in OurSCHOOL. • Coordination of and integration with FNMI, Reading, and Early Years plans. • Relational data was collected.

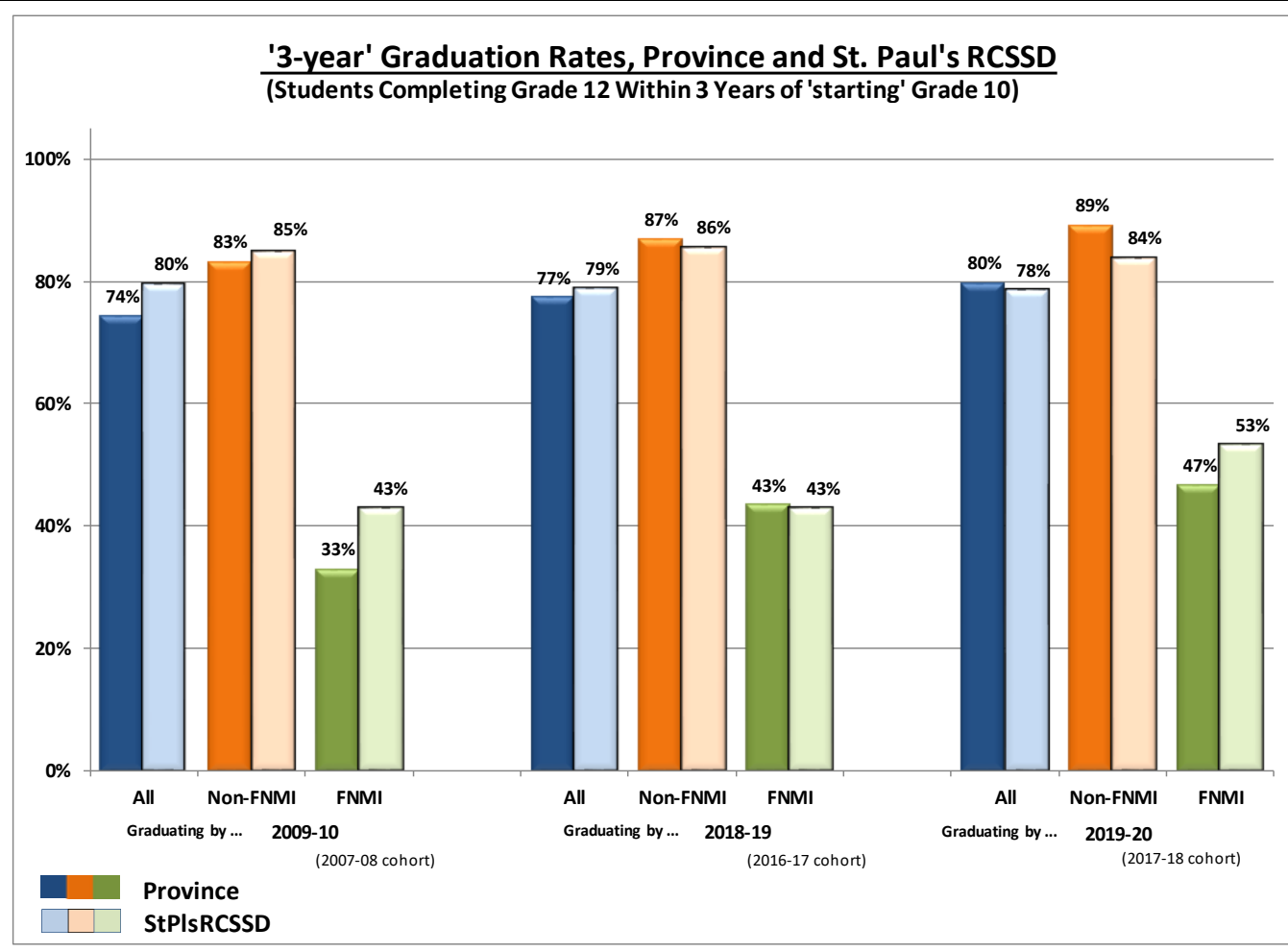
Measures for Graduation Rates

Three-Year Graduation Rate

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 2019-20 school year, Greater Saskatoon Catholic Schools had an overall on-time graduation rate of 78%. The rate for our FNMI students was 53%, and for our non-FNMI students the rate was 84%.

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: Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three 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, 2020

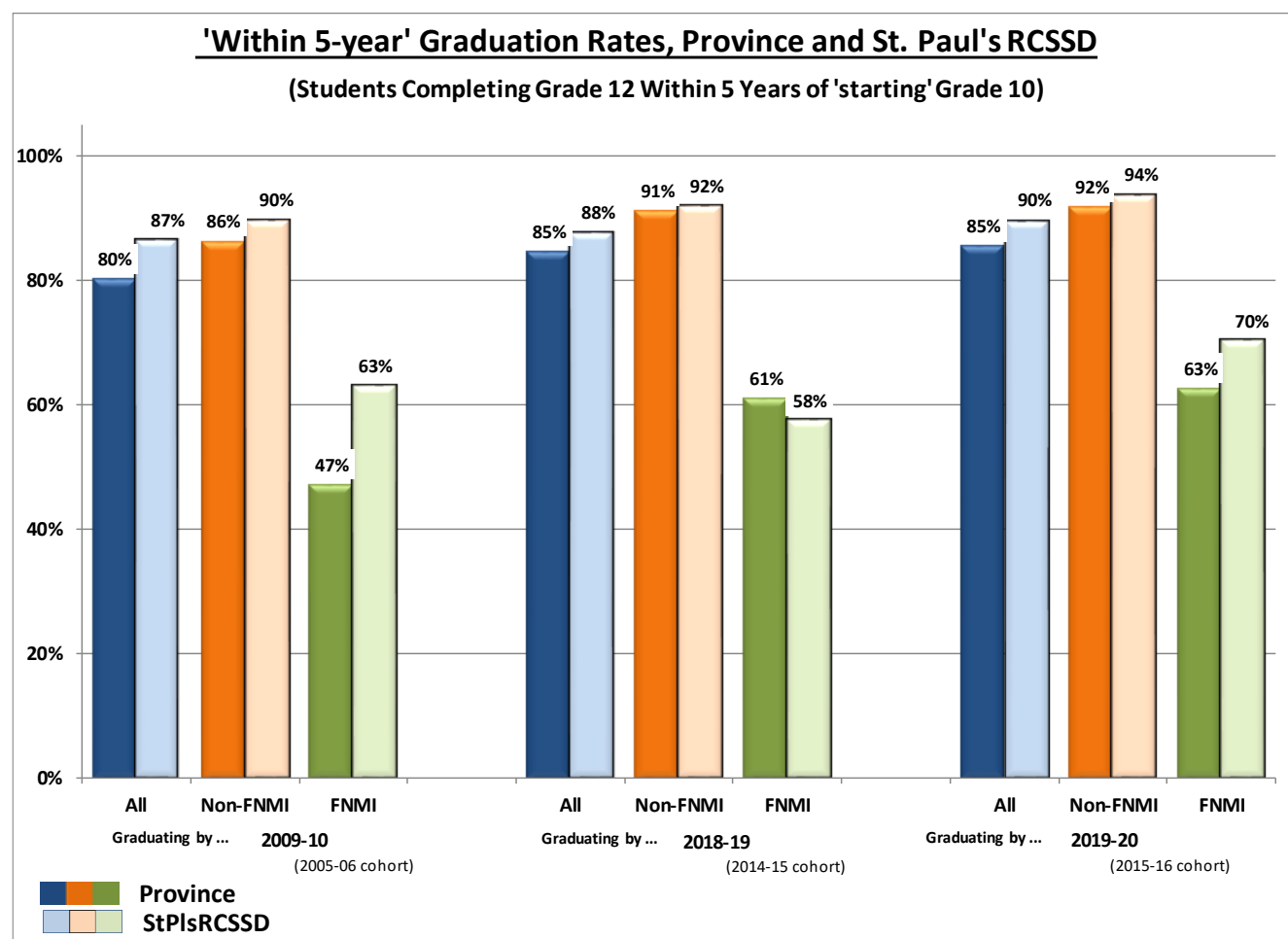
Analysis of Results – Three-Year Graduation Rates

At this point in time, the on-time graduation rate for Greater Saskatoon Catholic Schools is 2.0 percentage points below the provincial average overall. We are 6.0 percentage points above the provincial average for FNMI students and just over 5.0 percentage points 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. At present, we are 6.0 percentage points below the goal for 2020 overall. We have been trending in a positive direction, but the decrease in our rate this year is concerning to us. Our FNMI on-time graduation rate continues to be lower than is acceptable, but there was a 10.0 percentage point improvement in this cohort over the previous year's cohort. 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 the FNMI students in our schools. We presently have three 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 at this time. We have also developed the *mīyo machihowin* program at E.D. Feehan Catholic High School with a focus on fitness, wellness, training, and culture with a cohort of 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. We also have a cohort of Grade 10 students in the Cree bilingual program at E.D. Feehan Catholic High School. We now have cohorts of Grade 9, 10, and 11 students engaged in the *mīyo machihowin* program at E.D. Feehan Catholic High School.

Grade 12 Graduation Rate: Within Five 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 within three and four years, along with provincial results in each of these categories.



Notes: Graduation rates within five years are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10 (and include those who graduate within three or four years). 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, 2020

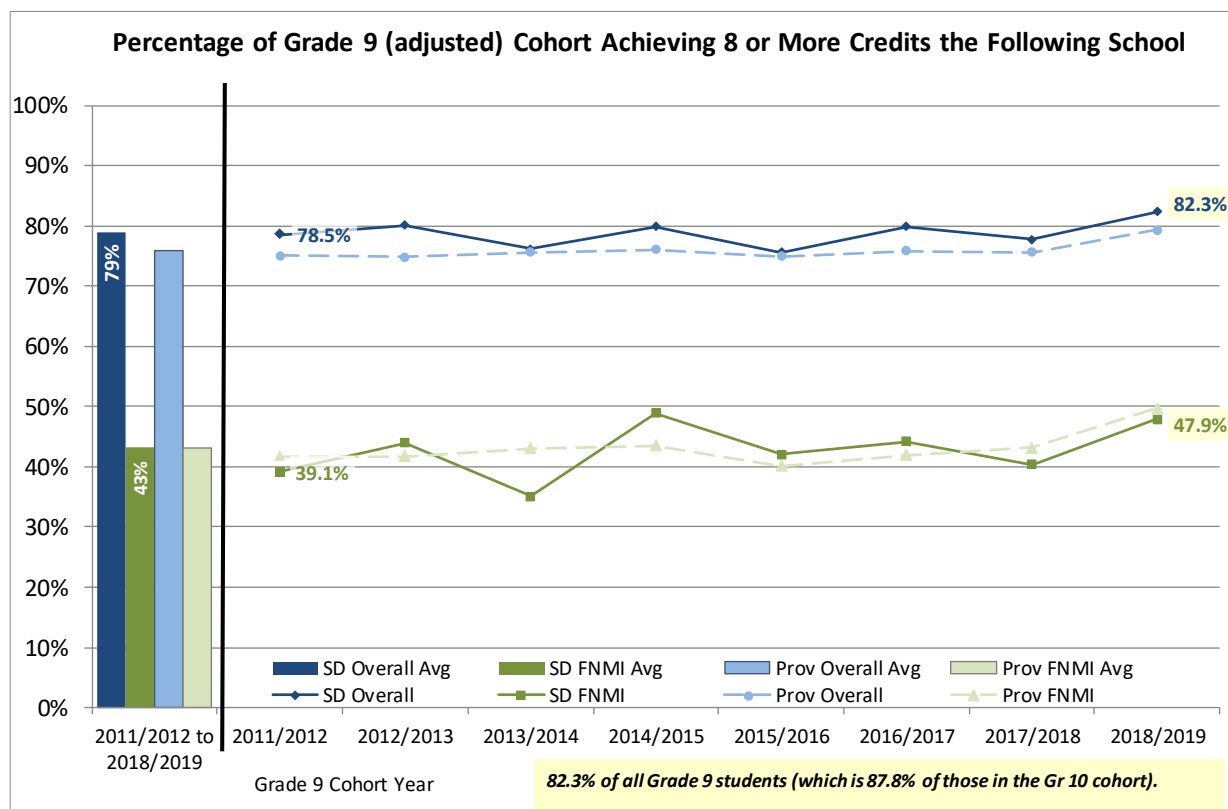
Analysis of Results – Graduation Rates ‘within five-years’

Greater Saskatoon Catholic Schools had an extended graduation rate of 90% for the 2019-20 school year. The FNMI rate for the division was 70% (up from 58% in the previous year) and the rate for our non-FNMI students was at 94%. Extended graduation rates for FNMI students continues to be a concern, but we have seen growth in this statistic. At this time, Greater Saskatoon Catholic Schools is 5.0 percentage points above the provincial rate for all students, 7.0 percentage points above the provincial rate for our FNMI students, and 2.0 percentage points above for our non-FNMI students. One of the factors contributing to graduation rates for Greater Saskatoon Catholic Schools is the significant number of EAL students enrolled at the high school level (over 500 in 2019-20). Many of these students are arriving in Canada at the high school age, 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. As well, many of our students who require greater academic support and Learning Assistance may require an additional term or two to graduate successfully.

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 and middle grades. 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 within three years of starting Grade 10.

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, 2020

Analysis of Results – Grade 9 to 10 Transition

In 2019-20, Greater Saskatoon Catholic Schools saw an overall rate of 82.3% of students attaining 8 or more credits in Grade 10 and for our FNMI students the rate was at 47.9%. The results in our overall credit achievement is at its highest level in the past eight years. The provincial policy decision that all students would receive passing grades in courses in which they were actively enrolled as of March 13, 2020 likely contributed to the increase in credits earned in 2019-20 compared to previous years.

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 2020, 75% of in-service PreK educators will have completed Responding to Children's Interests (SPDU) workshop and 75% of in-service Kindergarten educators will have completed Literacy Practices in Kindergarten.

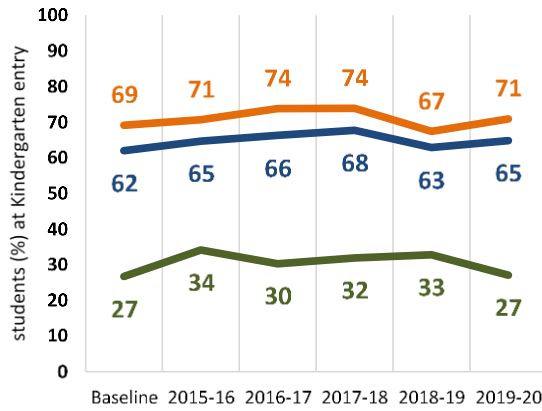
<p>School division goals aligned with the Early Years outcome</p>	<p>In alignment with the board's goals and priorities as well as the Education Sector Strategic Plan, the following goals have been developed for Prekindergarten and Kindergarten:</p> <p>All PreK/K classrooms will focus on Relationships of Care & Connectedness embedded through Plus instruction engaging literacy learning across the curriculum. This means teachers will focus on parent and family engagement through:</p> <ul style="list-style-type: none"> • developing relationships of care and honoring the presence and individuality of each student; • recognizing and affirming one another's spirit; • establishing and maintaining consistent relationships with students' families and support systems; and • developing early and emerging literacy learning. <p>Focus was on the following key strategies:</p> <ol style="list-style-type: none"> 1. Provided job embedded support for new educators to Prekindergarten and Kindergarten; 2. Continued implementation of Learning Sprints and small group learning while responding to the EYE data; 3. Provided targeted professional development in the areas of child development and Culturally Responsive Practices and Pedagogy focused on Treaty Outcomes. 4. Maintained partnerships with Early Learning agencies-SEYFRC, Targeted KidsFirst Saskatoon.
<p>School division actions taken during the 2019-20 school year to achieve the outcomes and targets of the Early Years outcome</p>	<p>During the 2019-20 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 Kindergarten educators in learning how to use Learning Sprints and responsive teaching practices 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: three ½ days offered to K teachers; 1.5 days offered to PreK teachers. • Continued oral language focus - Hanen: ABC and Beyond and Teacher Talk • Piloted Fountas and Pinnell Phonics, Spelling and Word Study System for 19 Kindergarten teachers in 13 schools. • Professional development provided in partnership with the FNMI team: Culturally Responsive Practices and Pedagogy focused on Treaty Education in the Early Years.

<p>School division actions taken during the 2019-20 school year to achieve the outcomes and targets of the Early Years outcome (cont'd)</p>	<ul style="list-style-type: none"> • Professional development provided for the Growing in Knowledge Day in the area of Parent and Family Engagement in partnership with Dr. Debbie Pushor. • All 74 Teachers took part in the Parent and Family Engagement PD in August 2019. • Kindergarten teachers participated in two ½ day sessions on Culturally Responsive Teaching and Pedagogy. • Prekindergarten teachers participated in one full day session on Quality Core Instruction in Action, Child Development and occupational therapy alternatives. • Early Learning team supported joint use school/childcare partnership in all P3 schools. • Maintained partnership with Saskatoon Early Years Partnership and KidsFirst Saskatoon. • Superintendent Vangool and Consultant Hale joined the Saskatoon Early Years Resource Centre Planning Committee. The goal was to develop a grassroots project- a Family Resource Centre to support programming for children ages 0-6 and their families. • The Early Learning team surveyed in-school administrators to gauge their confidence level and understanding of early learning pedagogy, planned for responsive professional development and shared the Responsive Teaching, Practice and Assessment document. • 77% of Prekindergarten educators completed Responding to Children's Interest. • 49% of Kindergarten educators completed Literacy Practices in Kindergarten. <p>Early Learning Intensive Support Pilot Program (2nd year)</p> <ul style="list-style-type: none"> • 28 identified children attended a Prekindergarten program. <p>Job embedded support was provided for teams hosting an intensive needs child in Prekindergarten by the Early Learning Teacher on Assignment.</p>
<p>Measures for Early Years</p>	
<p>Early Years Evaluation</p>	
<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 charts on the following page display the percentage of students (all, non-FNMI and FNMI) who were assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit since 2014-15 (baseline year). EYE-TA was used to assess Kindergarten students at entry in 2019-20. As a result of the COVID-19 pandemic response, spring 2020 EYE data is unavailable.</p>	

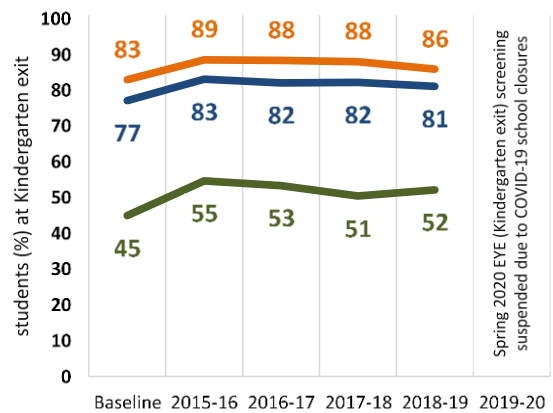
Readiness for school: students screened at Tier 1 (%) on Early Years Evaluation – Teacher Assessment (EYE-TA) at Kindergarten entry & exit, baseline (2014-15) to most recent

St. Paul's RCSSD 20

Kindergarten entry (Fall screens)



Kindergarten exit (Spring screens)



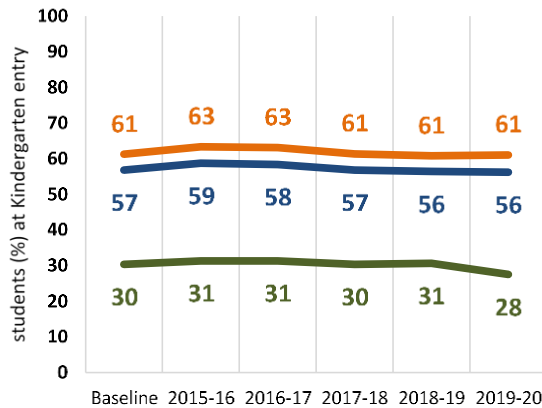
All students (%)

Non-declared students (%)

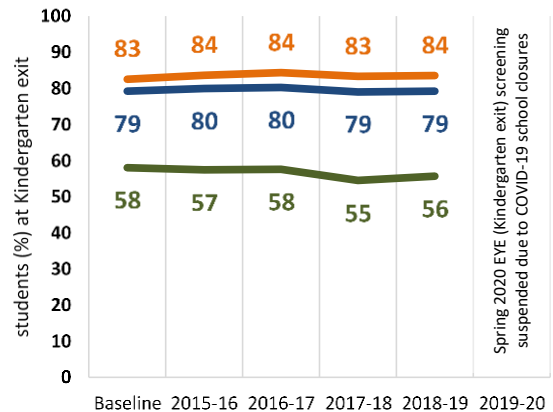
Self-declared First Nations, Métis & Inuit students (%)

Saskatchewan (all divisions)

Kindergarten entry (Fall screens)



Kindergarten exit (Spring screens)



All students (%)

Non-declared students (%)

Self-declared First Nations, Métis & Inuit students (%)

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 I 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, 2020

Analysis of Results – Early Years Evaluation

During the 2019-20 school year, 36% 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 2019-20 school year, Greater Saskatoon Catholic Schools assessed 1,561 students in the fall using the Early Years Evaluation (29 students more than the previous year).

- Of the 1,343 non-declared students, 29% entered without the skills ready for school (scoring in either Tier 2 or 3 in the fall assessment). Due to the COVID-19 pandemic the spring re-assessment was not completed.
- Of the 218 self-declared First Nations and Métis students, 73% entered without the skills ready for school (scoring in either Tier 2 or 3 in the fall assessment).
- In comparison to the provincial data in past years, the trend indicates that Greater Saskatoon Catholic Schools' 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. Due to the COVID-19 pandemic, spring EYE was cancelled for the school year and therefore results could not be measured.

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. During the 2019-20 school year, we collaborated with the Saskatoon Early Years Partnership to open a Family Resource Center with a scheduled opening date of September 2020. This centre will provide access to programming for children 0-6. Our data continues to indicate that 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 2019-20 school year to support local priority area	<ul style="list-style-type: none"> • K-5 renewed curriculum and resources have been purchased and implemented. Job-embedded support was available. • 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 5 and Catholic Studies 30. • Faith Formation Facilitator was provided at each elementary school. • High School Chaplaincy provided at our six high schools and supported our staff retreat program. • The Understanding Your Faith program supported faith development for over 100 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 diocese 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 attending each of the two offerings. • Worked with the Together in Faith and Action Committee on the following: <ol style="list-style-type: none"> 1. Adult Faith Formation 2. Strengthening Partnerships 3. Faith and Action 4. Communications
Local Measures for Religious Education Priority	
<ul style="list-style-type: none"> • Over 100 teachers were involved in Understanding Your Faith Program • Ten 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 and clergy. A renewed policy has been developed.

Analysis of Results

As a growing school division, Greater Saskatoon Catholic Schools continued to see 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. With the increase in the number of participants comes an increase in cost. In 2019-2020, 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. As a school division we continued to support our parishes in the diocese with electronic resources to support the children's liturgy programs in the parishes.



Fr. Andre Lalach does a traditional water blessing with the students at St. Volodymyr School.

Fr. Stefano Penna speaks at the first Parables and Pints formation session for staff.



Demographics

Students

Greater Saskatoon Catholic Schools continues to grow. As shown in the table below, since 2015-16 Prekindergarten to Grade 12 enrolment has increased by just over 2,900 students (17.2%).

Demographic indicators that are embedded in the enrolment data include:

- the larger cohorts are in Kindergarten to Grade 5, which supports the indication of continued growth;
- the population of new Canadians being welcomed each year continues to grow, with over 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 17.1%;
- 3,331 students participated in French immersion programming;
- 180 students (K-12) participated in Ukrainian bilingual programming (division adjusted);
- 469 students (K-8) participated in the Cree bilingual program, an increase of 16 over the previous year;
- 1,101 students were identified as having intense learning needs;
- 395 students were served in Prekindergarten programs

Grade	2015-16	2016-17	2017-18	2018-19	2019-20
Kindergarten	1,322	1,354	1,425	1,578	1,619
1	1,394	1,378	1,449	1,552	1,648
2	1,325	1,421	1,418	1,488	1,589
3	1,321	1,373	1,509	1,482	1,525
4	1,320	1,363	1,439	1,601	1,508
5	1,246	1,384	1,417	1,472	1,626
6	1,181	1,268	1,384	1,490	1,486
7	1,290	1,200	1,287	1,417	1,500
8	1,201	1,319	1,209	1,314	1,432
9	1,098	1,140	1,241	1,139	1,276
10	1,181	1,184	1,206	1,369	1,307
11	1,070	1,102	1,136	1,197	1,292
12	1,513	1,478	1,498	1,567	1,581
Total	16,462	16,964	17,618	18,666	19,389
PreK	419	424	395	393	395

Subpopulation Enrolments	Grades	2015-16	2016-17	2017-18	2018-19	2019-20
Self-Identified First Nations, Métis, or Inuit	K to 3	979	1,048	1,026	998	967
	4 to 6	684	779	770	854	846
	7 to 9	636	658	624	683	771
	10 to 12	721	657	686	705	733
	Total	3,020	3,142	3,106	3,240	3,317
English as an Additional Language	1 to 3	481	490	523	618	675
	4 to 6	450	547	566	590	575
	7 to 9	354	396	434	433	450
	10 to 12	355	402	494	554	513
	Total	1,640	1,835	2,017	2,195	2,213
French Immersion	K to 3	1,249	1,254	1,356	1,418	1,468
	4 to 6	652	719	742	816	885
	7 to 9	449	519	527	585	588
	10 to 12	280	313	347	377	390
	Total	2,630	2,805	2,972	3,196	3,331

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 homebound 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.
- Prekindergarten (PreK) enrolments are the 3- and 4-year-old student enrolments which includes those children who occupy the ministry-designated PreK spaces and those in other school division-operated PreK or preschool programs.
- FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk.

Source: Ministry of Education, 2019

Staff

Greater Saskatoon Catholic Schools employs over 2,000 people (1909 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	1058.6
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	536.8
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	52.3
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	145.3
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	0.0
League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents	11.0
Total Full-Time Equivalent (FTE) Staff	1909.0

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, 2020

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; Second Language Education
- Tammy Shircliff – Elementary School Network; Intensive Needs
- Jenise Vangool – Elementary School Network; Early Years 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. Vangool

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 47 years.
- The oldest school, Oskāyak High School is over 91 years old; the newest schools (Saskatchewan Joint Use School Bundle) are 3 years 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 3,306 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, Father Vachon School, Holy Family Catholic School, Georges Vanier Catholic Fine Arts School, École Holy Mary Catholic School, St. Kateri Tekakwitha Catholic School, and Holy Trinity 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. Relocatable Classroom HVAC 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	2019-20 Cost
Father Robinson School	Mechanical Upgrades	Replacement of 10 Relocatable Classroom HVAC	400,000
St. Mark School	Roof Replacement	Roof replacement of sections G,F,C,D,E,M	556,776
St. Augustine School (Saskatoon)	Roof Replacement	Roof replacement of sections A, B, C, P	917,021
St. Philip School	Roof Replacement	Roof replacement of section I	318,827
École St. Gerard School	Roof Replacement	Roof replacement of sections G,H,I and J.	359,296
École Saskatoon French School	Mechanical Upgrades	Boiler and Air Handler Upgrades	350,000
Georges Vanier Catholic Fine Arts School	Relocatable Classroom Construction	Construction of two relocatable classrooms.	583,654
St. Joseph High School	Relocatable Classroom Construction	Construction of one relocatable classroom.	477,042
Holy Family Catholic School	Relocatable Classroom Construction	Construction of two relocatable classrooms	584,259
Father Vachon School	Relocatable Classroom Construction	Construction of one relocatable classroom	357,926
Total			\$4,904,801

Transportation

Greater Saskatoon Catholic Schools transports 5,533 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 75 students with intensive needs or students in remote areas of the city who access specialized programming. 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 2019-20

Transportation Statistics	
Students transported	5,533
In-town students transported (included in above)	5,336
Transportation routes	143
Number of buses	N/A
Kilometres travelled daily	3,961.6 KMs (Round Trip)
Average age of bus	9.4 years
Capacity utilized on buses	80.7%
Average one-way ride time	21 minutes
Longest one-way ride time	85 minutes (Rural Route)
Number of school trips per year	1,405
Kilometres per year travelled on school trips	N/A
Cost per student per year	\$1,415
Cost per kilometre travelled	\$10.86

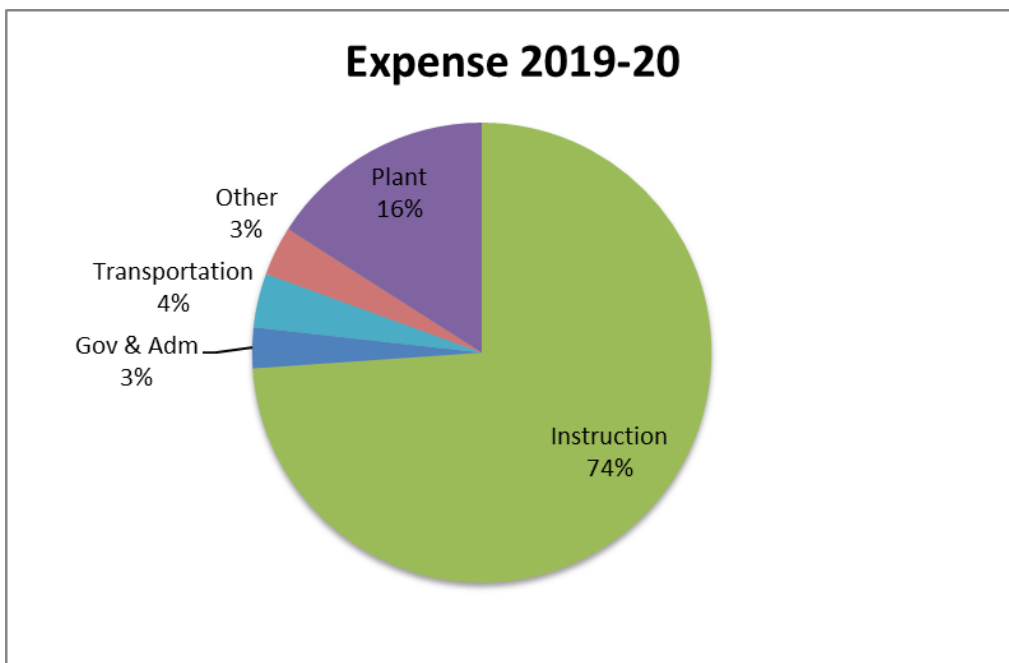
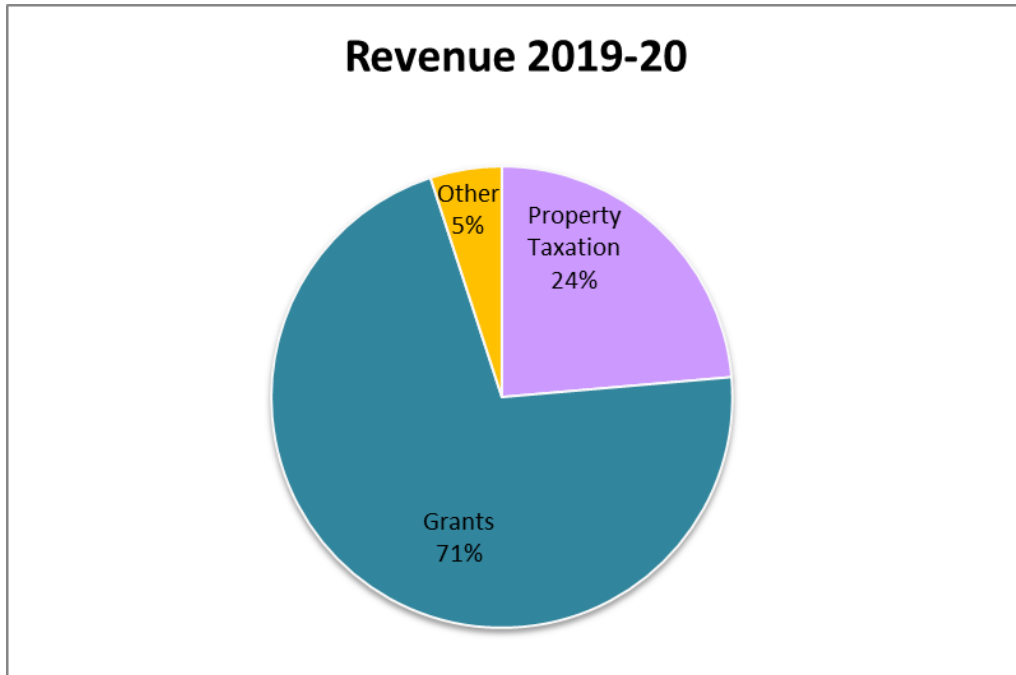
Note:

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

	2020	2020	2019	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES						
Property Taxation	49,382,448	49,432,221	49,472,751	49,773	0%	
Grants	136,707,859	149,343,638	133,259,630	12,635,779	9%	1
Tuition and Related Fees	2,534,840	2,887,434	2,712,811	352,594	14%	2
School Generated Funds	3,677,677	3,215,722	4,700,094	(461,955)	-13%	3
Complementary Services	2,165,041	2,165,041	2,145,452	-	0%	
External Services	150,000	150,000	150,000	-	0%	
Other	1,702,015	2,074,400	2,491,800	372,385	22%	4
Total Revenues	196,319,880	209,268,456	194,932,538	12,948,576	7%	
EXPENSES						
Governance	643,660	530,126	590,591	(113,534)	-18%	5
Administration	4,778,788	5,175,340	5,141,107	396,552	8%	6
Instruction	150,566,575	147,744,900	143,854,694	(2,821,675)	-2%	
Plant	31,273,443	31,924,059	31,418,475	650,616	2%	
Transportation	8,607,073	7,597,680	7,829,545	(1,009,393)	-12%	7
Tuition and Related Fees	103,227	148,465	103,227	45,238	44%	8
School Generated Funds	3,677,677	3,173,703	4,549,810	(503,974)	-14%	9
Complementary Services	2,185,464	1,950,122	2,045,123	(235,342)	-11%	10
External Services	150,000	156,127	148,774	6,127	4%	
Other Expenses	1,662,605	1,510,803	1,618,219	(151,802)	-9%	11
Total Expenses	203,648,512	199,911,325	197,299,565	(3,737,187)	-2%	
Surplus (Deficit) for the Year	(7,328,632)	9,357,131	(2,367,027)			

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

Note	Explanation
1	Over budget as a result of additional operating grant revenues to offset the decreased property tax cash collections as a result of some municipalities deferring property tax collections due to the COVID-19 pandemic.
2	Over budget due to unexpected increase in enrolment for online classes.
3	Under budget due to decreased fundraising and student activity due to COVID-19 pandemic school closures.
4	Over budget due to unbudgeted reimbursements for teachers salaries and insurance proceeds.
5	Decrease in trustee travel and conference expenses. Retirement reception was cancelled due to COVID-19 pandemic.
6	Over budget due to position budgeted in Instruction was moved to Administration and staff on paid sick leave.
7	Less than budget due to negotiating a lower contracted transportation rate during COVID-19 pandemic with providers.
8	Additional students requiring tuition payments.
9	Under budget due to decreased fundraising and student activity due to COVID-19 pandemic school closures.
10	Less than budget as less staff required for pre-kindergarten programs than budgeted.
11	Less than budget due to less interest expenses as the use of the line of credit was not required this year.

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	26,265	875	-	948	-	116	28,204
Ron Boechler**	27,740			1,971	716	116	30,543
Diane Boyko*	34,126	-	-	1,700	-	375	36,200
Jim Carriere	26,265	-	-	734	2,304	241	29,544
Todd Hawkins	27,459	-	-	755	-	116	28,330
Tim Jelinski	26,265	-	-	845	-	116	27,226
Alice Risling	26,733	-	-	-	-	181	26,914
Wayne Stus	26,645	-	-	773	1,746	181	29,345
Sharon Zakreski-Werbicki	27,156	-	-	1,547	-	288	28,991

*Chair

**Vice Chair

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
Saskatoon Tribal Council Inc.	85,058

Name	Amount
Saskatchewan Indian Institute of Technologies	92,280

Supplier Payments

Name	Amount
1 Stop Playgrounds Ltd.	72,643
3p Learning	79,318
Access 2000	59,031
Al Anderson's Source for Sport	58,956
Apple Canada Inc.	363,871
Black & McDonald Limited	88,886
B-ROC Contracting Inc	51,748
BTS Business Technology	76,345

Name	Amount
Carmont Construction Ltd.	1,368,504
Catholic Family Services	88,790
Christ the Teacher RCSSD #212	52,669
City of Saskatoon	2,456,307
Clark Roofing (1964) Ltd.	632,970
CNB Computers Inc.	243,394
Concept3 Business Interiors	240,972

Name	Amount
Costco Wholesale	69,511
Covertite Eastern Ltd.	52,777
Crane Supply	57,606
CTC/Canadian Test Centre Inc.	76,232
Cuelenere LLP in Trust	50,000
Deloitte LLP	78,750
edsembli Inc.	95,172
Edwards Edwards McEwen Architecture	691,382
Eecol Electric, Saskatoon	161,806
Episcopal Corp. Of Saskatoon	82,612
FirstCanada ULC	6,169,320
Flynn Canada Ltd.	880,687
Geanel Restaurant Supplies Ltd.	65,413
Global Partners Institute	53,125
GPM(12) GP INC.	2,600,000
Griffiths Construction	532,670
Haid Roofing Ltd.	542,388
Harekin Bishop, Mary	52,680
HBI Office Plus Inc.	386,578
Hertz Northern Bus	1,241,077
Horizon Computers Solutions	537,669
Inland Audio Visual Ltd.	97,107
Intrado Canada Inc.	82,584
Klassen Driving School Ltd.	503,413
Konica Minolta Canada	516,311
Lifetouch Canada Inc.	112,950
LM Mechanical	76,387
Long & McQuade	93,191
Loraas Disposal	61,520
Marsh Canada Limited	505,773
McKercher LLP	54,381
Merlin Ford Lincoln	106,512
MNP LLP	51,246
Nedco, Saskatoon	90,396
Nichols Interiors Ltd.	275,892

Name	Amount
Olympian Sports	56,923
Peak Mechanical Ltd.	392,703
Pearson Canada Inc.	394,328
PlayWorks Inc.	216,732
PNV Holdings Ltd.	52,553
Prairie Graphics Inc.	142,520
Precise Parklink (West) Ltd.	64,680
Precision Asphalt	50,821
Pro AV	61,730
Professional Psychologists	93,911
Proveta Nutrition Ltd.	57,717
R.L. Cushing Millwork	78,777
Ranch Ehrlo Society	79,405
Real Cdn. Wholesale #6, Saskatoon	91,627
Riide Holdings Inc.	247,481
Robinson Supply	58,014
Saskatchewan Power Corporation	1,473,415
Saskatoon Fire & Flood	883,411
Saskatoon Public Schools	113,491
SaskEnergy	1,072,360
SaskTel	241,840
Scholastic Canada Ltd.	77,332
SF Scott Manufacturing Co. Ltd.	68,232
SRNet Inc.	92,326
Strata Development Corp.	205,677
Supreme Office Products Ltd.	591,746
Swish-Kemsol	203,167
Sysco Calgary Ltd.	489,108
TC Media Livres Inc.	135,688
TEC Energy Solutions	53,257
The Canada Homestay	364,518
TK Glassworks	83,015
TM Designs Inc.	91,549

Name	Amount
Trade West Equipment Ltd.	62,774
Travel Masters	196,312
Troy Life & Fire Safety Ltd.	69,955
Veritiv Canada Inc., St Laurent	138,401

Name	Amount
WBM Technologies Inc.	513,830
Wesclean Saskatoon, Saskatoon	273,759
Wintergreen Learning Materials	63,827

Other Expenditures

Name	Amount
C.U.P.E. 2268	288,456
C.U.P.E. 3730	111,960
GSC Schools Foundation Inc.	291,353
Municipal Employees Pension	5,235,596
Receiver General of Canada	38,565,517
Saskatchewan Catholic School Board Association	64,547
Saskatchewan Professional Teachers Regulatory Board	148,302

Name	Amount
Saskatchewan School Boards Association	2,461,992
Saskatchewan Teachers Federation	12,264,091
Saskatchewan Workers' Compensation Board	343,583
Saskatoon Teachers Association	146,102
Saskatoon Secondary Schools Athletic Directorate	50,250
Teachers Superannuation Commission	219,452


Appendix B – Management Report and Audited Financial Statements

Consolidated Audited Financial Statements

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

School Division No. 4160000

For the Period Ending: August 31, 2020



Chief Financial Officer



Auditor

Note - Copy to be sent to Ministry of Education, Regina

Management's Responsibility for the Consolidated Financial Statements

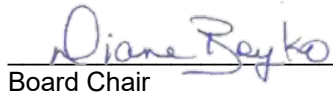
The school division's management is responsible for the preparation of the consolidated financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements 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 30, 2020

Independent Auditor's Report

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, 2020, 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, 2020, and the results of its consolidated operations and accumulated surplus from 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 information

Management is responsible for the other information. The other information obtained at the date of this auditor's report is information included in the Annual report, which includes the consolidated financial statements and our auditor's report thereon.

Our opinion on the consolidated financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the consolidated financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the consolidated financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work we have performed on the other information obtained prior to the date of this auditor's report, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

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.

Independent Auditor's Report

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.

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 30, 2020

MNP LLP

Chartered Professional Accountants

MNP

St. Paul's Roman Catholic Separate School Division No. 20
Consolidated Statement of Financial Position
as at August 31, 2020

	2020	2019
	\$	\$
Financial Assets		
Cash and Cash Equivalents	33,117,476	31,528,189
Accounts Receivable (Note 3)	11,346,875	6,552,760
Total Financial Assets	44,464,351	38,080,949
Liabilities		
Accounts Payable and Accrued Liabilities (Note 4)	8,889,904	7,921,914
Long-Term Debt (Note 5)	30,037,802	32,126,190
Liability for Employee Future Benefits (Note 6)	5,892,000	5,629,000
Deferred Revenue (Note 7)	2,880,803	5,376,623
Total Liabilities	47,700,509	51,053,727
Net Debt	(3,236,158)	(12,972,778)
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	277,315,826	277,809,628
Prepaid Expenses	446,206	331,893
Total Non-Financial Assets	277,762,032	278,141,521
Accumulated Surplus (Note 10)	274,525,874	265,168,743

Contractual Rights (Note 15)
Contractual Obligations and Commitments (Note 16)

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, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
	(Note 13)		
REVENUES			
Property Taxes and Other Related	49,382,448	49,432,221	49,472,751
Grants	136,707,859	149,343,638	133,259,630
Tuition and Related Fees	2,534,840	2,887,434	2,712,811
School Generated Funds	3,677,677	3,215,722	4,700,094
Complementary Services (Note 8)	2,165,041	2,165,041	2,145,452
External Services (Note 9)	150,000	150,000	150,000
Other	1,702,015	2,074,400	2,491,800
Total Revenues (Schedule A)	196,319,880	209,268,456	194,932,538
EXPENSES			
Governance	643,660	530,126	590,591
Administration	4,778,788	5,175,340	5,141,107
Instruction	150,566,575	147,744,900	143,854,694
Plant	31,273,443	31,924,059	31,418,475
Transportation	8,607,073	7,597,680	7,829,545
Tuition and Related Fees	103,227	148,465	103,227
School Generated Funds	3,677,677	3,173,703	4,549,810
Complementary Services (Note 8)	2,185,464	1,950,122	2,045,123
External Services (Note 9)	150,000	156,127	148,774
Other	1,662,605	1,510,803	1,618,219
Total Expenses (Schedule B)	203,648,512	199,911,325	197,299,565
Operating Surplus (Deficit) for the Year	(7,328,632)	9,357,131	(2,367,027)
Accumulated Surplus from Operations, Beginning of Year	265,168,743	265,168,743	267,535,770
Accumulated Surplus from Operations, End of Year	257,840,111	274,525,874	265,168,743

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, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
	(Note 13)		
Net Debt, Beginning of Year	(12,972,778)	(12,972,778)	(16,146,434)
Changes During the Year			
Operating Surplus (Deficit) for the Year	(7,328,632)	9,357,131	(2,367,027)
Acquisition of Tangible Capital Assets (Schedule C)	(915,350)	(10,054,850)	(5,155,249)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	1,138	1,000
Net (Gain) Loss on Disposal of Capital Assets (Schedule C)	-	(1,138)	13,564
Amortization of Tangible Capital Assets (Schedule C)	10,346,721	10,548,652	10,672,392
Net Change in Other Non-Financial Assets	-	(114,313)	8,976
Change in Net Debt	2,102,739	9,736,620	3,173,656
Net Debt, End of Year	(10,870,039)	(3,236,158)	(12,972,778)

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, 2020**

	2020	2019
	\$	\$
OPERATING ACTIVITIES		
Operating Surplus (Deficit) for the Year	9,357,131	(2,367,027)
Add Non-Cash Items Included in Surplus (Deficit) (Schedule D)	8,266,066	10,228,901
Net Change in Non-Cash Operating Activities (Schedule E)	(6,337,346)	1,028,196
Cash Provided by Operating Activities	11,285,851	8,890,070
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(7,609,314)	(3,075,143)
Proceeds on Disposal of Tangible Capital Assets	1,138	1,000
Cash Used by Capital Activities	(7,608,176)	(3,074,143)
INVESTING ACTIVITIES		
Proceeds on Disposal of Portfolio Investments	-	56,100
Cash Provided by Investing Activities	-	56,100
FINANCING ACTIVITIES		
Repayment of Long-Term Debt	(2,088,388)	(1,627,705)
Cash Used by Financing Activities	(2,088,388)	(1,627,705)
INCREASE IN CASH AND CASH EQUIVALENTS	1,589,287	4,244,322
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	31,528,189	27,283,867
CASH AND CASH EQUIVALENTS, END OF YEAR	33,117,476	31,528,189

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, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Property Taxes and Other Related Revenue			
Tax Levy Revenue			
Property Tax Levy Revenue	47,998,739	48,257,824	47,094,226
Revenue from Supplemental Levies	309,766	339,140	398,283
Total Property Tax Revenue	48,308,505	48,596,964	47,492,509
Grants in Lieu of Taxes			
Federal Government	324,439	226,536	193,098
Provincial Government	824,752	952,265	951,131
Other	445,917	523,334	700,981
Total Grants in Lieu of Taxes	1,595,108	1,702,135	1,845,210
Other Tax Revenues			
Treaty Land Entitlement - Urban	71,404	-	571,231
House Trailer Fees	12,385	16,494	21,661
Total Other Tax Revenues	83,789	16,494	592,892
Additions to Levy			
Penalties	27,378	16,895	32,351
Other	373,967	261,486	233,568
Total Additions to Levy	401,345	278,381	265,919
Deletions from Levy			
Cancellations	(35,800)	(77,357)	(29,626)
Other Deletions	(970,499)	(1,084,396)	(694,153)
Total Deletions from Levy	(1,006,299)	(1,161,753)	(723,779)
Total Property Taxes and Other Related Revenue	49,382,448	49,432,221	49,472,751
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	129,955,341	137,509,551	123,819,037
Other Ministry Grants	5,550,305	5,601,548	1,821,062
Total Ministry Grants	135,505,646	143,111,099	125,640,099
Other Provincial Grants	646,198	599,746	770,592
Federal Grants	-	65,000	1,242
Grants from Others	306,015	264,899	268,628
Total Operating Grants	136,457,859	144,040,744	126,680,561
Capital Grants			
Ministry of Education Capital Grants	250,000	5,244,694	6,507,956
Other Capital Grants	-	58,200	71,113
Total Capital Grants	250,000	5,302,894	6,579,069
Total Grants	136,707,859	149,343,638	133,259,630

St. Paul's Roman Catholic Separate School Division No. 20
Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
School Boards	128,975	56,432	43,000
Federal Government and First Nations	51,195	-	82,528
Individuals and Other	2,354,670	2,831,002	2,587,283
Total Tuition Fees	2,534,840	2,887,434	2,712,811
Total Tuition and Related Fees Revenue	2,534,840	2,887,434	2,712,811
School Generated Funds Revenue			
Curricular			
Student Fees	11,800	4,208	2,784
Total Curricular Fees	11,800	4,208	2,784
Non-Curricular Fees			
Commercial Sales - Non-GST	70,629	53,547	60,445
Fundraising	820,668	782,444	1,158,480
Grants and Partnerships	510,584	609,540	786,982
Students Fees	2,124,995	1,685,123	2,660,653
Other	139,001	80,860	30,750
Total Non-Curricular Fees	3,665,877	3,211,514	4,697,310
Total School Generated Funds Revenue	3,677,677	3,215,722	4,700,094
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	2,165,041	1,815,041	1,795,452
Other Ministry Grants	-	350,000	350,000
Total Operating Grants	2,165,041	2,165,041	2,145,452
Total Complementary Services Revenue	2,165,041	2,165,041	2,145,452
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	1,124,724	1,226,661
Sales & Rentals	856,301	584,642	783,861
Investments	400,000	363,896	480,278
Gain on Disposal of Capital Assets	-	1,138	1,000
Total Other Revenue	1,702,015	2,074,400	2,491,800
TOTAL REVENUE FOR THE YEAR	196,319,880	209,268,456	194,932,538

St. Paul's Roman Catholic Separate School Division No. 20
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Governance Expense			
Board Members Expense	268,800	251,258	246,660
Professional Development - Board Members	50,000	14,038	31,109
Grants to School Community Councils	48,000	30,970	42,443
Elections	-	3,274	-
Other Governance Expenses	276,860	230,586	270,379
Total Governance Expense	643,660	530,126	590,591
Administration Expense			
Salaries	3,632,544	3,872,439	3,604,316
Benefits	477,368	521,211	495,924
Supplies & Services	199,876	259,453	194,174
Non-Capital Furniture & Equipment	14,956	5,214	1,579
Building Operating Expenses	277,623	370,038	665,498
Communications	90,000	68,366	72,659
Travel	35,000	19,221	31,943
Professional Development	15,000	6,701	11,672
Amortization of Tangible Capital Assets	36,421	52,697	63,342
Total Administration Expense	4,778,788	5,175,340	5,141,107
Instruction Expense			
Instructional (Teacher Contract) Salaries	106,549,880	104,245,480	100,794,084
Instructional (Teacher Contract) Benefits	5,442,341	5,486,643	5,178,039
Program Support (Non-Teacher Contract) Salaries	22,670,417	22,764,215	21,859,753
Program Support (Non-Teacher Contract) Benefits	5,123,048	4,929,328	4,613,103
Instructional Aids	3,107,835	3,606,818	3,744,165
Supplies & Services	2,305,623	2,099,675	2,345,759
Non-Capital Furniture & Equipment	669,922	454,180	708,932
Communications	375,397	445,781	348,499
Travel	286,329	152,533	227,521
Professional Development	793,046	351,062	565,920
Student Related Expense	1,432,429	1,216,823	1,307,193
Amortization of Tangible Capital Assets	1,810,308	1,992,362	2,161,726
Total Instruction Expense	150,566,575	147,744,900	143,854,694

St. Paul's Roman Catholic Separate School Division No. 20
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense			
Salaries	7,887,060	7,699,999	7,650,370
Benefits	1,675,597	1,575,390	1,521,520
Supplies & Services	215,185	405,065	54,415
Non-Capital Furniture & Equipment	108,023	314,875	295,449
Building Operating Expenses	12,761,040	13,324,878	13,354,386
Communications	248	83	137
Travel	120,965	100,064	93,958
Professional Development	6,500	1,282	2,086
Amortization of Tangible Capital Assets	8,498,825	8,502,423	8,446,154
Total Plant Operation & Maintenance Expense	31,273,443	31,924,059	31,418,475
Student Transportation Expense			
Salaries	1,549	1,561	1,256
Benefits	-	-	225
Contracted Transportation	8,605,524	7,596,119	7,828,064
Total Student Transportation Expense	8,607,073	7,597,680	7,829,545
Tuition and Related Fees Expense			
Tuition Fees	103,227	148,465	103,227
Total Tuition and Related Fees Expense	103,227	148,465	103,227
School Generated Funds Expense			
Academic Supplies & Services	1,781	2,696	1,869
Cost of Sales	53,177	42,139	47,223
School Fund Expenses	3,622,719	3,128,868	4,500,718
Total School Generated Funds Expense	3,677,677	3,173,703	4,549,810

St. Paul's Roman Catholic Separate School Division No. 20
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2020

	2020 Budget	2020 Actual	2019 Actual
	\$	\$	\$
Complementary Services Expense			
Instructional (Teacher Contract) Salaries & Benefits	1,320,806	1,265,982	1,277,728
Program Support (Non-Teacher Contract) Salaries & Benefits	794,591	632,483	702,511
Instructional Aids	10,000	9,260	122
Non-Capital Furniture & Equipment	5,000	14,428	24,822
Travel	-	681	1,656
Professional Development (Non-Salary Costs)	1,500	-	251
Student Related Expenses	32,400	10,343	20,191
Contracted Transportation & Allowances	20,000	15,775	16,672
Amortization of Tangible Capital Assets	1,167	1,170	1,170
Total Complementary Services Expense	2,185,464	1,950,122	2,045,123
External Service Expense			
Instructional (Teacher Contract) Salaries & Benefits	97,345	-	48,160
Instructional Aids	8,000	-	40,007
Supplies & Services	39,655	156,127	60,607
Student Related Expenses	5,000	-	-
Total External Services Expense	150,000	156,127	148,774
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	158,424	59,867	76,609
Interest on Capital Loans	1,445,184	1,447,402	1,526,379
Interest on Other Long-Term Debt	58,997	3,534	667
Total Interest and Bank Charges	1,662,605	1,510,803	1,603,655
Loss on Disposal of Tangible Capital Assets	-	-	14,564
Total Other Expense	1,662,605	1,510,803	1,618,219
TOTAL EXPENSES FOR THE YEAR	203,648,512	199,911,325	197,299,565

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, 2020

	Land	Land Improvements	Buildings	Buildings Short-Term	Other Vehicles	Furniture and Equipment	Computer Hardware and Audio Visual Equipment	Computer Software	Assets Under Construction	2020	2019
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Tangible Capital Assets - at Cost											
Opening Balance as of September 1	9,563,501	1,993,602	326,987,535	40,831,690	645,791	11,280,170	9,767,353	353,626	708,636	402,131,904	399,331,947
Additions/Purchases	1,709,500	-	944,340	2,109,667	69,155	394,343	859,446	120,496	3,847,903	10,054,850	5,155,249
Disposals	-	-	-	-	(45,193)	(196,981)	(2,088,570)	(121,652)	-	(2,452,396)	(2,355,292)
Transfers to (from)	-	-	-	1,199,892	-	179,645	-	-	(1,379,537)	-	-
Closing Balance as of August 31	11,273,001	1,993,602	327,931,875	44,141,249	669,753	11,657,177	8,538,229	352,470	3,177,002	409,734,358	402,131,904
Tangible Capital Assets - Amortization											
Opening Balance as of September 1	-	900,438	85,282,694	27,681,265	483,461	4,086,148	5,665,249	223,021	-	124,322,276	115,990,612
Amortization of the Period	-	83,184	6,326,711	1,131,822	67,920	1,160,912	1,707,606	70,497	-	10,548,652	10,672,392
Disposals	-	-	-	-	(45,193)	(196,981)	(2,088,570)	(121,652)	-	(2,452,396)	(2,340,728)
Closing Balance as of August 31	N/A	983,622	91,609,405	28,813,087	506,188	5,050,079	5,284,285	171,866	N/A	132,418,532	124,322,276
Net Book Value											
Opening Balance as of September 1	9,563,501	1,093,164	241,704,841	13,150,425	162,330	7,194,022	4,102,104	130,605	708,636	277,809,628	283,341,335
Closing Balance as of August 31	11,273,001	1,009,980	236,322,470	15,328,162	163,565	6,607,098	3,253,944	180,604	3,177,002	277,315,826	277,809,628
Change in Net Book Value	1,709,500	(83,184)	(5,382,371)	2,177,737	1,235	(586,924)	(848,160)	49,999	2,468,366	(493,802)	(5,531,707)
Disposals											
Historical Cost	-	-	-	-	45,193	196,981	2,088,570	121,652	-	2,452,396	2,355,292
Accumulated Amortization	-	-	-	-	45,193	196,981	2,088,570	121,652	-	2,452,396	2,340,728
Net Cost	-	-	-	-	-	-	-	-	-	-	14,564
Price of Sale	-	-	-	-	1,138	-	-	-	-	1,138	1,000
Gain (Loss) on Disposal	-	-	-	-	1,138	-	-	-	-	1,138	(13,564)

Closing cost of leased tangible capital assets includes \$980,123 (2019 - \$980,123) in Computer Hardware and Audio Visual Equipment. Accumulated amortization of \$392,050 (2019 - \$196,025) has been recorded on these assets.

St. Paul's Roman Catholic Separate School Division No. 20
Schedule D: Consolidated Non-Cash Items Included in Surplus / Deficit
for the year ended August 31, 2020

	2020	2019
	\$	\$
Non-Cash Items Included in Surplus / Deficit		
Amortization of Tangible Capital Assets (Schedule C)	10,548,652	10,672,392
In-Kind Ministry of Education Capital Grants for Joint-Use Schools Project included in Surplus / Deficit	(2,281,448)	(457,055)
Net (Gain) Loss on Disposal of Tangible Capital Assets (Schedule C)	(1,138)	13,564
Total Non-Cash Items Included in Surplus / Deficit	8,266,066	10,228,901

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, 2020

	2020	2019
	\$	\$
Net Change in Non-Cash Operating Activities		
(Increase) in Accounts Receivable	(4,794,115)	(1,509,100)
Increase in Accounts Payable and Accrued Liabilities *	803,902	1,269,075
Increase in Liability for Employee Future Benefits	263,000	155,900
(Decrease) Increase in Deferred Revenue	(2,495,820)	1,103,345
(Increase) Decrease in Prepaid Expenses	(114,313)	8,976
Total Net Change in Non-Cash Operating Activities	(6,337,346)	1,028,196

* This amount does not include the \$164,088 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, 2020

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 after adjusting the accounting policies to a basis 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 – 57.3% (2019 – 58.3%)

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 \$5,892,000 (2019 - \$5,629,000) because actual experience may differ significantly from actuarial estimations.
- Property taxation revenue of \$49,432,221 (2019 - \$49,472,751) 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, 2020

2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

- Useful lives of tangible capital assets and related accumulated amortization \$132,418,532 (2019 - \$124,322,276) 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, 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, 2020

2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

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

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, 2020

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, 2020

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 2019 and 2020 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:

	2020		2019	
	Total Receivable	Net of Allowance	Total Receivable	Net of Allowance
Taxes Receivable	\$ 7,159,965	\$ 7,159,965	\$ 1,759,105	\$ 1,759,105
Provincial Grants Receivable	2,507,383	2,507,383	3,100,489	3,100,489
Other Receivables	1,679,527	1,679,527	1,693,166	1,693,166
Total Accounts Receivable	\$ 11,346,875	\$ 11,346,875	\$ 6,552,760	\$ 6,552,760

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2020

4. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2020	2019
Accrued Salaries and Benefits	\$ 4,251,007	\$ 3,432,466
Supplier Payments	4,638,897	4,343,094
Accrued Interest Payable	-	124,214
SGI Grant Overpayment	-	22,140
Total Accounts Payable and Accrued Liabilities	\$ 8,889,904	\$ 7,921,914

5. LONG-TERM DEBT

Details of long-term debt are as follows:

		2020	2019
Capital Loans:	BMO 5.01% twenty year fixed rate loan, payable in blended monthly instalments of \$179,973 until December 2033.	\$ 20,974,023	\$ 22,140,922
	Royal Bank 4.25% twenty year fixed rate loan, payable in blended monthly instalments of \$77,106 until December 2031.	8,310,550	8,915,207
	BMO 1.98% five year fixed rate loan, payable in blended monthly instalments of \$15,422, expired in March 2020.	-	122,284
		29,284,573	31,178,413
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.	753,229	947,777
		753,229	947,777
Total Long-Term Debt		\$ 30,037,802	\$ 32,126,190

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2020

5. LONG-TERM DEBT (Cont'd)

Future principal repayments over the next 5 years are estimated as follows:				
	Capital Loans	Capital Leases	Total	
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
2025	2,077,149	-		2,077,149
Thereafter	19,817,969	-		19,817,969
Total	\$ 29,284,573	\$ 753,229	\$	30,037,802

Principal and interest payments on long-term debt are as follows:				
	Capital Loans	Capital Leases	2020	2019
Principal	\$ 1,893,840	\$ 194,548	\$ 2,088,388	\$ 1,627,705
Interest	1,447,402	3,534	1,450,936	1,527,046
Total	\$ 3,341,242	\$ 198,082	\$ 3,539,324	\$ 3,154,751

6. EMPLOYEE FUTURE BENEFITS

The school division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave, severance benefits, and accumulating vacation banks. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the Consolidated Statement of Financial Position. HUB International 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, 2020. The benefits consulting practice, previously owned by Morneau Shepell Inc., was acquired by HUB International Limited in March 2020.

Details of the employee future benefits 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, 2020

6. EMPLOYEE FUTURE BENEFITS (Cont'd)

	2020	2019
Long-term assumptions used:		
Discount rate at end of period (per annum)	1.54%	1.93%
Inflation rate and productivity - Teachers (excluding merit and promotion) (per annum)	2.50%	2.50%
Inflation rate and productivity - Non-Teachers (excluding merit and promotion) (per annum)	3.00%	3.00%
Expected average remaining service life (years)	14	14

Liability for Employee Future Benefits	2020	2019
Accrued Benefit Obligation - beginning of year	\$ 5,762,200	\$ 5,028,900
Current period service cost	505,200	427,800
Interest cost	117,300	157,600
Benefit payments	(376,200)	(406,600)
Actuarial loss	233,800	554,500
Accrued Benefit Obligation - end of year	6,242,300	5,762,200
Unamortized net actuarial loss	(350,300)	(133,200)
Liability for Employee Future Benefits	\$ 5,892,000	\$ 5,629,000

Employee Future Benefits Expense	2020	2019
Current period service cost	\$ 505,200	\$ 427,800
Amortization of net actuarial (gain) loss	16,700	(22,900)
Benefit cost	521,900	404,900
Interest cost	117,300	157,600
Total Employee Future Benefits Expense	\$ 639,200	\$ 562,500

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2020

7. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2019	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2020
Capital projects				
Climate Action Incentive Fund	\$ -	\$ 531,428	\$ (496,826)	\$ 34,602
Other Non-Government deferred capital transfers	52,500	-	(7,500)	45,000
Total capital projects deferred revenue	52,500	531,428	(504,326)	79,602
Non-capital deferred revenue				
International Student Program tuition	2,577,500	1,457,102	(2,577,500)	1,457,102
Holy Family Community Space	1,064,700	-	(50,700)	1,014,000
United Way grant	-	12,500	-	12,500
Facility rentals	9,851	-	(9,851)	-
Property tax income	1,672,072	317,599	(1,672,072)	317,599
Total non-capital deferred revenue	5,324,123	1,787,201	(4,310,123)	2,801,201
Total Deferred Revenue	\$ 5,376,623	\$ 2,318,629	\$ (4,814,449)	\$ 2,880,803

8. 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:

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2020

8. COMPLEMENTARY SERVICES (Cont'd)

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	2020	2019
Revenues:			
Operating Grants	\$2,165,041	\$2,165,041	\$ 2,145,452
Total Revenue	2,165,041	2,165,041	2,145,452
Expenses:			
Salaries & Benefits	1,898,465	1,898,465	1,980,239
Instructional Aids	9,260	9,260	122
Non-Capital Furniture & Equipment	14,428	14,428	24,822
Travel	681	681	1,656
Professional Development (Non-Salary Costs)	-	-	251
Student Related Expenses	10,343	10,343	20,191
Contracted Transportation & Allowances	15,775	15,775	16,672
Amortization of Tangible Capital Assets	1,170	1,170	1,170
Total Expenses	1,950,122	1,950,122	2,045,123
Excess of Revenue over Expenses	\$ 214,919	\$ 214,919	\$ 100,329

9. 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	2020	2019
Revenues:			
Operating Grants	\$ 150,000	\$ 150,000	\$ 150,000
Total Revenues	150,000	150,000	150,000
Expenses:			
Salaries & Benefits	-	-	48,160
Instructional Aids	-	-	40,007
Supplies and Services	156,127	156,127	60,607
Total Expenses	156,127	156,127	148,774
(Deficiency) Excess of Revenues over Expenses	\$ (6,127)	\$ (6,127)	\$ 1,226

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2020

10. 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, 2020

10. ACCUMULATED SURPLUS (Cont'd)

	August 31 2019	Additions during the year	Reductions during the year	August 31 2020
Invested in Tangible Capital Assets				
Net Book Value of Tangible Capital Assets	\$ 277,809,628	\$ 10,054,850	\$ 10,548,652	\$ 277,315,826
Less: Debt owing on Tangible Capital Assets	(32,126,190)	-	2,088,388	(30,037,802)
	245,683,438	10,054,850	12,637,040	247,278,024
PMR maintenance project allocations	2,638,603	3,818,127	1,597,585	4,859,145
Designated Assets				
Capital projects				
Designated for tangible capital asset expenditures	748,531	115,452	589,592	274,391
Other				
Board elections	125,000	-	-	125,000
Claims fluctuation reserve	100,000	-	100,000	-
Coordinator carryover	801,609	294,631	240,500	855,740
COVID-19 committed expenses	-	1,614,477	-	1,614,477
Curricular renewal and implementation	1,420,000	-	-	1,420,000
Facility renewal and construction	3,367,526	-	3,248,000	119,526
Holy Family maintenance fund	202,800	50,700	-	253,500
Humboldt Collegiate Institute	363,956	-	12,436	351,520
Invitational Shared Services Initiative	8,769	150,000	156,127	2,642
JUSP unfixed furniture and equipment and minor works	102,081	-	-	102,081
Modular classroom moves and new construction	1,039,307	-	-	1,039,307
Operating grant/property tax reconciliation	-	6,646,803	-	6,646,803
Oskāyak High School	1,653,297	535,086	-	2,188,383
Saskatoon French School	589,843	16,398	26,897	579,344
Scholarship funds	169,897	268	-	170,165
School decentralized budget carryover	170,603	654,408	170,603	654,408
School furniture replacement	575,500	175,000	175,000	575,500
School generated funds	1,448,837	7,935	-	1,456,772
Snow removal	75,000	-	-	75,000
	12,962,556	10,261,158	4,719,155	18,504,559
Unrestricted Surplus	3,884,146	-	-	3,884,146
Total Accumulated Surplus	\$ 265,168,743	\$ 24,134,135	\$ 18,953,780	\$ 274,525,874

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, 2020

11. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2020 Actual	2019 Actual
Governance	\$ 251,258	\$ 278,868	\$ -	\$ -	\$ 530,126	\$ 590,591
Administration	4,393,650	728,993	-	52,697	5,175,340	5,141,107
Instruction	137,425,666	8,326,872	-	1,992,362	147,744,900	143,854,694
Plant	9,275,389	14,146,247	-	8,502,423	31,924,059	31,418,475
Transportation	1,561	7,596,119	-	-	7,597,680	7,829,545
Tuition and Related Fees	-	148,465	-	-	148,465	103,227
School Generated Funds	-	3,173,703	-	-	3,173,703	4,549,810
Complementary Services	1,898,465	50,487	-	1,170	1,950,122	2,045,123
External Services	-	156,127	-	-	156,127	148,774
Other	-	59,867	1,450,936	-	1,510,803	1,618,219
TOTAL	\$ 153,245,989	\$ 34,665,748	\$ 1,450,936	\$ 10,548,652	\$ 199,911,325	\$ 197,299,565

12. 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:

	2020			2019
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	1,233	2	1,235	1,224
Member contribution rate (percentage of salary)	9.50% - 11.70%	6.05% - 7.85%	6.05% - 11.70%	6.05% - 11.70%
Member contributions for the year	\$ 10,408,315	\$ 9,582	\$ 10,417,897	\$ 10,060,859

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2020

12. 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:

	2020	2019
Number of active School Division members	763	731
Member contribution rate (percentage of salary)	9.00%	9.00%
School Division contribution rate (percentage of salary)	9.00%	9.00%
Member contributions for the year	\$ 2,681,616	\$ 2,479,692
School Division contributions for the year	\$ 2,681,616	\$ 2,479,692
Actuarial extrapolation date	31-Dec-19	31-Dec-18
Plan Assets (in thousands)	\$ 2,819,222	\$ 2,487,505
Plan Liabilities (in thousands)	\$ 2,160,754	\$ 2,024,269
Plan Surplus (in thousands)	\$ 658,468	\$ 463,236

13. BUDGET FIGURES

Budget figures included in the consolidated financial statements were approved by the Board of Education on June 24, 2019 and the Minister of Education on August 26, 2019.

14. 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, 2020

14. 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, 2020. These amounts represent 100% of the partnership's financial position and activities.

	2020	2019
Capital Assets	\$ 14,227,899	\$ 14,671,263
Total Assets	14,227,899	14,671,263
Accumulated Surplus	14,227,899	14,671,263
Total Liabilities and Accumulated Surplus	14,227,899	14,671,263
Revenue	3,689,628	3,806,543
Expenses	(3,711,321)	(3,750,189)
Total Operating (Deficit) Surplus	(21,693)	56,354
Less: Allocated to Horizon School Division No. 205	9,257	(23,507)
Less: Allocated to St. Paul's Roman Catholic Separate School Division No. 20	12,436	(32,847)
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 57.3% (2019 – 58.3%). 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:

	2020	2019
Capital Assets	\$ 9,787,895	\$ 10,105,678
Revenue	\$ 2,115,258	\$ 2,218,889
Expenses	\$ (2,127,695)	\$ (2,186,034)

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 10 – Accumulated Surplus.

15. 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, with a balance of \$114,243. The lease ends August 30, 2021.

During the year, the school division was approved for a grant of \$1,062,857 by the Government of Saskatchewan from the Climate Action Incentive Fund (CAIF) to complete projects at two schools. As of August 31, 2020, the school division had received \$531,428, and will receive the remaining balance of \$531,429 at project completion.

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2020

16. 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
2021	\$ 7,259,712
2022	7,443,956
2023	6,515,485
	\$ 21,219,153

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:				
2021	\$ 46,200	\$ 46,200	\$ 195,350	\$ 195,350
2022	46,200	46,200	196,156	196,156
2023	-	-	196,964	196,964
2024	-	-	164,759	164,759
Total future minimum lease payments	92,400	92,400	753,229	753,229
Less: Interest and executory costs	-	-	(6,087)	(6,087)
Total Lease Obligations	\$ 92,400	\$ 92,400	\$ 747,142	\$ 747,142

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17. 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, 2020 was:

August 31, 2020					
	Total	0-30 days	30-60 days	60-90 days	Over 90 days
Grants Receivable	\$ 2,507,383	\$ 2,507,383	\$ -	\$ -	\$ -
Other Receivables	1,401,457	1,041,097	-	-	360,360
Net Receivables	\$ 3,908,840	\$ 3,548,480	\$ -	\$ -	\$ 360,360

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, 2020					
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 8,889,904	\$ 8,889,904	\$ -	\$ -	\$ -
Long-term debt	30,037,802	956,702	956,702	8,306,428	19,817,970
Total	\$ 38,927,706	\$ 9,846,606	\$ 956,702	\$ 8,306,428	\$ 19,817,970

iii) Market Risk

The school division is exposed to market risks with respect to interest rates, as follows:

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The school division's interest rate exposure relates to cash and cash equivalents and long-term debt. The school division also has an authorized bank line of credit of \$15,000,000 (2019 - \$28,000,000) with interest payable

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17. RISK MANAGEMENT (Cont'd)

monthly at a rate of prime minus 1.00% per annum, which was approved by the Ministry of Education on June 19, 2015. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2020 (2019 - \$0).

The school division minimizes these risks by:

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

18. COVID-19 PANDEMIC

The COVID-19 pandemic is complex and rapidly evolving. It has caused material disruption to businesses and has resulted in an economic slowdown. The school division continues to assess and monitor the impact of COVID-19 on its financial condition. The magnitude and duration of COVID-19 is uncertain and, accordingly, it is difficult to reliably measure the potential future impact on the school division's financial position and operations.

In 2019-20, some municipalities deferred property tax collections due to the COVID-19 pandemic. This does not change the revenue recognition of education property tax; however, it results in decreased cash collections and an increase in accounts receivables. Consequently, the school operating grant from the Ministry of Education has increased in 2019-20 to offset this. In 2020-21, it is expected that the cash will be collected from the deferred education property tax, accounts receivable will decrease and the school operating grant from the Ministry of Education will also decrease.