



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

2020-21 Annual Report

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School Division Contact Information



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

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- An electronic copy of this report is available at:
[2020-2021 Annual Report to the Ministry of Education](#)

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 2020-21 annual report. This report presents an overview of St. Paul's Roman Catholic Separate School Division's goals, activities and results for the fiscal year September 1, 2020 to August 31, 2021. It provides audited financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

A handwritten signature in blue ink that reads "Diane Boyko". The signature is fluid and cursive.

Diane Boyko, Chair
St. Paul's RCSSD #20 Board of Education

Introduction

St. Paul's Roman Catholic School Separate School Division #20 is more commonly known as Greater Saskatoon Catholic Schools (GSCS). This report highlights our achievements, progress and results for the school year from September 1, 2020 and ending August 31, 2021.

Greater Saskatoon Catholic Schools' mission statement is as follows: *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 detail how Greater Saskatoon Catholic Schools carries out this 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.*

After months of at-home, online supplemental learning in the spring of 2020 due to the COVID-19 pandemic, most students and staff returned to in-class learning in September 2020. With some parents not comfortable having their children return to in-class learning, the GSCS online Cyber School expanded to accommodate between 1,300 and 1,500 students in all grade levels.

For the first time in many years, enrolment at Greater Saskatoon Catholic Schools dropped slightly in 2020-21. However, the diversity in learning needs encountered to navigate the ever-changing COVID-19 landscape presented many challenges. The implementation of various safety protocols and adapting to shifting public health guidelines for classrooms proved challenging. Still, the efforts and professionalism of GSCS staff ensured the maintenance of inclusive and holistic approach to education—fostering intellectual, physical, emotional, psychological, and spiritual growth and development in our students. GSCS acknowledges the privilege of being entrusted by parents to educate their children especially during the COVID-19 pandemic.

The pandemic created a significant number of disengaged students. As a school division, a concerted effort was made to connect (or re-connect, as the case may be) with families. You can read more about the details of these efforts later in this report.

Greater Saskatoon Catholic Schools is 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 a vibrancy to our schools that we could not create on our own. Although what this looked like during a pandemic may have been different from other years, we are thankful to have a supportive community.

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

Governance

The Board of Education

Greater Saskatoon Catholic Schools is governed by a 10-member elected Board of Education. *The Education Act, 1995* gives the Board of Education authority to 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 November 13, 2020 and will serve a four-year term.

Board of Education members at August 31, 2021 are:

- Saskatoon Ron Boechler (Board Vice-chair)
- Saskatoon Diane Boyko (Board Chair)
- Saskatoon Hudson Byblow
- Saskatoon Jim Carriere
- Saskatoon Dana A. Case
- Saskatoon Tim Jelinski
- Saskatoon Sharon Zakreski-Werbicki
- Saskatoon Rural (Subdivision 1) Wayne Stus
- Humboldt (Subdivision 2) Debbie Berscheid
- Biggar (Subdivision 3) Bonita Elliott



D. Berscheid



R. Boechler



D. Boyko



H. Byblow



J. Carriere



D. Case



B. Elliott



T. Jelinski



W. Stus



S. Zakreski-Werbicki

Catholic School Community Councils

Greater Saskatoon Catholic Schools continues to value the role that Catholic School Community Councils (CSCC) play in each of the division's schools. CSCCs operated in 48 out of 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 schools in the division, École Saskatoon French School and Oskāyak High School, are associated schools and operate with a parent board and not a CSCC.

This past year provided very unique challenges for the CSCCs due to the pandemic and division protocols. All meetings and interactions with CSCCs were virtual which resulted in the need to learn new technology tools and innovative ways to connect and engage families.

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

Throughout this past year, the CSCCs continued to be very involved in supporting both the division areas of focus and their individual school 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. Templates and protocols were provided for school teams to use with their CSCCs to share data, develop and actualize school learning improvement plans. CSCCs were not able to physically be in our schools this year to support learning improvement plans but they continue to provide financial support to purchase additional resources. Some of the resources that were purchased were the following:

- Levelled reading books
- Books for families to take home over the summer
- Resources and equipment for indoor and outdoor recesses
- Technology
- Creation of an outdoor learning environment
- Creation of 'welcome to our school' gift bags for all Kindergarten families

This past year, each of the schools in GSCS worked collaboratively with their CSCCs to explore different ways to promote family engagement and community participation in a virtual format. These activities provided school teams the opportunity to continue to foster and build relationships with families. Some of the virtual activities planned were the following:

- Magic Show for families
- Book Fairs
- Bingo and Trivia Games
- Scavenger Hunts
- A window painting “Message of Hope” challenge
- Mental Health Presentation – Coping with COVID for parents
- Creation of a Rock Garden where families were invited to paint inspiring messages on rocks and drop them off at the school to be part of the garden.

Greater Saskatoon Catholic Schools continues to recognize and acknowledge the importance of providing training and ongoing professional development with our CSCCs during the 2020-21 school year. All CSCC members and principals were provided with the Handbook for Principals, Catholic School Community Councils, and a Quick Reference Guide to support and guide their work. As a division, we have an online CSCC OneNote binder where we add updated resources and information to support their work.

In 2020-21, GSCS trustees virtually attended at least one CSCC meeting at each school throughout the year which allowed them the opportunity to dialogue at the community level. Greater Saskatoon Catholic Schools also planned and invited CSCCs to participate in two different virtual presentations.

- Presentation on finances and the tools 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 CSCC with a \$1,000 grant to support their work and \$36,009.76 was spent over the last year. These funds were used in a variety of ways to support the operation of each CSCC. Some of the ways these funds were used this past year include supporting meeting expenses, bringing in guest speakers for virtual presentations for families, and purchasing resources to support school learning improvement plans.

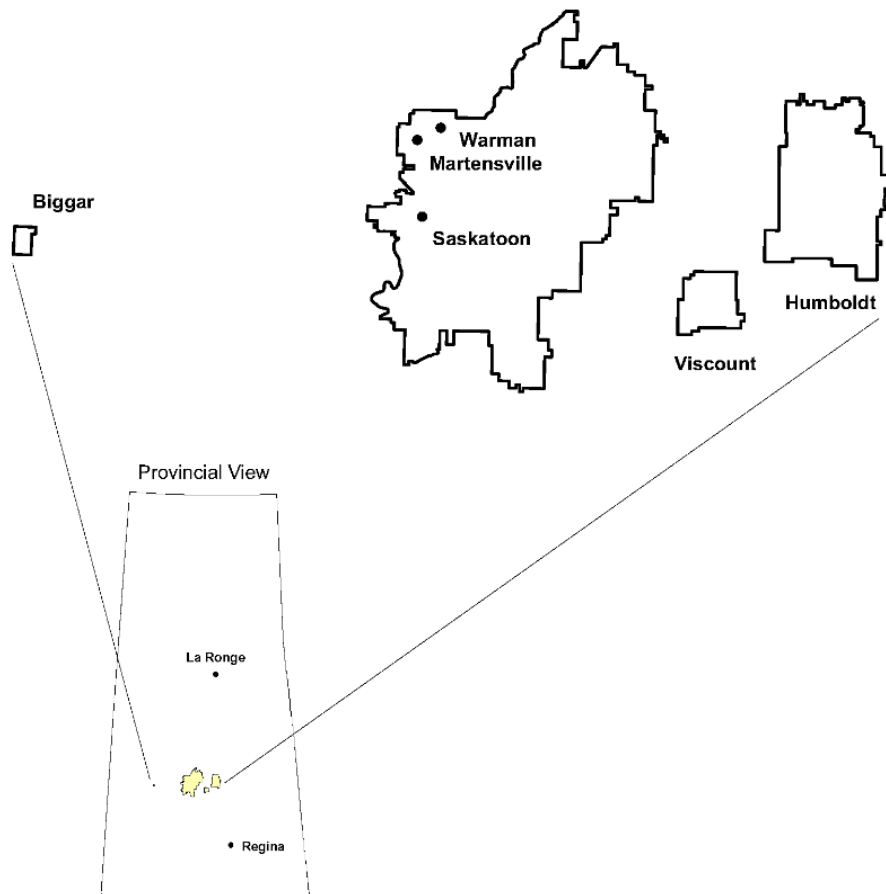
School Division Profile

About Us

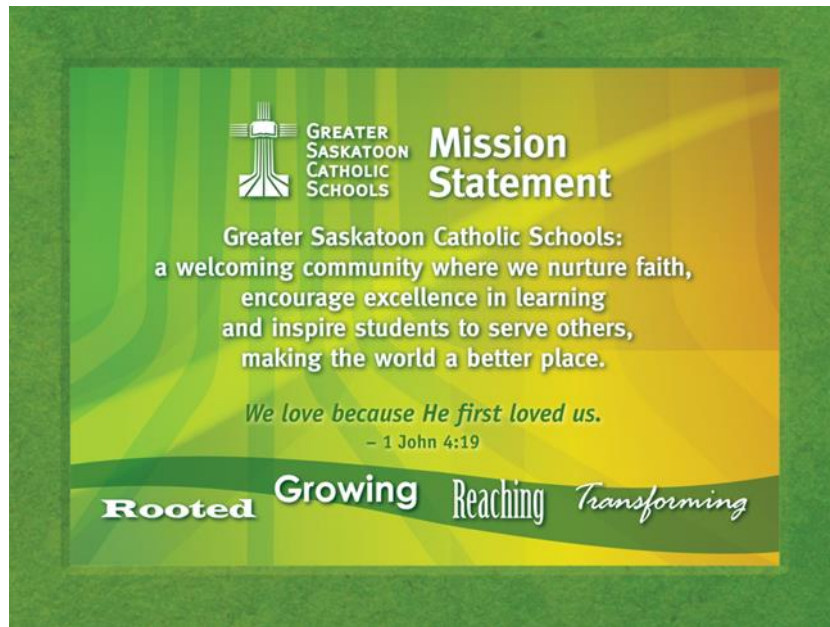
Situated on Treaty 6 territory and traditional homeland of the Métis, Greater Saskatoon Catholic Schools is Saskatchewan's largest Catholic school division. Over 19,500 students attend our 50 schools—43 elementary and seven high schools. We proudly provide Catholic education from Prekindergarten through Grade 12 in Saskatoon and area, Biggar, Humboldt, Martensville and Warman. We also jointly govern Humboldt Collegiate Institute with Horizon School Division #205.

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 2021



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 is honoured to be a partner in this education. This is the 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 within the goals of the board. Greater Saskatoon Catholic Schools serves within the boundaries of the Roman Catholic Diocese of Saskatoon and the Ukrainian Catholic Eparchy of Saskatoon. GSCS works 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 16 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 GSCS schools. Many of the schools have formal partnerships with local businesses. GSCS works in collaboration with local business improvement districts, including the Broadway Improvement District and the Riversdale Business Improvement District. The business community has always responded very generously with its time, expertise and resources. Greater Saskatoon Catholic Schools has 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 the division's school-based nutrition programming and supports volunteer collaborations between the 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 five years, GSCS has 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. READSaskatoon also supports elementary student reading outcomes through the provision of tutors through the Spark Program. Other child service agency partnerships include partnerships with Big Brothers Big Sisters of Saskatoon and Boys and Girls Clubs of Saskatoon.

GSCS has expanded its 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.

Greater Saskatoon Catholic Schools has a long-standing partnership with the Meewasin Valley Authority supporting access to educational opportunities in the Meewasin Valley. The division partnership with Meewasin offers seasonal programming focused on land-based and cultural learning opportunities for students and teachers at sites such as the Northeast Swale, Beaver Creek Conservation Area, and the Cameco Meewasin Skating Rink. This partnership has also led to the development of K-12 resources to help educators to achieve curricular outcomes in an outdoor environment.

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, GSCS 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 Greater Saskatoon Catholic Schools supports students. Saskatoon Early Years Partnership supports children in their development from ages 0 to 6. GSCS is appreciative of the supplementary supports received through partnerships. The division is fortunate to host agencies in several of GSCS 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), Greater Saskatoon Catholic Schools collaborates 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.

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



Greater Saskatoon Catholic Schools and Central Urban Métis Federation Inc., in collaboration with Métis Nation – Saskatchewan, Saskatchewan Urban Native Teacher Education Program and Gabriel Dumont Institute, have received the 2020 Premier's Board of Education Award for Innovation and Excellence in Education for the submission of "Marrsí ôma kici kâmiyin – The St. Michael Métis School of Excellence". (Marrsí ôma kici kâmiyin is Michif for "thank you for the great gift".)

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. In preparation of the 2020-21 school year, we continued to evolve and grow in response to the global pandemic. 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 throughout the pandemic. As we journey through the pandemic we continue to rely on research, experience and community voice in revising programming to support student achievement.

In 2020-21, many of GSCS students returned to face-to-face learning while some of our families chose online or homebased learning. Although elementary students attended face-to-face learning each day, high schools operated on a blended model with students attending every other day. Therefore, preparation for the 2020-21 school year included planning for face-to-face, blended and online learning. This included reviewing online learning research, surveying staff, teachers and students on their experiences from March to June 2020 and using this information to support staff, students and community with the provision of responsive resources and supports for students and staff.

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. Greater Saskatoon Catholic Schools recognizes 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 (illustration on the next page) 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.

Student Learning Model



Quality Core Classroom Instruction

Instruction received by all students
This will meet the learning needs of most students

Environment

- Engaged learners
- Positive relationships

Curriculum

- Knowledge of outcomes
- Organized planning

Assessment

- Effective use of assessment for, as, and of learning
- Feedback is used by students and teachers to improve learning and teaching

Instruction:

- Determined by curriculum outcomes
- Research-based instructional strategies

Plus

Additional instruction in the classroom

Focused Instruction and Intervention

Additional instruction and intervention for students identified through progress monitoring in Plus

Specialized Instruction and Intervention

Additional instruction and intervention for students identified through progress monitoring in Focused

Intensive Needs

We believe that all students can learn and develop their God-given talents as they strive to reach their full potential spiritually, academically, physically, socially and emotionally. • The Student Learning Model ensures that all students within Greater Saskatoon Catholic Schools 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 a common language of quality core instruction has been developed. The *Our Classroom Commitment* defines key aspects of curriculum, environment, instruction and assessment that GSCS strives for within each classroom. Culturally responsive and relational pedagogy is connected to criteria and indicators within quality core instruction supporting cultural competency. Blended and distance learning guidelines were developed to support student outcomes when learning from home. The guidelines provide indicators of effective teaching and learning within distance and blended learning environments, supporting the actualization of a quality learning experience for all students.

The pandemic response resulted in unprecedented growth in the use of technology to support teaching and learning effectively. Professional development opportunities were provided virtually as no in-person PD was conducted. Division coordinators and consultants were trained

on resource development, digital video production, and various instructional design strategies to engage and support their continued work throughout the pandemic. Teacher resources and

The poster features a green header with the text: FAITH | ENVIRONMENT | CURRICULUM | ASSESSMENT | INSTRUCTION. Below this, the title "OUR Classroom Commitment" is displayed in large, bold, yellow-green letters. The main body of the poster is white with green accents. It contains several sections: a mission statement, definitions for Environment, Curriculum, Assessment, and Instruction, and corresponding student/teacher quotes. At the bottom, it includes the Greater Saskatoon Catholic Schools logo and the motto "Rooted. Growing. Reaching. Transforming." along with a biblical quote: "We love because He first loved us" 1 John 4:19.

OUR Classroom Commitment

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

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

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

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

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

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

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

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

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

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

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

GREATER SASKATOON CATHOLIC SCHOOLS

Rooted. Growing.
Reaching. Transforming.

professional learning opportunities were created throughout the year and have been placed within a virtual teacher resource hub supporting quality core instruction.

Schools continue to engage in strategic planning aligned to board goals. School teams 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.

The distinct approach to education in Greater Saskatoon Catholic Schools is reflected in the supports and services provided which have been responsive in adapting to pandemic conditions in 2020-21. 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;
- Advanced Placement options for gifted learners;
- Inclusive supports in all schools for learners with intensive needs;
- Social Paediatrics Program;
- Supports for New Canadians;
- English as an Additional Language programming;
- French Immersion program at ten elementary schools and four high schools;
- Core French at eight elementary schools and one high school;
- Cree Bilingual program at St. Frances Cree Bilingual School – Kindergarten to Grade 9;
- Cree Bilingual program at E.D. Feehan Catholic High School – Grade 10 and 11;
- 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;
- High school band programming;
- Cyber School online learning for Kindergarten to Grade 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;
- Student Attendance Initiative Team.

Strategic Direction and Reporting

Education Sector - Strategic Planning

Members of the education sector worked together to develop the Education Sector Strategic Plan (ESSP) for 2014-2020, which described the strategic direction of the education sector, with priorities and outcomes that aligned the work of school divisions and the Ministry of Education. In 2020-21, the ESSP continued for a final year to guide the education sector for the benefit of all Saskatchewan students while work proceeded to develop a provincial education plan to 2030.

In November 2019, the collaboration of education sector partners culminated in the release of the *Framework for the Provincial Education Plan 2020-2030*. The framework is guiding the education sector in collaborative work to develop a provincial education plan for Saskatchewan students to 2030. Initial work in 2020-21 has focused on an interim plan that will support staff and students for the upcoming school year as the province emerges from the COVID-19 pandemic.

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, 2021, 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 were 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 and aligned with the goals of <i>Inspiring Success</i> 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 2020-21 school year to achieve the outcomes and targets of the Reading, Writing and Math at Grade Level outcome</p>	<p>During the 2020-21 school year, the following actions were taken to work towards achieving the outlined goals in reading, writing and mathematics and aligned with the goal of <i>Inspiring Success</i> to ensure equitable opportunities and outcomes for First Nations and Métis learners:</p> <ul style="list-style-type: none"> • Grade 1-3 students were assessed using the Benchmark Reading Assessment System in November, March and June. • Grade 4-8 students were assessed using the Benchmark Reading Assessment System in November and June. • Wrap around job-embedded literacy support was provided in four 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 all 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 interventionists new to the Levelled Literacy Intervention resource. • Professional learning was provided on the 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. • Professional learning was 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.

- 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.
- Virtual job-embedded support was provided within the mathematics number strand.
- Grades 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.

Note: Professional learning sessions were not provided face-to-face due to COVID-19 pandemic restrictions. Teacher learning opportunities were provided in virtual format, and some were recorded allowing teachers to access at any time.

Measures for Reading, Writing and Math At or Above Grade Level

In 2019-20, results of student progress in reading, writing and mathematics were not available to report for comparison with previous years because end-of-year data collections were interrupted due to the COVID-19 pandemic.

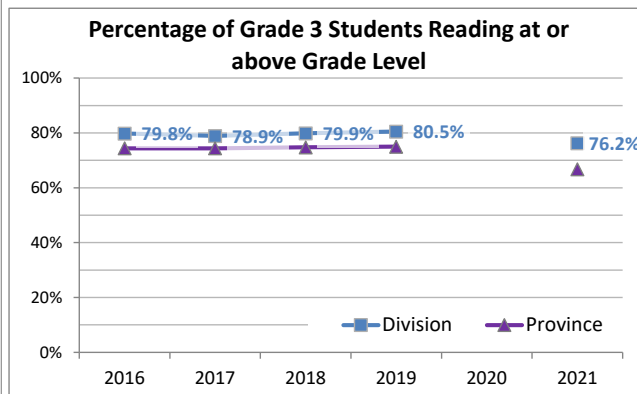
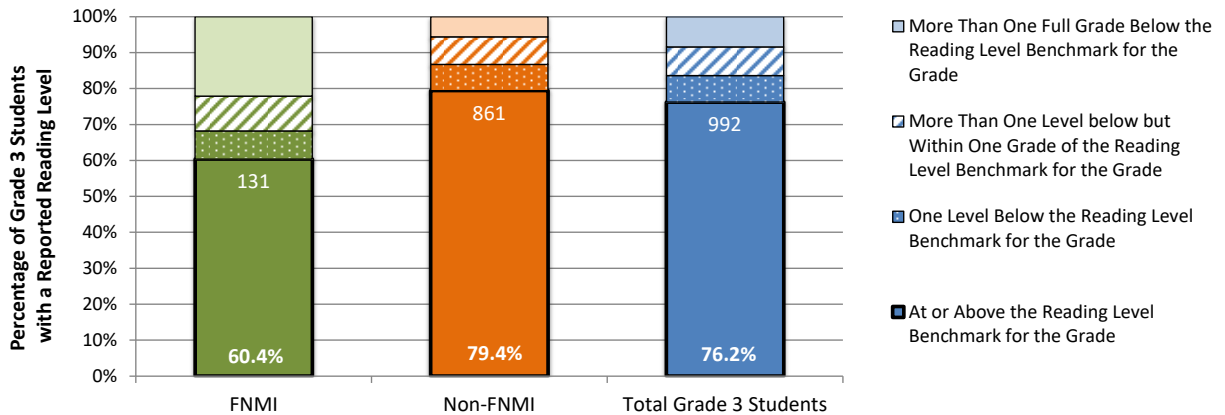
In 2020-21, provincial data collection of reading levels resumed. Although there were no provincial data collections for writing and mathematics number strand, school divisions continued to independently monitor student progress in writing and mathematics.

Proportion of Grade 3 Students Reading At or Above Grade Level

Grade 3 reading levels are considered a leading indicator of future student performance. 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.

The bar graph on the following page displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level. The chart below the graph shows the percentage of Grade 3 students reading at or above grade level relative to the province for the five most recent years. The table shows the proportion of Grade 3 students with reported reading levels. As a result of the COVID-19 pandemic response, June 2020 reading data is unavailable.

Reading Results Data, St. Paul's RCSSD 20, Grade 3, 2020-21



Proportion of Grade 3 Students with Reported Reading Levels, 2020-21

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	217	84.1%	3.1%	12.8%	258
Division (Total)	1,301	80.5%	16.3%	3.2%	1,616
Province (FNMI)	1,910	80.1%	9.8%	10.1%	2,386
Province (Total)	11,869	82.2%	14.8%	3.0%	14,444

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, 2021

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

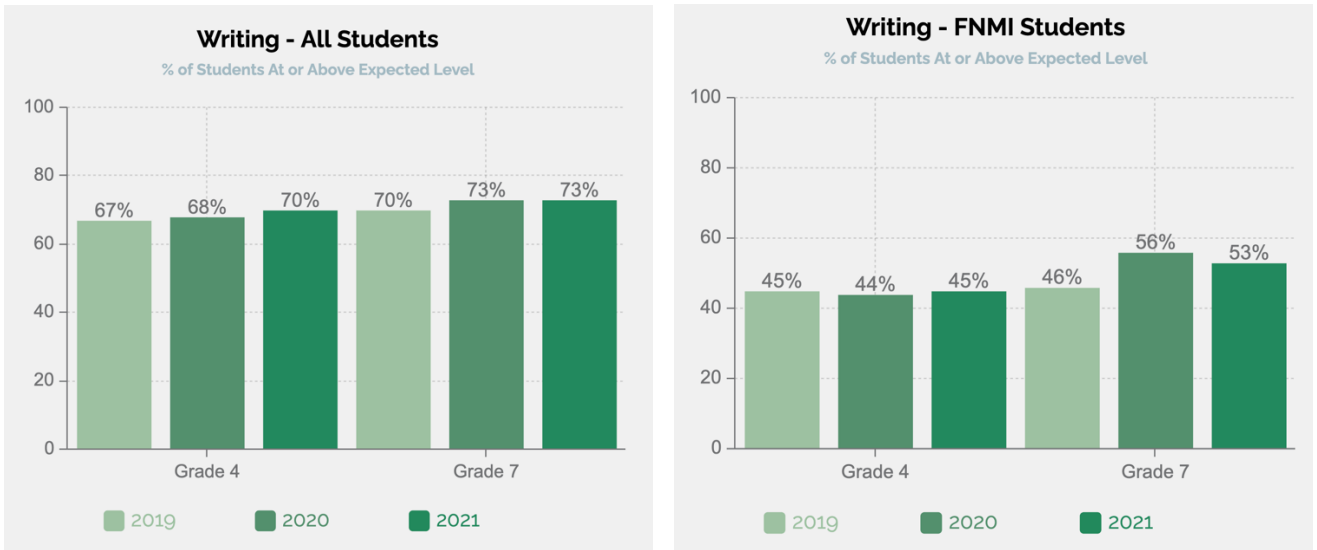
Greater Saskatoon Catholic Schools' Grade 3 reading outcomes have remained above the provincial results for all students and FNMI students since 2013-14. Division outcomes for all Grade 3 students have decreased 4.3 percentage points in 2020-21 compared to 2018-19. The decrease in percentage points for Grade 3 students in 2020-21 is greater than we have experienced in past years. Attending to pandemic-related disruptions in learning will be our focus in the following school year to close gaps in reading achievement.

In 2020-21, the FNMI sub-population for Grade 3 students shows that 60.4% of students were reading at or above grade level, representing a 1.4 percentage point increase from 2018-19 (60.4% compared to 59.0%). Although there has been growth in closing the gap between FNMI and non-FNMI students in Grade 3, the data continues to outline the need for targeted supports and resources for schools with high FNMI student population.

Progress for Students in Writing At or Above Grade Level

Writing is a key measure identified in the ESSP Reading, Writing and Math at Grade Level Outcome. Students need strong written communication skills to meet the challenges of their future. Writing helps students to: learn; shape critical thought; express and record ideas; convince others; and demonstrate knowledge and veracity. Developing writing skills also reinforces reading skills.

Provincial data collection for writing was suspended for the 2020-21 school year, with school divisions continuing to monitor progress in writing informed by school division data collection and analysis. The following provides an indication of progress in writing for 2020-21.



Although provincial data collection for writing was suspended for the 2020-21 school year, Greater Saskatoon Catholic Schools continued to collect data for Grades 4 and 7 in June 2021. The chart above provides Grade 4 and 7 writing data collected for all students and FNMI students over the last three years.

The percentage of all Grade 4 students at or above expected level in 2020-21 shows an increase of 2.0 percentage points year-over-year. The percentage of students at or above expected level remained the same for students in Grade 7 year-over-year.

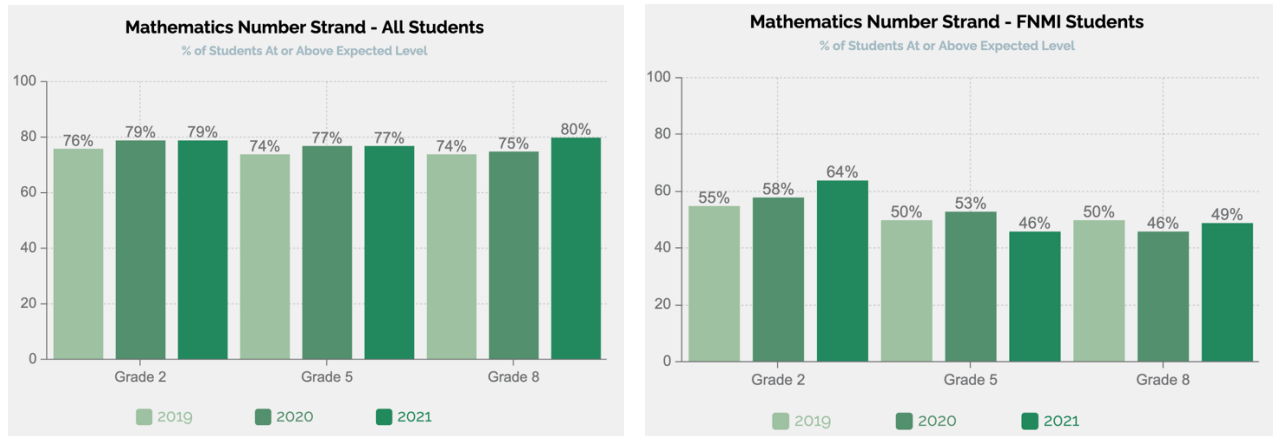
In 2020-21, the FNMI sub-population shows that the percentage of Grade 4 students at or above expected level increased 1.0 percentage point year-over-year and the percentage of students at or above expected level decreased 3.0 percentage points for FNMI students in Grade 7.

Division plans for student achievement in 2021-22 will focus on attending to pandemic-related disruptions in learning and improving outcomes for FNMI students.

Progress for Students in Mathematics – Number Strand At or Above Grade Level

Mathematics number strand is a key measure identified in the ESSP Reading, Writing and Math at Grade Level Outcome. Students who develop an understanding of the number strand outcome become flexible and confident with numbers and can transfer those abilities to more abstract problems.

Provincial data collection for mathematics – number strand was suspended for the 2020-21 school year, with school divisions continuing to monitor progress informed by school division data collection and analysis. The following provides an indication of progress in mathematics – number strand for 2020-21.



Although provincial data collection for mathematics – number strand was suspended for the 2020-21 school year, Greater Saskatoon Catholic Schools continued to collect data for Grades 2, 5 and 8 in June 2021. The chart above provides Grade 2, 5 and 8 mathematics – number strand data collected for all students and FNMI students over the last 3 years.

The percentage of all Grade 2 and 5 students at or above expected level in 2020-21 remained the same year-over-year compared to 2019-20. The percentage of students at or above expected level in Grade 8 increased by 5 percentage points (75% in 2019-20 compared to 80% in 2020-21).

In 2020-21, the FNMI sub-population shows that the percentage of Grade 2 students at or above expected level increased 6.0 percentage points year-over-year. The percentage of students at or above expected level decreased by 7.0 percentage points for FNMI students in Grade 5 and increased 3.0 percentage points for FNMI students in Grade 8 year-over-year compared to 2019-20.

Division plans for student achievement in 2021-22 will focus on attending to pandemic-related disruptions in learning and improving outcomes for FNMI students.

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

ESSP Outcome:

By June 30, 2021, 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 2021, schools involved in *Following Their Voices* for at least two years will collectively realize an 8% annual increase in First Nations, Métis and Inuit student graduation rates.
- By 2021, 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 Context).

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

During the 2020-21 school year, the following actions were taken to work towards achieving the goals to improve First Nations, Métis and Inuit Student Engagement and Graduation Rates. *Inspiring Success* guides and informs planning and implementation of initiatives aimed at improving outcomes for First Nations, Métis and Inuit students.

First Nations and Métis 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.

Teachers in the high school cohort will have developed a mentor/mentee relationship with at least one other teacher.

Students receiving consistent support from Aboriginal Student Achievement Coordinators will report a 5% increase in attendance compared to 2019-20.

In June 2021, Students receiving Aboriginal Student Achievement Coordinator support will self-report a 10% increased enjoyment and confidence in reading as compared to September 2020 survey results.

100% of students with Aboriginal Student Achievement Coordinator supports will have an attendance goal.

Social Paediatrics service rates will increase by 10% overall, compared to last year's service rates.

Clinical service usage rates will increase by 5% in 2020-21, compared to usage rates in 2019-20.

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

100% of all teachers in schools that have identified Métis Education as a school level goal will implement the K-Grade 8 "I can" statements.

	<p>100% of St. Frances Cree Bilingual School teachers will develop and implement Indigenous land-based curriculum learning resources.</p> <p>100% of classrooms attending Indigenous learning programming at Eagle Creek will collaborate and create an artistic classroom composition.</p> <p>Students participating in the Oskapewis Cultural Literacy Project will achieve 85% mastery of project outcomes.</p> <p>All Southwest Sector schools will have implemented an initiative aimed at increasing sense of belonging of First Nations and Métis students in Grades 5 through 8.</p> <p>Up to 60 Grade 6-8 First Nations and Métis students in four Southwest Sector schools will self-report an increase in their Cree cultural leadership competencies.</p> <p>There will be a 20% increase in St. Frances Cree Bilingual students that are at or above grade level in the nehiyaw language competency assessment as compared to 2019-20, in classrooms that are supported by a Cree Catalyst teacher.</p> <p>The First Nations, Métis and Inuit Education (FNMIE) Unit will support Cree teachers to further build and implement student resources which align with the GSCS Cultural Year Plan in both Core/Bilingual based on assessment data.</p> <p>By June 2021, the FNMIE Unit will provide job-embedded support to targeted Core and Bilingual Cree teachers, including co-planning and co-teaching based on assessment data potentially using Sprint Model for Cree.</p>
<p>School division actions taken during the 2020-21 school year to achieve the outcomes and targets of the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome</p>	<p>During the 2020-21 school year, the following actions were taken to work towards achieving the goals for this outcome. The goals of Inspiring Success also guided the actions to improve outcomes for First Nations and Métis students through equitable opportunities and outcomes for First Nations and Métis learners, valuing and supporting First Nations and Métis languages and cultures, continuing respectful relationships with First Nations and Métis peoples at the local level, and enriching understanding of the worldviews and historical impact of First Nations and Métis Nation.</p> <ul style="list-style-type: none"> • Community school principals and the FNMI Education Team collaborated to develop and deploy an Attendance Care Team (ACT) to support students and families most significantly affected by the pandemic. The ACT, comprised of a teacher, social worker and Aboriginal Student Achievement Coordinator addressed acute absences through the development of a continuum of school re-engagement strategies. • Aboriginal Student Achievement Coordinators supported FNMI student attendance increases. • Aboriginal Student Achievement Coordinators collaborated with Greater Saskatoon Catholic Schools’ Learning Assistance Teachers and acquired training, resources to support the students on their caseloads. • FNMI parents collaborated with Social Paediatrics clinicians to develop a community health consortium to support and create community health and wellness awareness and ownership. • The FNMIE Unit collaborated with Southwest Sector schools to develop a strategy and delivered initiatives aimed at increasing sense of belonging of First Nations and Métis students in Grades 5 through 8.

	<ul style="list-style-type: none"> • The FNMIE Unit collaborated the delivery of First Nations cultural leadership programming for First Nations and Métis students. • The FNMIE Unit collaborated with Leading to Learn Administrators and targeted teachers to support their growth in cultural responsiveness and relational pedagogy. • The school division trained a group of leaders in the Leading to Learn program, which aims to increase the capacity of administrators to make a positive impact on First Nations and Métis learners. • The FNMIE unit collaborated with all schools to implement Treaty Education outcomes. • The FNMIE Unit supported all schools that have identified Métis education as a goal within their school level plans. • The FNMIE Unit supported the Professional Development School at St. Frances Cree Bilingual School through collaboration on Indigenous learning opportunities. • The FNMIE Unit coordinated, developed and delivered land-based Indigenous learning activities at the Ed & May Scissons Environmental Centre that are available to all students. • Greater Saskatoon Catholic Schools (GSCS) revisited the relationship building strategy with Saskatoon Tribal Council (STC); reaffirming the philosophical motivators for the GSCS Board of Education and STC Chiefs entering into a co-governance relationship. • The FNMIE Unit reached out to Cree STC communities to develop relationships, assess community needs, and bridge urban and First Nation community conversations. • The FNMIE Unit supported the preservation, revitalization, and strengthening of nehiyaw and Michif languages and cultures.
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Measures for Improving First Nations, Métis and Inuit Student Engagement and Graduation
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Average Final Marks

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

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

Average Final Marks in Selected Secondary-Level Courses, 2020-21

Subject	All Students		Non-FNMI		FNMI	
	StPlsC	Province	StPlsC	Province	StPlsC	Province
English Language Arts A 10 (Eng & Fr equiv)	78.4	75.5	79.8	78.7	69.4	62.6
English Language Arts B 10 (Eng & Fr equiv)	79.3	74.9	81.4	78.1	68.0	62.2
Science 10 (Eng & Fr equiv)	76.8	74.6	78.2	77.8	67.6	61.6
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	82.0	74.5	83.6	78.5	72.0	61.6
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	79.2	76.0	80.3	78.1	68.7	63.8
English Language Arts 20 (Eng & Fr equiv)	79.0	76.6	80.0	78.9	70.7	64.8
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	70.0	69.4	71.8	72.8	66.4	62.3
Math: Foundations 20 (Eng & Fr equiv)	78.3	76.6	79.0	78.3	70.6	66.0

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, 2021

Analysis of Results – Average Final Marks

There continues to be a discrepancy in average marks between FNMI students and their non-FNMI peers in Greater Saskatoon Catholic Schools. Average marks range from 5.4 to 13.4 percentage points below their non-FNMI peers in GSCS. This continues to be an area of focus for the school division.

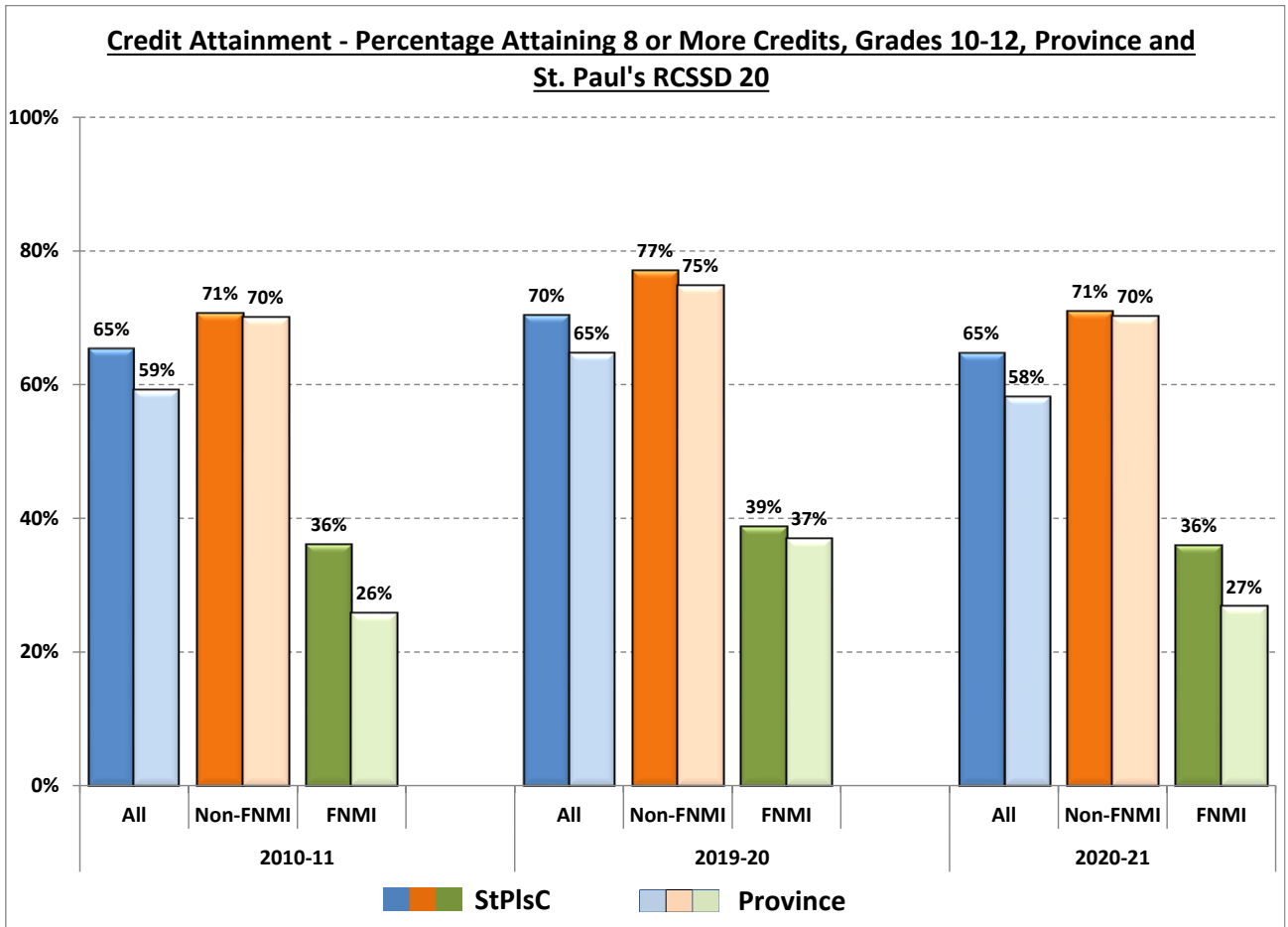
When comparing grades of students in Greater Saskatoon Catholic Schools (GSCS) with their provincial peers, students' achievement levels are above their provincial peers in every subject area when considering all students as well as for FNMI students. We are proud of the efforts of our students and staff in this area. In ELA 10, FNMI students in GSCS scored 6.8 percentage points higher on average. In ELB 10, FNMI students scored 5.8 percentage points higher. In Science 10, the average score is 6.0 percentage points higher for GSCS FNMI students. For Math Workplace and Apprenticeship 10, GSCS students scored 10.4 percentage points higher than their provincial FNMI peers. In the Foundations and Pre-Calculus 10 course, FNMI students in GSCS scored 4.9 percentage points higher on average. In English Language Arts 20, GSCS FNMI students scored 5.9 percentage points higher and in Math Foundations 20, GSCS FNMI students scored 4.6 percentage points higher than their provincial peers.

Greater Saskatoon Catholic Schools continues to work with teachers to develop culturally responsive and relational teaching practices and to develop an inclusive learning environment with high expectations for all students to achieve to the best of their potential. At present there are three schools in in our division who are a part of the Following Their Voices programming in the province while the other high schools continue to work on creating the most engaging learning environments for students to foster growth and improvement.

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



Notes: 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, 2021

Analysis of Results – Credit Attainment

Credit attainment is a key factor for graduation for all students. For Greater Saskatoon Catholic Schools there was a decrease in credit attainment rates in 2020-21 compared to the previous year (65% attaining 8 or more credits down from 70%). Increases in credit attainment in 2019-20 resulted in part from the policy decision response in March 2020 to provide passing grade options to students enrolled in spring semester classes. Credit attainment in 2020-21 shows a decrease from pre-pandemic levels that can likely be attributed in part to disruptions in learning caused by the COVID-19 pandemic. In the 2020-21 school year, students in our larger high schools were required to learn in a blended environment where students attended in-person every second day. Opportunities for in-person support by the teacher was more limited in this context.

In looking at the comparison of the credit attainment between Greater Saskatoon Catholic Schools (GSCS) in 2020-21, we see that GSCS students 65% of students achieved 8 or more credits while the provincial average was 58% of students achieving 8 or more credits. When comparing the results for the FNMI students, GSCS had 36% of students achieving 8 or more credits compared to 27% of FNMI students provincially achieving 8 or more credits.



Teacher Falynn Baptiste (left) and Gr. 12 students in E.D. Feehan Catholic High School's miyo mâcihowin Program share how the program has helped them be comfortable with their Indigenous identity, culture and language.

Graduation Rates

ESSP Outcome:

By June 30, 2021, 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.
- 80% of students have achieved at least 4 credits by the end of February.
- 80% of Grade 10 students will have at least 8 credits by the end of Grade 10 in 2020-21.

<p>School division goals aligned with the Graduation Rates outcome</p>	<p>By June 30, 2021 the Greater Saskatoon Catholic Schools' on-time graduation rate will be 85% and the extended graduation rate will be 90%.</p> <p>By June 30, 2021 the Greater Saskatoon Catholic Schools' FNMI graduation rate will be 65% on-time and 75% extended.</p>
<p>School division actions taken during the 2020-21 school year to achieve the outcomes and targets of the Graduation Rates outcome</p>	<p>During the 2020-21 school year, the following actions were taken to work towards achieving the outlined goal to improve graduation rates and align with the goal of <i>Inspiring Success</i> to ensure equitable opportunities and outcomes for FNMI learners:</p> <ul style="list-style-type: none"> • Actions taken to address COVID-19 pandemic conditions in the 2020-21 school year: <ul style="list-style-type: none"> ○ A revised student schedule in high schools to work in a block schedule which allows students to focus on two courses at a time. ○ Provided optional tutorial periods daily for all students to respond to challenges being faced. ○ Utilized a learning management system to support students working from home due to being in a blended learning scenario or having to isolate as a close contact. ○ The school division provided additional Math and Science support virtually for students unable to be in the school. ○ GSCS also developed Math videos for all high school Mathematics courses with video-taped lessons to support instruction. Created by our teachers and consultants, they are available for student support now and in the future. ○ Provided a counsellor help line to respond to students who were struggling during this school year. • Aboriginal Student Achievement Coordinators served First Nations, Métis and Inuit (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 and application increased. • Pathways to Education Cohort process and partnership developed with Saskatoon Tribal Council. • Cree Bilingual programming was expanded to Grade 11. • 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 improving the graduation rate goals.

- Worked on building capacity among teachers to improve student engagement and culturally responsive pedagogy.
- Following Their Voices cohort at E.D. Feehan Catholic High School completed Year 6. Bishop Murray High School began participation for the 2018-19 school year and completed Year 3 with all teachers trained and supported. Oskāyak High School was accepted as a Following Their Voices school for the 2020-21 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:
 - 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 levels were reported through the OurSCHOOL survey.
- Coordination of and integration with FNMI, Reading, and Early Years plans.
- Relational data was collected.

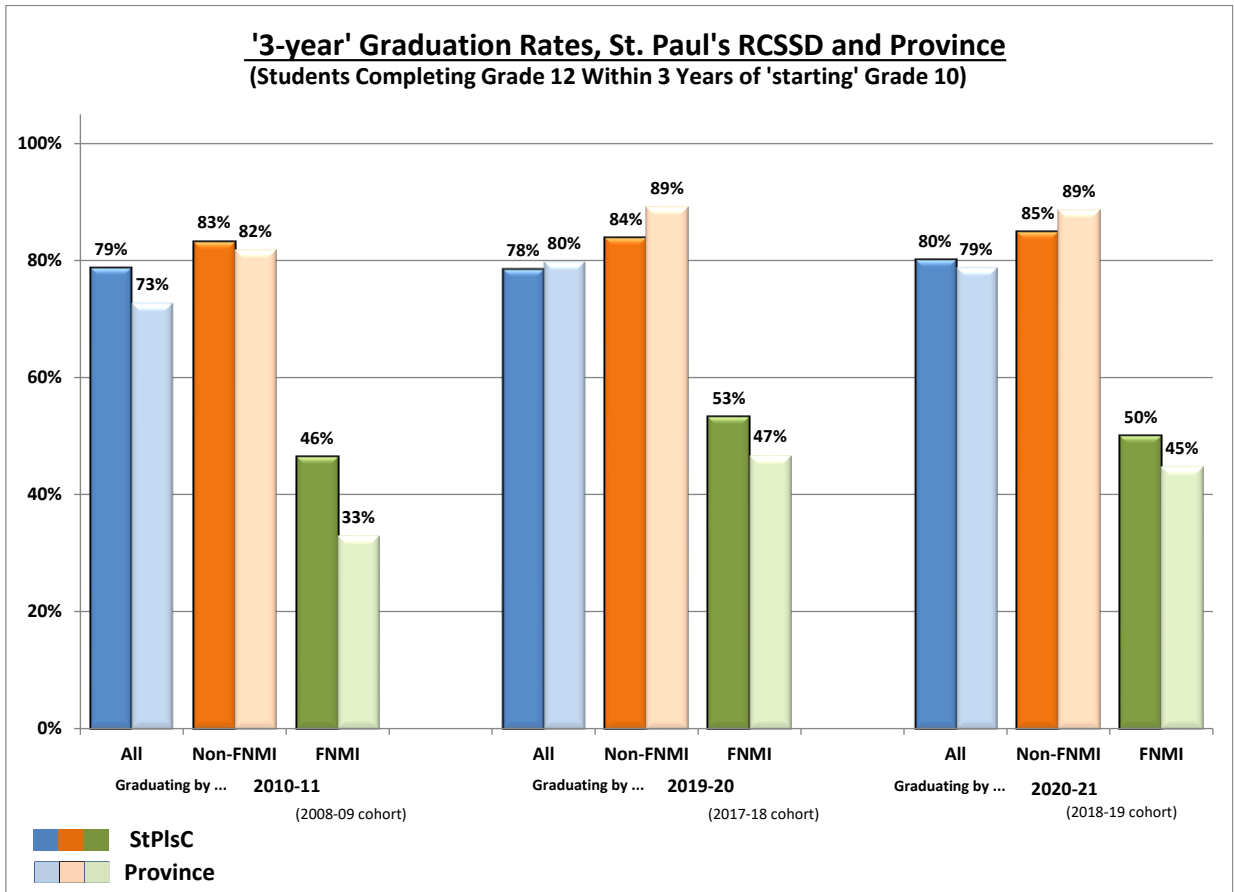
Measures for Graduation Rates

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 2020-21 school year, Greater Saskatoon Catholic Schools had an overall on-time graduation rate of 80%. The rate for GSCS FNMI students was 50%, and for GSCS non-FNMI students the rate was 85%.

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, 2021

Analysis of Results – Three-Year Graduation Rates

At this point in time, the on-time graduation rate for Greater Saskatoon Catholic Schools (80%) is 1.0 percentage point above the provincial average overall. We are 5.0 percentage points above the provincial average for FNMI students and 4.0 percentage points below the provincial average for our non-FNMI students. The graduation rate in Greater Saskatoon Catholic Schools increased by 2.0 percentage points compared to the previous year. At present, we are 5.0 percentage points below the goal for 2021 overall.

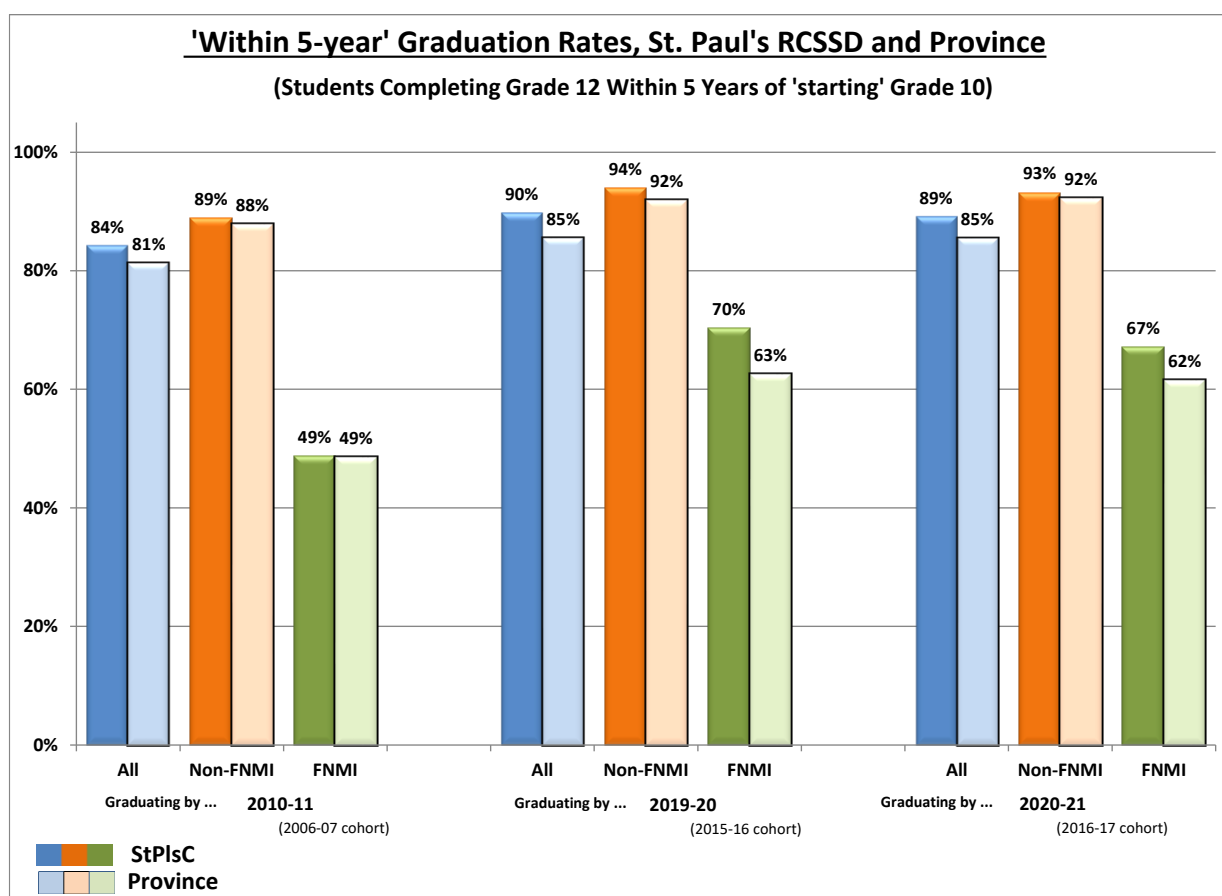
Our FNMI on-time graduation rate continues to be lower than is acceptable and there was a 3.0 percentage point decrease for this cohort over the previous year's cohort (50% down from 53%). We are proud of the engagement of our schools in working to be culturally responsive and relational and have a cohort 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,

10, and 11 are participating at this time. We have also developed the mīyo machihowin program at E.D. Feehan Catholic High School with a focus on culture, language, wellness, and academics with a cohort of FNMI students and continue our Cree Bilingual program to Grade 11 with a goal of greater engagement and a recognition of the positive impact language and culture can have on outcomes for students. We now have cohorts of Grade 9, 10, 11, and 12 students engaged in the mīyo machihowin program at E.D. Feehan Catholic High School. 2022 will witness the first graduates of this program.

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, 2021

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

Greater Saskatoon Catholic Schools had an extended graduation rate of 89% for the 2020-21 school year. The FNMI rate for the division was 67% and the rate for GSCS non-FNMI students was at 93%. 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 4.0 percentage points above the provincial rate for all students, 5.0 percentage points above the provincial rate for FNMI students, and 1.0 percentage points above for 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 2020-21). 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. Greater Saskatoon Catholic Schools is proud of the work of the staff to support the diversity present in the classrooms as they adapt to meet the needs of all learners. As well, many of GSCS students who require greater academic support and learning assistance may require an additional term or two to graduate successfully.

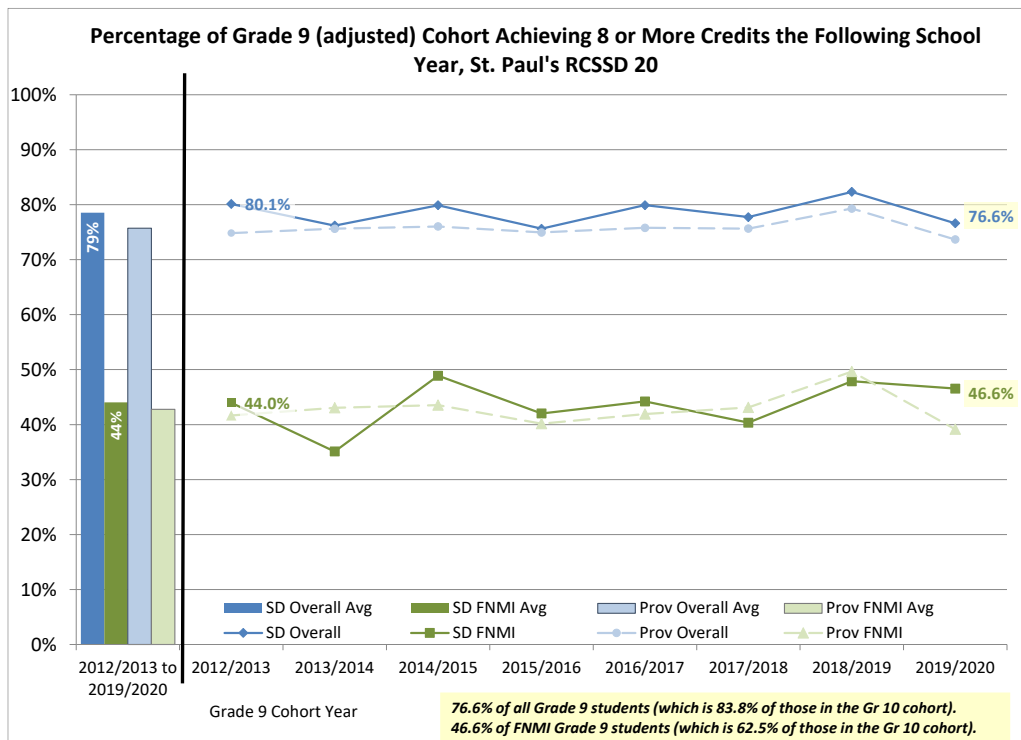


Large banners on each of our seven high schools celebrated graduates and their accomplishments.

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 following chart 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, 2021

Analysis of Results – Grade 9 to 10 Transition

In 2020-21, Greater Saskatoon Catholic Schools saw an overall rate of 76.6% of students attaining 8 or more credits in Grade 10 and for our FNMI students the rate was at 46.6%. While both results are above the results for the province in 2020-21, and for FNMI students above the eight-year average (44%), they are lower than results from 2019-20 and the eight-year average overall (79%). Increases in credit attainment results in 2019-20 resulted in part from the policy decision response in March 2020 to provide passing grade options to students enrolled in spring semester classes.

Early Years

ESSP Outcome:

By June 30, 2021, 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 workshop and 75% of in-service Kindergarten educators will have completed Literacy Practices in Kindergarten (paused for 2020-21).

School division goals aligned with the Early Years outcome	<p>In alignment with the board's goals and priorities as well as the Education Sector Strategic Plan and <i>Inspiring Success</i>, the following goals were developed for Prekindergarten and Kindergarten:</p> <p>Responding to the COVID-19 pandemic, all PreK/K classrooms focused on Relationships of Care & Connectedness embedded throughout with a focus on engaging literacy learning across the curriculum.</p> <p>This took on a new look with greater intention as many COVID-19 protocols limited close interaction, collaboration, in-person parental engagement and close collaborative play. Teachers had to adapt and be creative in finding new ways to focus on parent and family engagement and play within the classroom while maintaining the goals of:</p> <ul style="list-style-type: none">• developing relationships of care and honouring 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.
School division actions taken during the 2020-21 school year to achieve the outcomes and targets of the Early Years outcome	<p>During the 2020-21 school year, the following actions were taken to work towards achieving the outlined goals in Early Learning and the goals of <i>Inspiring Success</i>:</p> <ul style="list-style-type: none">• COVID-19 impacted many aspects of learning in Saskatchewan during the 2019-20 school year. In the Spring, schools were closed and children's opportunity to learn in a face-to-face environment was inhibited in many childcare centres, Prekindergarten and Kindergarten settings. As the school year began in fall 2020, many children had to continue to spend time away from school due to isolation orders. Early Learning educators established regular family and student connections with the use of technology and take-home learning kits.• In person family engagement and home visits were not able to take place within the school or home due to COVID protocols; schools needed to adapt. Outdoor visits, virtual coffee times and regular home and school activities were set up.• Open Houses and Family registrations were adapted to include online registration packages, Virtual Open Houses and 3-Dimensional Virtual tours for each school setting.• Prekindergarten and Kindergarten enrolment was analyzed and it was noted that due to the pandemic and perhaps other considerations, utilization rates in Prekindergarten and enrolment in Kindergarten were both down significantly (PreK utilization rates were at 56% and Kindergarten enrolment was down 24%). GSCS worked with its

partners at KidsFirst, Central Urban Métis Federation Inc. (CUMFI), Saskatoon Tribal Council (STC) and the Family Resource Centre to continue to reach out to families who may not have registered in a Prekindergarten or Kindergarten program.

- Federal Pandemic Funding was applied for and granted. This provided means to support safe COVID protocols in Early Learning and provided opportunity for teams to purchase materials to enhance outdoor Land Based Learning.
- GSCS hosted a modified Early Learning Symposium for both principals and vice-principals to provide professional development on Early Learning Look-fors as well as Responsive Teaching, Practice and Assessment in Early Learning.
- An online Early Learning Hub was created as a central place to access Early Learning Professional Development, instructional strategies, assessment, and pedagogical practices.
- Professional development (PD) and trainings were offered after school to support teachers in Family Engagement During a Pandemic, Fountas and Pinnell Word Study, Spelling and Phonics, Creating Culturally Affirming Invitations and Culturally Responsive Pedagogy, Land Based Learning, New to EYE Assessment Training and Responding to the EYE.
- Job embedded PD was provided to support school teams with high numbers of students scoring in Tier 2 or 3 using the EYE and planning for Responsive Teaching.
- GSCS partnered with Northern Lights School Division to provide a personal and professional development opportunity to support teachers during a pandemic – Cultivating Presence; a 12-week PD opportunity.
- Mentorship and virtual supports were provided specifically for the 38% of Early Learning teachers who had less than six years experience.
- Ten full time targeted Kindergarten programs were implemented in the Southwest Sector to enhance learning outcomes for children who require additional time to achieve readiness skills for learning in the primary years.
- The Early Learning team supported joint use school/childcare partnership in P3 schools.
- Partnerships were maintained with Saskatoon Early Years Partnership and KidsFirst Saskatoon, as well as served on Steering Committee with our partners at the Family Resource Centre.
- Almost 30 children were served in the Early Learning Support Program (ELIS).
- GSCS continued to support teacher growth and development in both the Michif and Cree Kindergarten programs.
- GSCS participated in the provincial team to establish a Cultural Resource Bank which provides teachers across the province access to Culturally Responsive Practices and Pedagogical resources to use within their classrooms.

Note: Professional learning sessions were not provided face-to-face due to COVID-19 pandemic restrictions. Teacher learning opportunities were provided in virtual format, and some were recorded allowing teachers to access at any time.

Measures for Early Years

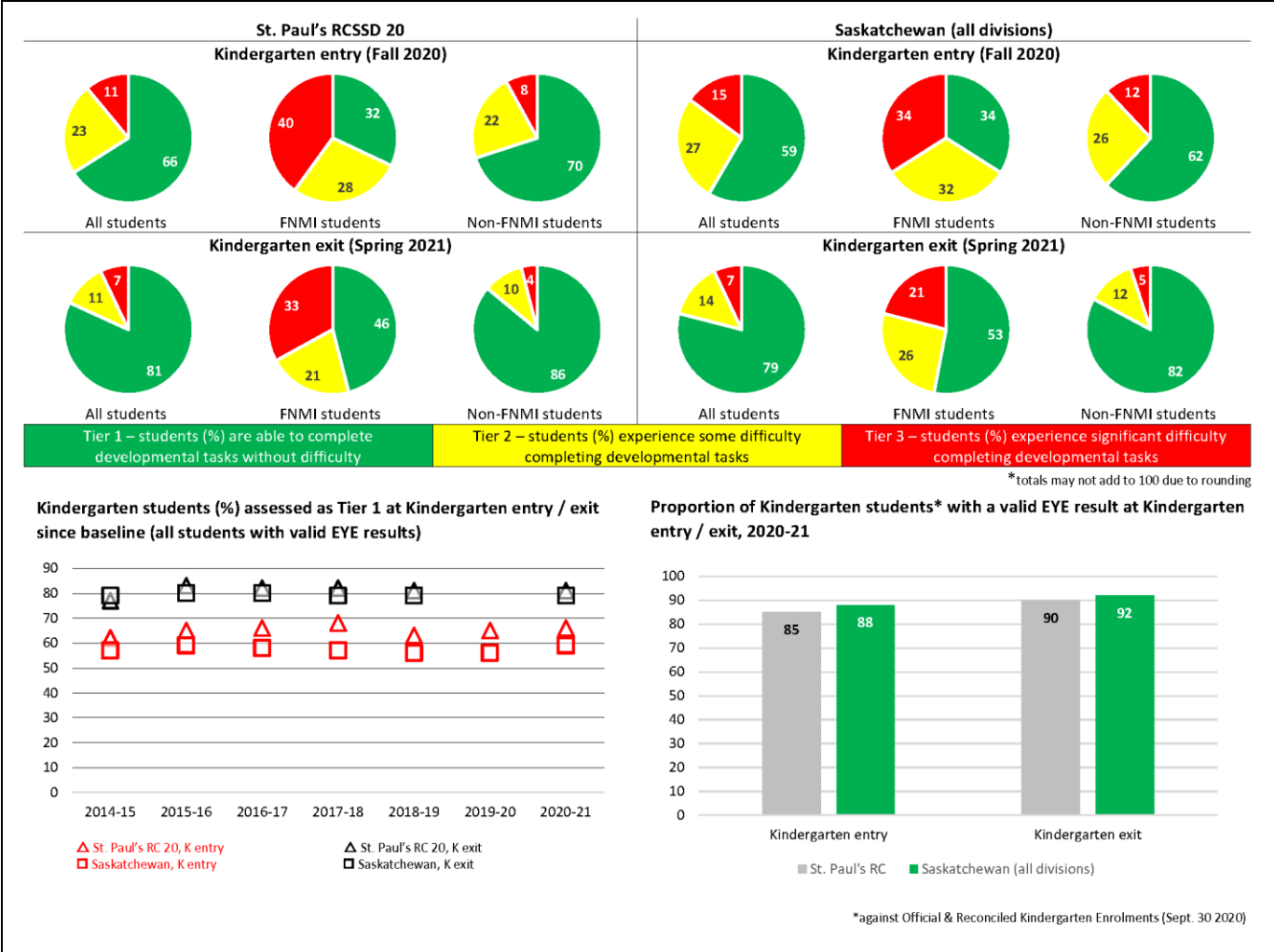
Early Years Evaluation

The Early Years Evaluation-Teacher Assessment (EYE-TA) is a readiness-screening tool that provides information about each child's development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify 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.

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.

The charts on the following page display the percentage of students (all, non-FNMI and FNMI) who were assessed as Tier 1 at Kindergarten entry and after the Kindergarten year at exit since 2014-15 (baseline year) for the school division and the province. As a result of the COVID-19 pandemic response, spring 2020 EYE data is unavailable.

Also included is a display for the school division showing EYE-TA participation rates relative to Kindergarten enrolments. In 2020-21, a notably smaller percentage of Kindergarten-eligible students in school divisions participated in the EYE assessment for learning due to both lower than expected Kindergarten enrolments and difficulties in appropriately assessing the enrolled Kindergarten students who were learning from home in increased numbers. These factors should be considered when comparing 2020-21 EYE results with results from previous years.



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, 2021

Analysis of Results – Early Years Evaluation

During the 2020-21 school year, 38% of Early Learning Educators in Greater Saskatoon Catholic Schools had less than six years experience in Early Learning. Greater Saskatoon Catholic Schools remained focused on providing targeted professional development for teachers in Prekindergarten and Kindergarten programs.

During the 2020-21 school year, Greater Saskatoon Catholic Schools (GSCS) assessed 1,297 students in the spring using the Early Years Evaluation (264 students less than the previous year in the fall).

- Using the measures of that tool, of the 1,297 students, 34% entered Kindergarten without the skills ready for school (scoring in either Tier 2 or 3 in the fall assessment). Only 19% exited without the skills required for learning in the primary years (scoring in either Tier 2 or 3). Therefore, according to the EYE assessment 81% of GSCS Kindergarten students have the skills needed for learning in the primary years. A difference of 15 percentage points from entrance to exit.
- Of the 123 self-declared FNMI students, 68% entered without the skills ready for school (scoring in either Tier 2 or 3 in the fall assessment using the EYE-TA standards). 54% of FNMI students exited without the skills required for learning in the primary years. 46% of FNMI students left Kindergarten with the skills needed for learning in the primary years. A difference of 14 percentage points from entrance to exit. For many children who are experiencing difficulty completing developmental tasks at Kindergarten entry, half time Kindergarten programs may not allow enough contact time to address their learning needs.
- In comparison to the provincial data in past years, the trend indicates that Greater Saskatoon Catholic Schools' non-FNMI 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. As part of our responsive planning to address this concern, moving forward, Greater Saskatoon Catholic Schools will lead professional development in culturally responsive pedagogy as well as implement full time targeted Kindergarten programming in six Southwest Sector schools. These schools have high FNMI enrolment. We will also renew our commitment to engage and invite families to be collaborators and partners in their children's learning.



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 2020-21 school year to support local priority area

- K-Grade 6 renewed religion programming and resources have been purchased and implemented. Job-embedded support was available.
- Human and financial resources have been put into creating faith permeation resources.
- Ongoing resource and implementation support provided for renewed high school curricula (Catholic Studies, Études Catholiques).
- Faith Formation Facilitator 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 was delivered for over 150 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.
- Worked with the Together in Faith and Action Committee on the following:
 1. Adult Faith Formation
 2. Strengthening Partnerships
 3. Faith and Action
 4. Communications

Local Measures for Religious Education Priority

- Over 150 teachers were involved in Understanding Your Faith Program
- Ten new teachers and their mentors 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 online through OneStop, Administrator Binder, the Faith Formation Facilitator OneNote binder, and the Saskatchewan Catholic School Boards Association provincial website.
- As a school division and in consultation with our provincial Catholic school counterparts, a new Catholic HIV/AIDS education program was released. This was 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 and was redeveloped to be delivered entirely online in 2020-21. 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 2020-21, 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.



Demographics

Students

Greater Saskatoon Catholic Schools has maintained enrolments of over 19,500 students for a second year, despite significant declines in enrolments in Prekindergarten and Kindergarten. As shown in the table below, since 2016-17, Prekindergarten to Grade 12 enrolment has increased by just over 2,100 students (11%). Demographic indicators that are embedded in the enrolment data include:

- the larger cohorts are in Grades 1-6, which supports the indication of continued growth;
- the population of new Canadians was lower this past year due to pandemic travel restrictions; however, GSCS supported almost 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 16.1%;
- 3,417 students participated in French immersion programming;
- 160 students (K-12) participated in Ukrainian bilingual programming;
- 444 students participated in the Grades K-9 Cree bilingual program and 14 students in the Grade 10-12 program;
- 1,195 students were identified as having intense learning needs;
- 252 students were served in Prekindergarten programs.

Grade	2016-17	2017-18	2018-19	2019-20	2020-21
Kindergarten	1,354	1,425	1,578	1,619	1,442
1	1,378	1,449	1,552	1,648	1,606
2	1,421	1,418	1,488	1,589	1,609
3	1,373	1,509	1,482	1,525	1,593
4	1,363	1,439	1,601	1,508	1,499
5	1,384	1,417	1,472	1,626	1,489
6	1,268	1,384	1,490	1,486	1,588
7	1,200	1,287	1,417	1,500	1,463
8	1,319	1,209	1,314	1,432	1,474
9	1,140	1,241	1,139	1,276	1,328
10	1,184	1,206	1,369	1,307	1,319
11	1,102	1,136	1,197	1,292	1,215
12	1,478	1,498	1,567	1,581	1,651
Total	16,964	17,618	18,666	19,389	19,276
PreK	424	395	393	395	252

Subpopulation Enrolments	Grades	2016-17	2017-18	2018-19	2019-20	2020-21
Self-Identified First Nations, Métis, or Inuit	K to 3	1,048	1,026	998	967	808
	4 to 6	779	770	854	846	824
	7 to 9	658	624	683	771	724
	10 to 12	657	686	705	733	743
	Total	3,142	3,106	3,240	3,317	3,099
English as an Additional Language	1 to 3	490	523	618	675	704
	4 to 6	547	566	590	575	563
	7 to 9	396	434	433	450	426
	10 to 12	402	494	554	513	486
	Total	1,835	2,017	2,195	2,213	2,179
French Immersion	K to 3	1,254	1,356	1,418	1,468	1,426
	4 to 6	719	742	816	885	887
	7 to 9	519	527	585	588	664
	10 to 12	313	347	377	390	440
	Total	2,805	2,972	3,196	3,331	3,417
Cree/Dene Immersion	K to 3	271	272	261	258	204
	4 to 6	101	117	140	147	153
	7 to 9	34	42	50	90	87
	10 to 12	-	-	-	-	14
	Total	406	431	451	495	458
Ukrainian Immersion	K to 3	79	76	65	75	68
	4 to 6	73	62	62	54	53
	7 to 9	47	54	48	41	32
	10 to 12	17	10	16	10	<10
	Total	216	202	191	180	160

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 include 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, 2020

Staff

Greater Saskatoon Catholic Schools employs over 2,100 people (2,013 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 75% 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	1139.8
Principals, vice-principals	107.1
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	546.6
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	50.8
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	159.4
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	
League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents	10.0
Total Full-Time Equivalent (FTE) Staff	2013.6

Notes:

- The numbers shown above represent full-time equivalents (FTEs). The number of employees may be greater because some people work part-time or seasonally.
- Source: Greater Saskatoon Catholic Schools – Human Resource Services, 2021

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 48 years.
- The oldest school, Oskāyak High School is over 92 years old; the newest schools (Saskatchewan Joint Use School Bundle) are four 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 moved to 1402 Fletcher Road in Saskatoon. It houses the Facility Services staff as well as Technology Services staff. 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 2,140 students in the past five years. This includes enrolment data affected by the pandemic. As a result of this tremendous growth, the utilization rates within Greater Saskatoon Catholic Schools' facilities continued 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, Holy Cross High School, Holy Family Catholic School, St. Kateri Tekakwitha Catholic School, St. Lorenzo Ruiz Catholic School, and Holy Trinity Catholic School to accommodate growing enrolment.

Roof replacements as well as mechanical upgrades remain a key focus for Greater Saskatoon Catholic Schools. 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.

Greater Saskatoon Catholic Schools prioritized LED lighting retrofits in a number of facilities. In 2020-21, lighting conversions were completed in 32 facilities. This work provides a return on investment that ranges from 1-3 years while improving the quality of lighting in learning environments and reducing green house gas emissions. LED lighting requires a lower level of maintenance than fluorescent lighting which allows our maintenance staff to redirect focus to other meaningful work.

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	2020-21 Cost
Holy Cross High School and St. Joseph High School	Mechanical Upgrades	Replacement of 10 Relocatable Classroom HVAC	310,577
Bishop James Mahoney High School	Roof Replacement	Roof replacement of sections C,D,E,F,G,H,I,J,M	416,875
St. Augustine School (Humboldt)	Roof Replacement	Roof replacement of sections G,H,I,J,K	398,952
St. Maria Goretti School	Roof Replacement	Roof replacement of sections A,B,C,D,E,M,N	759,704
St. Edward School	Roof Replacement	Roof replacement of section G	194,300
École Sister O'Brien School	Roof Replacement	Section A	92,600
Pope John Paul II School	Roof Replacement	Roof replacement of sections A,B,C,D,E,F,G,H,I,J,K	1,463,000
Holy Family Catholic School	Relocatable Classroom Construction	Construction of two relocatable classrooms.	677,265
St. Joseph High School	Relocatable Classroom Construction	Construction of two relocatable classrooms.	667,216
Various Schools	LED Lighting Conversion	LED lighting retrofits completed in 32 facilities.	749,571
Total			\$5,730,060

Technology Services

With the move of Technology Services to the new Service Centre location, the department's efficiency has been steadily increasing. Having everyone in the same building has significantly improved communications and collaboration between teams. As well, approximately 15% of Technology Services' projects involve the support of Facilities Services. Having both teams collocated in the same building has significantly improved the outcomes of those joint projects.

Driven by the growth in student population, increased use of technology in the classroom, including teacher bring-your-own-device (BYOD), increasing guest network demands and the need to replace aging equipment, Technology Services has created an eight-year plan to refresh and upgrade the division's computer network. All Wi-Fi radios and their supporting infrastructure (network switches) will be replaced during this project to support the most recent technology specifications, security concerns and volume of use. The existing equipment is all coming to end-of-support from the manufacturer over the next five years. The eight-year replacement project will leave some buildings with older, unsupported equipment for the final three years of the project. While this creates concerns around security, performance and reliability in those buildings, the existing equipment will continue to operate.

In addition, the server equipment in both GSCS datacentres, located at Bethlehem Catholic High School and Holy Cross High School, has been upgraded. This is the hyperconverged infrastructure (HCI) project. The work to move all services from the old server equipment to the new HCI environment is nearly complete, with work scheduled to be completed during the 2021-22 school year. This work supports improvements to:

- business operations including greater performance and reliability
- student success
- budget management, as the new environment creates a model of predictable and manageable scaling and upgrades

The work on GSCS networks and datacentres includes incorporating lessons learned from the pandemic. As a result, the division is more strongly positioned for online learning, digital learning and flipped classroom opportunities than in previous years. Once the network refresh work is completed in eight years, the division will be in an ideal position to flex and grow to meet emerging trends in education, ensuring that teachers and students in GSCS are able to leverage the latest trends and ideas for learning as developed by global thought-leaders.

Considering the rapidly changing cyber threat landscape, Technology Services is leveraging the division's relationship with SRNet to take advantage of free Federally funded cyber security services and tools included as part of our membership. This allows GSCS to deliver a higher level of network security than would be possible with existing staff and budgets.

Transportation

Greater Saskatoon Catholic Schools transports 4,251 students on 153 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 73 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 2020-21

Transportation Statistics	
Students transported	4,324
In-town students transported (included in above)	4,149
Transportation routes	153
Number of buses	N/A
Kilometres travelled daily	3,800.4 KMs (Round Trip)
Average age of bus	9.6 years
Capacity utilized on buses	60.5%
Average one-way ride time	21 minutes
Longest one-way ride time	71 minutes (Rural Route)
Number of school trips per year	1,190
Kilometres per year travelled on school trips	N/A
Cost per student per year	\$2,001
Cost per kilometre travelled	\$12.09

Note:

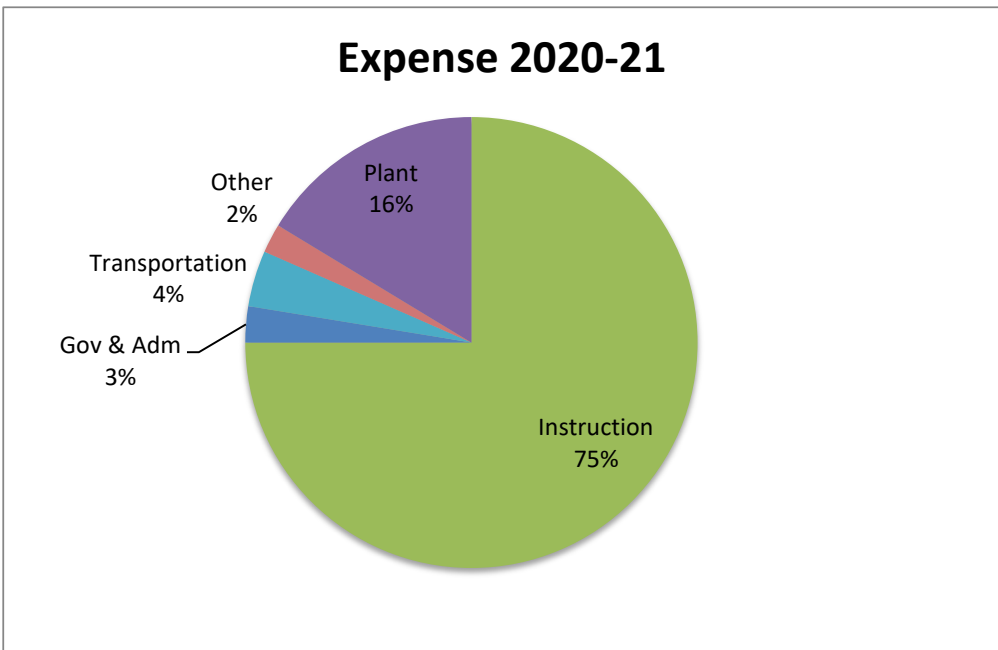
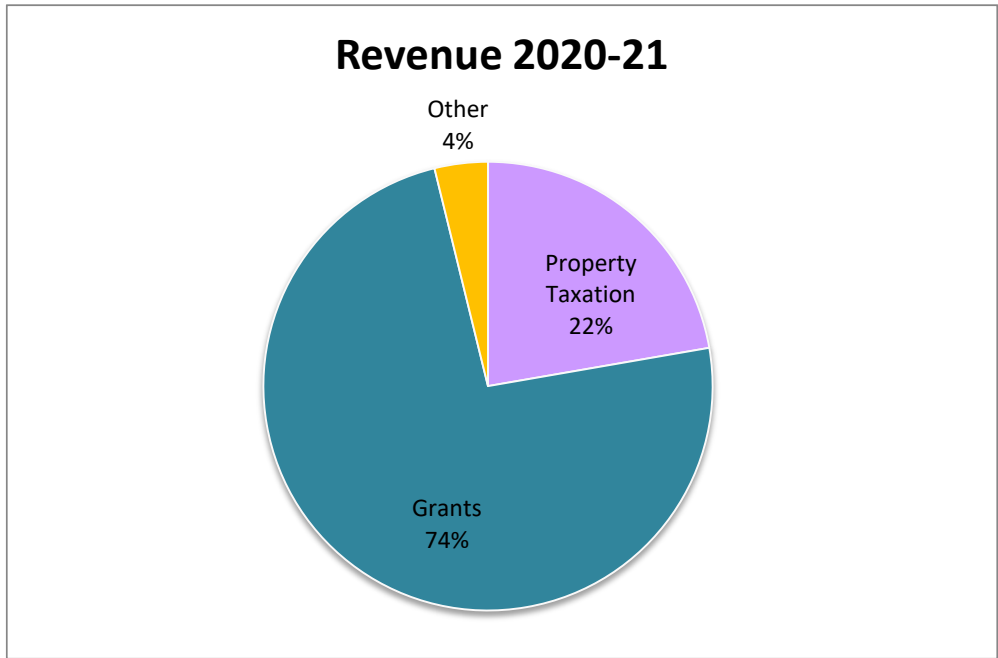
Some of the above data includes transportation provided by taxi service.

- Source: First Student Inc. and Hertz Northern Bus

Financial Overview

In 2020-21, contingency funding of \$ 11,319,416 was provided to the school division to support additional costs related to the COVID-19 pandemic. The additional funds supported the 2020-21 school year as well as preparations for the 2021-22 school year.

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2021	2021	2020	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES						
Property Taxation	48,901,520	48,492,004	49,432,221	(409,516)	-1%	
Grants	146,721,750	160,910,381	149,343,638	14,188,631	10%	1
Tuition and Related Fees	2,229,868	1,957,808	2,887,434	(272,060)	-12%	2
School Generated Funds	4,595,308	1,494,745	3,215,722	(3,100,563)	-67%	3
Complementary Services	2,174,601	2,244,601	2,165,041	70,000	3%	
External Services	150,000	150,000	150,000	-	0%	
Other	1,941,430	2,499,322	2,074,400	557,892	29%	4
Total Revenues	206,714,477	217,748,861	209,268,456	11,034,384	5%	
EXPENSES						
Governance	829,582	766,773	530,126	(62,809)	-8%	5
Administration	4,950,830	4,809,909	5,175,340	(140,921)	-3%	
Instruction	158,558,322	161,575,592	147,744,900	3,017,270	2%	
Plant	31,732,723	35,138,475	31,924,059	3,405,752	11%	6
Transportation	8,575,098	8,653,277	7,597,680	78,179	1%	
Tuition and Related Fees	182,200	112,671	148,465	(69,529)	-38%	7
School Generated Funds	4,595,308	1,433,576	3,173,703	(3,161,732)	-69%	8
Complementary Services	2,134,204	1,377,905	1,950,122	(756,299)	-35%	9
External Services	150,000	152,642	156,127	2,642	2%	
Other Expenses	1,525,990	1,425,784	1,510,803	(100,206)	-7%	10
Total Expenses	213,234,257	215,446,604	199,911,325	2,212,347	1%	
Surplus (Deficit) for the Year	(6,519,780)	2,302,257	9,357,131			

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

Note	Explanation
1	Operating grants were under budget by \$3.09 million as a result of delayed property tax collection from the City of Saskatoon. Other provincial grants were over budget by \$11.33 million due to pandemic funding assistance. Capital grants and other Ministry grants were over budget by \$6.41 million because of projects approved after budget.
2	International Student Program revenue was under budget by \$682,000. This was offset by online learning tuition revenue being over budget by \$410,000. These variances are attributable to the pandemic.
3	Under budget due to the COVID-19 pandemic. In-school fundraising, extra-curricular sports, and field trips were mostly cancelled. The budget was prepared at pre-pandemic levels.
4	Budget shortages of \$648,000 in sales and rentals and interest revenue of \$302,000 due to the COVID-19 pandemic were offset by a budget overage in miscellaneous revenue of \$161,000 and the gain on sale of disposal of the 834 45th St. East property of \$1.35 million.
5	Under budget due to reduced travel and meeting costs due to virtual meetings.
6	Over budget as a result of expenses related to salaries of \$513,000, non-capital furniture and equipment of \$597,000 and sanitation materials and supplies of \$933,000 due to the COVID-19 pandemic.
7	Paid tuition for fewer students than expected during the year.
8	Under budget due to the COVID-19 pandemic. In-school fundraising, extra-curricular sports, and field trips were mostly cancelled. The budget was prepared at pre-pandemic levels.
9	Prekindergarten program enrolment was under projection; therefore, teaching and non-teaching staff were redeployed to
10	Under budget for interest expenses as the line of credit was not used during the 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	26,304	-	-	-	-	599	26,903
Ron Boechler ²	31,208	-	-	-	-	599	31,807
Diane Boyko ¹	35,334	-	-	-	-458	571	35,447
Hudson Byblow ⁵	20,840	-	-	-	-	489	21,329
Jim Carriere	29,304	-	-	-	-458	713	29,559
Dana A. Case ⁵	22,784	-	-	-	-	489	23,273
Bonita Elliott ⁵	20,957	-	-	-	-	489	21,446
Tim Jelinski	26,304	-	-	-279	-	599	26,624
Wayne Stus	27,495	-	-	-	-	599	28,094
Sharon Zakreski-Werbicki	26,541	-	-	-	-458	594	26,677
Todd Hawkins ⁴	5,454	-	-	-	-464	82	5,072
Alice Risling ³	5,815	-	-	-	-	22	5,837

¹Chair

²Vice-Chair

³Trustee remuneration: September 1, 2020 to November 8, 2020

⁴Trustee remuneration: September 1, 2020 to November 13, 2020

⁵Trustee remuneration: November 16, 2020 to August 31, 2021

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.	135,000

Name	Amount
Saskatchewan Indian Institute of Technology	65,030

Supplier Payments

Name	Amount
3P Learning Canada Ltd.	83,916
Al Anderson's Source for Sport	95,961
Anixter Canada Inc.	128,292
Aon Canada Inc.	639,856

Name	Amount
Apple Canada Inc.	560,329
AVI-SPL	54,390
BL Solutions Inc.	214,907
Black & McDonald Ltd.	216,693

Name	Amount
Broadway Millwork & Construction Ltd.	69,900
Cameco Corporation	51,666
Carmont Construction Ltd.	1,597,569
Catholic Family Services	79,638
Century Roofing	99,840
Century West Construction	141,516
Charter Mechanical Ltd.	598,884
Charter Telecom Inc	243,284
Cisco Systems Capital	179,736
City of Martensville	79,520
City of Saskatoon	2,750,817
Colliers Project Leaders Inc.	78,808
Concept Interactive Inc.	104,999
Concept3 Business Interiors	465,212
CP Distributors Ltd.	156,574
Custom Snow Removal	92,920
Diverse Systems Ltd.	63,881
edsembli Inc	105,394
Edwards Edwards McEwen	1,128,540
Eecol Electric	187,858
Energy Network Services Inc	87,718
Episcopal Corp. Of Saskatoon	114,504
First Canada ULC	6,249,975
Flynn Canada Ltd.	1,469,647
Geanel Restaurant Supplies Ltd	56,894
Griffiths Construction	206,618
Haid Roofing Ltd.	882,893
HBI Office Plus Inc	385,534
Hertz Northern Bus	1,395,069
Horizon Computers Solutions	789,686
Horizon School Division #205	54,805
Hudy Electrical Solutions	173,871
Inland Audio Visual Ltd.	93,879
Intrado Canada Inc	82,584
Jubilee Ford Sales Ltd.	68,466
Kindrachuk Agrey	189,200
Klassen Driving School Ltd.	569,321
Konica Minolta Canada	570,244
Lifetouch Canada Inc.	82,893

Name	Amount
LM Mechanical	88,633
Login Canada	60,853
Long & McQuade	56,675
Loraas Disposal	81,404
McNally Robinson	64,335
Memory Express Inc.	53,563
Nahorniak Service Inc.	57,194
Nelson Education Ltd.	74,684
Nichols Interiors Ltd.	223,097
Peak Mechanical Ltd.	371,666
Pearson Canada Inc.	637,624
PlayWorks Inc.	97,151
Powerland Computers	92,237
Prairie Graphics Inc.	318,877
Prairie Spirit School Division	625,100
Precision Asphalt	258,050
Pro AV	196,032
Professional Psychologists	87,275
Pro-Touch Engraving	74,395
R.L. Cushing Millwork	54,083
Ranch Ehrlo Society	100,730
Real Canadian Superstore	67,028
Riide Holdings Inc.	252,736
Robinson Supply	99,158
Saskatchewan Power Corporation	1,365,080
Saskatoon Public Schools	62,173
SaskEnergy	1,052,594
SaskTel	206,433
Scholastic Canada Ltd.	121,443
SRNet Inc.	142,329
Strata Development Corp.	523,081
Supreme Office Products Ltd.	615,321
Swish Maintenance Ltd.	253,069
Sysco Calgary Ltd.	357,941
The Canada Homestay	151,079
TK Glassworks	117,410
Troy Life & Fire Safety Ltd.	70,542
Urban Driving School Ltd.	57,183
Veritiv Canada Inc.	486,262
Wal-Mart	79,214

Name	Amount
WBM Technologies Inc.	156,534

Name	Amount
Wintergreen Learning	128,260

Other Expenditures

Name	Amount
C.U.P.E. 2268	316,795
C.U.P.E. 3730	134,202
Greater Saskatoon Catholic Schools Foundation	134,097
Municipal Employees Pension Plan	5,424,361
Receiver General of Canada	42,200,752
Saskatchewan Professional Teachers Regulatory Board	161,814

Name	Amount
Saskatchewan School Boards Association	2,487,802
Saskatchewan Teachers Federation	13,416,951
Saskatchewan Workers Compensation Board	315,564
Saskatoon Teachers Association	155,863
Teachers Superannuation Commission	240,209

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, 2021

J. Lloyd

Chief Financial Officer

MNP LLP

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 consolidated 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 consolidated 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 29, 2021

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, 2021, and the consolidated statements of operations and accumulated surplus from operations, changes in net financial assets (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, 2021, and the results of its consolidated operations, its consolidated changes in net financial assets (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 included in the Annual Report, but does not include 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.

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

Independent Auditor's Report (Continued from previous page)

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 29, 2021

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, 2021

	2021	2020
	\$	\$
Financial Assets		
Cash and Cash Equivalents	41,667,556	33,117,476
Accounts Receivable (Note 3)	6,268,902	11,346,875
Total Financial Assets	47,936,458	44,464,351
Liabilities		
Accounts Payable and Accrued Liabilities (Note 4)	7,839,734	8,889,904
Long-Term Debt (Note 5)	28,286,820	30,037,802
Liability for Employee Future Benefits (Note 6)	6,174,600	5,892,000
Deferred Revenue (Note 7)	2,948,093	2,880,803
Total Liabilities	45,249,247	47,700,509
Net Financial Assets (Net Debt)	2,687,211	(3,236,158)
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	273,607,870	277,315,826
Prepaid Expenses	533,050	446,206
Total Non-Financial Assets	274,140,920	277,762,032
Accumulated Surplus (Note 10)	276,828,131	274,525,874

Contractual Obligations and Commitments (Note 15)

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, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
REVENUES	(Note 13)		
Property Taxes and Other Related	48,901,520	48,492,004	49,432,221
Grants	146,721,750	160,910,381	149,343,638
Tuition and Related Fees	2,229,868	1,957,808	2,887,434
School Generated Funds	4,595,308	1,494,745	3,215,722
Complementary Services (Note 8)	2,174,601	2,244,601	2,165,041
External Services (Note 9)	150,000	150,000	150,000
Other	1,941,430	2,499,322	2,074,400
Total Revenues (Schedule A)	206,714,477	217,748,861	209,268,456
EXPENSES			
Governance	829,582	766,773	530,126
Administration	4,950,830	4,809,909	5,175,340
Instruction	158,558,322	161,575,592	147,744,900
Plant	31,732,723	35,138,475	31,924,059
Transportation	8,575,098	8,653,277	7,597,680
Tuition and Related Fees	182,200	112,671	148,465
School Generated Funds	4,595,308	1,433,576	3,173,703
Complementary Services (Note 8)	2,134,204	1,377,905	1,950,122
External Services (Note 9)	150,000	152,642	156,127
Other	1,525,990	1,425,784	1,510,803
Total Expenses (Schedule B)	213,234,257	215,446,604	199,911,325
Operating Surplus (Deficit) for the Year	(6,519,780)	2,302,257	9,357,131
Accumulated Surplus from Operations, Beginning of Year	274,525,874	274,525,874	265,168,743
Accumulated Surplus from Operations, End of Year	268,006,094	276,828,131	274,525,874

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 Financial Assets (Debt)
for the year ended August 31, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
	(Note 13)		
Net Debt, Beginning of Year	(3,236,158)	(3,236,158)	(12,972,778)
Changes During the Year			
Operating Surplus for the Year	(6,519,780)	2,302,257	9,357,131
Acquisition of Tangible Capital Assets (Schedule C)	(2,772,200)	(7,036,349)	(10,054,850)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	1,534,221	1,138
Net Gain on Disposal of Capital Assets (Schedule C)	-	(1,346,357)	(1,138)
Amortization of Tangible Capital Assets (Schedule C)	10,236,096	10,556,441	10,548,652
Net Change in Other Non-Financial Assets	-	(86,844)	(114,313)
Change in Net Debt	944,116	5,923,369	9,736,620
Net Financial Assets (Debt), End of Year	(2,292,042)	2,687,211	(3,236,158)

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, 2021

	2021	2020
	\$	\$
OPERATING ACTIVITIES		
Operating Surplus for the Year	2,302,257	9,357,131
Add Non-Cash Items Included in Surplus (Schedule D)	6,425,156	8,266,066
Net Change in Non-Cash Operating Activities (Schedule E)	4,529,998	(6,337,346)
Cash Provided by Operating Activities	13,257,411	11,285,851
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets*	(4,490,570)	(7,609,314)
Proceeds on Disposal of Tangible Capital Assets	1,534,221	1,138
Cash Used by Capital Activities	(2,956,349)	(7,608,176)
FINANCING ACTIVITIES		
Proceeds from Issuance of Long-Term Debt	243,636	-
Repayment of Long-Term Debt	(1,994,618)	(2,088,388)
Cash Used by Financing Activities	(1,750,982)	(2,088,388)
INCREASE IN CASH AND CASH EQUIVALENTS	8,550,080	1,589,287
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	33,117,476	31,528,189
CASH AND CASH EQUIVALENTS, END OF YEAR	41,667,556	33,117,476

* This amount does not include in-kind grants for Joint-Use Schools Project of \$2,784,928 and \$239,149 decrease in accounts payables and accrued liabilities related to the acquisition of tangible capital assets.

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, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
Property Taxes and Other Related Revenue			
Tax Levy Revenue			
Property Tax Levy Revenue	47,094,226	47,998,025	48,257,824
Revenue from Supplemental Levies	398,283	99,788	339,140
Total Property Tax Revenue	47,492,509	48,097,813	48,596,964
Grants in Lieu of Taxes			
Federal Government	193,098	255,100	226,536
Provincial Government	951,131	841,527	952,265
Other	700,981	292,783	523,334
Total Grants in Lieu of Taxes	1,845,210	1,389,410	1,702,135
Other Tax Revenues			
House Trailer Fees	21,661	15,387	16,494
Total Other Tax Revenues	21,661	15,387	16,494
Additions to Levy			
Penalties	32,351	11,601	16,895
Other	233,568	42,212	261,486
Total Additions to Levy	265,919	53,813	278,381
Deletions from Levy			
Cancellations	(29,626)	22,103	(77,357)
Other Deletions	(694,153)	(1,086,522)	(1,084,396)
Total Deletions from Levy	(723,779)	(1,064,419)	(1,161,753)
Total Property Taxes and Other Related Revenue	48,901,520	48,492,004	49,432,221
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	138,185,558	135,095,500	137,509,551
Other Ministry Grants	5,783,766	7,842,487	5,601,548
Total Ministry Grants	143,969,324	142,937,987	143,111,099
Other Provincial Grants	646,411	11,983,173	599,746
Federal Grants	-	6,200	65,000
Grants from Others	306,015	399,893	264,899
Total Operating Grants	144,921,750	155,327,253	144,040,744
Capital Grants			
Ministry of Education Capital Grants	1,800,000	5,524,928	5,244,694
Other Capital Grants	-	58,200	58,200
Total Capital Grants	1,800,000	5,583,128	5,302,894
Total Grants	146,721,750	160,910,381	149,343,638

St. Paul's Roman Catholic Separate School Division No. 20
Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
School Boards	40,000	150,700	56,432
Federal Government and First Nations	51,195	-	-
Individuals and Other	2,138,673	1,807,108	2,831,002
Total Tuition Fees	2,229,868	1,957,808	2,887,434
Total Tuition and Related Fees Revenue	2,229,868	1,957,808	2,887,434
School Generated Funds Revenue			
Curricular			
Student Fees	2,722	356	4,208
Total Curricular Fees	2,722	356	4,208
Non-Curricular Fees			
Commercial Sales - Non-GST	59,097	39,041	53,547
Fundraising	1,132,652	191,828	782,444
Grants and Partnerships	769,437	184,475	609,540
Students Fees	2,601,336	796,190	1,685,123
Other	30,064	282,855	80,860
Total Non-Curricular Fees	4,592,586	1,494,389	3,211,514
Total School Generated Funds Revenue	4,595,308	1,494,745	3,215,722
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	1,824,601	1,824,601	1,815,041
Other Ministry Grants	350,000	420,000	350,000
Total Operating Grants	2,174,601	2,244,601	2,165,041
Total Complementary Services Revenue	2,174,601	2,244,601	2,165,041
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

St. Paul's Roman Catholic Separate School Division No. 20
Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
Other Revenue			
Miscellaneous Revenue*	544,871	706,282	1,124,724
Sales & Rentals	881,559	233,800	584,642
Investments	515,000	212,883	363,896
Gain on Disposal of Capital Assets	-	1,346,357	1,138
Total Other Revenue	1,941,430	2,499,322	2,074,400
TOTAL REVENUE FOR THE YEAR	206,714,477	217,748,861	209,268,456

Miscellaneous Revenue*	2021 Budget	2021 Actual	2020 Actual
Fees	15,000	13,825	9,700
Reimbursements	424,371	554,311	961,752
Vendor Rebates	93,644	132,097	142,357
Other	11,856	6,049	10,915
	544,871	706,282	1,124,724

St. Paul's Roman Catholic Separate School Division No. 20
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
Governance Expense			
Board Members Expense	299,782	284,185	251,258
Professional Development - Board Members	55,000	(2,117)	14,038
Grants to School Community Councils	48,000	36,010	30,970
Elections	150,000	134,892	3,274
Other Governance Expenses	276,800	313,803	230,586
Total Governance Expense	829,582	766,773	530,126
Administration Expense			
Salaries	3,786,700	3,817,583	3,872,439
Benefits	484,628	503,965	521,211
Supplies & Services	231,803	144,278	259,453
Non-Capital Furniture & Equipment	14,656	569	5,214
Building Operating Expenses	273,550	238,595	370,038
Communications	90,000	81,134	68,366
Travel	35,000	1,127	19,221
Professional Development	15,000	2,877	6,701
Amortization of Tangible Capital Assets	19,493	19,781	52,697
Total Administration Expense	4,950,830	4,809,909	5,175,340
Instruction Expense			
Instructional (Teacher Contract) Salaries	111,107,268	112,642,846	104,245,480
Instructional (Teacher Contract) Benefits	5,854,312	6,106,879	5,486,643
Program Support (Non-Teacher Contract) Salaries	24,289,809	24,109,077	22,764,215
Program Support (Non-Teacher Contract) Benefits	5,423,119	5,058,311	4,929,328
Instructional Aids	3,805,113	5,773,735	3,606,818
Supplies & Services	2,461,014	3,063,695	2,099,675
Non-Capital Furniture & Equipment	908,984	891,835	454,180
Communications	363,300	430,168	445,781
Travel	285,306	96,992	152,533
Professional Development	793,059	295,083	351,062
Student Related Expense	1,557,826	1,206,856	1,216,823
Amortization of Tangible Capital Assets	1,709,212	1,900,115	1,992,362
Total Instruction Expense	158,558,322	161,575,592	147,744,900

St. Paul's Roman Catholic Separate School Division No. 20
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense			
Salaries	7,990,843	8,437,041	7,699,999
Benefits	1,648,142	1,715,248	1,575,390
Supplies & Services	7,583	77,690	405,065
Non-Capital Furniture & Equipment	131,973	729,342	314,875
Building Operating Expenses	13,322,043	15,432,899	13,324,878
Communications	248	564	83
Travel	118,000	109,146	100,064
Professional Development	6,500	-	1,282
Amortization of Tangible Capital Assets	8,507,391	8,636,545	8,502,423
Total Plant Operation & Maintenance Expense	31,732,723	35,138,475	31,924,059
Student Transportation Expense			
Salaries	1,639	1,652	1,561
Contracted Transportation	8,573,459	8,651,625	7,596,119
Total Student Transportation Expense	8,575,098	8,653,277	7,597,680
Tuition and Related Fees Expense			
Tuition Fees	147,200	112,671	148,465
Other Fees	35,000	-	-
Total Tuition and Related Fees Expense	182,200	112,671	148,465
School Generated Funds Expense			
Academic Supplies & Services	1,888	84	2,696
Cost of Sales	47,695	45,617	42,139
School Fund Expenses	4,545,725	1,387,875	3,128,868
Total School Generated Funds Expense	4,595,308	1,433,576	3,173,703

St. Paul's Roman Catholic Separate School Division No. 20
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
Complementary Services Expense			
Instructional (Teacher Contract) Salaries & Benefits	1,287,446	807,262	1,265,982
Program Support (Non-Teacher Contract) Salaries & Benefits	800,658	528,110	632,483
Instructional Aids	10,000	8,343	9,260
Non-Capital Furniture & Equipment	5,000	7,160	14,428
Travel	-	-	681
Professional Development (Non-Salary Costs)	1,500	-	-
Student Related Expenses	9,600	9,516	10,343
Contracted Transportation & Allowances	20,000	17,514	15,775
Amortization of Tangible Capital Assets	-	-	1,170
Total Complementary Services Expense	2,134,204	1,377,905	1,950,122
External Service Expense			
Instructional Aids	8,000	-	-
Supplies & Services	137,000	152,642	156,127
Student Related Expenses	5,000	-	-
Total External Services Expense	150,000	152,642	156,127
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	158,424	56,152	59,867
Interest on Capital Loans	1,364,834	1,366,900	1,447,402
Interest on Other Long-Term Debt	2,732	2,732	3,534
Total Interest and Bank Charges	1,525,990	1,425,784	1,510,803
Total Other Expense	1,525,990	1,425,784	1,510,803
TOTAL EXPENSES FOR THE YEAR	213,234,257	215,446,604	199,911,325

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, 2021

	Land	Land Improvements	Buildings	Buildings Short-Term	Other Vehicles	Furniture and Equipment	Computer Hardware and Audio Visual Equipment	Computer Software	Assets Under Construction	2021	2020
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Tangible Capital Assets - at Cost											
Opening Balance as of September 1	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
Additions/Purchases	-	-	338,749	2,631,633	94,805	444,882	601,726	250,680	2,673,874	7,036,349	10,054,850
Disposals	(94,100)	-	(459,419)	-	-	(423,636)	(1,410,228)	(67,634)	-	(2,455,017)	(2,452,396)
Transfers to (from)	-	-	1,952,202	2,003,109	-	163,461	-	-	(4,118,772)	-	-
Closing Balance as of August 31	11,178,901	1,993,602	329,763,407	48,775,991	764,558	11,841,884	7,729,727	535,516	1,732,104	414,315,690	409,734,358
Tangible Capital Assets - Amortization											
Opening Balance as of September 1	-	983,622	91,609,405	28,813,087	506,188	5,050,079	5,284,285	171,866	-	132,418,532	124,322,276
Amortization of the Period	-	83,184	6,327,357	1,227,988	80,329	1,184,721	1,545,756	107,106	-	10,556,441	10,548,652
Disposals	-	-	(365,655)	-	-	(423,636)	(1,410,228)	(67,634)	-	(2,267,153)	(2,452,396)
Closing Balance as of August 31	N/A	1,066,806	97,571,107	30,041,075	586,517	5,811,164	5,419,813	211,338	N/A	140,707,820	132,418,532
Net Book Value											
Opening Balance as of September 1	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
Closing Balance as of August 31	11,178,901	926,796	232,192,300	18,734,916	178,041	6,030,720	2,309,914	324,178	1,732,104	273,607,870	277,315,826
Change in Net Book Value	(94,100)	(83,184)	(4,130,170)	3,406,754	14,476	(576,378)	(944,030)	143,574	(1,444,898)	(3,707,956)	(493,802)
Disposals											
Historical Cost	94,100	-	459,419	-	-	423,636	1,410,228	67,634	-	2,455,017	2,452,396
Accumulated Amortization	-	-	365,655	-	-	423,636	1,410,228	67,634	-	2,267,153	2,452,396
Net Cost	94,100	-	93,764	-	-	-	-	-	-	187,864	-
Price of Sale	780,000	-	754,221	-	-	-	-	-	-	1,534,221	1,138
Gain on Disposal	685,900	-	660,457	-	-	-	-	-	-	1,346,357	1,138

Closing costs of leased tangible capital assets of \$980,123 (2020 - \$980,123) in Computer Hardware and Audio Visual Equipment are included within the above amounts. Accumulated amortization of \$588,074 (2020 - \$392,050) 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
for the year ended August 31, 2021

	2021	2020
	\$	\$
Non-Cash Items Included in Surplus		
Amortization of Tangible Capital Assets (Schedule C)	10,556,441	10,548,652
In-Kind Ministry of Education Capital Grants for Joint-Use Schools Project included in Surplus	(2,784,928)	(2,281,448)
Net Gain on Disposal of Tangible Capital Assets (Schedule C)	(1,346,357)	(1,138)
Total Non-Cash Items Included in Surplus	6,425,156	8,266,066

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, 2021

	2021	2020
	\$	\$
Net Change in Non-Cash Operating Activities		
Decrease (Increase) in Accounts Receivable	5,077,973	(4,794,115)
(Decrease) Increase in Accounts Payable and Accrued Liabilities*	(811,021)	803,902
Increase in Liability for Employee Future Benefits	282,600	263,000
Increase (Decrease) in Deferred Revenue	67,290	(2,495,820)
Increase in Prepaid Expenses	(86,844)	(114,313)
Total Net Change in Non-Cash Operating Activities	4,529,998	(6,337,346)

* This amount does not include the \$239,149 decrease 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, 2021

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.

These consolidated financial statements contain the following partnership:

- Humboldt Collegiate Institute – 58.4% (2020 – 57.3%)

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 \$6,174,600 (2020 - \$5,892,000) because actual experience may differ significantly from actuarial estimations.
- Property taxation revenue of \$48,492,004 (2020 - \$49,432,221) 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, 2021

2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

- Useful lives of tangible capital assets and related accumulated amortization \$140,707,820 (2020 - \$132,418,532) 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.

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2021

2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

Other receivables are 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, 2021

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 that meet the definition of a liability 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, 2021

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 2020 and 2021 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:

	2021		2020	
	Total Receivable	Net of Allowance	Total Receivable	Net of Allowance
Taxes Receivable	\$ 3,371,767	\$ 3,371,767	\$ 7,159,965	\$ 7,159,965
Provincial Grants Receivable	1,975,526	1,975,526	2,507,383	2,507,383
Other Receivables	921,609	921,609	1,679,527	1,679,527
Total Accounts Receivable	\$ 6,268,902	\$ 6,268,902	\$ 11,346,875	\$ 11,346,875

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2021

4. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2021	2020
Accrued Salaries and Benefits	\$ 3,655,080	\$ 4,251,007
Supplier Payments	4,184,654	4,638,897
Total Accounts Payable and Accrued Liabilities	\$ 7,839,734	\$ 8,889,904

5. LONG-TERM DEBT

Details of long-term debt are as follows:

		2021	2020
Capital Loans:	BMO 5.01% twenty year fixed rate loan, payable in blended monthly instalments of \$179,973 until December 2033.	\$ 19,839,324	\$ 20,974,023
	Royal Bank 4.25% twenty year fixed rate loan, payable in blended monthly instalments of \$77,106 until December 2031.	7,727,194	8,310,550
		27,566,518	29,284,573
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.	557,878	753,229
Purchase Agreement	Three year non-interest bearing master purchase instalment agreement with Cisco Systems Capital Canada Co. for Meraki Enterprise software, payable in annual instalments of \$81,212 until April 2023.	162,424	-
		720,302	753,229
Total Long-Term Debt		\$ 28,286,820	\$ 30,037,802

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2021

5. LONG-TERM DEBT (Cont'd)

Future principal repayments over the next 5 years are estimated as follows:			
	Capital Loans	Other Long-Term Debt	Total
2022	\$ 1,801,509	\$ 277,368	\$ 2,078,877
2023	1,889,041	278,177	2,167,218
2024	1,980,850	164,757	2,145,607
2025	2,077,149	-	2,077,149
2026	2,178,156	-	2,178,156
Thereafter	17,639,813	-	17,639,813
Total	\$ 27,566,518	\$ 720,302	\$ 28,286,820

Principal and interest payments on long-term debt are as follows:				
	Capital Loans	Other Long-Term Debt	2021	2020
Principal	\$ 1,718,055	\$ 276,563	\$ 1,994,618	\$ 2,088,388
Interest	1,366,900	2,732	1,369,632	1,450,936
Total	\$ 3,084,955	\$ 279,295	\$ 3,364,250	\$ 3,539,324

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 Limited, a firm of consulting actuaries, performed an actuarial valuation as at March 31, 2021 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2021.

Details of the employee future benefits are as follows:

	2021	2020
Long-term assumptions used:		
Discount rate at end of period (per annum)	1.97%	1.54%
Inflation and productivity rate - Teachers (excluding merit and promotion) (per annum)	2.50%	2.50%
Inflation and productivity rate - Non-Teachers (excluding merit and promotion) (per annum)	3.00%	3.00%
Expected average remaining service life (years)	15	14

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2021

6. EMPLOYEE FUTURE BENEFITS (Cont'd)

Liability for Employee Future Benefits	2021	2020
Accrued Benefit Obligation - beginning of year	\$ 6,242,300	\$ 5,762,200
Current period service cost	547,200	505,200
Interest cost	101,500	117,300
Benefit payments	(399,500)	(376,200)
Actuarial (gain) loss	(1,147,700)	233,800
Accrued Benefit Obligation - end of year	5,343,800	6,242,300
Unamortized net actuarial gain (loss)	830,800	(350,300)
Liability for Employee Future Benefits	\$ 6,174,600	\$ 5,892,000

Employee Future Benefits Expense	2021	2020
Current period service cost	\$ 547,200	\$ 505,200
Amortization of net actuarial loss	33,400	16,700
Benefit cost	580,600	521,900
Interest cost	101,500	117,300
Total Employee Future Benefits Expense	\$ 682,100	\$ 639,200

7. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2020	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2021
Capital projects				
Climate Action Incentive Fund	\$ 34,602	\$ -	\$ (34,602)	\$ -
Other Non-Government deferred capital transfers	45,000	-	(7,500)	37,500
Total capital projects deferred revenue	79,602	-	(42,102)	37,500
Non-capital deferred revenue				
International Student Program tuition	1,457,102	1,363,677	(1,457,102)	1,363,677
Holy Family Community Space	1,014,000	-	(50,700)	963,300
United Way grant	12,500	-	(12,500)	-
Facility rentals	-	7,930	-	7,930
Education property tax income	317,599	575,686	(317,599)	575,686
Total non-capital deferred revenue	2,801,201	1,947,293	(1,837,901)	2,910,593
Total Deferred Revenue	\$ 2,880,803	\$ 1,947,293	\$ (1,880,003)	\$ 2,948,093

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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:

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	2021	2020
Revenues:			
Operating Grants	\$2,244,601	\$2,244,601	\$ 2,165,041
Total Revenue	2,244,601	2,244,601	2,165,041
Expenses:			
Salaries & Benefits	1,335,372	1,335,372	1,898,465
Instructional Aids	8,343	8,343	9,260
Non-Capital Furniture & Equipment	7,160	7,160	14,428
Travel	-	-	681
Student Related Expenses	9,516	9,516	10,343
Contracted Transportation & Allowances	17,514	17,514	15,775
Amortization of Tangible Capital Assets	-	-	1,170
Total Expenses	1,377,905	1,377,905	1,950,122
Excess of Revenue over Expenses	\$ 866,696	\$ 866,696	\$ 214,919

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	2021	2020
Revenues:			
Operating Grants	\$ 150,000	\$ 150,000	\$ 150,000
Total Revenues	150,000	150,000	150,000
Expenses:			
Supplies and Services	152,642	152,642	156,127
Total Expenses	152,642	152,642	156,127
Deficiency of Revenues over Expenses	\$ (2,642)	\$ (2,642)	\$ (6,127)

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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:

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Notes to the Consolidated Financial Statements
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10. ACCUMULATED SURPLUS (Cont'd)

	August 31 2020	Additions during the year	Reductions during the year	August 31 2021
Invested in Tangible Capital Assets				
Net Book Value of Tangible Capital Assets	\$ 277,315,826	\$ 7,036,349	\$ 10,744,306	\$ 273,607,869
Less: Debt owing on Tangible Capital Assets	(30,037,802)	(243,636)	1,994,618	(28,286,820)
	247,278,024	6,792,713	12,738,924	245,321,049
PMR maintenance project allocations (1)	4,859,145	3,835,731	552,376	8,142,500
Education Emergency Pandemic Support program allocation (2)	-	11,319,416	6,719,416	4,600,000
Designated Assets				
Capital projects				
Designated for tangible capital asset expenditures	274,391	1,300,042	274,391	1,300,042
Other				
Board elections	125,000	37,500	125,000	37,500
Coordinator carryover	855,740	662,253	483,902	1,034,091
COVID-19 committed expenses	1,614,477	-	1,614,477	-
Curricular renewal and implementation	1,420,000	-	-	1,420,000
Facility renewal and construction	119,526	2,479,456	-	2,598,982
Holy Family maintenance fund	253,500	50,700	-	304,200
Humboldt Collegiate Institute	351,520	65,369	-	416,889
Invitational Shared Services Initiative	2,642	150,000	152,642	-
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	2,188,383	631,224	-	2,819,607
Saskatoon French School	579,344	-	6,976	572,368
Scholarship funds	170,165	3,271	-	173,436
School decentralized budget carryover	654,408	259,995	654,408	259,995
School furniture replacement	575,500	143,875	143,875	575,500
School generated funds	1,456,772	55,961	-	1,512,733
Snow removal	75,000	-	-	75,000
Teacher salary accrual	-	598,037	-	598,037
	18,504,559	6,437,683	10,102,474	14,839,768
Unrestricted Surplus	3,884,146	40,668	-	3,924,814
Total Accumulated Surplus	\$ 274,525,874	\$ 28,426,211	\$ 30,113,190	\$ 276,828,131

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Notes to the Consolidated Financial Statements
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10. ACCUMULATED SURPLUS (Cont'd)

- (1) **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.
- (2) **Education Emergency Pandemic Support Program Allocation** represent transfers received from the Ministry of Finance in 2020-21 to support costs related to the COVID-19 pandemic in the current and following school year. Unspent funds at the end of the 2021-22 school year must be repaid to the Government of Saskatchewan.

11. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2021 Actual	2020 Actual
Governance	\$ 284,185	\$ 482,588	\$ -	\$ -	\$ 766,773	\$ 530,126
Administration	4,321,548	468,580	-	19,781	4,809,909	5,175,340
Instruction	147,917,113	11,758,364	-	1,900,115	161,575,592	147,744,900
Plant	10,152,289	16,349,641	-	8,636,545	35,138,475	31,924,059
Transportation	1,652	8,651,625	-	-	8,653,277	7,597,680
Tuition and Related Fees	-	112,671	-	-	112,671	148,465
School Generated Funds	-	1,433,576	-	-	1,433,576	3,173,703
Complementary Services	1,335,372	42,533	-	-	1,377,905	1,950,122
External Services	-	152,642	-	-	152,642	156,127
Other	-	56,152	1,369,632	-	1,425,784	1,510,803
TOTAL	\$ 164,012,159	\$ 39,508,372	\$ 1,369,632	\$ 10,556,441	\$ 215,446,604	\$ 199,911,325

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:

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Notes to the Consolidated Financial Statements
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12. PENSION PLANS (Cont'd)

	2021			2020
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	1,320	2	1,322	1,235
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	\$ 11,190,926	\$ 7,409	\$ 11,198,335	\$ 10,417,897

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:

	2021	2020
Number of active School Division members	715	763
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	\$ 2,698,517	\$ 2,681,616
School Division contributions for the year	\$ 2,698,517	\$ 2,681,616
Actuarial extrapolation date	31-Dec-20	31-Dec-19
Plan Assets (in thousands)	\$ 3,221,426	\$ 2,819,222
Plan Liabilities (in thousands)	\$ 2,382,526	\$ 2,160,754
Plan Surplus (in thousands)	\$ 838,900	\$ 658,468

13. BUDGET FIGURES

Budget figures included in the consolidated financial statements were approved by the Board of Education on June 22, 2020 and the Minister of Education on August 14, 2020.

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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.

The following is a schedule of relevant financial information as stated within the financial statements for the partnership for the year ended August 31, 2021. These amounts represent 100% of the partnership's financial position and activities.

	2021	2020
Capital Assets	\$ 13,799,289	\$ 14,227,899
Total Assets	13,799,289	14,227,899
Accumulated Surplus	13,799,289	14,227,899
Total Liabilities and Accumulated Surplus	13,799,289	14,227,899
Revenue	3,814,046	3,689,628
Expenses	(3,702,112)	(3,711,321)
Total Operating Surplus (Deficit)	111,934	(21,693)
Less: Allocated to Horizon School Division No. 205	(46,565)	9,257
Less: Allocated to St. Paul's Roman Catholic Separate School Division No. 20	(65,369)	12,436
Total Accumulated Surplus	\$ -	\$ -

The above amounts have been proportionately consolidated in the school division's consolidated financial statements at the school division's partnership share of 58.4% (2020 – 57.3%). 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:

	2021	2020
Capital Assets	\$ 9,504,478	\$ 9,787,895
Revenue	\$ 2,227,487	\$ 2,115,258
Expenses	\$ (2,162,118)	\$ (2,127,695)

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 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.

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15. CONTRACTUAL OBLIGATIONS AND COMMITMENTS (Cont'd)

	Transportation Services
2022	\$ 7,443,956
2023	6,515,485
	\$ 13,959,441

On January 20, 2021 the school division signed a three-year master instalment payment agreement with Cisco Systems Capital Canada Co. for information technology services. The annual payment of \$80,712 is due February 1 each year, with services terminating on January 31, 2024.

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:				
2022	\$ 46,200	\$ 46,200	\$ 198,082	\$ 198,082
2023	-	-	198,082	198,082
2024	-	-	165,069	165,069
Total future minimum lease payments	46,200	46,200	561,233	561,233
Less: Interest and executory costs	-	-	(3,355)	(3,355)
Total Lease Obligations	\$ 46,200	\$ 46,200	\$ 557,878	\$ 557,878

16. 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.

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16. RISK MANAGEMENT (Cont'd)

The aging of provincial grants and other accounts receivable as at August 31, 2021 was:

	August 31, 2021				
	Total	0-30 days	30-60 days	60-90 days	Over 90 days
Grants Receivable	\$ 1,975,526	\$ 1,975,526	\$ -	\$ -	\$ -
Other Receivables	552,636	228,755	4,327	4,177	315,377
Net Receivables	\$ 2,528,162	\$ 2,204,281	\$ 4,327	\$ 4,177	\$ 315,377

Receivable amounts related to GST, PST and Property Tax 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, 2021				
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 7,839,734	\$ 7,839,734	\$ -	\$ -	\$ -
Long-term debt	28,286,820	956,702	1,037,916	8,192,289	18,099,913
Total	\$ 36,126,554	\$ 8,796,436	\$ 1,037,916	\$ 8,192,289	\$ 18,099,913

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 (2020 - \$15,000,000) with interest payable monthly at a rate of prime minus 1.00% per annum, which was approved by the Ministry of Education on 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, 2021 (2020 - \$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.

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17. 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 did not change the revenue recognition of education property tax, however, it results in decreased cash collections and an increase in accounts receivables in 2019-20. Consequently, the school operating grant from the Ministry of Education also increased in 2019-20 to offset this cash shortfall. In 2020-21, the cash was collected from the deferred education property tax, therefore decreasing accounts receivable and the school operating grant from the Ministry of Education.