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

2016-17 Annual Report

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School Division Contact Information

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

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An electronic copy of this report is available at:
https://wwwauth.gscs.ca/board/Documents/2016-2017_Annual_Report-Ministry_of_Education.pdf

Letter of Transmittal

Honourable Bronwyn Eyre
Minister of Education

Dear Minister Eyre:

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 2016-17 annual report. This report outlines activities and accomplishments of the school division and provides audited financial statements for the fiscal year September 1, 2016 to August 31, 2017.

Respectfully submitted,

Diane Boyko

Diane Boyko
Chair

Introduction

St. Paul's Roman Catholic School Separate School Division #20 is more commonly known as Greater Saskatoon Catholic Schools (GSCS). This report will highlight our achievements, progress and results for the school year from September 1, 2016, and ending August 31, 2017.

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

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

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

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

You will also read about our governance and administrative structure, and a variety of appendices will give an overview of our schools, leadership and audited financial statements.

Governance

The Board of Education

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

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

The current board was elected on October 26, 2016 and will serve a four-year term.

Board of Education members at August 31, 2017 are:

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


D. Berscheid


R. Boechler


D. Boyko


J. Carriere


T. Fortosky


T. Hawkins


T. Jelinski


A. Risling


W. Stus


S. Zakreski-Werbicki

Catholic School Community Councils

Catholic School Community Councils (CSCC) are an integral part of our schools and continue to function in 43 of our 44 schools. All 43 CSCCs are comprised of both elected and appointed members. The actual number of members varies from one CSCC to another. This variation depends on the needs and the interest of each school.

Greater Saskatoon Catholic Schools recognizes and acknowledges the importance of providing training and ongoing professional development with our CSCCs. We provide all CSCC members and principals our Handbook for Principals and Catholic School Community Councils and a Quick Reference Guide to support and guide their work. This past year we offered two evening sessions for CSCCs for networking and learning.

The first meeting focused on the Year of Mercy and we spent time-sharing GSCS's commitment and response to the Truth and Reconciliation Commission's Calls to Action. CSCCs had the opportunity to share what they are presently doing and what they would like to do in the future in their communities to actualize the Calls to Action.

The second meeting occurred during Catholic Education week and Sister Clare, a prominent Catholic motivational speaker and educator, presented on "Catholic Schools in a Pope Francis Era". A presentation was also shared providing CSCCs with an overview of the budget and budget process.

Greater Saskatoon Catholic Schools' Board of Education provides each CSCC with $1,000. These funds are used in a variety of ways to support the operation of the CSCC. Some of the ways these funds were used this past year include supporting meeting expenses, bringing in guest speakers at school events for parents, and registration fees for CSCC members to attend workshops to enhance and deepen their understanding of their role.

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. Learning improvement plans are on the agenda at each meeting and improved student learning is the focus.

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

- Family Engagement Evenings
- Family Christmas Caroling
- Family Evening Advent Liturgy
- Read-A-Thons, Battle of the Books
- Feasts

- Powwow
- Financial Support for Resources to Support Learning Improvement Plans

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

Sister Clare talks about Catholic Schools in a Pope Francis Era to students from throughout the division at the Cathedral of the Holy Family

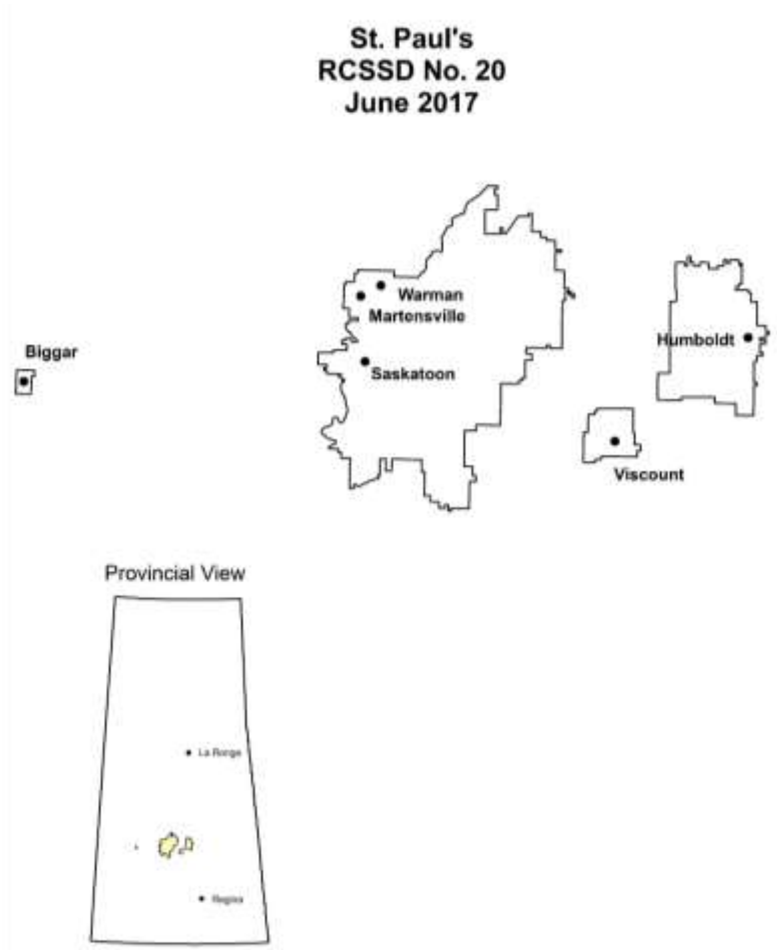
School Division Profile

About Us

With 44 schools and over 17,000 students, Greater Saskatoon Catholic Schools is Saskatchewan's largest Catholic school division, providing Catholic education from Prekindergarten through Grade 12 in Saskatoon and area, Biggar, Humboldt, Martensville and Warman. We also jointly govern Humboldt Collegiate Institute with Horizon School Division.

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

At the end of fiscal year 2016-17 we were days away from opening six new schools—something that is unprecedented for a single division in the province. Four neighbourhoods in Saskatoon eagerly awaited Catholic, faith-based education in their community, and two of Canada's fastest growing communities, Martensville and Warman, were about to see their first Catholic schools open.



Division Philosophical Foundation

Rooted in Faith

1. We see God in all things.

2. A Catholic school is a community of faith, hope and love.

3. Our faith is living and growing.

Growing in Knowledge

4. We strive to have each student attain academic excellence, based on each one's God-given talents.

5. Students discover how their faith is part of learning and of life.

6. Our young people grow in freedom and responsibility.

Reaching Out… to Transform the World

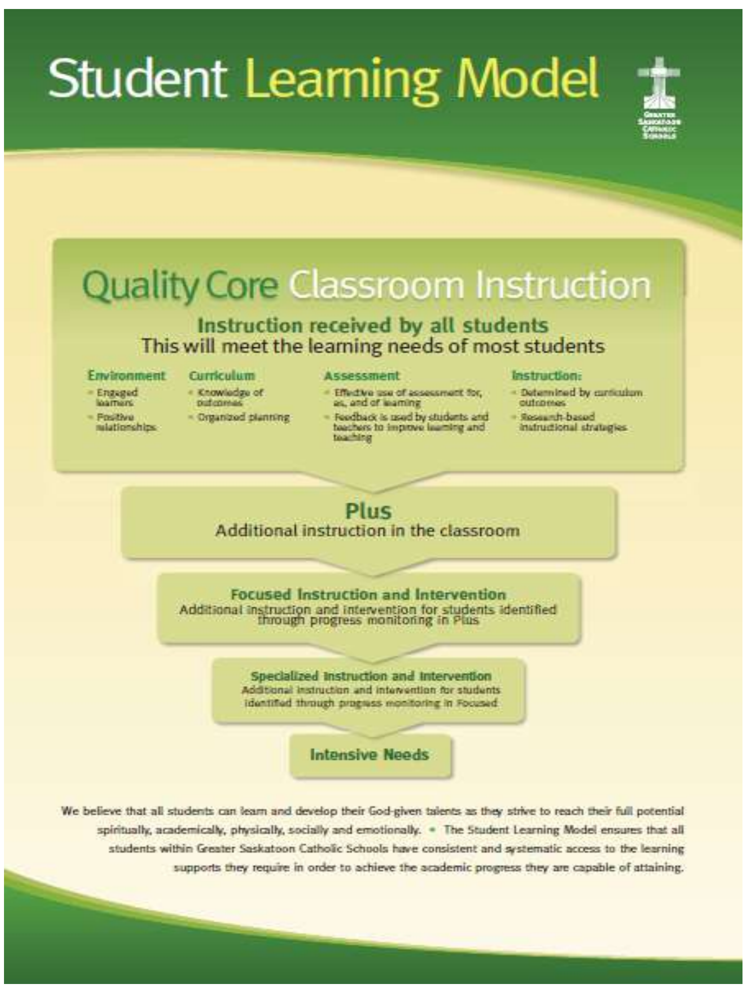
7. All are welcome, especially those most in need.

8. We reach out to transform our world.

Program Overview

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

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



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

- Student faith development activities such as retreats and social justice activities;
- Religious education programming at all grade levels;
- Extended Learning Opportunities and Advanced Placement options for gifted learners;
- Inclusive supports in all schools for learners with intense needs;
- Social Pediatrics Program;
- Targeted supports for New Canadians;
- English as an Additional Language programming;
- Intensive French program at eight elementary schools, enhanced French following in one high school;
- French Immersion program at eight elementary schools and four mainstream high schools;
- Core French at four elementary schools and four high schools;
- Cree Bilingual program at St. Frances Cree Bilingual School kindergarten to Grade 8;
- Core Cree program at St. Mary's Wellness and Education Centre;
- Ukrainian Bilingual program at Bishop Filevich Ukrainian Bilingual School and Bethlehem Catholic High School;
- Prekindergarten program at 11 schools;
- EcoJustice Program;
- Band/Music programming;
- Cyber School programming Grades 6 to 12;
- Fine Arts programming Kindergarten to Grade 8.


Most Rev. Donald Bolen designates the chapel door at E.D. Feehan Catholic High School as a door of mercy, during the year of Mercy


Ukrainian exchange students join GSCS Ukrainian bilingual students for a visit to the board office

School Division in the Community

Community Involvement

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

Community Partnerships

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

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

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

Other samples of the business community's involvement and support include the Summer Youth Internship Program offered through our Industry Education Council. Additionally, a partnership with Breck Scaffold Solutions, Whitecap Dakota First Nation and the Knights of Columbus produces two student-built houses each year—one for Whitecap Dakota First Nation and one for the Knights of Columbus. Also, Potash Corporation again generously helped fund nutrition programming in our schools. The Greater Saskatoon Catholic Schools Foundation, which has many businesses involved, supports a variety of activities for students, particularly in the faith dimension. These are just a few examples of the support received.

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

Celebrating community partnerships! (clockwise from top left): Professional Development School MOU signing with University of Saskatchewan College of Education and Saskatoon Tribal Council; Saskatoon Fire Department's high school Fire Cadet program graduation; PotashCorp support of school nutrition programs; Canadian Tire Jumpstart after school program

Strategic Direction and Reporting

The Education Sector Strategic Plan

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

2016-17 was the third year of deployment of the 2014-2020 ESSP.

Enduring Strategies

The Enduring Strategies in the ESSP are:

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

Integrating technology into small group learning at École Cardinal Leger School

Small group instruction at St. Frances Cree Bilingual School

Reading, Writing, Math at Grade Level and Unified Student Information System Business Case **<u>OUTCOME:</u>** **By June 30, 2020, 80% of students will be at grade level or above in reading, writing and math.** **<u>PRIORITY:</u>** **Develop a business case to explore the feasibility of a provincial Unified Student Information System.**	
School division goals aligned with Reading, Writing and Math at Grade Level outcome and the Saskatchewan Reads priority	In alignment with our board's goals and priorities as well as the Education Sector Strategic Plan, the following goals have been developed for reading, writing and mathematics: 80% of students will be at or above expected reading levels in Grades 1, 2, 3 80% of students will be at or above expected writing levels in Grade 7 80% of students will be at or above expected mathematics levels in Grade 6 An overall goal within each of these key areas would be that First Nations, Métis and Inuit students will be achieving at the same level as their non- First Nations, Métis and Inuit peers.
School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the Reading, Writing, Math at Grade Level outcome and the Unified Student Information System Business Case priority	During the 2016-17 school year, the following actions were taken to work towards achieving the outlined goals in reading, writing and mathematics: • Grade 1-3 students were assessed using the Benchmark Reading Assessment System in November, March and June. • Grade 4-6 students were assessed using the Benchmark Reading Assessment System in November and June. • Previously, Grade 1 reading reports were not colour-coded in November. Colour coding reading assessments allows for quick identification of students who are not achieving expected reading levels. A standardized expected level for English Grade 1 Reading Benchmarks for November was established and communicated. Reading reports were colour-coded to support earlier Focused Intervention for Grade 1 students. March levels were also developed and colour-coded for Grade 1 French Immersion. • The Grade 1-3 Division Reading Data Wall was maintained and Literacy Support Teachers (LST) monitored the classroom data for those that received literacy support. • Job-embedded literacy support was targeted on "Plus" (Small group differentiated literacy instruction for struggling readers). Support was provided to three - School-Selected Grade 1-6 teachers. Support was differentiated by frequency of LST visits based on reading data. • PD sessions for selected teachers receiving "Plus" (Small group differentiated literacy instruction for struggling readers) job-embedded support were provided three – ½ day PD sessions supporting Quality Core Instruction connecting to Plus. • Classroom libraries continued to be built for Grades 1-3 • Professional learning was provided to teachers new to Grades 1-3 based on Quality Core Instruction in Reading using SaskReads and an overview of the components of reading.

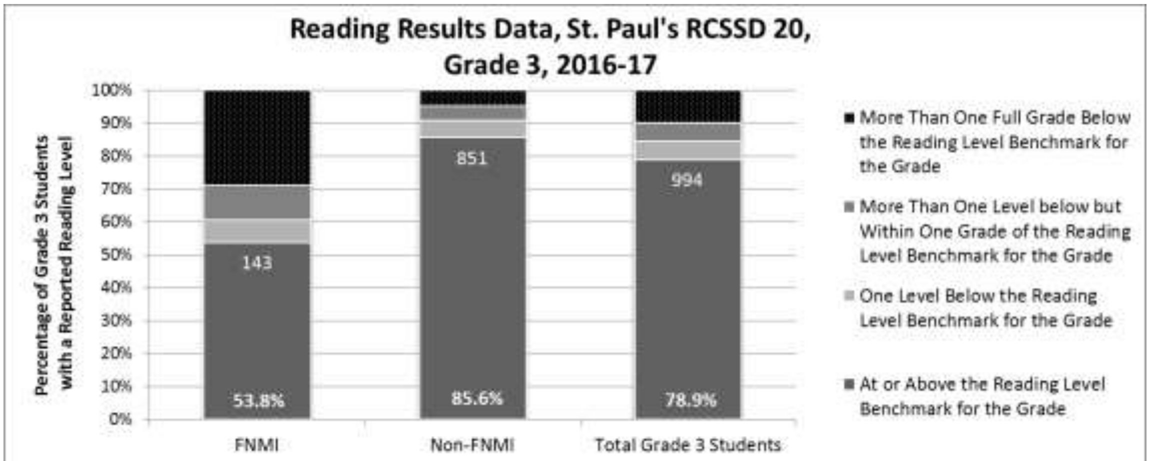
	• An additional 2.75 FTE was allocated to support Levelled Literacy Intervention in schools that demonstrated additional support was needed outside of the Learning Assistance Teacher allocation. • Professional learning was provided to all interventionists new to the Levelled Literacy Intervention resource. • Professional learning was provided to administrators in Quality Core Instruction and Plus using SaskReads for Administrators. • Collaboration with the United Way allowed for us to implement a Summer Success program that supported Grade 1-3 students in maintaining and developing reading skills and strategies. • All Grade 7 teachers received professional learning on the writing rubrics and continuum connected to curricular outcomes in writing. • All Grade 7 students were assessed based on a common writing rubric. • All Grade 7 teachers were brought together to score their students' writing and calibrate their assessment with other Grade 7 teachers. • Combined Grade Math Resources were developed for Grade 1-8 teachers. • Combined Grade math teachers were invited to workshops on how to use the Combined Grade Math Resource. • Mathletics licenses were purchased for all students in Grades 1-8 for continued use of curriculum aligned software that is used at home and in school.

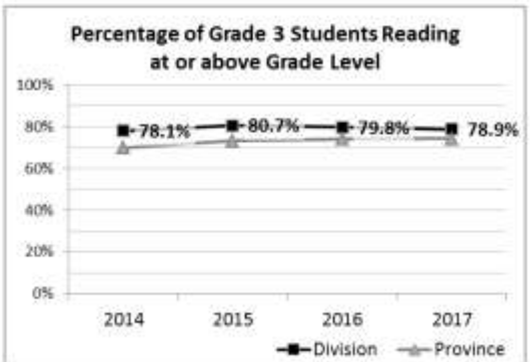
Measures for Reading, Writing and Math at Grade Level

Proportion of Grade 3 Students Reading At or Above Grade Level

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

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





Proportion of Grade 3 Students with Reported Reading Levels, 2016-17

	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)	266	98.9%	1.1%	0.0%	269
Division (Total)	1,260	90.6%	9.1%	0.2%	1,390
Province (FNMI)	2,508	95.2%	3.9%	0.9%	2,635
Province (Total)	12,860	88.9%	10.7%	0.4%	14,460

Notes: Reading level groupings are based on provincially developed benchmarks. The percentages of students in each of the reading level groupings were found using the number of students with reported reading levels as the denominator in the calculations. Students who were excluded or who did not participate in the reading assessment were not included in the denominator for these calculations. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2017

Analysis of results

Although our Grade 3 reading outcomes continue to remain above the provincial results, Greater Saskatoon Catholic Schools saw a slight decrease in year-over-year reading levels of Grade 3 students with 78.9% of all students reading at or above grade level, representing a 0.9 percentage point decrease from 2016. The FNMI subpopulation data for Grade 3 shows that 53.8% of students are reading at or above grade level, representing a 1.8 percentage points decrease from 2016. Although we have noted a slight decrease year-over-year, there has been a significant increase in the percentage of students reading at or above grade level for the particular cohort that is the Grade 3 cohort reported here (an increase of 13 percentage points from 65.9% in Grade 1 to 78.9% in Grade 3 [not included in the table above]).

We continue to note a considerable gap between the outcomes of FNMI students and their non-FNMI peers, a 31.8% difference. This continues to outline the need for supports and resources for schools with high FNMI student populations.

Improving First Nations and Métis Student Engagement and Graduation Rates and Following Their Voices __OUTCOME:__ **By June 30, 2020, collaboration between First Nations and Métis and non-First Nations and Métis partners will result in significant improvement in First Nations and Métis student engagement and will increase the three-year graduation rate from 35% in June 2012 to at least 65%.** __PRIORITY:__ **In partnership with First Nations and Métis stakeholders, implement the Following Their Voices Initiative**	
School division goals aligned with the First Nations and Métis Student Engagement and Graduation Rates outcome and the Following Their Voices priority	**Structures:** 1. Increase in high school FNMI student attendance, based on school goals. 2. 5% reduction in high school FNMI student course withdrawals. 3. Increase in elementary school FNMI student attendance, based on school goals. **Instruction/Assessment:** 1. 5% increase in Treaty assessment outcomes. 2. Increase in Math outcomes among students participating in Math Warriors. 3. Increase in ELA outcomes among students participating in Word Warriors. **Environment/Relationships:** 1. 5% reduction in high school FNMI student sections dropped. 2. Improved FNMI student/teacher relationships as measured on OurSchool. 3. Increase in Division leadership participating in FNMI community events, celebrations and ceremony. **Partnerships:** 1. 5% increase in FNMI Family Engagement data (Engagement night attendance, CSCC participation rates and 3-way conference attendance). 2. Increase in St. Michael student engagement as measured on OurSchool. 3. Renewed partnership agreement with Saskatoon Tribal Council. 4. Completed Métis Education Priorities.
School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the First Nations and Métis Student Engagement and Graduation Rates outcome and the Following Their Voices priority	**Structures:** • High schools developed student retention and support plans for all FNMI students. • All schools developed case plans and attendance improvement targets for all FNMI students with average monthly attendance less than 90%. • The FNMI Education Unit developed a consistent reporting format for school level FNMI student participation and success data reporting. • Aboriginal Student Retention Workers and Aboriginal Student Achievement Coordinator Roles were justified and redistributed. • The effectiveness of FNMI student Grade 8 to Grade 9 transition strategies were examined in all schools with 20% or more FNMI Grade 8 students. **Instruction/Assessment:** • The FNMI Education Unit, Treaty Catalyst Teachers and Teacher Librarians supported Kindergarten to Grade 8 teachers to implement Treaty Education using the Kindergarten to Grade 9 Treaty Education resources.

	• 25% more Grade 6 to 8 FNMI students scoring in yellow on the CMA and participated in Math Warriors than in the 2015-2016 school year. • 25% more Grade 4 and 5 FNMI students scoring in red and yellow on the Benchmarks assessment participated in Word Warriors than in the 2015-2016 school year. • The FNMI Education Unit began development of an FNMI Student Learning Model. **Environment/Relationships:** • The FNMI Education Unit supported Grade 10 Science teachers to actualize FNMI content in curriculum outcome indicators. • The FNMI Education Unit worked with ELA Department Heads to implement a relational teaching plan for FNMI students. • The FNMI Education Unit coordinated Division participation in FNMI community events, celebration and ceremony. • The FNMI Education Unit and Students Services worked with Aboriginal Student Retention Workers, Aboriginal Student Achievement Coordinators and community partners to develop a framework for student and family resiliency skills training. **Partnerships:** • Schools developed FNMI family engagement and participation plans. • The FNMI Education Unit developed a co-governance definition and strategy with Saskatoon Tribal Council. • The FNMI Education Unit, St. Michael Community School and the Central Urban Métis Federation Inc. developed Métis education priorities for all schools. • The Social Pediatrics Program developed a Program Charter, individual Partnership Agreements and outcomes goals and metrics.

St. Mary's Wellness and Education Centre hosts the First Nations Provincial Spelling Bee

One-on-won literacy support

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

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 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, 2016-17

Subject	All Students		Non-FNMI		FNMI	
	Province	StPlsC	Province	StPlsC	Province	StPlsC
English Language Arts A 10 (Eng & Fr equiv)	73.3	76.7	76.4	78.2	61.0	67.0
English Language Arts B 10 (Eng & Fr equiv)	73.0	75.6	76.0	77.1	61.0	66.4
Science 10 (Eng & Fr equiv)	72.3	74.7	75.6	76.1	59.5	63.6
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	72.8	78.6	76.2	80.3	61.5	67.4
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	72.9	74.6	74.9	75.4	61.9	65.9
English Language Arts 20 (Eng & Fr equiv)	74.7	75.8	76.7	76.7	64.9	69.6
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	67.4	67.2	70.2	68.6	61.4	63.2
Math: Foundations 20 (Eng & Fr equiv)	73.8	73.8	75.6	74.2	63.7	69.5

Notes: Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2017

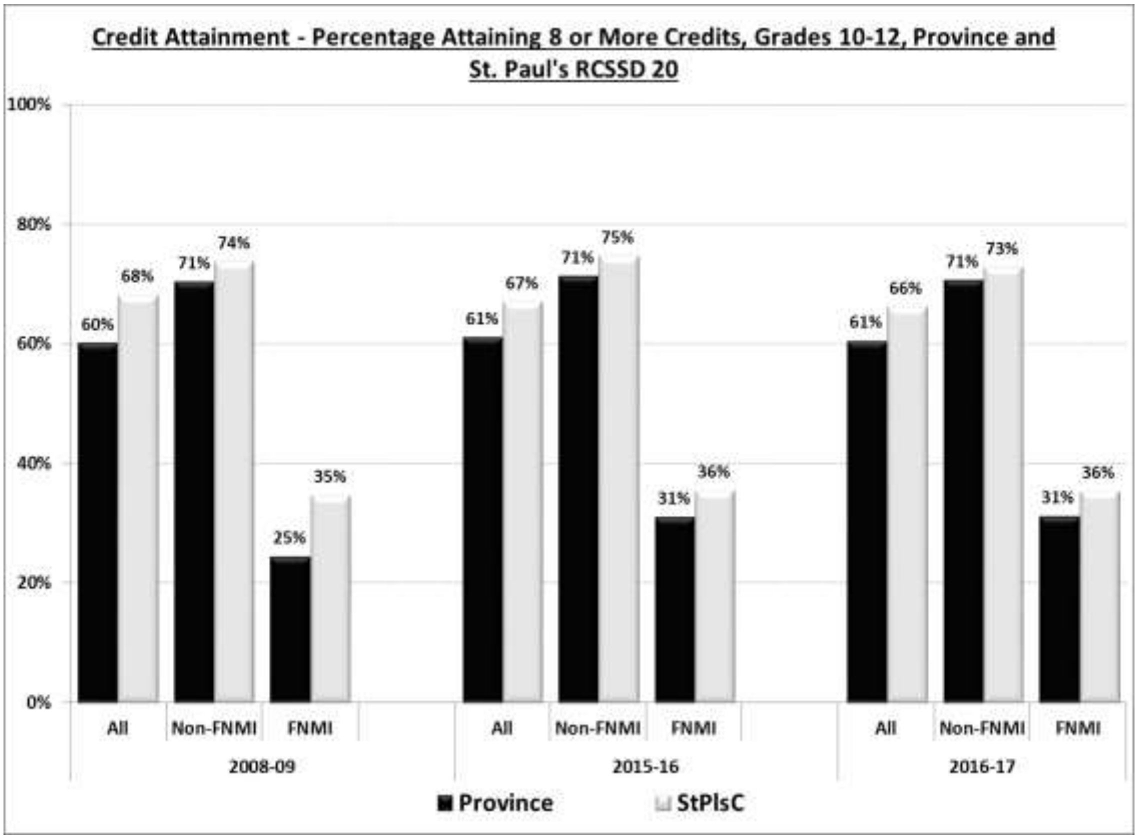
Analysis of results

Greater Saskatoon Catholic Schools is proud that in all subject areas FNMI students in our division exceed the provincial average for FNMI students. However, we are concerned that for every subject area in our division, FNMI students have a lower average final mark than non-FNMI students in our division. When we account for all students, Greater Saskatoon Catholic Schools is at or above the provincial average in all areas except for Math Workplace and Apprenticeship 20 where we are 0.2% below the provincial average. Based on this information, we feel that we need to account for having our FNMI students scoring lower than our non-FNMI students and have engaged in improving our culturally responsive and relational pedagogy with our teachers.

Credit Attainment

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

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



Notes: Proportions are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight or more credits yearly. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2017

Analysis of results

Credit attainment rates in Greater Saskatoon Catholic Schools has remained fairly consistent over time with a slight decline to 66% of secondary students overall achieving 8 or more credits in 2016-17. In order to achieve a higher graduation rate our school division will need to make progress in this area. As a division we remain modestly above the provincial average overall (61%) and above the provincial FNMI rate (31%) at 36%.

Graduation Rates

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

Priority:
Identify and implement high impact strategies for supporting student engagement, retention, and graduation.

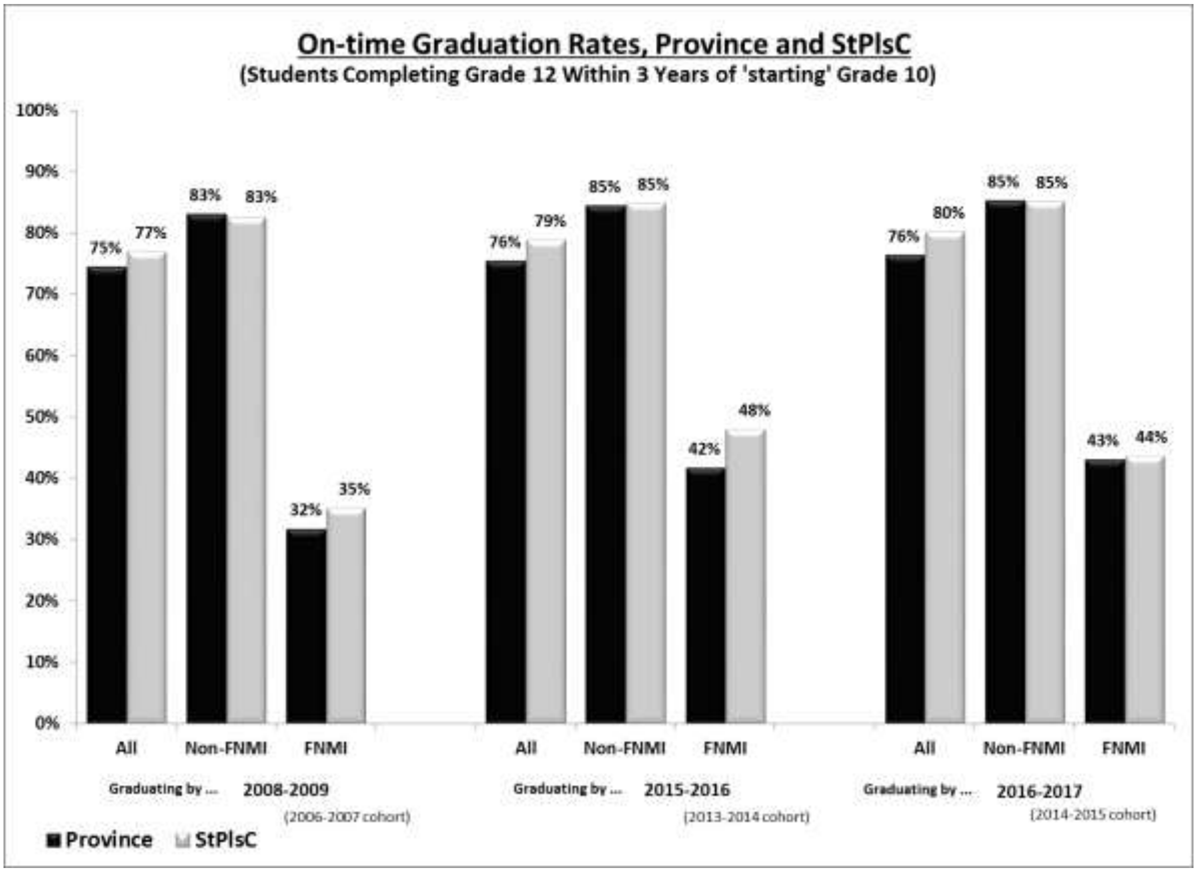
School Division goals aligned with the Graduation Rates outcome and priority	By 2020 the GSCS on time Graduation rate will be 85%. Extended graduation rate will be 90%. By 2020 the GSCS FNMI Graduation rate will be 65% on time and 75% extended.
School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the Graduation Rates outcome	• Aboriginal Student Achievement Coordinator (ASAC) served FNMI students in high schools with a significant FNMI student population. • Capacity was built among teachers to improve student engagement and culturally responsive pedagogy. • Following Their Voices Cohort was established E.D. Feehan Catholic High School. • Improved transition planning from Grade 8 to 9 and from high school to life beyond high school. • Individual FNMI Student Case Plans were developed and monitored. • ASAC, Administration, and Student Services worked as a team to support student graduation plans. • A focus was established on hiring qualified FNMI high school teacher candidates. • Monthly attendance was measured by student, grade, school and division. • The number of students attaining 8 or more credits in Grade 10 was monitored. • Aboriginal Achievement Funding was used at E.D. Feehan Catholic High School with FNMI students who were falling behind in credit acquisition for graduation. • Monthly attendance for student/grade/school/division. • Suspension Data • Credit Attainment Data - Measure students attaining 8 or more credits in Grade 10. • 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. • Engagement Reporting in OurSchool. • Coordination of and integration with FNMI, Reading, and Early Years plans. • Relational Data

Measures for Graduation Rates

Grade 12 Graduation Rate: On-Time

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

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



Notes: On-time graduation rates are calculated as the percentage of students who complete Grade 12 within 3 years of 'starting' Grade 10. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNMI or I, however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2017

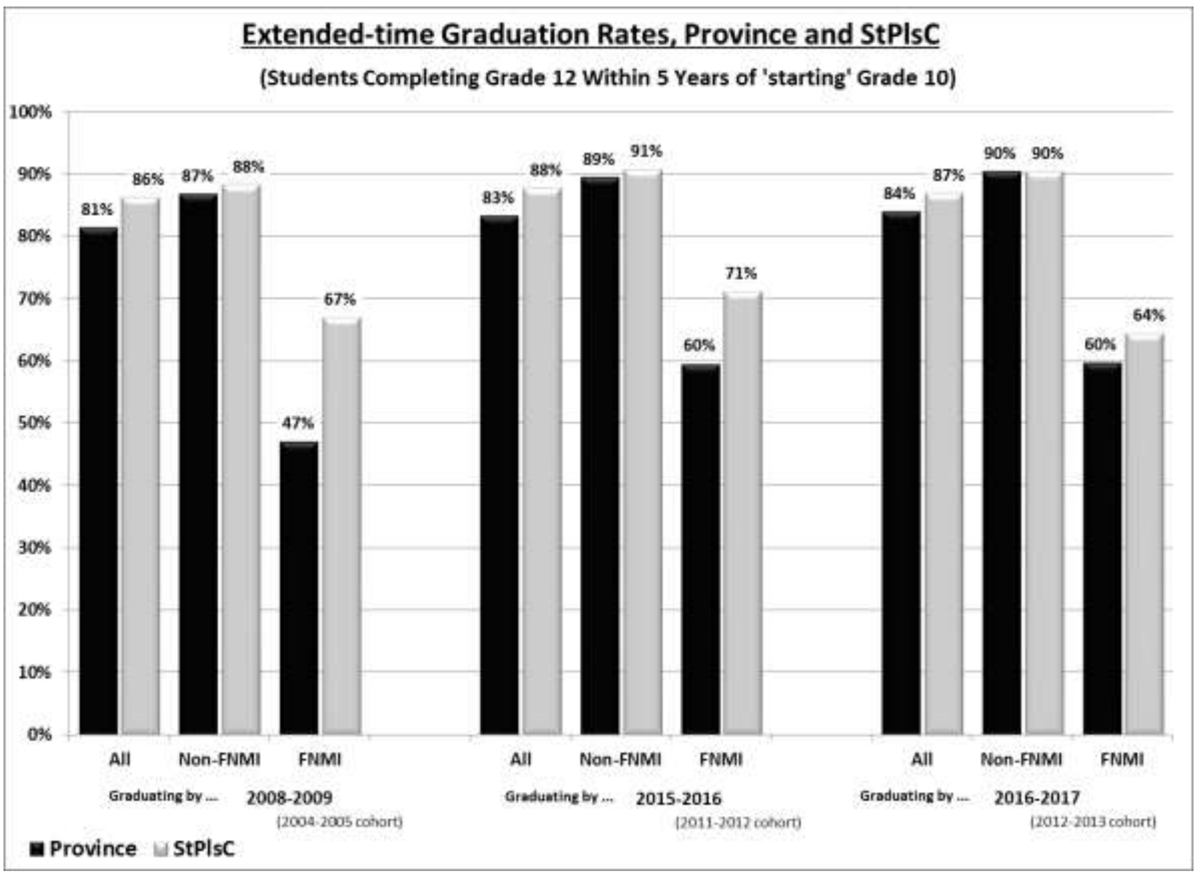
Analysis of results

In looking at our data from the past year we see that our overall graduation rate on-time is now at 80%, up from 79% last year. The provincial overall rate is presently at 76%. Our FNMI students saw a decrease from 48% on-time to 44% this year. Our non-FNMI students remained at 85% this year. As a school division, we continue to have a focus on creating environments and supports that have a positive impact for our students. As a division, we continue to measure the results of our English Language Learners to determine the impact on our overall results. We currently serve over 2000 English Language Learners who often need more time than three years to meet the graduation requirements within the 3 years of starting Grade 10.

Grade 12 Graduation Rate: Extended-Time

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

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



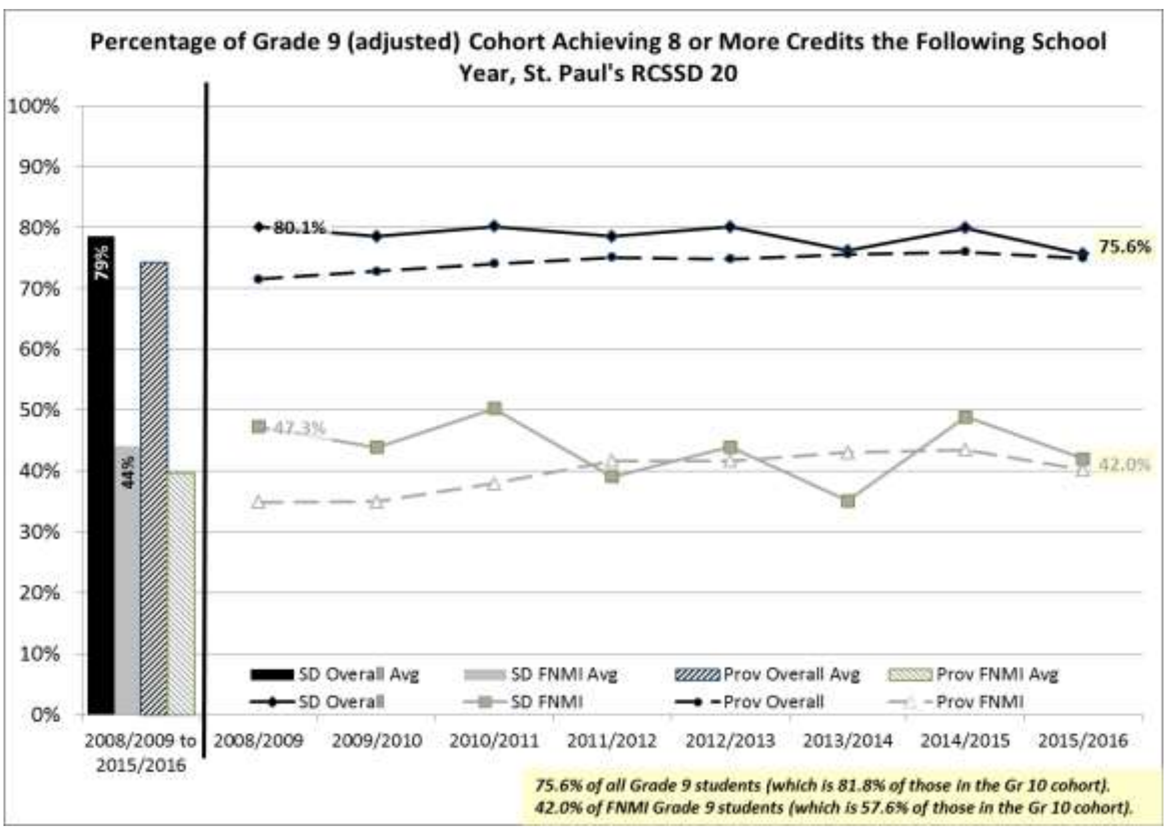
Notes: Extended-time graduation rates are calculated as the percentage of students who complete Grade 12 within 5 years of 'starting' Grade 10 (and include those who graduate on-time). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2017

Analysis of results
Greater Saskatoon Catholic Schools' extended-time graduation rate for 2016-2017 was 87% which is higher than the provincial rate of 84%. The overall rate is hopeful as it identifies that 87% of all students, including those who may have additional challenges to graduate, are successful in graduating in the five-year window. This measure does not account for the many students who continue to persevere beyond the five years and attain graduation. In 2015-2016, Greater Saskatoon Catholic Schools saw a significant increase in the percent of FNMI students achieving graduation. At 71%, this is highest extended-time FNMI graduation rate achieved to date. In 2016-2017, our outcomes were not as strong with 64% of FNMI students graduating within 5 years. We must attend to this reality and work towards seeing a much greater number of our students attaining graduation whether on-time or extended.

Grade 9 to 10 Transition

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

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



Notes: Percentages are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify. Source: Ministry of Education, 2017
Analysis of results
Overall, 75.6% of students enrolled in Grade 10 for the first time in 2016-2017 achieved eight or more credits. Last year our rate was 79.9% so we saw a decrease of 4.3 percentage points, but are still above the provincial results (74.9%). The FNMI students who achieved eight or more credits represented 42.0% of that sub-population of students, which is a decrease from 48.9% achieving this goal last year, but still above the provincial results (40.2%). These results are in alignment with the graduation rates of our school division. The action identified in our school division's plan was to develop an identification and tracking system, as well as a plan for vulnerable youth who are at risk for dropping out of school. This was developed and the data will continue to support a directed and focused intervention for our students and provide our school staff with much needed information. We have developed a Grad Tracking App to support the work of our schools and the Ministry of Education has provided much needed data reports to provide a greater focus on each student as they work toward graduation. Over the past eight years, we have seen increases and decreases in percentages of students achieving 8 or more credits as they transition into Grade 10. We will be exploring more closely the strategies that will provide consistent growth in this area.

Trustees and senior administrators viewing progress on the new joint-use schools

Sector-Wide Efficiencies

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

School division goals aligned with the Sector-Wide Efficiencies outcome	The school division's operational spending goal is to continually find efficiencies in current practices. Those efficiencies do not only save resources but will also improve the effectiveness of our processes. The school division has set a goal to reduce workplace injuries which will ensure the safety of our staff as well reduce the Workers Compensation Board (WCB) premiums. The goal is to create healthy and safe workplaces where a culture of safety and wellness is embraced.
School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the Sector-Wide Efficiencies outcome	**WCB** Targeted safety related purchases have been made to proactively address higher safety risk activities to prevent injuries. We are in a 12% premium rebate position with WCB. This rebate is a result of the school division having an experience rating which is 40% better than industry average. We estimate this rebate will return in excess of $80,000 per year. **Purchasing** The school division worked with three other school divisions to issue a joint procurement for school furniture. A five-year contract was awarded resulting in a year one savings estimated at $360,000 and a 20% savings on all furniture purchases made during the last four years of the contract. **Transportation** A multi-year transportation review identified 11 schools that could take advantage of transportation efficiencies. Changes were made to the way bus routes were scheduled for the 2016-2017 school year. By double looping (using the same bus and driver to complete a route at one school, and then complete a second route for another school) our transportation providers were able to charge a reduced rate. The transportation efficiencies resulted in $434,000 of savings. The average ride times on buses did not increase by this change and some students actually spent less time on the bus.

Early Years

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

School division goals aligned with the Early Years outcome	All Pre-kindergarten and Kindergarten classrooms will provide consistent Quality Core Instruction in emerging literacy with a focus on oral language development (cognitive and communication skills).
School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the Early Years outcome	• Early Years Evaluation (EYE-TA) was administered to all Kindergarten students in November with a school/division team follow-up and intervention plan for 100% of students identified in yellow and red. Many teachers started using the learning sprints process targeting the yellow and red students. • 1.5 FTE literacy coaches provided job-embedded support for PreK and K teachers focusing on student data. • All Pre-kindergarten and kindergarten teachers participated in year long oral language literacy professional development and one professional learning community site visit. The key areas of focus included documentation, storytelling and invitations. • 19 Prekindergarten/Kindergarten teachers and division level staff were trained facilitators in Hanen – Learning Language and Loving IT and/or Teacher Talk. • A system-wide transition form was created and piloted in schools for K-Grade 1 in June 2017. • 15 classroom library books were purchased for each classroom. • Two schools (seven kindergarten classrooms) were targeted for SLP classroom embedded support to enhance literacy development (targeted oral language skills). • Father Vachon Pre-kindergarten/Kindergarten and school administrative team facilitated a provincial/division early learning site visit for school administrators. • Implemented SeeSaw in Pre-kindergarten and Kindergarten to engage parents with their child's learning. • GSCS participated on the Saskatoon Early Years Partnership management committee. This committee includes various community partners including Saskatoon Public Schools and the Health Region where gaps are explored in community supports/services for children/families from 0-5 years of age.

Measures for Early Years

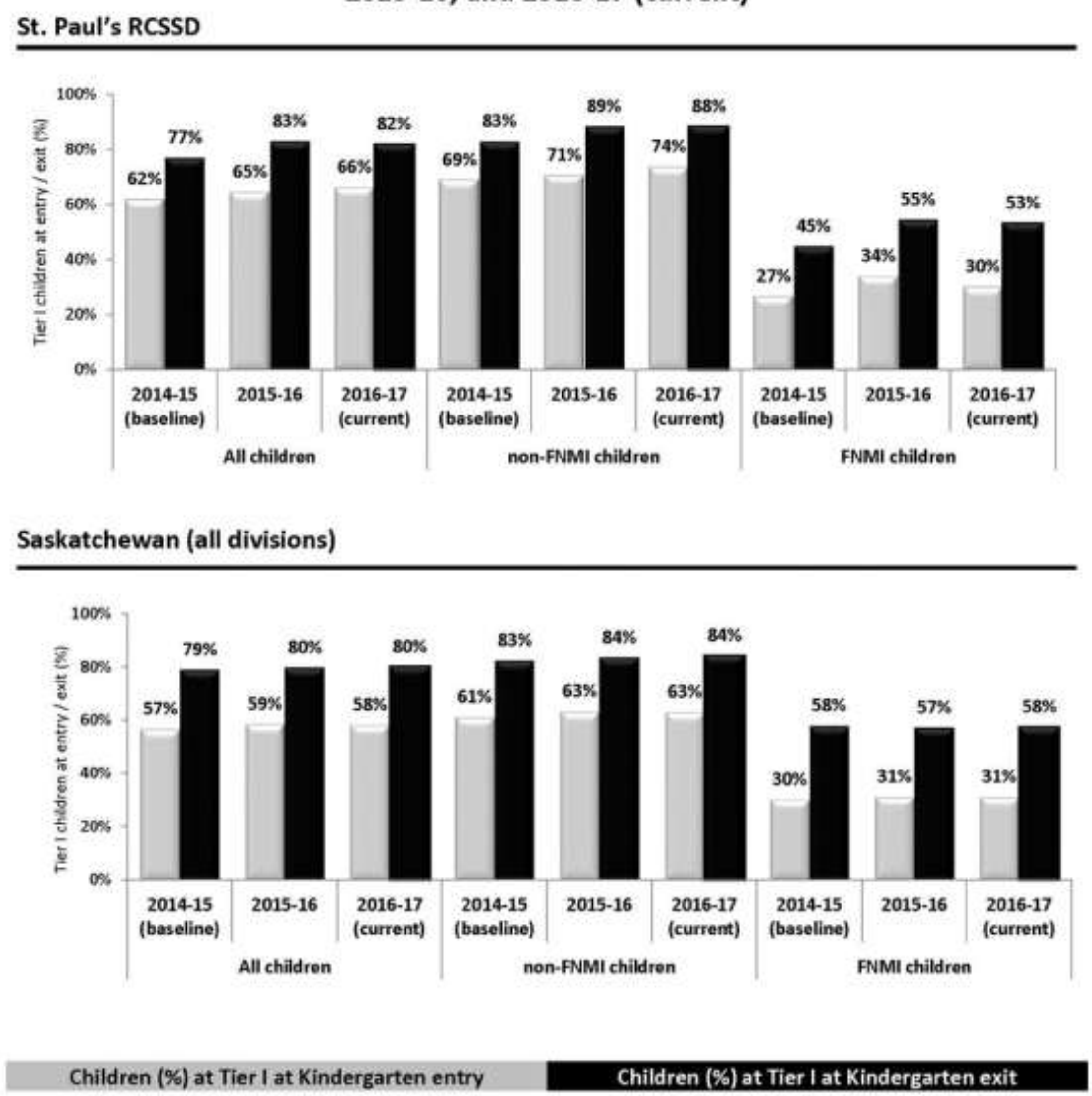
Early Years Evaluation

The Early Years Evaluation-Teacher Assessment (EYE-TA) is a readiness screening tool that provides information about each child's development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify children most likely to require extra support during the Kindergarten year, based on their levels of skill development in five key domains at school entry. In addition to results for specific domains, children are also assigned a comprehensive score known as a

Responsive Tiered Instruction (RTI) level. Responsive Tiered Instruction (RTI) is a preventive approach that allows educators, school teams and divisions to allocate resources early and continuously, rather than waiting until after children have experienced failure before responding.

The following displays the percentage of children (all children, non-FNMI and FNMI) in the division assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit, for the 2014-15 (baseline) year and the two years following, as well as the provincial results for each category.

Ready to Learn: Children screened at Tier I (%) on Early Years Evaluation – Teacher Assessment (EYE-TA) at Kindergarten entry and exit, 2014-15 (baseline), 2015-16, and 2016-17 (current)



Notes: Research shows early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading 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.

The format of EYE-TA results reported previously in school division annual reports varies from the format used here. Prior to 2016-17, displays showed percentage results for all RTI Tiers at Kindergarten entry and exit of the assessment year. The amended displays now show only the percentage of children assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit. In addition, school division EYE-TA displays also now 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.

Source: Ministry of Education, Early Years Branch, 2017

Analysis of results

Children arrive at our schools at different levels of readiness. Our task is to identify their baseline in the fall and work with children and their families to achieve the greatest amount of growth possible in a half-time program. We are proud to see the percentage of our FNMI students assessed at Tier 1 increasing significantly from fall to spring, with greater increases each year. From 18% growth in 2014-2015 to 23% growth in 2016-2017, it appears to indicate that our strategy to focus on emerging literacy - language and communication is having a positive impact on the greater improvements in rates of readiness for our FNMI students.

Although our school division rates are slightly better than the provincial rates, we are continually analyzing our data and reflecting on how we can improve in order to ensure that 90% of students exiting kindergarten are ready for learning in the primary grades. As we move into a deeper understanding of focused instruction and intervention strategies, we hope to see continued growth for all our students.

We continue to see a significant gap provincially and locally between non-FNMI children and self-identified FNMI children when entering kindergarten. In order to close that gap by the end of kindergarten, we would have to see an additional 35 percentage point increase from 53% to 88% in the percentage of students assessed at Tier 1 by the end of the school year. Recognizing that 0-5 years is an important foundation for language development, GSCS continues to participate with the Saskatoon Early Years Partnership to explore how our community can support our families and young children before they begin school. Many children with developmentally delayed language skills in kindergarten are competent and capable but have had fewer opportunities to experience rich language opportunities that their peers may have had. If we can find ways for our community to support families in different ways we hope to close the gap sooner.

School Division Local Priority Area **Catholic Religious Education**	
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 2016-17 school year to support local priority area	• Curriculum Implementation and Resource support for renewed curriculum. In 2016-2017 we focussed on the Grade 2 Religious Education implementation. • School staff was encouraged and enabled to take on the responsibility of carrying out faith-development activities. • Faith mentorship program continued within the division. • Schools were informed of Book studies, i.e. Our One Great Act of Fidelity by Fr. Ron Rolheiser, etc. and a system for sign-up and distribution was developed. • Early Learning (K teachers) were supported with Faith Permeation resources and kits. • Division staff were made aware of funds available from the Diocesan Education of the Laity Fund to attend faith related conferences, retreats, etc. https://saskatoonrcdiocese.com/education-laity-fund • Division staff were made aware of the support for accessing courses available to meet the requirements in religious education for our new staff. • A framework was developed to summarize Kindergarten Faith Permeation resource. • Faith Mentorship: Principals were provided with a document/ PowerPoint to present to staff to inform them about the program and to encourage participation. Included this as an option for the Faith Dimension of the Professional Growth Plan. • Worked closely with our Diocesan and Eparchy in sharing resources and supporting the faith development of our students, staff, and families.

Local Measures for Religious Education Priority

The 2016-17 division actions were regularly reviewed by the division team in order to monitor completion and gain qualitative feedback from staff on the supports and resources provided.

Analysis of results

We are proud that all division staff had the opportunity to participate in a staff retreat for one day this year. All staff also participated in an Opening Day Faith Development opportunity which included a guest speaker and mass. New teachers of religion were supported by our consultant and coordinators as they began instruction in religious education. Many of our teachers took part in our Faith Mentorship Program as either a mentor or mentee. As a result of a focus on connecting with our new teachers, our “Understanding Your Faith” program was filled to capacity. We are also proud that we were able to provide our parishes a resource that connected with our religion program in support of the Children’s Liturgy program.

Demographics

Students

Greater Saskatoon Catholic Schools continues to grow. As shown in the table below, since 2014-15 our Pre-kindergarten to Grade 12 enrolment has increased by close to 800 students (4.7%). Demographic indicators that are embedded in the enrolment data include:

- the larger cohorts are in kindergarten to Grade 5, which supports the indication of continued growth;
- the population of new Canadians being welcomed each year continues to grow, with over 1,800 students meeting the language requirements for English as an Additional Language (EAL) targeted supports;
- the population of self-identified First Nations and Métis students in the division is at 18%;
- 2,805 students participated in French immersion programming;
- 216 students (K-12) participated in Ukrainian bilingual programming (division adjusted);
- 406 students (K-8) participated in the Cree bilingual program, an increase of 60 over the previous year;
- 1,047 students were identified as having intense learning needs;
- 424 students were served in Prekindergarten programs.

St. Paul's RCSSD 20

Grade	2014-15	2015-16	2016-17
Kindergarten	1,332	1,322	1,354
1	1,278	1,394	1,378
2	1,287	1,325	1,421
3	1,301	1,321	1,373
4	1,240	1,320	1,363
5	1,187	1,246	1,384
6	1,247	1,181	1,268
7	1,199	1,290	1,200
8	1,196	1,201	1,319
9	1,111	1,098	1,140
10	1,166	1,181	1,184
11	1,058	1,070	1,102
12	1,591	1,513	1,478
Total	**16,193**	**16,462**	**16,964**
PreK	411	419	424

Subpopulation Enrolments	Grades	2014-15	2015-16	2016-17
Self-Identified FNMI	K to 3	884	979	1,048
	4 to 6	629	684	779
	7 to 9	645	636	658
	10 to 12	662	721	657
	Total	**2,820**	**3,020**	**3,142**
French Immersion	K to 3	1,118	1,249	1,254
	4 to 6	626	652	719
	7 to 9	435	449	519
	10 to 12	267	280	313
	Total	**2,446**	**2,630**	**2,805**
English as an Additional Language	1 to 3	436	481	490
	4 to 6	364	450	547
	7 to 9	301	354	396
	10 to 12	378	355	402
	Total	**1,479**	**1,640**	**1,835**

NOTES:

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

Source: Ministry of Education, 2016

Staff

Greater Saskatoon Catholic Schools employs nearly 2,000 people (1,697.8 FTEs) in the Greater Saskatoon area. These very dedicated staff members provide the wide array of services that our division offers. The staff component of our budget represents approximately 80% of our overall expenditures. The vast majority provide services in the classroom while the remaining support the learning program through their work in facilities, administration, etc. Greater Saskatoon Catholic Schools strives to serve the breadth of educational needs that are present in each school therefore support services may be itinerant. Our staff is to be commended for their dedication in fulfilling their role in educating our students.

Job Category	FTEs
Classroom teachers	933.4
Principals, vice-principals	99.0
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists	472.3
Administrative and financial staff – e.g., Chief Financial Officers, accountants, Information Technology people, supervisors, managers, administrative assistants, clerks	54.0
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors, managers	128.2
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors, managers	1.3
League of Educational Administrators, Directors and Superintents (LEADS) – e.g., director of education, superintendents	9.6
Total Full-Time Equivalent (FTE) Staff	**1697.8**

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

Senior Management Team

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

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

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

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

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

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

School Division Infrastructure and Transportation

School List

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
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 School	K-8	Saskatoon
St. Gabriel School	K-9	Biggar
St. George School	K-8	Saskatoon
St. John School	K-8	Saskatoon

St. Joseph High School	9-12	Saskatoon
St. 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. Peter 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 44 years.
- The oldest school, Oskāyak High School is 89 years old; the newest schools (Saskatchewan Joint Use School Bundle) are 2 months old.
- The Greater Saskatoon Catholic Schools central office is located at 420 22nd Street East in Saskatoon. The building, constructed in 1958, was purchased by the division in 1976.
- The Service Centre, at 834 45th Street East in Saskatoon, houses our facilities staff and their workshops. Facility planning and maintenance, carpentry, painting, welding and other associated facility services for our schools take place at this location.

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

Greater Saskatoon Catholic Schools has been blessed with the opportunity of opening of six new Catholic schools; four in the City of Saskatoon, one in Martensville and one in Warman in the fall of 2017. Our school division has worked collaboratively within the Government of Saskatchewan's Joint-Use Schools Project with the Ministry of Education and four other school divisions to plan for the opening of these schools. Substantial completion was achieved on June

30, 2017. A significant amount of planning for the fit-up and operation of these schools occurred throughout the 2016-17 school year.

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

The division has been replacing our end-of-life telephone system. Equipment was purchased to complete this multi-year project in the 2016-17 school year. This includes VoIP telephone equipment (voice gateways, handsets, etc.) and required network infrastructure equipment replacement (network switches). This system replacement should not require replacement or significant upgrade for approximately ten years.

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

Infrastructure Projects			
School	**Project**	**Details**	**2016-17 Cost**
École Holy Mary Catholic School - Martensville	New Construction of Kindergarten to Grade 8 Elementary School	Substantially complete June 30, 2017. This school was part of the Saskatchewan Joint Use Schools Project in collaboration with the Ministry of Education.	6,711,325 (Year 2 Construction Costs)
Holy Trinity Catholic School - Warman	New Construction of Kindergarten to Grade 8 Elementary School	Substantially complete June 30, 2017. This school was part of the Saskatchewan Joint Use Schools Project in collaboration with the Ministry of Education.	6,715,846 (Year 2 Construction Costs)
St. Kateri Tekakwitha Catholic School	New Construction of Kindergarten to Grade 8 Elementary School	Substantially complete June 30, 2017. This school was part of the Saskatchewan Joint Use Schools Project in collaboration with the Ministry of Education.	10,156,410 (Year 2 Construction Costs)

St. Nicholas Catholic School	New Construction of Kindergarten to Grade 8 Elementary School	Substantially complete June 30, 2017. This school was part of the Saskatchewan Joint Use Schools Project in collaboration with the Ministry of Education.	10,154,997 (Year 2 Construction Costs)
St. Lorenzo Ruiz Catholic School	New Construction of Kindergarten to Grade 8 Elementary School	Substantially complete June 30, 2017. This school was part of the Saskatchewan Joint Use Schools Project in collaboration with the Ministry of Education.	9,989,008 (Year 2 Construction Costs)
St. Thérèse of Lisieux Catholic School	New Construction of Kindergarten to Grade 8 Elementary School	Substantially complete June 30, 2017. This school was part of the Saskatchewan Joint Use Schools Project in collaboration with the Ministry of Education.	9,877,407 (Year 2 Construction Costs)
Various	Mechanical Upgrades	Replacement of Roof Top Units at 19 schools in our division. Total of 92 units.	1,024,511
St. Anne School	Roof Replacement	Roof replacement of sections B & E.	244,881
St. Augustine School - Humboldt	Roof Replacement	Roof replacement of sections B & E.	379,748
St. Peter School	Roof Replacement	Roof replacement of sections	477,315
St. Michael School	Gym Remediation	Repairs were completed to address structural deficiencies with the gymnasium walls.	390,824
Tech Upgrades (Division-wide)	Telephone System	Purchase remaining equipment to complete replacement of VoIP telephone system (Year 4 of 4)	308,858
Tech Upgrades (Division-wide)	Network Infrastructure Replacement	Purchase remaining network switches to support the telephone system replacement project (Year 4 of 4)	475,561
Total			**$56,906,691**

Transportation

Greater Saskatoon Catholic Schools transports 6,180 students on 183 routes within the cities of Saskatoon, Warman, and Martensville. In addition to the 183 regular routes, the school division contracts taxi companies to provide transportation for 117 students with intensive needs and students in remote areas of the city. Rural students attending Greater Saskatoon Catholic Schools located in the town of Biggar and the city of Humboldt are jointly transported with the public school divisions in each of the respective areas.

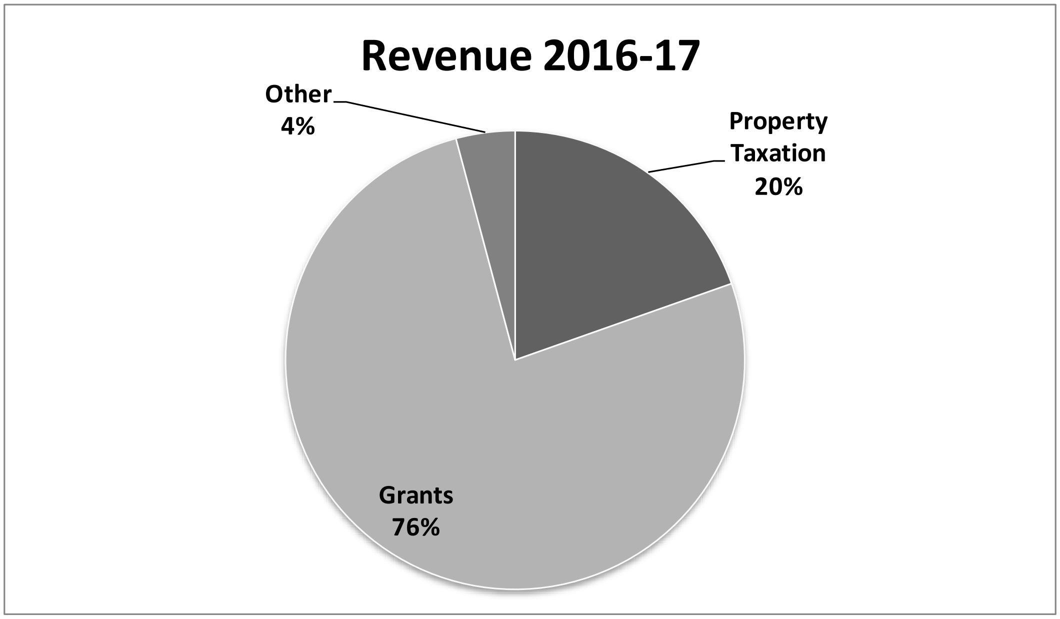
Student Transportation 2016-17

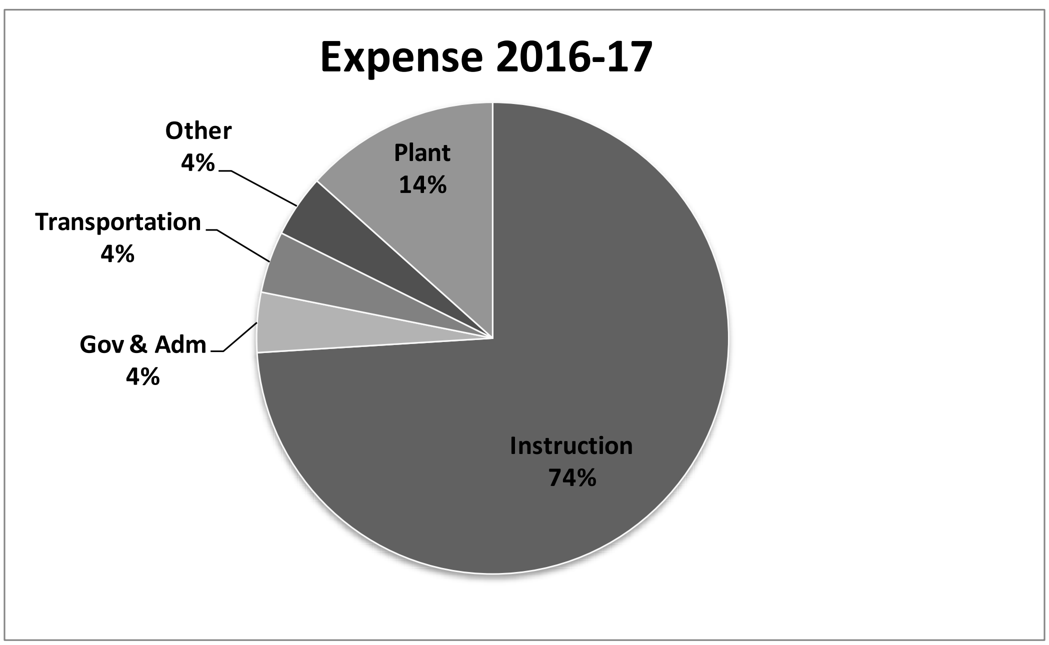
Transportation Statistics	
Students transported	6,180
In-town students transported (included in above)	5,926
Transportation routes	183
Number of buses	N/A
Kilometres travelled daily	7,941 KMs (Round Trip)
Average age of bus	8.5 years
Capacity utilized on buses	80%
Average one-way ride time	46 minutes
Longest one-way ride time	88 minutes (Rural Route)
Number of school trips per year	2,709
Kilometres per year travelled on school trips	N/A
Cost per student per year	$1,277
Cost per kilometre travelled	$5.46

Note:
Some of the above data includes transportation provided by taxi service.
Source: First Student Inc. and Hertz Northern Bus

Financial Overview

Summary of Revenue and Expenses





Budget to Actual Revenue, Expenses and Variances

	2017 Budget	2017 Actual	2016 Actual	Budget to Actual Variance Over / (Under)	Budget to Actual % Variance	Note
REVENUES						
Property Taxation	48,864,948	47,212,494	47,532,409	(1,652,454)	-3%	
Grants	190,504,598	183,712,552	209,778,729	(6,792,046)	-4%	
Tuition and Related Fees	2,064,499	2,455,201	2,345,731	390,702	19%	1
School Generated Funds	4,236,755	4,168,132	4,056,908	(68,623)	-2%	
Complementary Services	1,816,152	1,816,152	1,814,844	-	0%	
Other	1,268,103	1,568,569	2,432,347	300,466	24%	2
Total Revenues	**248,755,055**	**240,933,100**	**267,960,968**	**(7,821,955)**	**-3%**	
EXPENSES						
Governance	821,893	769,528	736,060	(52,365)	-6%	3
Administration	6,752,285	6,850,232	6,533,121	97,947	1%	
Instruction	134,968,157	137,071,330	132,007,117	2,103,173	2%	
Plant	23,653,593	24,764,423	27,128,017	1,110,830	5%	
Transportation	8,309,785	7,816,222	7,231,195	(493,563)	-6%	4
Tuition and Related Fees	-	6,881	-	6,881	100%	5
School Generated Funds	4,278,755	3,869,499	3,908,654	(409,256)	-10%	6
Complementary Services	2,462,727	2,232,117	2,240,519	(230,610)	-9%	7
Other Expenses	1,867,689	1,801,296	1,945,833	(66,393)	-4%	
Total Expenses	**183,114,884**	**185,181,528**	**181,730,516**	**2,066,644**	**1%**	
Surplus (Deficit) for the Year	**65,640,171**	**55,751,572**	**86,230,452**			

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

Note	Explanation
1	The actual number of International Student Program participants served was higher than the projected amount.
2	Insurance proceeds not budgeted were received. Corresponding expense in Plant.
3	Actual election costs were less than budgeted.
4	Actual fuel surcharge was less than budget. Growth in overall student population was accommodated on existing routes.
5	Tuition expense incurred that was not budgeted.
6	School generated funds revenue was on budget but spending was lower than projected.
7	Pre-Kindergarten transportation under budget due to actual fuel surcharge less than budget.

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
Berscheid, Debbie	24,000	-	-	852	2,177	35	27,064
Boechler, Ron	24,000	-	-	1,613	4,941	35	30,590
Boyko, Diane[1]	31,000	303	-	3,083	5,273	812	40,471
Carriere, Jim	24,000	-	-	1,461	4,083	114	29,658
Fortosky, Tom	24,000	-	-	852	4,626	23	29,500
Hawkins, Todd	24,000	-	-	567	-	35	24,602
Jelinski, Tim	24,000	-	-	2,239	2,219	35	28,493
Risling, Alice	24,000	-	-	896	1,321	35	26,252
Stus, Wayne[2]	25,000	-	-	1,415	2,289	35	28,739
Zakreski-Werbicki, Sharon[3]	20,000	-	-	1,416	1,998	35	23,449

[1]Board of Education Chair
[2]Board of Education Vice-Chair
[3]Trustee elected on October 26, 2016 – remuneration adjusted accordingly.

Personal Services

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

Transfers

Name	Amount
Greater Saskatoon Catholic Schools Foundation	165,478

Name	Amount
Saskatoon Public School	110,419

Supplier Payments

Name	Amount
1 Stop Playgrounds Ltd.	85,484
3p Learning , North Sydney	70,927

Name	Amount
Al Anderson's Source for Sport	69,805
Amazon	76,948

Name	Amount
Apple Canada Inc.	591,600
B.A. Robinson Co. Ltd.	66,492
Best Buy	67,224
Black & McDonald Limited	82,118
BTS Business Technology	170,485
Canadian Test Centre Inc.	60,210
Catholic Family Services	68,365
CDI Computer Dealers Inc.	177,394
Century Roofing	441,776
Charter Telecom Inc	302,694
CHEP Good Food Inc.	111,037
City Of Saskatoon	2,759,477
Clark Roofing (1964) Ltd.	116,535
Comfort Cabs. Ltd.	273,971
Concept3 Business Interiors	923,755
Connex Ontario	68,750
Costco Wholesale	81,431
Custom Lawn Care	67,016
Dafco Filtration Group	50,293
Denson	76,594
Edwards Edwards McEwen	275,251
Eecol Electric	59,862
Eikon Contracting	232,052
EllisDon	715,793
FirstCanada ULC	6,321,122
Flynn Canada Ltd.	732,941
Follett School Solutions Inc.	50,948
Gabriel Construction	1,252,584
Graham Construction	876,827
Griffiths Construction	114,162
HBI Office Plus Inc	904,016
Hertz Northern Bus	1,454,607
Inland Audio Visual Ltd.	89,085
Interstate All Battery Centre	52,444
Johnson Controls	162,425
Jostens Canada Ltd.	80,014
Kemsol Products Ltd.	114,645
Klassen Driving School Ltd.	828,726

Name	Amount
Konica Minolta Busines	585,432
Loraas	92,860
Marsh Canada Limited	382,283
McKercher LLP	99,344
McKillican Canadian	51,124
Merlin Ford Lincoln	63,450
Mesa Canada Consulting	149,646
Nelson Education Ltd	295,833
Nichols Interiors Ltd	114,797
Olympian Sports	59,615
Peak Mechanical Ltd	1,599,006
Pearson Canada Inc.	757,910
PlayWorks Inc.	377,847
Precise Parklink (West) Ltd.	94,526
Precision Asphalt	152,745
Prince Albert Northern Bus	60,904
Professional Psychologists	61,696
R.L. Cushing Millwork	896,722
Real Canadian Superstore	69,303
Real Canadian Wholesale	184,076
Saskatchewan Power Corporation	1,237,784
Saskatoon Fire & Flood	125,725
Saskatoon Prairieland Park	192,479
Saskatoon Tribal Council Inc.	88,876
Saskenergy	714,656
Sasktel	307,955
Scholastic Canada Ltd	276,200
Sharp's Audio Visual	274,786
Shaughnessy Electric	123,753
SS Blairmore Del Fitness Corportation	89,397
Supreme Office Products Ltd	797,813
Sysco Calgary Ltd.	227,161
TC Media Livres Inc.	149,865
TCU Place	92,832
The Canada Homestay	372,691
TM Designs Inc	122,129

Name	Amount
Trade West Equipment Ltd.	78,221
Trane Canada ULC (Sask)	97,206
Travel Masters	152,370
Troy Life & Fire Safety Ltd.	76,801
Unisource Canada Inc/ Veritiv Canada	322,506
United Library Services Inc.	140,333

Name	Amount
VCM Construction Ltd.	1,686,358
Wal-Mart	68,498
Weightman, Don	77,881
Wesclean	167,185
West Unified Communications	51,226

Other Expenditures

Name	Amount
C.U.P.E. 2268	266,459
C.U.P.E. 3730	109,333
Manulife Financial Group	1,998,253
Municipal Employees Pension Plan	4,483,654
Receiver General of Canada	35,287,197
Saskatchewan Catholic School Boards Assoication	246,859
Saskatchewan School Boards Association	201,235

Name	Amount
Saskatchewan Teachers Federation	14,039,411
Saskatchewan Workers Compensation Board	309,951
Saskatoon Teachers Association	137,069
SSSAD	51,794
Teachers Superannuation Commission	187,716

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

CONSOLIDATED FINANCIAL STATEMENTS

August 31, 2017

Management's Responsibility for the Consolidated Financial Statements

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

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

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

The external auditors, Deloitte LLP, conduct an independent examination in accordance with Canadian auditing standards and express their opinion on the consolidated financial statements. The accompanying 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:

Diane Boyko

Board Chair

CEO/Director of Education

Chief Financial Officer

December 11, 2017

Deloitte LLP
122 1st Ave. S.
Suite 400, PCS Tower
Saskatoon SK S7K 7E5
Canada

Tel: 306-343-4400
Fax: 306-343-4480
www.deloitte.ca

Independent Auditor's Report

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

We have audited the accompanying consolidated financial statements of St. Paul's Roman Catholic Separate School Division No. 20, which comprise the consolidated statement of financial position as at August 31, 2017, and the consolidated statements of operations and accumulated surplus from operations, remeasurement gains and losses, changes in net debt and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion
In our opinion, the consolidated financial statements present fairly, in all material respects, the financial position of St. Paul's Roman Catholic Separate School Division No. 20 as at August 31, 2017, and the results of its operations, its remeasurement gains and losses, changes in its net debt and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Chartered Professional Accountants
Licensed Professional Accountants

Saskatoon, Saskatchewan
December 11, 2017

St. Paul's Roman Catholic Separate School Division No. 20
Consolidated Statement of Financial Position
as at August 31, 2017

	2017	2016
	$	$
Financial Assets		
Cash and Cash Equivalents	20,792,214	17,162,379
Accounts Receivable (Note 3)	9,276,854	9,133,998
Portfolio Investments (Note 4)	56,100	56,100
Total Financial Assets	**30,125,168**	**26,352,477**
Liabilities		
Accounts Payable and Accrued Liabilities (Note 6)	8,244,667	8,059,298
Long-Term Debt and Associated Derivatives (Note 7)	34,610,692	36,697,046
Liability for Employee Future Benefits (Note 8)	5,175,700	4,780,700
Deferred Revenue (Note 9)	4,110,730	3,630,146
Total Liabilities	**52,141,789**	**53,167,190**
Net Debt	**(22,016,621)**	**(26,814,713)**
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	290,528,810	239,219,260
Prepaid Expenses	327,323	680,489
Total Non-Financial Assets	**290,856,133**	**239,899,749**
Accumulated Surplus (Note 11)	**268,839,512**	**213,085,036**
Accumulated Surplus is Comprised of:		
Accumulated Surplus from Operations	268,839,512	213,087,940
Accumulated Remeasurement Losses	-	(2,904)
Total Accumulated Surplus (Note 11)	**268,839,512**	**213,085,036**

Contractual Rights (Note 17)
Contractual Obligations and Commitments (Note 18)

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

Approved by the Board:

Diane Boyko ______________________ 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, 2017

	2017 Budget	2017 Actual	2016 Actual
	$ (Note 14)	$	$
REVENUES			
Property Taxation	48,864,948	47,212,494	47,532,409
Grants	190,504,598	183,712,552	209,778,729
Tuition and Related Fees	2,064,499	2,455,201	2,345,731
School Generated Funds	4,236,755	4,168,132	4,056,908
Complementary Services (Note 10)	1,816,152	1,816,152	1,814,844
Other	1,268,103	1,568,569	2,432,347
Total Revenues (Schedule A)	**248,755,055**	**240,933,100**	**267,960,968**
EXPENSES			
Governance	821,893	769,528	736,060
Administration	6,752,285	6,850,232	6,533,121
Instruction	134,968,157	137,071,330	132,007,117
Plant	23,653,593	24,764,423	27,128,017
Transportation	8,309,785	7,816,222	7,231,195
Tuition and Related Fees	-	6,881	-
School Generated Funds	4,278,755	3,869,499	3,908,654
Complementary Services (Note 10)	2,462,727	2,232,117	2,240,519
Other Expenses	1,867,689	1,801,296	1,945,833
Total Expenses (Schedule B)	**183,114,884**	**185,181,528**	**181,730,516**
Operating Surplus for the Year	**65,640,171**	**55,751,572**	**86,230,452**
Accumulated Surplus from Operations, Beginning of Year	**213,087,940**	**213,087,940**	**126,857,488**
Accumulated Surplus from Operations, End of Year	**278,728,111**	**268,839,512**	**213,087,940**

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

St. Paul's Roman Catholic Separate School Division No. 20
Consolidated Statement of Remeasurement Gains and Losses
as at August 31, 2017

	2017	2016
	$	$
Accumulated Remeasurement Losses, Beginning of Year	**(2,904)**	**(45,025)**
Unrealized gains attributable to:		
Derivatives (Note 7)	2,904	42,121
Accumulated Remeasurement Losses, End of Year	**-**	**(2,904)**

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

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

Consolidated Statement of Changes in Net Debt

for the year ended August 31, 2017

	2017 Budget	2017 Actual	2016 Actual
	$ (Note 14)	$	$
Net Debt, Beginning of Year	**(26,814,713)**	**(26,814,713)**	**(28,874,513)**
Changes During the Year			
Operating Surplus for the Year	65,640,171	55,751,572	86,230,452
Acquisition of Tangible Capital Assets (Schedule C)	(71,013,390)	(58,993,989)	(91,026,860)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	366,986	1,300
Net Gain on Disposal of Capital Assets (Schedule C)	-	-	(1,300)
Amortization of Tangible Capital Assets (Schedule C)	6,802,962	7,317,453	7,084,720
Net Change in Other Non-Financial Assets	-	353,166	(270,633)
	1,429,743	**4,795,188**	**2,017,679**
Net Remeasurement Gains	-	2,904	42,121
Change in Net Debt	**1,429,743**	**4,798,092**	**2,059,800**
Net Debt, End of Year	**(25,384,970)**	**(22,016,621)**	**(26,814,713)**

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, 2017

	2017	2016
	$	$
OPERATING ACTIVITIES		
Operating Surplus for the Year	55,751,572	86,230,452
Deduct Non-Cash Items Included in Surplus (Schedule D)	(43,173,190)	(77,490,892)
Net Change in Non-Cash Operating Activities (Schedule E)	691,595	3,624,912
Cash Provided by Operating Activities	**13,269,977**	**12,364,472**
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(7,923,677)	(6,071,560)
Proceeds on Disposal of Tangible Capital Assets	366,986	1,300
Cash Used by Capital Activities	**(7,556,691)**	**(6,070,260)**
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(10,000)	(11,600)
Proceeds on Disposal of Portfolio Investments	10,000	11,600
Cash Provided (Used) by Investing Activities	**-**	**-**
FINANCING ACTIVITIES		
Repayment of Long-Term Debt	(2,083,451)	(2,898,470)
Cash Used by Financing Activities	**(2,083,451)**	**(2,898,470)**
INCREASE IN CASH AND CASH EQUIVALENTS	**3,629,835**	**3,395,742**
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	**17,162,379**	**13,766,637**
CASH AND CASH EQUIVALENTS, END OF YEAR	**20,792,214**	**17,162,379**

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, 2017

	2017 Budget	2017 Actual	2016 Actual
	$	$	$
Property Taxation Revenue			
Tax Levy Revenue			
Property Tax Levy Revenue	46,797,961	47,091,429	45,659,662
Revenue from Supplemental Levies	532,628	431,763	434,427
Total Property Tax Revenue	**47,330,589**	**47,523,192**	**46,094,089**
Grants in Lieu of Taxes			
Federal Government	405,579	74,253	663,294
Provincial Government	752,520	812,315	740,201
Other	552,174	483,544	557,692
Total Grants in Lieu of Taxes	**1,710,273**	**1,370,112**	**1,961,187**
Other Tax Revenues			
Treaty Land Entitlement - Urban	53,751	-	-
House Trailer Fees	19,546	20,261	17,778
Total Other Tax Revenues	**73,297**	**20,261**	**17,778**
Additions to Levy			
Penalties	19,546	21,579	19,702
Other	195,460	88,211	132,925
Total Additions to Levy	**215,006**	**109,790**	**152,627**
Deletions from Levy			
Cancellations	(68,411)	(27,998)	(48,169)
Other Deletions	(395,806)	(1,782,863)	(645,103)
Total Deletions from Levy	**(464,217)**	**(1,810,861)**	**(693,272)**
Total Property Taxation Revenue	**48,864,948**	**47,212,494**	**47,532,409**
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	116,120,454	116,965,456	115,619,391
Other Ministry Grants	592,230	816,330	784,310
Total Ministry Grants	**116,712,684**	**117,781,786**	**116,403,701**
Other Provincial Grants	614,053	808,105	218,474
Federal Grants	-	395,000	-
Grants from Others	-	339,715	191,103
Total Operating Grants	**117,326,737**	**119,324,606**	**116,813,278**
Capital Grants			
Ministry of Education Capital Grants	72,889,343	62,925,458	92,573,747
Other Capital Grants	288,518	1,462,488	391,704
Total Capital Grants	**73,177,861**	**64,387,946**	**92,965,451**
Total Grants	**190,504,598**	**183,712,552**	**209,778,729**

St. Paul's Roman Catholic Separate School Division No. 20
Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2017

	2017 Budget	2017 Actual	2016 Actual
	$	$	$
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
School Boards	128,975	62,500	85,878
Federal Government and First Nations	80,000	61,380	126,334
Individuals and Other	1,855,524	2,331,321	2,133,019
Total Tuition Fees	**2,064,499**	**2,455,201**	**2,345,231**
Transportation Fees	-	-	500
Total Tuition and Related Fees Revenue	**2,064,499**	**2,455,201**	**2,345,731**
School Generated Funds Revenue			
Curricular			
Student Fees	-	1,622	11,934
Total Curricular Fees	**-**	**1,622**	**11,934**
Non-Curricular Fees			
Commercial Sales - Non-GST	67,541	56,857	44,078
Fundraising	955,388	1,012,323	997,095
Grants and Partnerships	514,272	512,023	583,087
Students Fees	2,480,082	2,313,909	2,264,743
Other	219,472	271,398	155,971
Total Non-Curricular Fees	**4,236,755**	**4,166,510**	**4,044,974**
Total School Generated Funds Revenue	**4,236,755**	**4,168,132**	**4,056,908**
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	1,816,152	1,816,152	1,814,844
Total Complementary Services Revenue	**1,816,152**	**1,816,152**	**1,814,844**
Other Revenue			
Miscellaneous Revenue	445,714	772,302	1,625,678
Sales & Rentals	749,389	739,777	741,552
Investments	73,000	56,490	63,817
Gain on Disposal of Capital Assets	-	-	1,300
Total Other Revenue	**1,268,103**	**1,568,569**	**2,432,347**
TOTAL REVENUE FOR THE YEAR	**248,755,055**	**240,933,100**	**267,960,968**

St. Paul's Roman Catholic Separate School Division No. 20
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2017

	2017 Budget	2017 Actual	2016 Actual
	$	$	$
Governance Expense			
Board Members Expense	262,447	251,493	250,316
Professional Development - Board Members	58,998	47,024	45,716
Advisory Committees	-	25,968	3,362
Elections	90,000	71,915	10,472
Other Governance Expenses	410,448	373,128	426,194
Total Governance Expense	**821,893**	**769,528**	**736,060**
Administration Expense			
Salaries	5,182,502	5,142,625	5,032,302
Benefits	721,504	768,719	750,332
Supplies & Services	356,366	428,473	299,338
Non-Capital Furniture & Equipment	4,441	2,124	1,795
Building Operating Expenses	291,944	307,677	247,540
Travel	35,000	32,246	36,253
Professional Development	15,000	4,346	13,646
Amortization of Tangible Capital Assets	145,528	164,022	151,915
Total Administration Expense	**6,752,285**	**6,850,232**	**6,533,121**
Instruction Expense			
Instructional (Teacher Contract) Salaries	96,461,602	96,848,612	93,561,280
Instructional (Teacher Contract) Benefits	4,419,365	4,742,139	4,685,614
Program Support (Non-Teacher Contract) Salaries	19,896,492	19,344,717	19,469,831
Program Support (Non-Teacher Contract) Benefits	4,533,451	4,226,227	4,261,917
Instructional Aids	2,503,547	5,011,865	3,703,411
Supplies & Services	1,965,602	2,104,897	1,505,362
Non-Capital Furniture & Equipment	623,244	585,615	566,122
Communications	635,080	358,582	405,616
Travel	285,164	228,784	242,630
Professional Development	783,408	482,783	552,867
Student Related Expense	1,201,142	1,185,660	1,154,174
Amortization of Tangible Capital Assets	1,660,060	1,951,449	1,898,293
Total Instruction Expense	**134,968,157**	**137,071,330**	**132,007,117**
Plant Operation & Maintenance Expense			
Salaries	7,128,250	6,789,377	6,963,450
Benefits	1,486,551	1,379,402	1,381,445
Supplies & Services	12,107	1,391	2,198
Non-Capital Furniture & Equipment	129,387	42,772	100,210
Building Operating Expenses	9,808,904	11,258,277	13,557,171
Communications	332	632	446
Travel	87,355	86,746	82,202
Professional Development	4,500	5,014	7,551
Amortization of Tangible Capital Assets	4,996,207	5,200,812	5,033,344
Total Plant Operation & Maintenance Expense	**23,653,593**	**24,764,423**	**27,128,017**

St. Paul's Roman Catholic Separate School Division No. 20
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2017

	2017 Budget	2017 Actual	2016 Actual
	$	$	$
Student Transportation Expense			
Salaries	140,244	125,832	138,207
Benefits	24,452	9,164	12,715
Contracted Transportation	8,145,089	7,681,226	7,080,273
Total Student Transportation Expense	**8,309,785**	**7,816,222**	**7,231,195**
Tuition and Related Fees Expense			
Tuition Fees	-	6,881	-
Total Tuition and Related Fees Expense	**-**	**6,881**	**-**
School Generated Funds Expense			
Academic Supplies & Services	-	2,971	1,387
Cost of Sales	48,080	42,268	33,258
School Fund Expenses	4,230,675	3,824,260	3,874,009
Total School Generated Funds Expense	**4,278,755**	**3,869,499**	**3,908,654**
Complementary Services Expense			
Instructional (Teacher Contract) Salaries & Benefits	1,238,256	1,245,084	1,148,771
Program Support (Non-Teacher Contract) Salaries & Benefits	528,675	445,381	487,490
Instructional Aids	5,000	761	-
Supplies & Services	-	107	-
Non-Capital Furniture & Equipment	5,000	-	-
Travel	-	422	213
Professional Development (Non-Salary Costs)	1,500	(135)	-
Student Related Expenses	28,000	26,474	29,800
Contracted Transportation & Allowances	655,129	512,853	573,077
Amortization of Tangible Capital Assets	1,167	1,170	1,168
Total Complementary Services Expense	**2,462,727**	**2,232,117**	**2,240,519**
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	158,424	105,095	125,025
Interest on Capital Loans	1,676,352	1,676,119	1,787,895
Interest on Other Long-Term Debt	32,913	20,082	32,913
Total Other Expense	**1,867,689**	**1,801,296**	**1,945,833**
TOTAL EXPENSES FOR THE YEAR	**183,114,884**	**185,181,528**	**181,730,516**

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, 2017

	Land	Land Improvements	Buildings	Buildings Short-Term	Other Vehicles	Furniture and Equipment	Computer Hardware and Audio Visual Equipment	Computer Software	Assets Under Construction	2017	2016
	$	$	$	$	$	$	$	$	$	$	$
Tangible Capital Assets - at Cost											
Opening Balance as of September 1	9,578,065	1,185,116	185,920,724	36,968,083	518,880	5,388,563	8,575,673	484,890	93,069,036	**341,689,030**	**252,076,715**
Additions/Purchases	-	-	-	19,206	61,489	934,944	2,164,333	26,648	55,787,369	**58,993,989**	**91,026,860**
Disposals	-	-	-	(366,986)	(16,743)	(398,911)	(1,508,316)	-	-	**(2,290,956)**	**(1,414,545)**
Transfers to (from)	-	798,884	141,165,898	2,708,007	-	3,665,548	514,495	3,573	(148,856,405)	**-**	**-**
Closing Balance as of August 31	**9,578,065**	**1,984,000**	**327,086,622**	**39,328,310**	**563,626**	**9,590,144**	**9,746,185**	**515,111**	**-**	**398,392,063**	**341,689,030**
Tangible Capital Assets - Amortization											
Opening Balance as of September 1	-	640,076	69,181,593	24,314,867	307,164	2,583,045	5,168,949	274,076	-	**102,469,770**	**96,799,595**
Amortization of the Period	-	86,456	3,539,543	1,184,696	70,475	543,167	1,790,808	102,308	-	**7,317,453**	**7,084,720**
Disposals	-	-	-	-	(16,743)	(398,911)	(1,508,316)	-	-	**(1,923,970)**	**(1,414,545)**
Closing Balance as of August 31	**N/A**	**726,532**	**72,721,136**	**25,499,563**	**360,896**	**2,727,301**	**5,451,441**	**376,384**	**N/A**	**107,863,253**	**102,469,770**
Net Book Value											
Opening Balance as of September 1	9,578,065	545,040	116,739,131	12,653,216	211,716	2,805,518	3,406,724	210,814	93,069,036	**239,219,260**	**155,277,120**
Closing Balance as of August 31	9,578,065	1,257,468	254,365,486	13,828,747	202,730	6,862,843	4,294,744	138,727	-	**290,528,810**	**239,219,260**
Change in Net Book Value	**-**	**712,428**	**137,626,355**	**1,175,531**	**(8,986)**	**4,057,325**	**888,020**	**(72,087)**	**(93,069,036)**	**51,309,550**	**83,942,140**
Disposals											
Historical Cost	-	-	-	366,986	16,743	398,911	1,508,316	-	-	**2,290,956**	**1,414,545**
Accumulated Amortization	-	-	-	-	16,743	398,911	1,508,316	-	-	**1,923,970**	**1,414,545**
Net Cost	**-**	**-**	**-**	**366,986**	**-**	**-**	**-**	**-**	**-**	**366,986**	**-**
Price of Sale	-	-	-	366,986	-	-	-	-	-	**366,986**	**1,300**
Gain on Disposal	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**1,300**

Sch C

Closing net book value of tangible capital assets includes total leased tangible capital assets of $107,666 (2016 - $268,432) representing $803,830 (2016 - $803,830) in Computer Hardware and Audio Visual Equipment. Amortization of $696,164 (2016 - $535,398) 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, 2017

	2017	2016
	$	$
Non-Cash Items Included in Surplus		
Amortization of Tangible Capital Assets (Schedule C)	7,317,453	7,084,720
In-Kind Ministry of Education Capital Grants for Joint-Use Schools Project included in Surplus (Note 20)	(50,490,643)	(84,574,312)
Gain on Disposal of Tangible Capital Assets (Schedule C)	-	(1,300)
Total Non-Cash Items Included in Surplus	**(43,173,190)**	**(77,490,892)**

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, 2017

	2017	2016
	$	$
Net Change in Non-Cash Operating Activities		
(Increase) Decrease in Accounts Receivable	(142,856)	1,233,404
(Decrease) Increase in Accounts Payable and Accrued Liabilities	(394,299)	1,434,035
Increase in Liability for Employee Future Benefits	395,000	251,800
Increase in Deferred Revenue	480,584	976,306
Decrease (Increase) in Prepaid Expenses	353,166	(270,633)
Total Net Change in Non-Cash Operating Activities	**691,595**	**3,624,912**

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2017

1. AUTHORITY AND PURPOSE

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

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

2. SIGNIFICANT ACCOUNTING POLICIES

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

a) Basis of Accounting

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

b) Reporting Entity and Consolidation

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

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

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

The School Division has an interest in one partnership:

- Humboldt Collegiate Institute – 58.2% (2016 – 58.8%)

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

2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

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

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

- The liability for future employee benefits of $5,175,700 (2016 - $4,780,700) because actual experience may differ significantly from actuarial estimations.
- Property taxation revenue of $47,212,494 (2016 - $47,532,409) because final tax assessments may differ from initial estimates.
- Useful lives of tangible capital assets and related amortization $7,317,453 (2016 - $7,084,720) because the actual useful lives of the capital assets may differ from their estimated economic lives.

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

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

d) Financial Instruments

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

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

i) Fair Value

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

Fair value is determined by:

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

2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

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

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

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

ii) Cost or Amortized Cost

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

e) Financial Assets

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

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

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

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

2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

f) Non- Financial Assets

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

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

Tangible capital assets are recorded at cost (or estimated cost when the actual cost is unknown) and include all costs directly attributable to the acquisition, design, construction, development, installation and betterment of the tangible capital asset. The School Division does not capitalize interest incurred while a tangible capital asset is under construction.

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

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

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

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

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

g) Liabilities

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

2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

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

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

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

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

h) Employee Pension Plans

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

i) Teachers participate in the Saskatchewan Teachers' Retirement Plan (STRP) or the Saskatchewan Teachers' Superannuation Plan (STSP). The School Division's obligation for these plans is limited to collecting and remitting contributions of the employees at rates determined by the plans.

ii) Other employees participate in the Municipal Employees' Pension Plan (MEPP). In accordance with PSAB standards, the plan is accounted for as a defined contribution plan whereby the School Division's contributions are expensed when due.

i) Revenue Recognition

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

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

2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

i) Government Transfers (Grants)

Grants from governments are considered to be government transfers. In accordance with PS3410 standard, government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, the amount can be estimated and collection is reasonably assured except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability. For transfers with stipulations, revenue is recognized in the Consolidated Statement of Operations and Accumulated Surplus from Operations as the stipulation liabilities are settled.

ii) Property Taxation

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

iii) Fees and Services

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

iv) Interest Income

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

v) Other (Non-Government Transfer) Contributions

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

j) Adoption of Public Sector Accounting Standards

On September 1, 2016, the School Division adopted Public Sector Accounting standards PS 2200 Related Party Disclosures, PS 3210 Assets, PS 3320 Contingent Assets, and PS 3380 Contractual Rights.

2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)

Adoption of these standards has not resulted in any disclosure changes except for PS 3380 Contractual Rights. Information on the impact is provided in Note 17.

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:

	2017		2016	
	Total Receivable	Net of Allowance	Total Receivable	Net of Allowance
Taxes Receivable	$ 2,117,687	$ 2,117,687	$ 1,232,569	$ 1,232,569
Provincial Grants Receivable	5,528,603	5,528,603	6,248,747	6,248,747
Other Receivables	1,630,564	1,630,564	1,652,682	1,652,682
Total Accounts Receivable	$ 9,276,854	$ 9,276,854	$ 9,133,998	$ 9,133,998

4. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2017	2016
Portfolio investments in the cost and amortized cost category:	**Cost**	**Cost**
Home Trust Company GIC, interest of 2.35%, due October 18, 2021	$ 10,000	$ -
Canadian Western Bank GIC, interest of 2.35%, due January 6, 2021	11,600	11,600
National Bank of Canada GIC, interest of 2.75%, due October 17, 2016	-	10,000
ING Bank of Canada GIC, interest of 2.70%, due January 23, 2019	34,500	34,500
Total portfolio investments	**$ 56,100**	**$ 56,100**

5. SHORT-TERM BORROWINGS

The School Division has a demand operating line of credit with a maximum borrowing limit of $28,000,000 that bears interest at prime minus 1.00% per annum. This line of credit is authorized by a borrowing resolution by the Board of Education and is unsecured. This line of credit was approved by the Minister of Education on June 19, 2015. There was no balance drawn on the line of credit at August 31, 2017 (August 31, 2016 - $0).

6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2017	2016
Accrued Salaries and Benefits	$ 2,672,452	$ 2,360,558
Supplier Payments	5,549,730	5,672,302
Other	22,485	26,438
Total Accounts Payable and Accrued Liabilities	$ 8,244,667	$ 8,059,298

7. LONG-TERM DEBT AND ASSOCIATED DERIVATIVES

Details of long-term debt are as follows:

		2017	2016
Capital Loans	Royal Bank Bankers' Acceptance Loan - offering rate of 4.60% plus spread of 0.35%, ten year loan revolving quarterly at progressively smaller amounts until October 2016 (offering rate at August 31, 2016 was 0.889%).	$ -	$311,000
	Royal Bank 4.25% twenty year fixed rate loan, payable in blended monthly instalments of $77,106 until December 2031.	9,919,217	10,411,522
	BMO 5.01% twenty year fixed rate loan, payable in blended monthly instalments of $179,973 until December 2033.	24,056,771	24,985,800
	BMO 1.98% five year fixed rate loan, payable in blended monthly instalments of $15,422 until March 2020.	465,569	639,593
		34,441,557	36,347,915
Capital Leases	Five year capital lease for Konica Minolta multifunction printing devices, variable monthly cost per copy payment based on usage, bearing interest at 7.55%, expiring June 30, 2018.	169,135	346,227
		169,135	346,227

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

Derivatives	Derivatives consist of long-term financial instrument created by interest rate swap agreement - 4.60%, terminated October 2016. The derivative is recorded at fair value.	-	2,904
		-	2,904
Total Long-Term Debt and Associated Derivatives		$ 34,610,692	$ 36,697,046

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

	Capital Loans	Capital Leases	Total
2018	$ 1,667,784	$ 169,135	$ 1,836,919
2019	1,743,646	-	1,743,646
2020	1,745,552	-	1,745,552
2021	1,718,055	-	1,718,055
2022	1,801,509	-	1,801,509
Thereafter	25,765,011	-	25,765,011
Total	$ 34,441,557	$ 169,135	$34,610,692

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

	Capital Loans	Capital Leases	2017	2016
Principal	$ 1,906,359	$ 177,092	$ 2,083,451	$ 2,898,470
Interest	1,676,118	20,082	1,696,200	1,820,808
Total	$ 3,582,477	$ 197,174	$ 3,779,651	$ 4,719,278

8. EMPLOYEE FUTURE BENEFITS

The School Division provides certain post-employment and compensated absence benefits to its employees. These benefits include accumulating non-vested sick leave, severance, and vacation banks. The liability associated with these benefits is calculated based on the present value of expected future payments pro-rated for service and is included in Liability for Employee Future Benefits in the Consolidated Statement of Financial Position. Morneau Shepell Ltd, a firm of consulting actuaries, performed an actuarial valuation as at March 31, 2015 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2017.

Details of the employee future benefits are as follows:

8. EMPLOYEE FUTURE BENEFITS (Cont'd)

	2017	2016
Actuarial extrapolation date	August 31, 2017	August 31, 2016
Long-term assumptions used:		
Discount rate at end of period	2.69% per annum	2.10% per annum
Inflation rate and productivity (excluding merit and promotion)	2.50% per annum for Teachers 3.00% per annum for Non-Teachers	3.20% per annum for Teachers and Non-Teachers
Expected average remaining service life (years)	14 years	14 years

Liability for Employee Future Benefits	2017	2016
Accrued Benefit Obligation - beginning of year	$ 5,750,200	$ 5,332,700
Current period service cost	496,100	456,200
Interest cost	128,000	139,700
Benefit payments	(300,000)	(399,200)
Actuarial (gains) losses	(588,200)	220,800
Accrued Benefit Obligation - end of year	5,486,100	5,750,200
Unamortized Net Actuarial Losses	(310,400)	(969,500)
Liability for Employee Future Benefits	$ 5,175,700	$ 4,780,700

Employee Future Benefits Expense	2017	2016
Current service cost	$ 496,100	$ 456,200
Amortization of net actuarial loss	70,900	55,100
Benefit cost	567,000	511,300
Interest cost	128,000	139,700
Total Employee Future Benefits Expense	$ 695,000	$ 651,000

9. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2016	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2017
Capital projects				
Federal capital tuition	$ 16,946	$ 2,238	$ -	$ 19,184
Other Non-Government deferred capital transfers	659,947	-	(566,622)	93,325
Total capital projects deferred revenue	676,893	2,238	(566,622)	112,509
Other deferred revenue				
International Student Program tuition	1,952,162	2,107,839	(1,952,162)	2,107,839
Holy Family Community Space	-	1,267,500	(101,400)	1,166,100
Facility rentals	14,072	6,364	(14,072)	6,364
Property tax income	987,019	717,918	(987,019)	717,918
Total other deferred revenue	2,953,253	4,099,621	(3,054,653)	3,998,221
Total Deferred Revenue	$ 3,630,146	$ 4,101,859	$ (3,621,275)	$ 4,110,730

10. COMPLEMENTARY SERVICES

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

Following is a summary of the revenues and expenses of the Complementary Services programs operated by the school division in 2017 and 2016:

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	2017	2016
Revenue:			
Operating Grants	$1,816,152	$1,816,152	$1,814,844
Total Revenue	1,816,152	1,816,152	1,814,844
Expenses:			
Salaries & Benefits	1,690,466	1,690,466	1,636,262
Instructional Aids	760	760	-
Supplies and Services	106	106	-
Travel	287	287	213
Student Related Expenses	26,473	26,473	29,800
Contracted Transportation & Allowances	512,855	512,855	573,076
Amortization of Tangible Capital Assets	1,170	1,170	1,168
Total Expenses	2,232,117	2,232,117	2,240,519
Deficiency of Revenue over Expenses	$ (415,965)	$ (415,965)	$ (425,675)

Pre-kindergarten is a targeted early intervention program offered to vulnerable children in the community. Each classroom has a maximum of 16 students with a professional teacher and an educational assistant assigned to the classroom. The School Division has 28 (2016 – 28) pre-kindergarten programs in 11 schools.

11. ACCUMULATED SURPLUS

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

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

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

St. Paul's Roman Catholic Separate School Division No. 20
Notes to the Consolidated Financial Statements
for the year ended August 31, 2017

11. ACCUMULATED SURPLUS (Cont'd)

Details of accumulated surplus are as follows:

	August 31 2016	Additions during the year	Reductions during the year	August 31 2017
Invested in Tangible Capital Assets				
Net Book Value of Tangible Capital Assets	$ 239,219,260	$ 51,309,550	$ -	$ 290,528,810
Less: Debt owing on Tangible Capital Assets	(36,697,046)	-	2,086,354	(34,610,692)
	202,522,214	51,309,550	2,086,354	255,918,118
PMR maintenance project allocations	2,467,950	2,849,638	2,888,857	2,428,731
Internally Restricted Surplus				
Capital projects				
Designated for tangible capital asset expenditures	534,801	2,508,899	534,801	2,508,899
Other				
Board elections	-	25,000	-	25,000
Claims fluctuation reserve	100,000	-	-	100,000
Financial system upgrade	-	75,000	-	75,000
Holy Family maintenance fund	-	101,400	-	101,400
Humboldt Collegiate Institute	237,254	6,448	-	243,702
Invitational Shared Services Initiative	-	150,000	135,427	14,573
JUSP planning grant	102,081	-	-	102,081
Modular classroom moves	150,742	-	-	150,742
Modular classroom project surplus	163,565	-	-	163,565
Oskāyak High School	1,224,176	30,267	12,910	1,241,533
Saskatoon French School	322,406	15,583	-	337,989
Scholarship funds	221,225	5,076	4,075	222,226
School decentralized budget carryover	40,030	77,972	40,030	77,972
School generated funds	1,263,455	14,172	-	1,277,627
Snow removal	-	50,000	-	50,000
Technology refresh	600,000	-	600,000	-
	4,959,735	3,059,817	1,327,243	6,692,309
Unrestricted Surplus	3,138,041	662,313	-	3,800,354
Total Accumulated Surplus from Operations	213,087,940	57,881,318	6,302,454	268,839,512
Accumulated Remeasurement Losses	(2,904)	2,904	-	-
Total Accumulated Surplus	$ 213,085,036	$ 57,884,222	$ 6,302,454	$ 268,839,512

11. ACCUMULATED SURPLUS (Cont'd)

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

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

i) Designated for tangible capital asset expenditures are capital grants received or receivable from the Ministry of Education that have not yet been spent on the designated project.

ii) Claims Fluctuation Reserve is funds withdrawn from the employee benefits plan to offset future costs.

iii) Board elections is a one-fourth estimate of the future cost of school board trustee elections.

iv) Financial system upgrade is set aside for an update to the School Division accounting and payroll software in 2017-18.

v) Holy Family maintenance fund is set aside for future maintenance and repairs to the community space in Holy Family Catholic Elementary School.

vi) The Humboldt Collegiate Institute allocation is revenues in excess of expenses resulting from the School Division's share of the operations of the school. The school is jointly administered with Horizon School Division No. 205.

vii) Invitational Shared Services Initiative is a joint program between the School Division and Saskatoon Tribal Council. Grant not spent in the year is required to be set aside for the next year's programming.

viii) JUSP Planning Grant funds were received from the Ministry of Education and the unspent portion is being set aside to offset future costs associated with the School Division being part of the JUSP planning process.

ix) Modular Classroom Moves is funding set aside for future modular classrooms relocations.

x) The Modular Classroom Project Surplus is set aside to offset future costs associated with incompatibility issues with existing units.

xi) The Saskatoon French School and Oskāyak High School allocations are revenues in excess of expenses resulting from the operations of the respective schools. Both schools are administered by the School Division and work with a council elected by the school community as outlined in the tripartite agreement for each school.

xii) School Decentralized Budget Carryover is funding set aside for schools to use in the following school year with up to 10% of their current year budget remaining.

xiii) School Generated Funds are the excess of revenue over expenses from funds collected from school activities at the school level.

xiv) Scholarship Funds consist of monies donated from third parties that is used to pay scholarships to students based on defined criteria and internally allocated funds set aside as a professional development fund for senior administration.

11. ACCUMULATED SURPLUS (Cont'd)

xv) Snow removal is funds set aside to offset unanticipated snow removal costs.

xvi) Technology refresh funds are set aside to update obsolete information technology infrastructure.

12. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2017 Actual	2016 Actual
Governance	$ 251,493	$ 518,035	$ -	$ -	$ 769,528	$ 736,060
Administration	5,911,344	774,866	-	164,022	6,850,232	6,533,121
Instruction	125,161,695	9,958,186	-	1,951,449	137,071,330	132,007,117
Plant	8,168,779	11,394,832	-	5,200,812	24,764,423	27,128,017
Transportation	134,996	7,681,226	-	-	7,816,222	7,231,195
Tuition and Related Fees	-	6,881	-	-	6,881	-
School Generated Funds	-	3,869,499	-	-	3,869,499	3,908,654
Complementary Services	1,690,465	540,482	-	1,170	2,232,117	2,240,519
Other - Interest	-	14,596	1,786,700	-	1,801,296	1,945,833
TOTAL	$ 141,318,772	$ 34,758,603	$ 1,786,700	$ 7,317,453	$ 185,181,528	$ 181,730,516

13. PENSION PLANS

Multi-Employer Defined Benefit Plans

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

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

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

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

	2017			2016
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	1,156	7	1,163	1,177
Member contribution rate (percentage of salary)	11.30% - 13.50%	6.05% - 7.85%	6.05% - 13.50%	6.05% - 12.40%
Member contributions for the year	$ 11,598,582	$ 46,707	$ 11,645,289	$ 10,264,509

13. PENSION PLANS (Cont'd)

ii) Municipal Employees' Pension Plan (MEPP)

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

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

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

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

Details of the MEPP are as follows:

	2017	2016
Number of active School Division members	735	743
Member contribution rate (percentage of salary)	8.15%	8.15%
School Division contribution rate (percentage of salary)	8.15%	8.15%
Member contributions for the year	$ 2,238,567	$ 2,236,479
School Division contributions for the year	$ 2,238,567	$ 2,236,527
Actuarial (extrapolation) valuation date	(31-Dec-16)	31-Dec-15
Plan Assets (in thousands)	$ 2,323,947	$ 2,148,676
Plan Liabilities (in thousands)	$ 1,979,463	$ 1,831,743
Plan Surplus (in thousands)	$ 344,484	$ 316,933

14. BUDGET FIGURES

Budget figures included in the consolidated financial statements were approved by the Board of Education on June 27, 2016 and the Minister of Education on August 8, 2016.

15. PARTNERSHIP

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

15. PARTNERSHIP (Cont'd)

The following is a schedule of relevant financial information as stated within the financial statements for the partnership for the year ended August 31, 2017. These amounts represent 100% of the partnership's financial position and activities.

	2017	2016
Tangible Capital Assets	$ 15,513,862	$ 15,900,815
Total Assets	$ 15,513,862	$ 15,900,815
Accumulated Surplus	$ 15,513,862	$ 15,900,815
Total Liabilities and Accumulated Surplus	$ 15,513,862	$ 15,900,815
Revenue	$ 3,682,078	$ 3,509,206
Expenses	(3,670,991)	(3,384,366)
Total Operating Surplus	$ 11,087	$ 124,840
Less: Allocated to Horizon School Division No. 205	(4,639)	(51,445)
Less: Allocated to St. Paul's Roman Catholic Separate School Division No. 20	(6,448)	(73,395)
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 58.2% (2016 – 58.8%). 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:

	2017	2016
Tangible Capital Assets	$ 10,713,001	$ 10,988,233
Revenue	$ 2,141,208	$ 2,063,104
Expenses	$ (2,134,760)	$ (1,989,709)

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

16. RELATED PARTIES

These consolidated financial statements include transactions with related parties. The School Division is related to all Government of Saskatchewan ministries, agencies, boards, school divisions, health authorities, colleges, and crown corporations under the common control of the Government of Saskatchewan. The School Division is also related to non-crown enterprises that the Government jointly controls or significantly influences.

Related Party Transactions

Transactions with these related parties have occurred and been settled on normal trade terms.

16. RELATED PARTIES (Cont'd)

	2017	2016
Revenues		
Ministry of Education	$ 182,523,396	$ 210,792,292
Saskatchewan Government Insurance	755,221	218,474
Living Sky S.D. No. 202	52,884	-
	$ 183,331,501	$ 211,010,766
Expenses		
Saskatchewan Power Corporation	$ 1,237,784	$ 1,119,312
Saskatchewan Telecommunications Holding Corporation	307,955	247,096
SaskEnergy Incorporated	717,636	737,162
Workers' Compensation Board (Saskatchewan)	309,951	333,737
	$ 2,573,326	$ 2,437,307
Accounts Receivable		
Ministry of Education	$ 5,498,875	$ 6,248,747
Horizon S.D. No. 205	6,452	148,712
Saskatchewan Government Insurance	29,728	-
	$ 5,535,055	$ 6,397,459
Prepaid Expenses		
Workers' Compensation Board (Saskatchewan)	$ 110,509	$ 131,857
	$ 110,509	$ 131,857
Accounts Payable and Accrued Liabilities		
Saskatchewan Power Corporation	$ 108,726	$ 103,050
Saskatchewan Telecommunications Holding Corporation	20,453	30,105
SaskEnergy Incorporated	14,381	8,020
	$ 143,560	$ 141,175

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

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

17. CONTRACTUAL RIGHTS

Significant contractual rights of the school division are as follows:

- Four-year facility lease agreement for Sion Middle School to STC Urban First Nations Services Inc. of $445,834, ending August 30, 2018.

	Sion Middle School Lease
2018	$ 111,458
Total Contractual Rights	**$ 111,458**

18. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

On May 11, 2013 the School Division signed a five-year capital lease with Konica Minolta Business Solutions (Canada) Ltd. The lease is paid through a monthly cost per copy charged. The annual guaranteed minimum number of copies is 21.5 million. On July 17, 2017, the School Division agreed to a one-year extension, expiring on June 30, 2019.

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:				
2018	$ 46,200	$ 46,200	$ 169,135	$ 169,135
2019	46,200	46,200	-	-
	92,400	92,400	169,135	169,135
Interest costs	-	-	6,282	6,282
Total Lease Obligations	$ 92,400	$ 92,400	$ 175,417	$ 175,417

19. ACCOUNTING CHANGES

On September 1, 2016, the School Division adopted the following new standards:

- PS 3420 Inter-entity Transactions. This section establishes standards on how to account for and report transactions between public sector entities that comprise a government's reporting entity from both a provider and recipient perspective; and

- PS 3430 Restructuring Transactions. This section establishes how to account for and report restructuring transactions for both the receipt and transfer of assets and liabilities, together with related program or operating responsibilities.

The adoption of the new standards has been on a prospective basis, without restatement of prior period comparative amounts.

The adoption of the new standards has not resulted in any changes to the measurement, recognition, or disclosure of the School Division's inter-entity transactions. During the year, the School Division did not have any restructuring transactions.

20. JOINT-USE SCHOOLS PROJECT AGREEMENT

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

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

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

21. RISK MANAGEMENT

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

i) Credit Risk

Credit risk is the risk to the School Division from potential non-payment of accounts receivable. The credit risk related to the School Division's receivables from the provincial government, federal government and their agencies are considered to be minimal. For other receivables, the School Division has adopted credit policies which include close monitoring of overdue accounts. The School Division does not have a significant exposure to any individual customer. Management reviews accounts receivable on a case by case basis to determine if a valuation allowance is necessary to reflect impairment in collectability.

The aging of provincial grants and other accounts receivable at August 31, 2017 was:

	August 31, 2017				
	Total	0-30 days	30-60 days	60-90 days	Over 90 days
Grants Receivable	$ 5,528,603	$ 5,528,603	$ -	$ -	$ -
Other Receivables	1,395,540	873,544	1,343	4,661	515,992
Net Receivables	$ 6,924,143	$ 6,402,147	$ 1,343	$ 4,661	$ 515,992

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:

21. RISK MANAGEMENT (Cont'd)

	August 31, 2017				
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	$ 8,244,667	$ 8,244,667	$ -	$ -	$ -
Long-term debt (includes interest)	49,189,808	1,722,717	1,722,717	12,632,836	33,111,538
Total	$ 57,434,475	$ 9,967,384	$ 1,722,717	$ 12,632,836	$ 33,111,538

iii) Market Risk

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

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The School Division's interest rate exposure relates to cash and cash equivalents and long-term debt. The School Division also has an authorized bank line of credit of $28,000,000 with interest payable monthly at a rate of prime minus 1.00%, 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, 2017 (2016 - $0).

The School Division minimizes these risks by:

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

Foreign Currency Risk

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

The School Division is exposed to currency risk on purchases denominated in U.S. dollars for which the related accounts payable balances are subject to exchange rate fluctuations; however, this risk is minimal as the School Division does not make a significant amount of purchases denominated on a foreign currency. As at August 31, 2017 the School Division had accounts payable of $0 (2016 - $50).