



# **Organizational Meeting**

**November 28, 2024**



**Board of Education**  
**Organizational Meeting of the Board**  
**Thursday, November 28, 2024 - 12:30 p.m.**  
**Boardroom (420 22<sup>nd</sup> Street East)**

**AGENDA**

**1.0 Welcome**

---

- 1.1 Call to Order – Director F. Rivard
  - 1.2 Land Acknowledgement
  - 1.3 Adoption of the Agenda
  - 1.4 Commissioning Service – Fr. Stefano Penna
  - 1.5 Oath of Office Signing for all Trustees
- 

**2.0 Election of Board Chair**

Background Information:

After the meeting is called to order, the Director shall proceed to call for the election of a Board Chair. Upon election of the Board Chair, they shall take office immediately.

Recommendation:

***That the Board of Education elect and appoint a Board Chair for the 2024-2025 term.***

---

**3.0 Election of Vice-Chair**

Background Information:

Following the election of the Board Chair, the Board Chair shall proceed to call for the election of a Vice-Chair. Upon election of the Vice-Chair, they shall take office immediately.

Recommendation:

***That the Board of Education elect and appoint a Vice-Chair for the 2024-2025 term.***

---

**4.0 Appointments**

Background Information:

*The Education Act* requires that the Board of Education appoint by resolution at its organizational meeting its secretary, treasurer, and attendance counselor.

Recommendation:

***That the Board of Education approve the following appointments for the 2024-2025 organizational year:***

- ***Secretary to the Board of Education – Superintendent Tammy Shircliff***
  - ***Treasurer – Chief Financial Officer Joel Lloyd***
  - ***Attendance Counselor – Cari Anning***
  - ***In absentia, designates to the Director of Education – Superintendent Tammy Shircliff and Chief Financial Officer Joel Lloyd***
  - ***Assistant Secretary to the Board – Bronwynn Cutts***
  - ***Assistant Treasurer – Kathryn Holmes***
-

---

## 5.0 Agents of the Board of Education

Background Information:

The board has entered into contractual agreements with the agents of the board. Procurement of the agents is governed by the division purchasing policy.

Recommendation:

***That the Board of Education approve the following agents for the 2024-2025 organizational year:***

- ***Fiscal Agent – Canadian Imperial Bank of Commerce (CIBC)***
- ***Purchasing Card Agent – Bank of Montreal***
- ***Auditors – MNP***
- ***Insurance Broker – SSBA (Aon)***
- ***Solicitors – McKercher LLP***

---

## 6.0 Banking Resolution

Recommendations:

***That the Board of Education:***

- ***utilize the services of the Main Branch of the Canadian Imperial Bank of Commerce (CIBC) in Saskatoon for its regular transactions, that the necessary banking resolutions be completed by the Chair and Treasurer of the Board, and that the documentation be filed at the bank; and***
- ***whereas, the Board of Education of the St. Paul's Roman Catholic Separate School Division No. 20 (the "Board") requires the sum of \$15,000,000.00 for current expenditures of the Board; now therefore be it resolved as a resolution of the Board that: the Chair and the Chief Financial Officer on behalf of the Board are authorized to borrow from CIBC (the "Bank") the sum of \$15,000,000.00 (the "Loan Amount") for necessary expenditures of the Board pending receipt of the proceeds of taxes and other revenue, by way of overdrawing the Board's account with the Bank from time to time, the amount of each such over-withdrawal being hereinafter referred to as the "Overdraft Loan", (the aggregate of which such Overdraft Loans shall not exceed the Loan Amount) with said Overdraft Loans to be payable on demand, and the Chair and Chief Financial Officer are authorized to agree to pay interest on such Overdraft Loans as may from time to time remain outstanding and unpaid, as well after as before maturity, default and judgment, at an annual rate equal to the Bank's prime interest rate from time to time minus 0.60%; prime interest rate as herein used meaning the annual rate of interest announced from time to time by the Bank as a reference rate then in effect for determining interest rates on Canadian dollar commercial loans in Canada.***

***The Chair and Chief Financial Officer shall and are hereby authorized to provide written confirmation and acknowledgment to the Bank, on behalf of the Board, on the first business day following each month, of the amount outstanding as at and including the end of the immediately preceding month as to Overdraft Loans to and including that time.***

---

## 7.0 Signing Officers of the Board

Background Information:

By policy, signing officers of the board are determined at the yearly organizational meeting.

Recommendation:

***That the Board of Education approve the Board Chair and the Chief Financial Officer as the Signing Officers of the Board within absentia permission granted to the Vice-Chair and Assistant Treasurer.***

---

**8.0 Trustee Remuneration and Expense Schedule**

Background Information:

By policy, trustees review the Remuneration and Expense Schedule at the yearly Organizational Meeting.

A proposed trustee remuneration and expense schedule is below.

**SEPTEMBER 1, 2024 - AUGUST 31, 2025**

The following schedule of trustee remuneration and expenses is developed in accordance with the Procedures for Board Member Remuneration and Expense.

1. Trustee Remuneration

- Remuneration for trustees of the Board of Education shall be \$25,140 per year paid monthly in twelve (12) equal installments.
- Remuneration for the Vice-Chair of the Board of Education shall be \$26,173.50 per year paid monthly in twelve (12) equal installments.
- Remuneration for the Chair of the Board of Education shall be \$32,615 per year paid monthly in twelve (12) equal installments.

2. Travel and Conference/Professional Development

- To a maximum of \$5,500 per annum for Trustees and \$10,000 per annum for the Board Chair.
- Travel and Conference Rates:

Conference Registration	Actual Cost	
Hotel Accommodation	Actual cost with receipts presented	
Air Travel	Economy fare	
Saskatchewan Public Commission Rates	Car Allowance:	
	\$0.5724/km – Effective October 1, 2024	
	Sustenance Allowance:	
	\$70.00/day – In Province	\$80.00/day – Out of Province
Other Expenses	With receipts	

(A member of the board participating on a trustee organization at the provincial or national level that does not reimburse for expenses equal to the preceding schedule may claim the differential in rates.)

### 3. Benefits

Trustees may access a Health Spending Account (HSA) of up to \$3,000.00. The HSA provides reimbursement for a wide range of health-related expenses, over and above regular benefit plan maximums. HSA is administered in accordance with Canada Revenue Agency guidelines. Eligible dependents and spouse of the trustee are also covered under the HSA.

Recommendation:

***That the Board of Education discuss and determine its Remuneration and Expense Schedule for 2024-2025.***

---

## 9.0 Dates and Times of Regular and Planning Meetings of the Board

The following is a proposed list of dates for the board:

Option 1:

Date	Meeting	Time
Monday, November 4, 2024	Planning Meeting of the Board	12:00 p.m.
Thursday, November 28, 2024	Organizational Meeting of the Board	12:00 p.m.
	Planning Meeting of the Board	12:30 p.m.
Monday, December 16, 2024	Committee of the Whole	12:00 p.m.
	Regular Meeting of the Board	1:30 p.m.
Monday, January 20, 2025	Planning Meeting of the Board	12:00 p.m.
Monday, February 10, 2025	Committee of the Whole	12:00 p.m.
	Regular Meeting of the Board	1:30 p.m.
March 2-3, 2025	Board Retreat – TBD	
Monday, March 3, 2025	Committee of the Whole	12:00 p.m.
	Regular Meeting of the Board	1:30 p.m.
Monday, March 17, 2025	Planning Meeting of the Board	12:00 p.m.
Monday, March 31, 2025	Committee of the Whole	12:00 p.m.
	Regular Meeting of the Board	1:30 p.m.
Monday, April 14, 2025	Planning Meeting of the Board	12:00 p.m.
Monday, May 5, 2025	Committee of the Whole	12:00 p.m.
	Regular Meeting of the Board	1:30 p.m.
Monday, May 26, 2025	Planning Meeting of the Board	12:00 p.m.
Monday, June 9, 2025	Committee of the Whole	12:00 p.m.
	Regular Meeting of the Board	1:30 p.m.
Monday, June 23, 2025	Committee of the Whole	12:00 p.m.
	Regular Meeting of the Board	1:30 p.m.
Monday, August 25, 2025	Planning Meeting of the Board	12:00 p.m.
Monday, September 8, 2025	Committee of the Whole	12:00 p.m.
	Regular Meeting of the Board	1:30 p.m.
Monday, September 22, 2025	Planning Meeting of the Board	12:00 p.m.
Monday, October 6, 2025	Committee of the Whole	12:00 p.m.
	Regular Meeting of the Board	1:30 p.m.

Monday, October 20, 2025	Planning Meeting of the Board	12:00 p.m.
Monday, November 3, 2025	Organizational Meeting of the Board	12:00 p.m.
	Planning Meeting of the Board	12:30 p.m.

Option 2:

<b>Date</b>	<b>Meeting</b>	<b>Time</b>
Monday, November 4, 2024	Planning Meeting of the Board	12:00 p.m.
Thursday, November 28, 2024	Planning Meeting of the Board	11:30 p.m.
	Organizational Meeting of the Board	12:00 p.m.
	Regular Meeting of the Board	12:30 p.m.
Monday, December 16, 2024	Committee of the Whole	5:00 p.m.
	Regular Meeting of the Board	7:00 p.m.
Monday, January 20, 2025	Planning Meeting of the Board	12:00 p.m.
Monday, February 10, 2025	Committee of the Whole	5:00 p.m.
	Regular Meeting of the Board	7:00 p.m.
March 2-3, 2025	Board Retreat – TBD	
Monday, March 3, 2025	Committee of the Whole	5:00 p.m.
	Regular Meeting of the Board	7:00 p.m.
Monday, March 17, 2025	Planning Meeting of the Board	12:00 p.m.
Monday, March 31, 2025	Committee of the Whole	5:00 p.m.
	Regular Meeting of the Board	7:00 p.m.
Monday, April 14, 2025	Planning Meeting of the Board	12:00 p.m.
Monday, May 5, 2025	Committee of the Whole	5:00 p.m.
	Regular Meeting of the Board	7:00 p.m.
Monday, May 26, 2025	Planning Meeting of the Board	12:00 p.m.
Monday, June 9, 2025	Committee of the Whole	5:00 p.m.
	Regular Meeting of the Board	7:00 p.m.
Monday, June 23, 2025	Committee of the Whole	5:00 p.m.
	Regular Meeting of the Board	12:00 p.m.
Monday, August 25, 2025	Planning Meeting of the Board	12:00 p.m.
Monday, September 8, 2025	Committee of the Whole	5:00 p.m.
	Regular Meeting of the Board	7:00 p.m.
Monday, September 22, 2025	Planning Meeting of the Board	12:00 p.m.
Monday, October 6, 2025	Committee of the Whole	5:00 p.m.
	Regular Meeting of the Board	7:00 p.m.
Monday, October 20, 2025	Planning Meeting of the Board	12:00 p.m.
Monday, November 3, 2025	Organizational Meeting of the Board	12:00 p.m.
	Planning Meeting of the Board	12:30 p.m.

Recommendations:

***That the Board of Education:***

- ***determine the frequency of its regular and planning meetings;***
- ***reserve a day of the week for its regular and planning meetings;***
- ***establish a starting time for its regular and planning meetings, and***
- ***approve the schedule of actual meeting dates for the period of November 28, 2024, to November 3, 2025.***

**10.0 Continuous Agenda of the Board**

Background Information:

By policy, the board will develop a continuous agenda for a one-year period:

September	October	November
<ul style="list-style-type: none"> <li>• Financial Statements</li> <li>• SCSBA Julian Paslawski Meritorious Service Award</li> <li>• SCSBA Nomination to Executive</li> <li>• Premier’s Award for Innovation and Excellence in Education</li> <li>• Catholic School Community Councils Liaison Plan and meeting schedule</li> <li>• Student Enrolment Updates</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Statements</li> <li>• Enrolment Monitoring Report</li> <li>• SCSBA AGM &amp; Conference</li> <li>• Organizational Meeting Planning</li> <li>• Area of Focus Report: Learning and Assessment</li> <li>• Facility Planning: Modular Application</li> <li>• Draft: St. Paul’s RCSSD #20 2023-2024 Annual Report</li> <li>• Promoting Stewardship Monitoring Report</li> <li>• Provincial Budget Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Statements</li> <li>• St. Paul’s RCSSD #20 2022-2023 Annual Report</li> <li>• Organizational Meeting of the Board</li> <li>• Annual Schedule of Board Meetings</li> <li>• Continuous Agenda of the Board</li> <li>• Together in Faith and Action Committee Membership</li> <li>• Reconciliation and Healing Committee Membership</li> <li>• Area of Focus Report: Student Transitions</li> <li>• SSBA Fall General Assembly</li> <li>• Transportation Monitoring Report</li> <li>• Staff Monitoring Report</li> <li>• Auditor Report</li> </ul>
December	January	February
<ul style="list-style-type: none"> <li>• Financial Statements</li> <li>• Auditor's Report</li> <li>• Area of Focus Report: Religious Education</li> <li>• Area of Focus Report: Mental Health and Well-Being</li> <li>• Out of Province Student Learning Activities</li> <li>• Board/Director Review Data Collection</li> <li>• Facilities Monitoring Report: 2023-2024 Projects</li> <li>• SSBA Convention Resolutions</li> <li>• SSBA Voting Procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Statements</li> <li>• Academic Year Review</li> <li>• Program/Facility Tour Planning</li> <li>• Technology Monitoring Report</li> <li>• Board/Director Review</li> <li>• Relocatable Report</li> <li>• Administration Interview Process</li> <li>• GSCS Foundation Liaison Meeting</li> <li>• No public meeting – Monitoring reports and board approvals need to be done in February this year.</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Statements</li> <li>• Facility Planning: Major and Minor Capital Projects</li> <li>• Education Leave Priorities</li> <li>• Academic Year Approval</li> <li>• French Designation Report</li> <li>• Area of Focus Report: Inspiring Success</li> </ul>
March	April	May
<ul style="list-style-type: none"> <li>• Financial Statements</li> <li>• Board Faith, Governance and Vision Planning Retreat</li> <li>• Budget Day Report</li> <li>• Relocatable Classroom Tender Report</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Statements</li> <li>• Catholic Education Week</li> <li>• School Programming and Boundary Reviews</li> <li>• Mill Rate Approval</li> <li>• Budget</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Statements</li> <li>• Program/Facility Tour</li> <li>• Preliminary Budget</li> <li>• HCI Final Budget</li> <li>• Transportation</li> <li>• High School Graduation Plan</li> <li>• Facility Monitoring Report: Preventative Maintenance and Renewal Plan</li> <li>• Out of Scope Salaries</li> </ul>
June	July	August
<ul style="list-style-type: none"> <li>• Financial Statements</li> <li>• Final Budget</li> <li>• GSCS Foundation Annual General Meeting</li> <li>• SHSAA Annual Policy Conference</li> <li>• Canadian Catholic School Trustees’ Association (CCSTA) AGM and Convention</li> </ul>	<ul style="list-style-type: none"> <li>• Canadian School Boards Association (CSBA) National Trustee Gathering on Aboriginal Education and Congress</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous Agenda of the Board Review</li> <li>• Draft CCCC/Trustee School Liaison Assignments</li> <li>• Division Opening Day Celebration Report</li> </ul>

<ul style="list-style-type: none"> <li>• Out of Province Student Learning Activities</li> <li>• Audit Plan</li> </ul>		
---	--	--

Recommendation:

***That the Board of Education discuss and approve the 2024-2025 Continuous Agenda.***

**11.0 Board Appointments**

11.1 Together in Faith and Action Committee

Background Information:

This standing committee provides guidance and focused supports to the faith dimension of the school division. The committee is comprised of a variety of division staff; however, there are two (2) trustees formally appointed to this committee.

Recommendation:

***That the Board of Education appoint one (1) trustee as Chair of the committee and appoint one (1) additional member to serve on the committee.***

11.2 Standing Committee on Reconciliation and Healing

Background Information:

Greater Saskatoon Catholic Schools is committed to responding to the Truth and Reconciliation Commission’s Calls to Action across all aspects of the division through authentic, sustained and impactful change initiatives. Providing an authentic, sustained and impactful series of actions requires guidance and input from a variety of stakeholders.

Recommendation:

***That the Board of Education appoint one (1) trustee as Chair of the committee and appoint one (1) additional member to serve on the committee.***

11.3 Saskatchewan Catholic School Boards Association

Background Information:

The Board of Education appoints one (1) trustee to serve as its representative to the Board of Directors for the Saskatchewan Catholic School Boards Association.

Recommendation:

***That the Board of Education appoint one (1) trustee to the Saskatchewan Catholic School Boards Association Executive.***

11.4 Greater Saskatoon Catholic Schools Foundation

Background Information:

The Board of Education appoints two (2) representatives to the Greater Saskatoon Catholic Schools Foundation Board.

Recommendation:



***That the Board of Education appoint two (2) trustees to serve as its representatives to the Greater Saskatoon Catholic Schools Foundation Board.***

---

11.5 Joint Operations Committee for Humboldt Collegiate Institute

Background Information:

The Agreement for the operation of Humboldt Collegiate Institute requires that Greater Saskatoon Catholic Schools and Horizon School Division each nominate two (2) representatives to the Joint Operations Committee.

Recommendation:

***That the Board of Education appoint two (2) trustees to serve as its representatives to the Joint Operations Committee of Humboldt Collegiate Institute.***

---

11.6 māmawohkamātowin Partnership

Background Information:

The māmawohkamātowin Partnership is guided by a committee representing Saskatoon Tribal Council Inc. (STC) and Greater Saskatoon Catholic Schools. The mission of the partnership is:

*With spirituality as our foundation, we support our communities by enabling them to grow in their understanding of the past, increasing their awareness of the present, and by providing holistic opportunities and growth in the future.*

The partnership shares a mutual concern for the *well-being* of First Nations students and through co-governance frameworks and reciprocity, collaborates to enhance educational outcomes for First Nations students.

Recommendation:

***That the Board of Education appoint the board chair or designate and two (2) trustee representatives, to attend the māmawohkamātowin Partnership meetings.***

---

11.7 nākatēyimitowin Educational Partnership

Background Information:

The nākatēyimitowin educational partnership is between Greater Saskatoon Catholic Schools (GSCS) and the Central Urban Métis Federation Inc. (CUMFI).

The partnership is guided by governance representatives from both organizations and works within the following mission:

Through reciprocity, trust, collaboration and cooperation, the partnership advocates for excellence in the delivery of education and supports for Métis students.

The partnership shares responsibility for building on and creating strengths and gifts for all and works in ways that foster the preservation and enhancement of Métis culture and language within school and community environments.

Recommendation:

***That the Board of Education appoint the board chair or designate and two (2) trustee representatives, to attend the nākatēyimitowin educational partnership meetings.***

---

11.8 Columbus Bosco Saskatoon

Background Information:

The Board of Education appoints one (1) trustee to serve as its representative to the Board of Directors for the Columbus Bosco Homes.

Recommendation:

***That the Board of Education appoint one (1) trustee to the Columbus Bosco Homes Board of Directors.***

---

**12.0 Discussion/Decision**

- 12.1 Audited Financial Statements
  - 12.2 2023-24 Annual Report to the Ministry of Education
    - 12.2.1 2023-2024 St. Paul's RCSSD Annual Report
  - 12.3 Area of Focus: Student Transitions
  - 12.4 2024-2025 Trustee School Liaison Program
    - 12.4.1 2024-2025 School Liaison Schedule
- 

**13.0 Adjournment**

- 13.1 Closing Prayer
  - 13.2 Motion to Adjourn Organizational Meeting and Return to Planning Meeting
-

## 12.1 2023-2024 Audited Financial Statements

---

### Board Priority:

- Building Relationships and Partnerships
- Promoting Stewardship

Presented by: CFO J. Lloyd and Manager of Financial Services K. Holmes

### Background Information:

The 2023-2024 Financial Statements have been prepared in accordance with generally accepted accounting principles for local governments, as recommended by the Public Sector Accounting Board (PSAB) of the Canadian Institute of Chartered Accountants (CICA).

The financial statements are prepared using the accrual basis of accounting. The accrual basis of accounting recognizes revenues as they are earned and measurable; expenses are recognized as they are incurred and measurable as a result of the receipt of goods or services and the creation of a legal obligation to pay. Expenses also include the amortization of tangible capital assets.

Budget figures included in the statements were approved by the Board of Education. The projected grant revenues were based on the provincial funding model calculation for school divisions. Given differences between the funding model and generally accepted accounting principles established by PSAB, the budget figures presented have been adjusted to conform to the basis of accounting used to prepare the consolidated financial statements.

### Audit Opinion from MNP LLP:

*“In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the consolidated financial position of the School Division as of August 31, 2024, and the results of its consolidated operations, its consolidated net debt and its consolidated cash flows for the year then ended in accordance with Canadian public sector accounting standards.”*

### Financial Summary:

The school division ended the year with a consolidated cash and noncash surplus of \$55,256,634. The surplus was realized on revenues of \$291,065,724 and expenditures of \$235,809,090. The unrestricted cash surplus for 2023-2024 is \$1,874,950. The cash surplus was primarily due to lower school transportation fuel costs than projected and less student days due to teacher sanctions. The addition of \$1,874,950 to the unrestricted surplus reserve returns that fund to \$1,968,845 which is a more sustainable balance that aligns with the board’s policy.

**Actual revenue was over budgeted revenue by \$52,458,741.**

The major factors that contributed to this variance in revenue was \$409,878 less property taxes, \$50,122,269 more grants, \$162,894 more tuition and related fees, \$975,190 more school generated funds, \$310,402 more external services and \$1,297,864 more other revenue than budgeted.

**Actual expenditures were over budgeted expenditures by \$1,718,622.**

The overspending in expenditures was primarily due to \$2,951,950 in Instruction and \$1,126,334 under budget in Plant. Staff were added in excess of budget under the federal Jordan's Principle grant.

**The following is a summary of the revenue and expense accounts that ended the fiscal year with a greater than positive or negative 5% variance:**

**OPERATING REVENUE**

a) Grants (28% Variance)

Grants were over budget by \$50,122,269. \$6.2 million was due to in-year enrolment growth. Capital grants over budget due to modular classrooms awarded after budget day (\$19.7 million), the St. Frances replacement school ahead of initial budget estimates (\$16.9 million) and planning funding for a new Brighton high school (\$3.6 million). The school division also received \$3.5 million in federal Jordan's Principal funding that was not budgeted.

b) Tuition and Related Fees (7% Variance)

Tuition fee revenue was over budget by \$162,894 due to online learning and International Student Program tuition revenue being over budget.

c) School Generated Funds (35% Variance)

School generated funds revenues was over budget by \$975,190. Fundraising activity at the school level was higher than anticipated.

d) External Services (48% Variance)

External Services revenue was over budget by \$310,402. This overage was due to driver education revenue being higher than projected due to fuel surcharges paid by SGI and higher than anticipated enrolment.

e) Other Revenue (50% Variance)

Other revenue was over budget by \$1,297,864 due to redeemed Microsoft class action settlement vouchers totaling \$604,248 that were not in budget and interest revenue of \$629,124.

**OPERATING EXPENDITURES**

a) Governance (-6% Variance)

Governance was under budget by \$49,149 because of having one fewer trustee than budgeted.

b) Transportation (-9% Variance)

Transportation was under budget by \$901,749 because fuel surcharge on busing contracts was less than projected and additional non-student days due to teacher sanctions.

c) School Generated Funds (24% Variance)

School generated funds expense was over budget by \$676,980. Fundraising activity at the school level was higher than anticipated.

d) Complementary Services (-6% Variance)

Complementary Services expenses were under budget by \$140,834. Pre-kindergarten program enrolment was under projection, so teaching and non-teaching staff were not deployed.

e) External Services (57% Variance)

External Services expense was over budget by \$367,766. This overage was due to driver education expenses being higher than projected due to fuel surcharges paid to driver education providers and higher than expected students enrolled.

f) Other Expenses (8% Variance)

Other Expenses was over budget by \$95,665 because interest expense was higher than projected.

Recommendation:

***That subject to Ministry approval and minor formatting changes, the Board of Education approves the Audited Financial Statements for the fiscal year ending August 31, 2024, as presented.***

## 12.2 2023-2024 Annual Report to the Ministry



---

### Board Priority:

- Celebrating and Promoting Catholic Identity
- Building Relationships and Partnerships

Presented by: Director F. Rivard and Executive Council

### Background Information:

The draft Annual Report for the 2023-2024 academic year has been prepared for your review. The Annual Report format is very similar to last year and consistent from board to board.

The next stage for these reports, after board approval, is to be tabled in the legislature along with the annual reports from other school boards, ministries, and crown corporations. Once approved, an electronic copy of this report will be available on our website.

### Recommendation:

***That the Board of Education review and approve the Greater Saskatoon Catholic Schools 2023-2024 Annual Report pending minor changes made after format review and approval is received from the Ministries of Education and Finance.***



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

**2023-24 Annual Report**

## Table of Contents

School Division Contact Information .....	1
Letter of Transmittal .....	2
Introduction .....	3
Governance .....	3
School Division Profile.....	7
Demographics .....	9
Strategic Direction and Reporting .....	13
Infrastructure and Transportation.....	47
Financial Overview .....	51
Appendix A – Payee List .....	53
Appendix B – Management Report and Audited Financial Statements .....	<b>Error! Bookmark not defined.</b>



## School Division Contact Information



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

420 22<sup>nd</sup> Street East  
Saskatoon SK S7K 1X3

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

Website: [www.gscs.ca](http://www.gscs.ca)

Email: [info@gscs.ca](mailto:info@gscs.ca)

- An electronic copy of this report is available at:  
[2023-2024 Annual Report to the Ministry of Education](#)  
(Link will be updated upon completion of the report for 2023-24)

## Letter of Transmittal



Honourable Jeremy Cockrill  
Minister of Education

Dear Minister Cockrill:

The Board of Education of St. Paul's Roman Catholic School Division #20 is pleased to provide you and the residents of the school division with the 2023-24 annual report. This report presents an overview of St. Paul's Roman Catholic School Division's goals, activities and results for the fiscal year September 1, 2023, to August 31, 2024. It provides financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

A handwritten signature in black ink that reads "Diane Boyko". The signature is written in a cursive, flowing style.

Diane Boyko, Chair  
Greater Saskatoon Catholic Schools

## Introduction

St. Paul's Roman Catholic School Separate School Division #20 is more commonly known as Greater Saskatoon Catholic Schools (GSCS). This report highlights the school division's achievements, progress, and results for the school year beginning September 1, 2023, and ending August 31, 2024.

The following pages detail how GSCS carries out its mission— “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”—and the priorities and goals of the GSCS Board of Education, which are: celebrating and promoting our Catholic identity, improving student learning and achievement, building relationships and partnerships, and promoting stewardship and well-being.

Throughout this annual report, there are opportunities to learn more about GSCS initiatives in relation to the Provincial Education Plan, governance and administrative structure, and its schools and facilities. Appendices to this annual report include payee lists and audited financial statements.

Student enrollment growth remained a significant trend throughout the 2023-24 academic year. As of September 30, 2023, the official year-over-year increase in enrollment reached 1,590 students. It is encouraging that families continued to choose Catholic education. GSCS is blessed to be able to serve students and families who entrust the division with the great responsibility of aiding in the education of their children.

We acknowledge the Government of Saskatchewan's steps to recognize mid-year growth to help alleviate some of the financial pressures the division faces with this pace of growth.

Strain on the physical space to accommodate more students is amplified by the lack of new school construction. We continue to convert spaces such as science rooms, music rooms, break-out spaces, and libraries into classrooms to house the number of students in our schools. We also rely heavily on relocatable classrooms as a temporary solution to schools being over-capacity.

After last year's cultural celebration marking the start of construction of the St. Frances Cree Bilingual School's replacement school, construction is progressing well, and the project remains on time and on budget. We are thankful for ongoing corporate and community support to fund specialized learning and cultural spaces that are so important to this unique school and program.

In response to ongoing negotiations between the Saskatchewan Teachers Federation and the Government of Saskatchewan, a series of job actions took place over the 2023-2024 school year that resulted in a reduction of class time and the provision of extracurricular activities.

## Governance

## The Board of Education

GSCS is governed by a 10-member elected Board of Education. *The Education Act, 1995* gives the Board of Education authority to govern the school division. The Board of Education follows a policy governance approach and is integral in setting priority and direction for the school division.

Of the ten elected trustees, seven at-large trustees represent Saskatoon, and one trustee represents each of our three subdivisions: rural areas around Saskatoon, including Martensville and Warman (Subdivision 1); Humboldt (Subdivision 2); and Biggar (Subdivision 3).

The current board was elected on November 13, 2020, and is serving a four-year term. The vacant seats of Trustees Jim Carriere and Debbie Berscheid have been approved. These vacant seats will be filled after the 2024 Municipal Election on Wednesday, November 13, 2024.

Board of Education members on August 31, 2024 were:

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



R.Boechler



D.Boyko



H. Byblow



D. Berscheid†



J. Carriere†



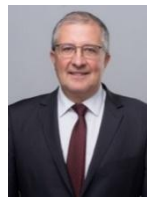
D. Case



B. Elliott



T. Jelinski



W. Stus



S. Zakreski-Werbicki

## Catholic School Community Councils

Catholic School Community Councils (CSCCs) played an invaluable role in supporting and actualizing both provincial and Board of Education goals throughout the 2023-2024 academic year. These councils were integral not only at the school level but also in advancing division-wide priorities, focusing on Learning Improvement Plans and key strategic initiatives. The Board of Education deeply values the input, engagement, and contributions of CSCCs, recognizing their critical role in fostering family and community involvement in education.

During the 2023-2024 school year, CSCC membership was strengthened through a concerted effort to reflect the diversity of the communities they serve. This included ongoing collaboration with First Nations, Métis, and new Canadian families, aligning with the division's commitment to inclusivity and community engagement. These diverse perspectives enriched discussions and decision-making within the councils, ensuring responsiveness to the needs and experiences of all families. Additionally, CSCCs were essential in addressing the provincial priority of family engagement, reinforcing the importance of building strong relationships with caregivers and the broader community.

In recognition of the significance of CSCCs, the Board of Education remained committed to supporting these councils. For the 2023-2024 school year, each CSCC received a \$1,000 grant to facilitate their operations. These funds supported family engagement events, brought in guest speakers, and allowed for the purchase of resources that aligned with school Learning Improvement Plans, such as books, technology, and cultural learning tools that strengthened community connections. The division also provided templates and protocols to assist CSCCs in collaborating effectively with school teams, ensuring that schools and councils could review data and work toward continuous improvement in their learning environments.

The successes of the CSCCs were evident during key community engagement events. The Board of Education hosted two CSCC/Trustee meetings throughout the school year, with over 200 attendees at both events. The first, a faith-centered gathering, focused on building community through the theme "Rooted in Faith", included the sharing and gathering of feedback on the division's Pastoral Care Strategic Plan. This event generated positive feedback from families, many of whom expressed a desire for continued updates and involvement. A second CSCC/Trustee meeting took place in May, with a similar faith-centered approach. Topics included family engagement, gender and sexual diversity, pastoral care, and an update on the provincial budget, focusing on the division's plan to be good stewards of resources. These events were vital in maintaining an open dialogue between the board, families, and the community, with further discussions planned for the 2024-2025 school year.

In addition, the division offered CSCC members opportunities for professional and personal development through various workshops. Members were offered the opportunity to participate in the *Four Seasons of Reconciliation* course, which deepened their understanding of Truth and Reconciliation. They also engaged with the Saskatoon Family Resource Centre for further learning and collaboration.

The Trustee School Liaison Program continued to be a cornerstone of the board's engagement with CSCCs. Trustees foster close relationships with individual schools, ensuring consistent communication between the board and school communities. Trustee assignments for the 2023-2024 school year were approved during the September board meeting, further enhancing this collaborative approach.

Overall, CSCCs remain essential partners in the Greater Saskatoon Catholic Schools' mission, providing invaluable insight and support that aligns with the division's faith-based, educational, and community goals. Through their involvement, CSCCs help cultivate a thriving, inclusive, and engaged school culture that is vital to the success of both individual schools and the division. The Board of Education greatly values the dedication and contributions of these councils, whose efforts help shape and guide the future of Catholic education in the community.

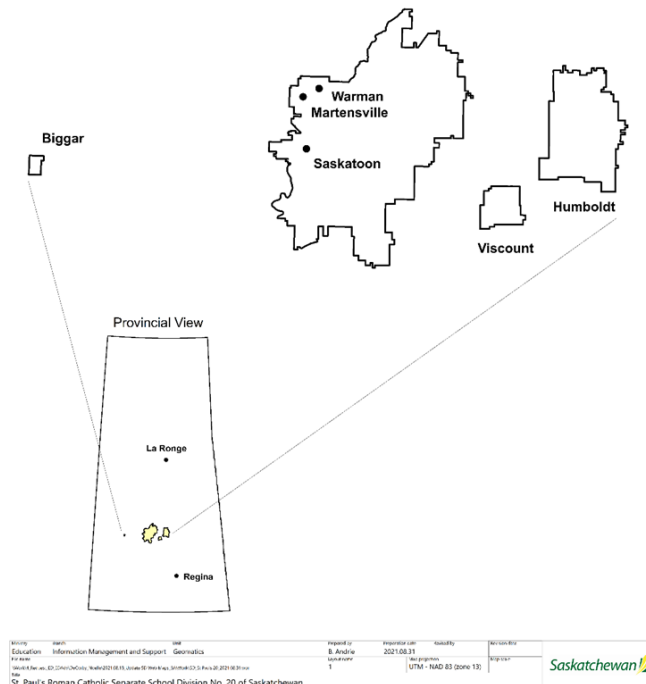
# School Division Profile

## School Division in Context

Situated on Treaty 6 territory and traditional homeland of the Métis, GSCS is Saskatchewan's largest Catholic school division. Over 22,000 students attend our 50 schools—43 elementary and seven high schools. GSCS proudly provides Catholic education from Prekindergarten through Grade 12 in Saskatoon and surrounding area, including Biggar, Humboldt, Martensville and Warman.

In 2006, GSCS 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, as part of Subdivision 1.

### St. Paul's RCSSD No. 20 August 2022



## 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.



## Demographics

### Students

GSCS continued to see increased enrolments in 2023-2024. As shown in the table below, since 2019-2020, Prekindergarten to Grade 12 enrolment has increased by 2,305 students (11.85%).

Demographic indicators that are embedded in the enrolment data include:

- All grades saw increased enrolments, which supports the indication of continued growth;
- 2,909 students meet the language requirements for English as an Additional Language (EAL), an increase of 367 students from 2022-2023;
- 15.1% of the student population self-identified as First Nations or Métis;
- 3,463 students participated in French immersion programming;
- 313 students (K-12) participated in Ukrainian bilingual programming;
- 540 students participated in the Grades K to 9 Cree bilingual program;
- 1,378 students were identified as having intense learning needs; and
- 402 students were served in Prekindergarten programs.

Grade	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Kindergarten</b>	1,619	1,442	1,481	1,503	1,515
<b>1</b>	1,648	1,606	1,479	1,565	1,674
<b>2</b>	1,589	1,609	1,621	1,562	1,670
<b>3</b>	1,525	1,593	1,612	1,678	1,704
<b>4</b>	1,508	1,499	1,592	1,715	1,809
<b>5</b>	1,626	1,489	1,481	1,647	1,825
<b>6</b>	1,486	1,588	1,514	1,557	1,766
<b>7</b>	1,500	1,463	1,563	1,551	1,664
<b>8</b>	1,432	1,474	1,482	1,616	1,617
<b>9</b>	1,276	1,328	1,329	1,407	1,559
<b>10</b>	1,307	1,319	1,352	1,421	1,526
<b>11</b>	1,292	1,215	1,276	1,381	1,489
<b>12</b>	1,581	1,651	1,566	1,634	1,869
<b>Total</b>	<b>19,389</b>	<b>19,276</b>	<b>19,348</b>	<b>20,237</b>	<b>21,687</b>
<b>PreK</b>	<b>395</b>	<b>252</b>	<b>295</b>	<b>357</b>	<b>402</b>

Subpopulation Enrolments	Grades	2019-20	2020-21	2021-22	2022-23	2023-24
Self-Identified First Nations, Métis, or Inuit	K to 3	967	808	820	842	855
	4 to 6	846	824	760	773	783
	7 to 9	771	724	776	820	819
	10 to 12	733	743	758	781	817
	<b>Total</b>	<b>3,317</b>	<b>3,099</b>	<b>3,114</b>	<b>3,216</b>	<b>3,274</b>
English as an Additional Language	1 to 3	675	704	657	755	899
	4 to 6	575	563	631	826	861
	7 to 9	450	426	405	491	600
	10 to 12	513	486	427	470	549
	<b>Total</b>	<b>2,213</b>	<b>2,179</b>	<b>2,120</b>	<b>2,542</b>	<b>2,909</b>
French Immersion	K to 3	1,468	1,426	1,328	1,285	1,286
	4 to 6	885	887	895	904	961
	7 to 9	588	664	688	731	729
	10 to 12	390	440	470	496	487
	<b>Total</b>	<b>3,331</b>	<b>3,417</b>	<b>3,381</b>	<b>3,416</b>	<b>3,463</b>
Cree/Dene Immersion	K to 3	258	204	242	257	255
	4 to 6	147	153	157	172	182
	7 to 9	90	87	96	109	103
	10 to 12	-	14	11	<10	-
	<b>Total</b>	<b>495</b>	<b>458</b>	<b>506</b>	<b>543</b>	<b>540</b>
Ukrainian Immersion	K to 3	75	68	70	124	117
	4 to 6	54	53	48	91	104
	7 to 9	41	32	37	62	66
	10 to 12	10	<10	<10	16	26
	<b>Total</b>	<b>180</b>	<b>160</b>	<b>163</b>	<b>293</b>	<b>313</b>

Notes:

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

Source: Ministry of Education, 2023

## Staff

GSCS employs over 2,222 people in the Greater Saskatoon area. The staff component of the division budget represents approximately 75% of the overall expenditures. The majority of staff provide services in the classroom while the remaining support the learning program through their work in facilities, administration, etc.

GSCS strives to serve the breadth of educational needs that are present in each school; therefore, support services may be itinerant.

<b>Job Category</b>	<b>FTEs</b>
<b>Classroom teachers</b>	1156.21
<b>Principals, vice-principals</b>	103.75
<b>Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists, resource centre staff, information technology staff, school clerical staff and other instructional employees</b>	754.24
<b>Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees</b>	52.00
<b>Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers</b>	146.71
<b>Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers</b>	0.00
<b>League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents</b>	10.00
<b>Total Full-Time Equivalent (FTE) Staff</b>	<b>2222.9</b>

Notes:

- The numbers shown above represent full-time equivalents (FTEs). The number of employees may be greater because some people work part-time or seasonally.

Source: Human Resource Services - Greater Saskatoon Catholic Schools, 2024

## Senior Management Team

The Director of Education, François Rivard, reports directly to the Board of Education. Seven superintendents of education are responsible for operations and programming in schools. Schools in the division have been organized into seven networks, with one superintendent responsible for each network:

- Terri Fradette – Elementary School Network; Curriculum, Instruction, Assessment
- Kelley Cardinal – Elementary School Network; First Nations, Métis and Inuit (FNMI) Education
- Luisa Giocoli Clark – Elementary School Network; Division Demographics; Second Language Education
- Thomas Hickey – High School Network; Religious Education Services; Educational Technology
- Tammy Shircliff – Elementary School Network; Intensive Needs
- Jenise Vangool – Elementary School Network; Early Years Education
- Scott Gay – High School Network; Religious Education Services, English as an Additional Language

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

The Chief Financial Officer, Joel Lloyd, is responsible for accounting, corporate services, transportation, and the day-to-day facility operations, as well as school facility planning and information/technology.

The Superintendent of Human Resources, Katherine Kowal, is responsible for planning, recruitment, retention, and management of human resources. Ryan Martin, Assistant Superintendent of Facility Services, is responsible for school facility maintenance, renovations, and planning for future facility needs.



F. Rivard



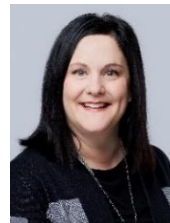
K. Cardinal



T. Fradette



S. Gay



L. Giocoli Clark



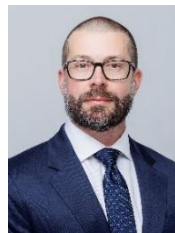
T. Hickey



K. Kowal



J. Lloyd



R. Martin



T. Shircliff



J. Vangool

## Strategic Direction and Reporting

### The Provincial Education Plan

The provincial education plan represents a commitment to Saskatchewan students and their families. The focus of the plan is to support students in learning what they need for their future, to ensure students feel safe and supported.

The plan focuses on the needs of all Prekindergarten to Grade 12 students. It reflects the diversity of the province and ensures the presence and voices of First Nations and Métis education organizations are heard and felt throughout, as part of the journey towards reconciliation in Saskatchewan.

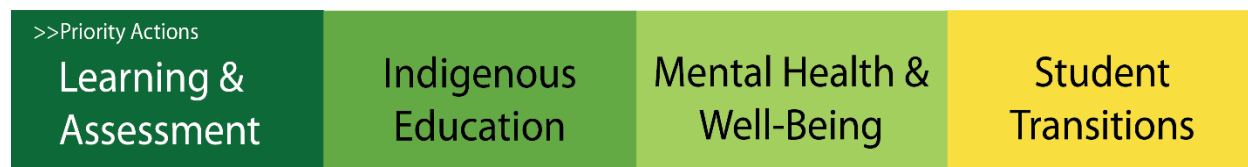
Saskatchewan's education sector is foundational in contributing to the goals of Saskatchewan's *Growth Plan – The Next Decade of Growth 2020-2030* and securing a better quality of life for Saskatchewan people. The provincial education plan actions build resiliency in students and the foundational skills, knowledge and competencies they will need for their future. The actions support transitions and pathways through the Kindergarten to Grade 12 system toward participation in future learning, work, career, entrepreneurship and adult life.

Central to the plan are the student-centred goals of the education sector:

- I am learning what I need for my future.
- I feel safe and supported.
- I belong.
- I am valued.
- I can be myself.

## Provincial Education Plan – Priority Actions

Four equally important priority actions are being undertaken in the plan. These actions will be assessed and updated over the course of the plan as the work progresses, so that the priorities continue to be responsive to the educational experiences and outcomes of Saskatchewan students.



- Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.
- Actualize the vision and goals of [Inspiring Success: Prek-12 First Nations and Metis Education Policy Framework](#).
- Enrich and enhance mental health and well-being capacity in students.
- Foster connections for learners and their families while supporting learners as they enter and progress through school to graduation and determine a life pathway.

## Provincial-Level Targets

The following are provincial-level targets. Progress toward these targets will measure the impact of the plan over time. For each of these targets, the aim will be to achieve equity in outcomes for Indigenous and non-Indigenous students and to see improvement for all students.

Over the life of the plan to 2030:

- Student attendance will improve annually.
- Overall graduation rates will increase annually with a focus on decreasing the gap in achievement between Indigenous and non-Indigenous students by 2030.
- Upon Kindergarten exit, the percentage of students ready for learning in the primary grades will increase year over year.
- Student literacy and numeracy outcomes will increase year over year.
- All students will have an increased sense of connection and safety in schools.

## Progress in 2023-24: Targets and Measures

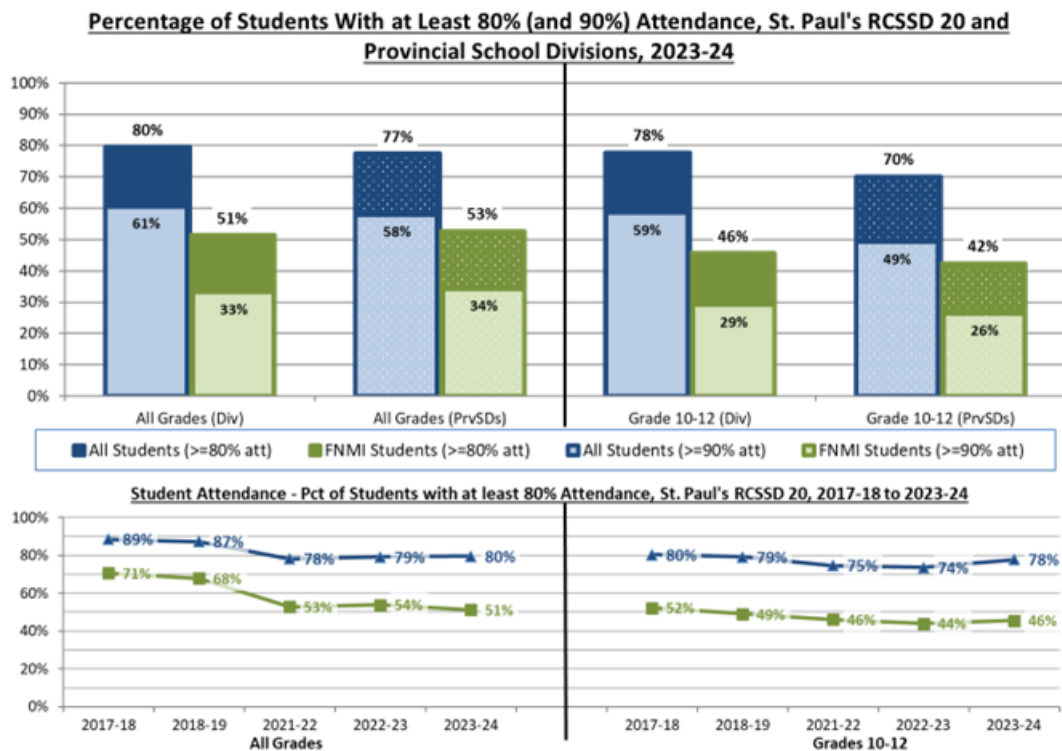
**Target: Student attendance will improve annually.**

**Measures:**

- The percentage of students with at least 80% attendance.
- The percentage of students with at least 90% attendance.

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

The following bar graph displays the percentage of students in the school division (all students and the FNMI subpopulation) with at least 80% attendance and with at least 90% attendance, for all grades PreK-12 and grades 10-12, along with provincial results for each category. The line graph shows the percentage of students in the school division in the past five years who have at least 80% attendance for the specified year, with a specific look at grades 10-12.



Notes: Percentages represent all attendance that occurred in the school division in the years reported. This includes all reported attendance for students attending the division during that year, whether or not they are currently enrolled in that division, but only includes attendance data while students were enrolled in the school

division. Each percentage is a weighted average of the monthly percentages of students enrolled in the division with at least 80% and at least 90% attendance. Results for populations of fewer than ten have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2024

## Analysis of Results – Attendance

During the 2023-2024 academic year, GSCS implemented several strategic initiatives aimed at improving student attendance and engagement. Mid-year, a key development was the creation of a web-based tool, Power BI, which allows educators to monitor student attendance in real-time. The tool categorizes attendance into color-coded ranges: 0-25%, 51-59%, 60-79%, and 80-89%, making it easy for school teams to identify students falling below the desired 90-100% attendance rate. The data can also be disaggregated by grade level and for First Nations and Métis students, to enable targeted interventions.

In addition to Power BI, a strategic plan was developed to create a toolkit for educators and families, providing resources and strategies to support attendance improvement. Resources were shifted to create a Safe Positive Schools Facilitator role, focused on re-engaging students whose attendance falls between 60-79%. Indigenous Student Achievement Coordinators also played a vital role in supporting students with attendance goals. We are optimistic that these new initiatives will lead to overall improvements in attendance rates within GSCS, with a particular focus on closing gaps between non-self-declared First Nations, Métis, and Inuit (FNMI) students and self-declared FNMI students.

### 2023-2024 Attendance Data

#### Trends for the School Division (Overall and FNMI Students)

- **All Students (>=80% attendance):** There has been a gradual decline in attendance rates since 2017-2018, with attendance falling from 88.5% in 2017-2018 to 79.6% in 2023-24. This suggests a drop of 8.9 percentage points over the years. This downward trend is also seen for FNMI students, with a more pronounced decrease (from 70.6% to 51.4% over the same period).
- **Grade 10-12 Students:** Attendance rates in Grades 10-12 show a decline over time, with attendance at 80.4% in 2017-2018 to 77.8% in 2023-2024 for all students. Data indicates a decrease from 52.3% to 45.6% for FNMI students. **Provincial Comparison:** GSCS consistently outperforms provincial averages in attendance rates. 79.6% of GSCS students maintain at least 80% attendance compared to 77.5% provincially and 60.5% of GSCS students maintain at least 90% attendance, exceeding the provincial rate of 57.9%. However, declining attendance trends persist locally and provincially.
- **FNMI Student Attendance:** FNMI attendance is slightly below the provincial average (51.4% vs. 52.7%). The rate of FNMI students attending 80% or more of the time has declined from 70.6% in 2017-18 to 51.4% in 2023-24.



This highlights that, while attendance rates have declined, the school division has higher attendance than provincial student attendance rates.

#### **Areas of Concern**

- **FNMI Student Attendance:** FNMI student attendance continues to be a critical area of concern. The rate of FNMI students attending 80% or more of the time has declined from 70.6% in 2017-18 to 51.4% in 2023-24. While this is slightly better than the provincial FNMI average of 52.7%, the significant drop in attendance indicates that FNMI students face barriers that may not be effectively addressed by our current strategies.

#### **Conclusion**

The overall trend shows declining attendance, especially for FNMI students. We can take pride in our consistent higher-than-average attendance rates but must focus on improving the attendance of FNMI students.

**Target: The overall three and five-year graduation rates will increase annually with a focus on decreasing the gap in achievement between Indigenous and non-Indigenous students by 2030.**

#### **Measure**

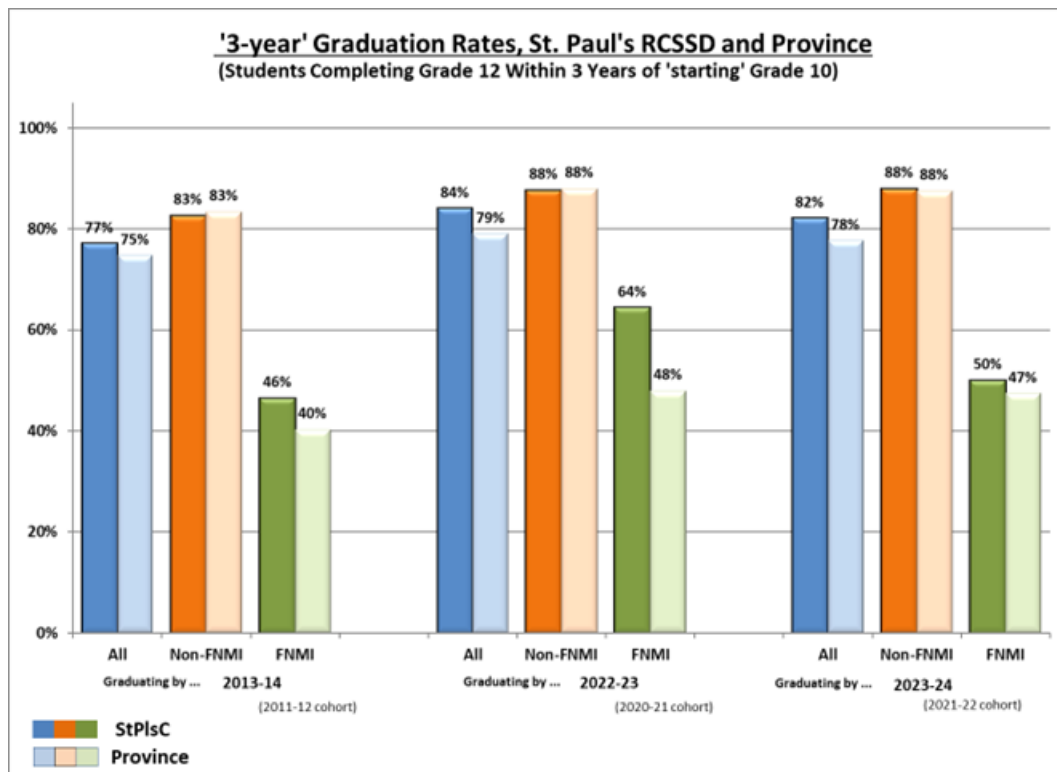
- **The percentage of students who graduate within 3-years of entering Grade 10.**

Generally, students who complete Grade 12 have more opportunities for education and work, and experience better health and well-being. More students graduating contributes to a stronger Saskatchewan through an educated and engaged population and to economic growth through the availability of skilled and knowledgeable entrepreneurs and employees.

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 secondary level credits by the end of Grade 12. Three-year graduation rates are one measure of the efficiency of a school system.

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

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



Notes: Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify. Source: Ministry of Education, 2024.

### Analysis of Results – Three-Year Graduation Rates

In 2023-2024, the on-time (within 3 years) graduation rate for GSCS was 82.1%, 4.5 percentage points higher than the provincial average of 77.6%. For FNMI students, GSCS surpassed the provincial average by 2.6 percentage points, with a graduation rate of 50% compared to 47.4% provincially. Among non-FNMI students, GSCS achieved a graduation rate of 88%, slightly exceeding the provincial average of 87.5%.

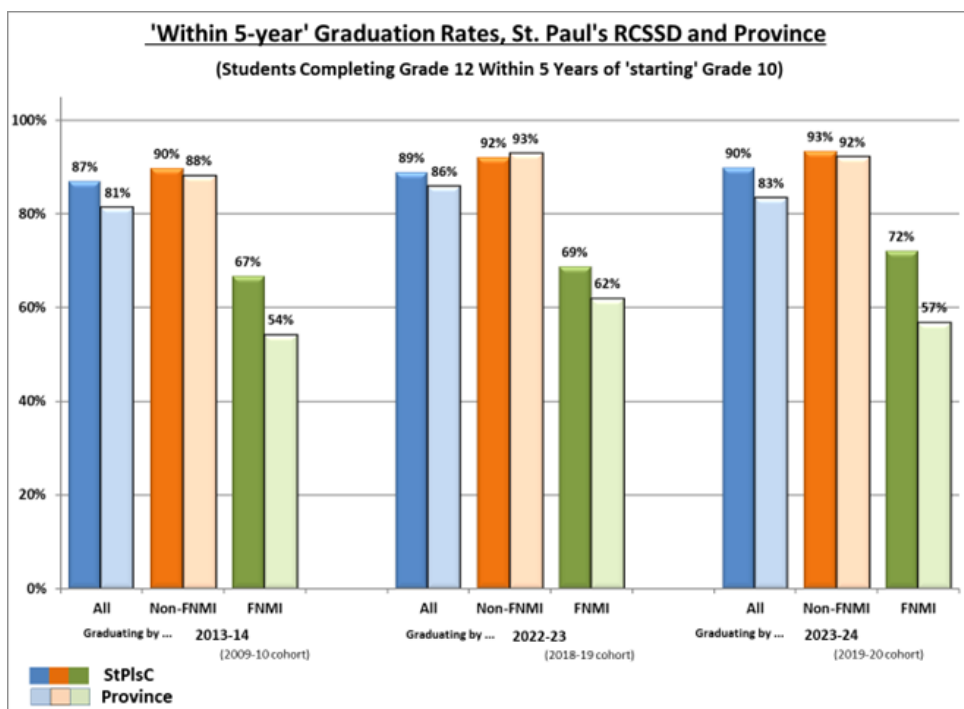
The graduation rate in GSCS decreased by 2 percentage points compared to the previous year but is 2.0 percentage points higher than 2021-22. At 82%, the rate is 3.0 percentage points below the goal of 85% for overall.

**Measure**

- The percentage of students who graduate within 5 years of Grade 10.

Some students need more time to complete all the courses necessary to graduate, so they continue in school longer than the typical three years after beginning Grade 10. Graduation rates within five years are one measure of the responsiveness of a school system.

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



Notes: Graduation rates within five years are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10 (and include those who graduate within three or four years). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2024.

## Analysis of Results – Graduation Rates Within Five Years

GSCS had an overall extended-time (with 5-years) graduation rate of 89.8% for the 2023-2024 school year. This is over 6 percentage points higher than the provincial rate of 83.4%. The FNMI rate for the division was 72% and the rate for GSCS non-FNMI students was at 93.3%. This is an increase of 3 percentage points from the previous year for FNMI students and 1 percentage point from the previous year for overall graduation rates.

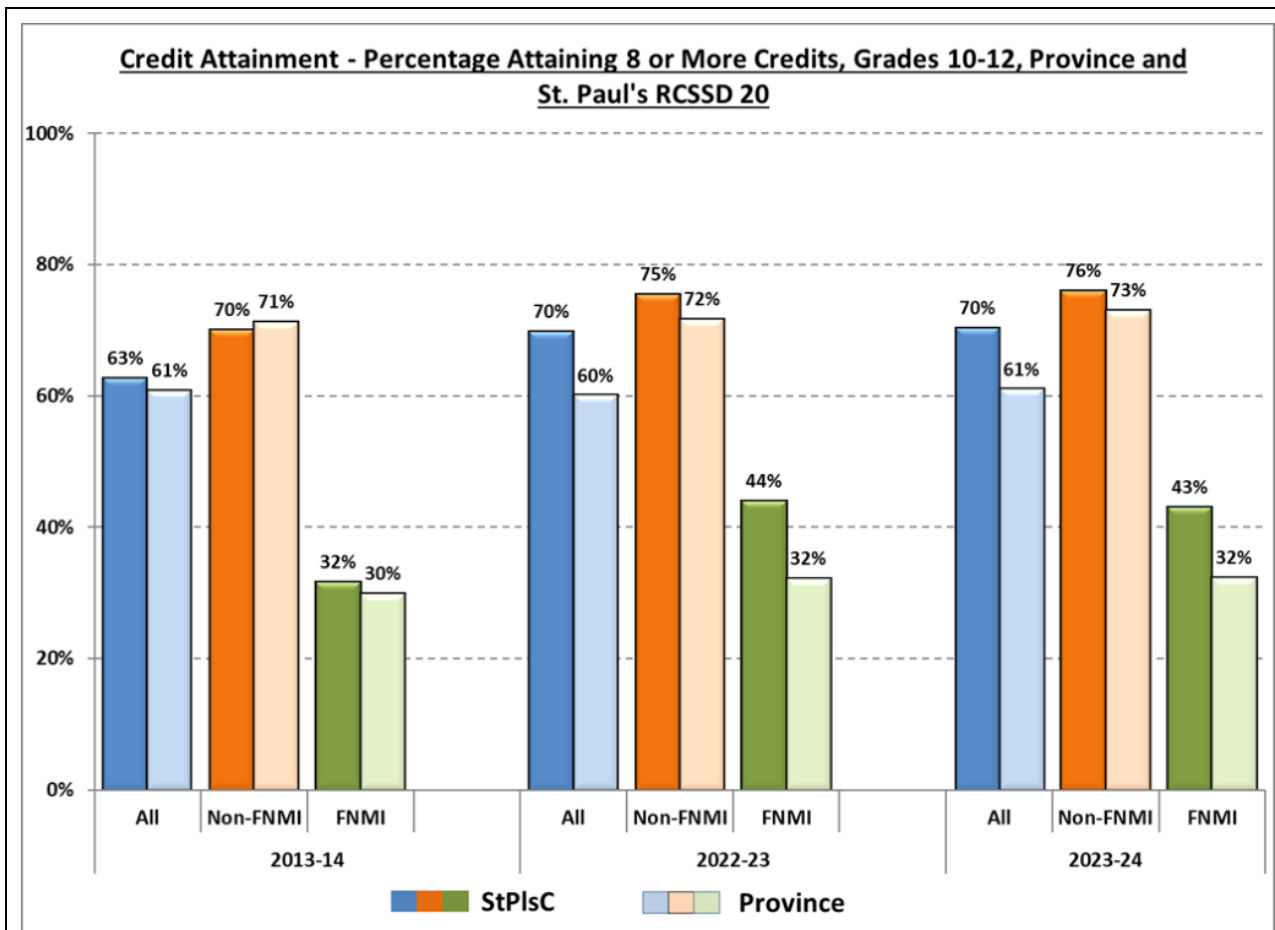
Improving extended graduation rates for FNMI students continues to be a priority for GSCS and the province. For 2023-24, the GSCS extended-time graduation rate is 15 percentage points above the provincial rate for FNMI students at 72% with the province at 56.8%; and 1 percentage point above the provincial rate for non-FNMI students with GSCS at 93.3% and the province at 92.2%.

### Measure

- **The percentage of students attaining 8 or more credits, Grades 10-12.**

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

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



Notes: Credit attainment measures are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight or more credits yearly. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify. Source: Ministry of Education, 2024

**Analysis of Results – Credit Attainment**

GSCS saw an overall rate of 70% of students attaining eight or more credits in Grades 10 to 12. This was 9 percentage points higher than the provincial average of 61%. For the FNMI students the GSCS rate was at 43%, and this is 11 percentage points above the provincial average of 32%. The non-FNMI rate was at 76% for GSCS, 3.0 percentage points higher than the provincial average.

When looking at averages from 10 years earlier, there is a growth of 7.7 percentage points overall, 5.9 for non-FNMI, and 11.5 for FNMI students. To maintain this positive growth, GSCS continues to provide supportive programming that is intended to continue to increase the success rates for all students in acquiring credits. Staff continue to use adaptation to accommodate student learning needs offering specialized credit courses that focus on increasing student success, such as year-long and stretched math courses, and providing

support to FNMI students by implementing Indigenous Student Achievement Coordinators in schools with larger FNMI populations. Three GSCS schools are Following Their Voices schools and focus professional learning and school learning plans on improving results for FNMI students. Credit attainment for Indigenous students is an important metric in this work.

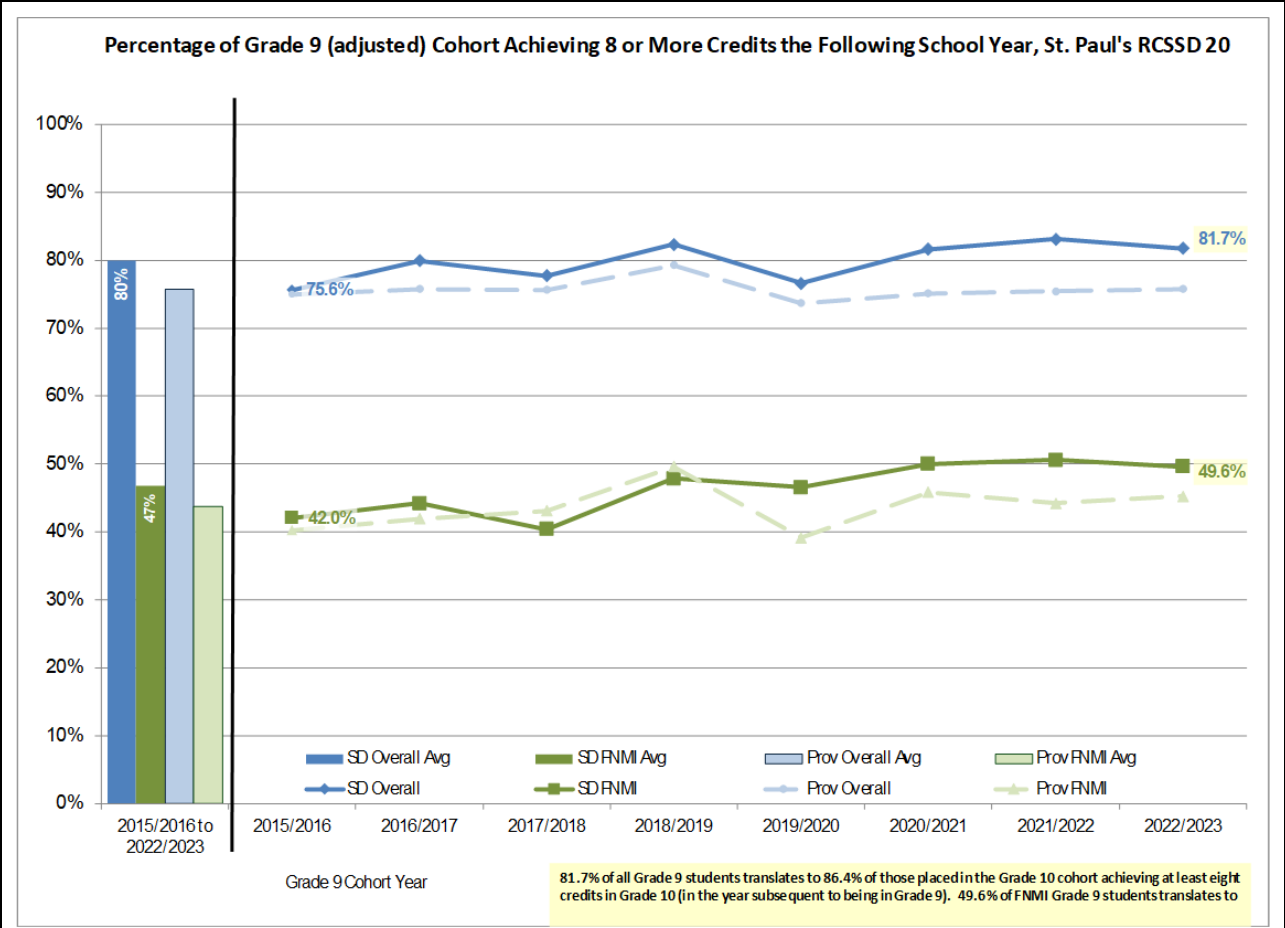
With students requiring 24 credits to graduate, it is important to note that this measure is affected by the fact that some students who have been successful in attaining up to 20 credits in Grades 10 and 11 will require fewer than 8 credits in Grade 12 year to successfully graduate.

**Measure:**

- **The percentage of the Grade 9 cohort achieving 8 or more credits the following school year.**

The transition from Grade 9 to 10 can be difficult for some students for many different reasons, including not having reached all outcomes from each subject area in the elementary and middle grades. This measure is intended to show how well Grade 9 students adjust in the transition to Grade 10. Achieving eight or more credits per year is important for steady progress towards graduating within three years of starting Grade 10.

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



Notes: Grade 9 to 10 transition rates are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations, Métis or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2024

### Analysis of Results – Grade 9 to 10 Transition

In 2023-2024, GSCS saw an overall rate of 98.1% of students making the transition from Grade 9 to Grade 10. This is equal to the provincial average. The FNMI rate of transition was 92.9% for the school division. The GSCS FNMI rate of transition was 3% below the provincial average. The rates of transition for both the school division and the province were above the 8-year average. Improvements in transitions into high school are an important factor in improving graduation rates.

The overall result for GSCS students attaining eight or more credits in Grade 10 was 81.7%. For FNMI students the rate was 49.6%. These results are above the eight-year averages for the school division (80% overall and 47% for FNMI students). Although there has been an increase, this area requires ongoing monitoring and responsive programming to drive improvement. The large newcomer population in GSCS and the diversity within its schools contribute to these outcomes, highlighting the need for targeted support to help students develop English proficiency and successfully earn credits as they transition into high school.

**Target: Student literacy and numeracy outcomes will increase year over year.**

**Measure:**

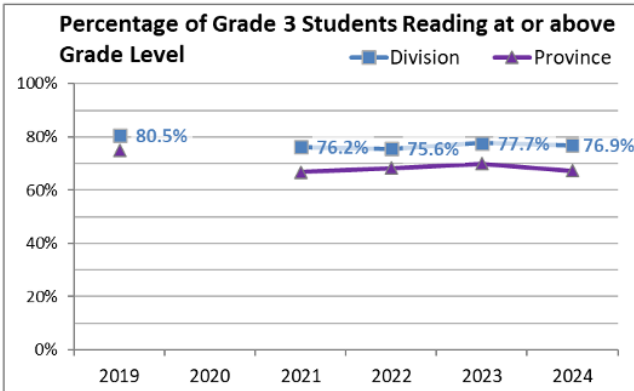
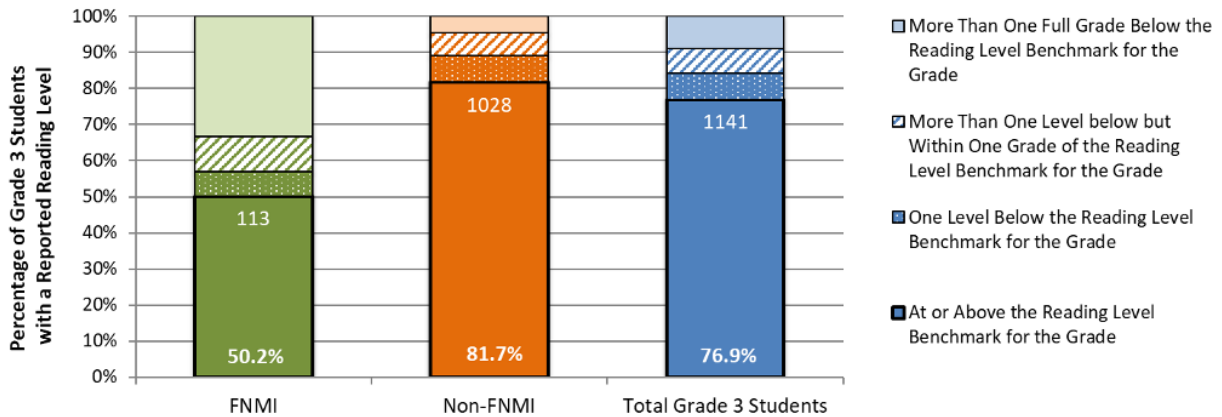
- The percentage of Grade 3 students reading at or above grade level.

Grade 3 reading levels are considered a leading indicator of future student performance. A high proportion of students reading at grade level in Grade 3 means that more students are ready to learn in Grade 4 and beyond. Longitudinal data for Saskatchewan shows students' early-grade good reading proficiency provides continued benefit at least through to Grade 10 credit attainment results. Saskatchewan students who read at or above the benchmark in Grade 3 had a 20-percentage point advantage in achieving eight or more credits in Grade 10 over those who read below the benchmark.

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



### Reading Results Data, St. Paul's RCSSD #20, Grade 3, 2023-24



Proportion of Grade 3 Students with Reported Reading Levels, 2023-24

	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)	225	93.4%	3.7%	2.9%	241
Division (Total)	1,483	84.5%	14.5%	0.9%	1,754
PrvSDs** (FNMI)	2,049	85.4%	11.5%	3.1%	2,399
PrvSDs** (Total)	12,515	83.0%	15.8%	1.1%	15,071

Notes: Reading levels are reported based on provincially developed benchmarks. The percentage of students at each reading level was determined as a proportion of those students with a 'valid' reading score (excluded or non-participant students were not included in these calculations). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2024

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

GSCS Grade 3 reading outcomes have remained above the provincial results for all students and FNMI students since 2013-2014. Division outcomes for all Grade 3 students have decreased 0.8 percentage points in 2023-2024 compared to 2022-2023. In 2023-2024, the FNMI data for Grade 3 students shows that 50.2% of students were reading at or above grade level, representing a 1.7 percentage point decrease from 2022-2023 (50.2% compared to 51.9%).

In 2023-2024, GSCS expanded Wrap Around Literacy to nine schools in order to provide targeted supports for FNMI primary learners. This model provides additional reading supports and resources, aligned with the Science of Reading, for Grades 1 to 3 within and outside the classroom using assessment that informs instruction and intervention. Within the schools

receiving Wrap Around Literacy, student growth in reading skill development was observed; however, continued support and resources will be required in order for students to achieve grade level expectations.

**Target: All students will have an increased sense of connection and safety in schools.**

**Measure:**

- **The percentage of students reporting a sense of connection and safety in schools through a student perceptual survey.**

When students feel connected to and safe in school, they will be more engaged in learning. Monitoring and responding to student perception and experiences helps school divisions to improve school environments to support learning, engagement, and mental health and well-being.

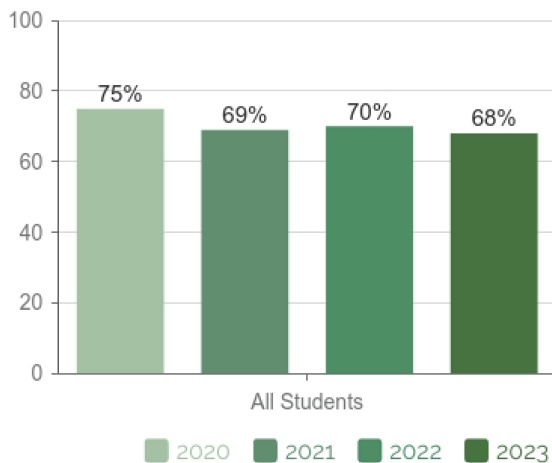
The mental health and well-being of Saskatchewan students and education staff has been a key area of focus for some time, and especially given students' significant academic learning interruptions and widely varied contextual and personal experiences in the past two years. Monitoring student perception and experiences helps school divisions to improve school environments to support good mental health and well-being.

The following bar graph displays the data from OurSCHOOL survey for Grade 4 to 8 students. The chart shows the percentage of Grade 4 to 8 students (FNMI, non-FNMI, all) with a positive sense of well-being in school and also those who have a strong teacher-student relationship using a ten-point scale.

**School Division Selected Measure for Monitoring Sense of Connection and Safety in Schools**

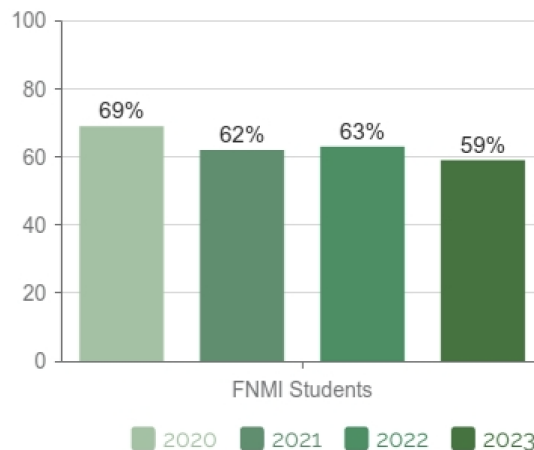
**Sense of Belonging - Grades 4-8**

% of students with a positive sense of belonging



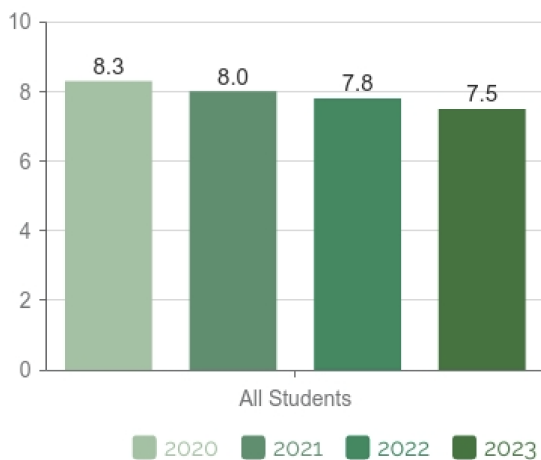
**Sense of Belonging - Grades 4-8**

% of students with a positive sense of belonging



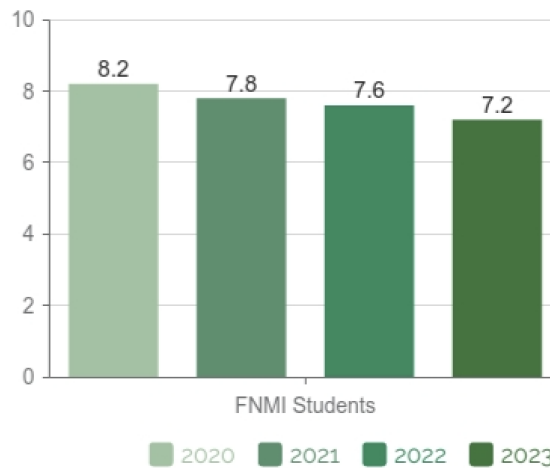
**Teacher-Student Relationships Grades 4-8**

Average score on a 10 point scale



**Teacher-Student Relationships Grades 4-8**

Average score on a 10 point scale



### Analysis of Results

Results for GSCS Grades 4 to 8 students who self-report positive sense of well-being has slightly decreased over the last four school years. Division data shows a 2.0 percentage point decrease for 2023-2024 compared to the previous two years. Over the last four years, FNMI results for Grades 4 to 8 students show a 9.0 percent point decrease compared to the overall division data.

Overall, the percentage of GSCS Grades 4 to 8 students who identify as having a strong relationship with a teacher has slightly decreased over the last four years and these results are very similar for FNMI students. In 2023-2024, there was a slight decrease of 0.2 on a 10-point scale.

The data highlights the need for sustained targeted support and resources, particularly for the FNMI student population. By maintaining a strong focus on implementing the goals of *Inspiring Success*, the school division expects to see positive growth in its outcomes.

Due to contractual negotiations with the survey provider, GSCS was not able to administer the student perceptual survey in the fall during our normal assessment window. The survey was not administered until the spring and there were frequent disruptions in school programming which has impacted the results. We look forward to returning to our normal schedule to complete the assessment and being able to reflect on and compare the data to the 2023-2024 school year.

**Target: Upon Kindergarten exit, the percentage of students ready for learning in the primary grades will increase year over year.**

**Measures: The percentage of students at Kindergarten exit ready for learning in the primary grades (Tier 1)**

- **The percentage of fall-identified Tier 2 students leaving Kindergarten at Tier 1.**
- **The percentage of fall-identified Tier 3 students leaving Kindergarten at Tier 2.**
- **The percentage of fall-identified Tier 3 student leaving Kindergarten at Tier 1.**

Student readiness for learning by the end of Kindergarten sets the foundation for future learning and success in school.

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

Kindergarten EYE is a statistically significant leading indicator of a student's likelihood of reading at grade-level in Grade 3. Longitudinal analyses in the province show children who begin Kindergarten with good skills (Tier 1) in key areas, or who develop good levels of skill during their Kindergarten year, are far more likely to become grade-level readers by the end of Grade 3 in comparison to students who leave Kindergarten programs with lower levels of assessed skills.

The following charts display the percentage of students (all, non-FNMI and FNMI) who were assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit for the school division and the province. The chart below the graph shows the percentage of Kindergarten students assessed as Tier 1 relative to the province since the baseline (2014-15). Due to school closures in response to the COVID-19 pandemic, there are no Kindergarten exit results for the 2019-20 school year.

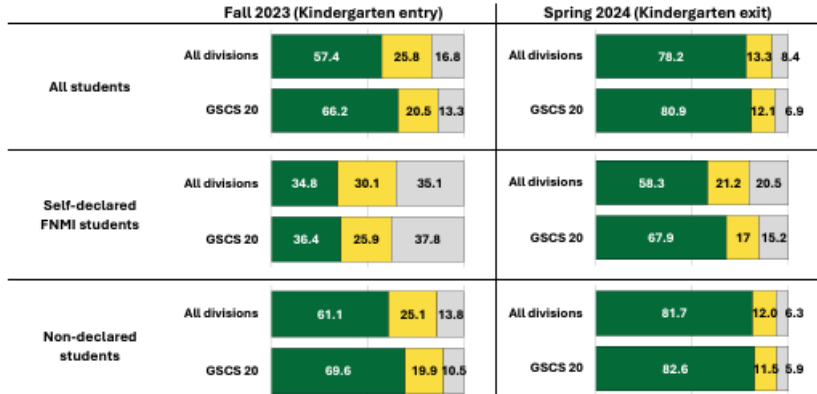
**2022-23 EYE-TA results** displays the percentage of students (all, non-FNMI and FNMI) by their responsive instruction tier (1, 2 or 3) at Kindergarten entry (left side) and after the Kindergarten year at exit (right side) for the school division and the province (all divisions).

**Effectiveness metrics** show the percentage of Fall-identified Tier 2 and 3 students who improved to Tier 1, as well as the percentage of fall-identified Tier 3 students who improved to Tier 2 during the Kindergarten year. Effectiveness metrics are shown for both the province (all divisions) and the school division for the previous school year (left side columns) and the current school year (right side columns).

**Students (%) assessed as Tier I at Kindergarten entry / exit** charts the share of students assessed as Tier I at both Kindergarten entry and exit for the school division ( $\Delta$ ) relative to the province (all divisions) ( $\square$ ) for the baseline (2014-15), as well as the most recent five cycles. Due to school closures in response to the COVID-19 pandemic, there are no Kindergarten exit results for the 2019-20 (\*) school year.

**Percentage of students with valid EYE result at Kindergarten entry / exit** compares the percentage of enrolled students who were validly assessed with EYE-TA at both Kindergarten entry and exit for the school division with the percentages for the province (all divisions). The EYE-TA has been used as a universal assessment for learning (every student, every classroom) in provincial Kindergarten programs since 2014-15. These figures are the percentage of students validly assessed against September 30<sup>th</sup> Official & Reconciled Kindergarten Enrolments (\*).

2023-24 EYE-TA results – St. Paul's RCSSD 20 (GSCS 20)



Tier I – Students (%) complete developmental tasks without difficulty | Tier II – Students (%) experience some difficulty completing developmental tasks | Tier III – Students (%) experience significant difficulty completing developmental tasks  
 \*results for self-declared FNMI & non-declared students are not shown due to too few (or no) students in at least one comparison group.

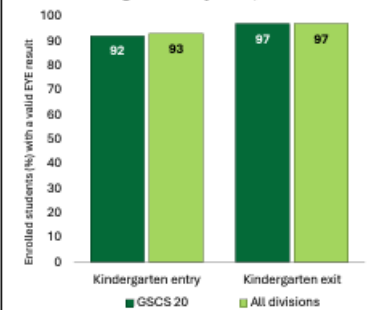
Effectiveness metrics	2022-23 (previous school year)		2023-24 (current school year)	
	GSCS 20	All divisions	GSCS 20	All divisions
Fall-identified Tier 2 students (%) who improved to Tier 1	70%	73%	64%	72%
Fall-identified Tier 3 students (%) who improved to Tier 2	34%	37%	38%	37%
Fall-identified Tier 3 students (%) who improved to Tier 1	24%	22%	26%	22%

Students (%) assessed as Tier I at Kindergarten entry / exit, baseline and most recent five years



\*No K exit results for 2019-20 due to school closures / COVID 19

Percentage of students\* with a valid EYE result at Kindergarten entry / exit, 2023-24



\*against official, reconciled September 30<sup>th</sup> 2023 Kindergarten Enrollment

Notes: Research shows that early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading challenges. The primary role of EYE is to help inform educational practice. EYE screening at Kindergarten entry is used by classroom teachers and school divisions to identify children who experience difficulties with important skills when they arrive in Kindergarten, and who may need closer monitoring or further assessment during the year. Children who have difficulty with important skills at Kindergarten entry are also re-assessed before the end of the Kindergarten year, allowing school divisions to measure the impact of their supports and responses. Children assigned Tier I RTIs can 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.

**2023-24 EYE-TA results** figures show results for self-declared First Nations, Métis or Inuit/Inuk children (FNMI) and for those who do not identify as FNMI (non-FNMI), provided both comparison groups consist of a minimum of 10 children. It should be noted that the non-FNMI group may include FNMI students who choose not to self-identify, or who have yet to self-identify.

Source: Ministry of Education, Early Years Branch, 2024

### Analysis of Results – Early Years Evaluation

Throughout the division, we have observed increased stability and retention of our early learning educators. We provided targeted professional development for new Kindergarten teachers on the Early Years Evaluation (EYE), responding to EYE data, as well as literacy practices in Kindergarten, and self-regulation strategies within the classroom. Additionally, we offered job-embedded professional development on a range of topics including environment, play and exploration, family engagement, treaty education, and culturally affirming pedagogy. Family voice was recognized as highly valuable and was integrated into the student assessment process. We also piloted *Honoring Family Voices*, an engagement strategy focused on fostering meaningful collaboration between families and schools which is now utilized by over half of our Kindergarten programs.

Two of our schools were identified on the provincial *High Risk High Count* list for vulnerability at the Kindergarten level. In response, we implemented targeted supports and a multi-disciplinary intervention approach, including job-embedded speech and language services and focused phonological and phonemic awareness support delivered by Learning Assistance Teachers.

During the 2023-2024 school year, GSCS) provided full-time Kindergarten in two targeted schools, while the remaining 41 elementary schools offered half-time programming.

Division-wide, 1,399 students were assessed in the fall of 2023. By spring 2024, due to mid-year enrollment growth, 1,469 students were assessed using the EYE (38 fewer students than in the previous year). According to the EYE results, 33.8% of the 1,399 students entered Kindergarten without being ready for school, scoring in Tier 2 or 3 on the fall assessment. However, by the end of the year, only 19% were still not equipped with the necessary skills for primary learning. Overall, 80.9% of GSCS Kindergarten students exited the program ready for primary learning, marking a 14.6 percentage point improvement from entry to exit.

Among 143 self-declared FNMI students, 63.7% entered Kindergarten not ready for school, scoring in Tier 2 or 3 on the EYE-TA standards. By the end of the year, 32% (compared to 49% the previous year) of the 165 FNMI students exited Kindergarten without the necessary skills, while 67.9% (compared to 51% the previous year) left with the skills required for learning in the primary years. This reflects a 31.5 percentage point improvement, an increase from the 27 and 25 percentage point gains in the previous two years.

While the data reflects a narrowing gap between FNMI and non-FNMI students, a disparity remains in readiness upon entering and exiting Kindergarten. For the 2022-2023 school year, the discrepancy in readiness between FNMI and non-FNMI students was 41% at entry and 33% at exit. For the 2023-2024 school year, this gap reduced to 30% at entry and 13% at exit. This improvement is encouraging and suggests potential for stronger outcomes in future Grade 3 reading assessments for FNMI students.

Compared to provincial data from previous years, GSCS non-FNMI Kindergarten students slightly outperform their provincial counterparts. Additionally, GSCS FNMI students' outcomes at the end of Kindergarten significantly exceeded provincial results for the same group during the 2023-2024 school year.

GSCS continues to advocate for additional full-time Kindergarten programming as half-time programs do not provide sufficient opportunities for some students to acquire the foundational skills necessary for success in primary grades.

With the Provincial Education Plan placing a strong emphasis on early learning, GSCS remains committed to making early learning a priority, particularly in the areas of Learning and Assessment, as well as Student Transitions. Ensuring equitable outcomes for our youngest learners, especially FNMI students, is an ongoing focus, with a continued effort to close the achievement gap both before and after school entry.



***Progress in 2023-24: School Division Strategic Activity in support of the Provincial Education Plan Priority Actions***

**Priority Action: Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.**

**The following key actions were undertaken by the school division during the 2023-24 school year in support of this priority action.**

GSCS has maintained an unwavering commitment to evolving its educational programming to meet the dynamic and shifting needs of the community it serves. GSCS remains highly engaged in ongoing research, drawing upon valuable past experiences, and actively seeks the perspectives of the community. This comprehensive approach plays a pivotal role in shaping educational programming that is not only responsive to the community's unique needs but also significantly impactful in improving student learning.

Education within GSCS, whether delivered online or in person, revolves around the provincial core curricula, broad learning domains, and essential cross-curricular competencies. The infusion of faith into the educational fabric is central in GSCS, as is the deliberate integration of First Nations, Métis, and Inuit content, perspectives, and ways of knowing within classroom environments. GSCS acts upon the belief that each student possesses the inherent ability to learn. By nurturing their God-given talents, GSCS strives to empower all students to reach their fullest potential—spiritually, academically, physically, and emotionally. To ensure consistent and structured learning support, the GSCS Student Learning Model was devised to provide school staff with a steadfast framework tailored to meet the needs of students including those who are more challenged to learn and those who require enrichment within their learning.

# Student Learning Model



## Quality Core Classroom Instruction

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

### Environment

- Engaged learners
- Positive relationships

### Curriculum

- Knowledge of outcomes
- Organized planning

### Assessment

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

### Instruction:

- Determined by curriculum outcomes
- Research-based instructional strategies

## Plus

Additional instruction in the classroom

### Focused Instruction and Intervention

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

### Specialized Instruction and Intervention

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

### Intensive Needs

We believe that all students can learn and develop their God-given talents as they strive to reach their full potential spiritually, academically, physically, socially and emotionally. • The Student Learning Model ensures that all students within Greater Saskatoon Catholic Schools have consistent and systematic access to the learning supports they require in order to achieve the academic progress they are capable of attaining.

In GSCS, a collective understanding of high-quality core instruction is cultivated and embraced. Our Classroom Commitment, a guiding document, outlines the fundamental tenets of curriculum, environment, instruction, and assessment that GSCS aspires to maintain within all learning environments. This commitment is deeply rooted in culturally responsive and relational pedagogy, seamlessly aligning with criteria and indicators within quality core instruction, thereby promoting cultural competency. Teacher professional development opportunities remain an ongoing focus, provided in both virtual and in-person formats, contingent on substitute teacher accessibility.



Strategic planning efforts within the schools remain aligned with the overarching board of education goal aligned with the Provincial Education Plan Priority Actions.

School teams regularly engage in collaborative reviews of student data, developing and monitoring Learning Improvement Plan Goals strategically crafted to bolster student achievement. Reflective practices are embraced as school staff critically assess the impact of quality core instructional strategies on student outcomes. This action research cycle is seamlessly integrated within professional learning communities, effectively utilizing short cycles of improvement known as “Sprints”. Teacher professional development within this embedded framework remains anchored in a student-centric developmental model.

The distinctive educational approach in GSCS is not only reflected in its agile response to the needs of its school communities but also in the comprehensive supports and services provided, demonstrating a clear alignment with the goals of Inspiring Success and an unwavering commitment to improving outcomes for First Nations and Métis students.

Examples of supports and services within GSCS include:

- Student faith development activities such as retreats, social justice activities and the Student Leadership Conference.
- Citizenship education.
- Religious education programming at all grade levels.
- Advanced Placement for gifted learners.
- Wrap-Around Literacy Support for Grades 1 to 3 students in nine schools focused on reading outcomes for Indigenous students.
- wāhkōtwin Indigenous Teacher Education Model in three schools.
- Inclusive supports in all schools for learners with intensive needs.

- Social Pediatrics Program.
- Supports for New Canadians.
- English as an Additional Language programming.
- French Immersion program at 11 elementary schools and four high schools.
- Core French at six elementary schools and one high school.
- Cree Bilingual program at St. Frances Cree Bilingual School – Kindergarten to Grade 9.
- Core Cree program at E.D. Feehan Catholic High School – Grades 10, 11, and 12.
- 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.
- 29 Prekindergarten programs at 16 schools.
- Elementary and High school band programming.
- Cyber School online learning for Kindergarten to Grade 12.
- Fine Arts programming at Georges Vanier Catholic Fine Arts School – Kindergarten to Grade 8.
- Métis education programming at St. Michael School – Kindergarten to Grade 8; Core Michif programming at St. Michael Community School – Kindergarten to Grade 3.
- Health and Science Academy at Bishop James Mahoney High School providing dual credit opportunities.
- Pathways to Education with Saskatoon Tribal Council and Saskatoon Public Schools.
- miyo mâcihowin program at E.D. Feehan Catholic High School.
- Indigenous Student Leadership Cohort.
- Indigenous Student Achievement Coordinator programming.

The following will report on progress made within the school division in 2023-2024 by providing summary descriptions of strategic activities that were intended to support the Provincial Education Plan Priority Actions while actualizing the GSCS Student Learning Model.

In the 2023-2024 school year, GSCS maintained a strong focus on student learning and assessment by implementing division-level common assessments across various grade levels and subjects. For grades 1 to 3, reading proficiency is assessed using targeted tools that provide essential insights into early literacy development. The data collected from these assessments is crucial for shaping Learning Improvement Plans at the school level, establishing division-wide priorities, and guiding professional development initiatives. This ensures that educators are well-prepared to meet the diverse needs of their students. Moreover, GSCS has developed a comprehensive Student Assessment Handbook, closely aligned with the "Supporting Student Assessment in Saskatchewan" resource, to support school-based leadership in applying evidence-based assessment practices and driving the continuous improvement of student outcomes across all grade levels.

**Literacy:**

- Professional learning to support systematic and explicit reading instruction was provided for teachers new to Grades 1 to 3 and Grades 4 to 8 based on Quality Core Instruction and Culturally Responsive and Relational Pedagogy.
- Emerging literacy professional learning was provided for Kindergarten to Grade 2 teachers, Learning Assistance Teachers, and English as an Additional Language Teachers.
- Wrap-around job-embedded literacy support was provided in nine schools to support small group differentiated reading instruction (Plus) focused on supporting outcomes for First Nations, Métis and Inuit students in Grades 1 to 3.
- Job-embedded professional learning was provided to support small group reading instruction (Plus) for Grades 1 to 8.
- An emerging literacy assessment was developed and utilized that is aligned with an emergent literacy scope and sequence.
- Resources continued to be purchased for Kindergarten to Grade 3 to support emerging literacy foundational skill acquisition.

**Mathematics:**

- Professional learning was provided to Kindergarten to Grade 9 teachers new to their grade level in mathematics.
- Professional learning was provided to teachers new to teaching combined grade math.
- Teachers were engaged in resource development and leadership in professional learning in areas identified as greatest areas of need (subtraction, decimal operations and whole number operations).
- Four to six-week job-embedded support in mathematics was provided to five schools focused on high impact strategies in mathematics.
- Teacher learning cohorts were developed to support small group instruction as well as to build resilience and foster engagement in mathematics.

**Assessment:**

Since 2018, GSCS has appointed assessment lead teachers within each school to champion effective assessment practices. These leads receive ongoing professional learning centered on the division's Student Assessment Handbook, which is aligned with the provincial "Supporting Student Assessment in Saskatchewan" resource. Each year, school assessment leads come together for targeted professional learning sessions that align with the division's assessment goals, which they then share with their school staff.

For the 2023-2024 school year, the division's assessment goals focused on enhancing clarity and transparency in assessment. Key initiatives included:

- Shared assessments directly connected to curricular outcomes.
- Providing quality feedback within the Learning Story and/or Gradebook.
- Using curriculum-based gradebooks.

To achieve these goals, several actions were taken:

- Continued professional development in assessment through the identification and training of school-based Assessment Leads in both elementary and high schools.
- Professional learning sessions dedicated to improving clarity, transparency, and student engagement in the assessment process.
- Ongoing training in the use of Edsby to better engage students and parents/caregivers in the assessment process.
- Development of resources to enhance parent/caregiver engagement with Edsby.
- Creation of a Parent/Caregiver Guide to Assessment and Reporting, aimed at improving assessment literacy among elementary and high school families.

**Priority Action: Enrich and enhance mental health and well-being capacity in students.**

**The following key actions were undertaken by the school division during the 2023-24 school year in support of this priority action.**

GSCS recognizes the importance of well-being in school and the impact on students' academic performance, emotional resilience, and social development. Prioritizing mental, emotional, and physical wellbeing fosters a supportive learning environment, promoting overall growth and equipping students with the tools needed for long-term success and personal fulfillment.

For the 2023-2024 school year, GSCS worked on enriching the well-being of student and staff through the following actions:

- Through a partnership between Saskatoon Industry Education Council (SIEC), Saskatoon Public Schools, Prairie Spirit School Division, and Saskatoon Tribal Council, two teachers continued in the role of Mental Health Literacy Coordinators and developed social emotional learning resources and professional development learning opportunities for school teams.
  - In collaboration with community experts developed videos for parents/caregivers on the following topics:
    - Navigating the HealthCare System when you have a Child Experiencing a Mental Health Crisis
    - Mental Health Literacy for Parents/Caregivers
    - Online Safety Information
  - Facilitated learning opportunities and provide resources for Mental Health Awareness Week, Bell Let's Talk Day, and Pink Shirt Day
  - Facilitated speaker series presentations for youth
  - Provided professional development opportunities for school teams on trauma informed care.
- Provided a variety of professional development opportunities to school teams.
  - ASIST and Safe Talk

- Social Emotional Learning
- Land-based Education
- Nonviolent Crisis Intervention Training
- Violent Risk Threat Assessment Training
- Provided professional learning opportunities to administrators on trauma informed care.
- Collaborated with community agencies to provide mental health services to GSCS students. Some of the resources and programming that we offered were the following:
  - Family Resources Centre
  - Mental Health and Addiction Services
    - Early Childhood Case Management
    - Outreach Workers in GSCS high schools
  - Navera
    - Calming the Storm Program
    - Finding the Warrior Within
    - Rapid response counselling in St. Mary's Education and Wellness Centre
  - St. Mary's Pediatric Clinic
  - Saskatoon Family Services
    - 52 Degrees North Program
    - Rapid response counselling in ED Feehan High School
- Provided professional resources to staff to support their own well-being
  - Employee and Family Assistance Program
  - Facilitated a staff wellness event
    - Taking Care of Me - Stress Management and Self-Care

**Priority Action: Foster connections for learners and their families while supporting learners as they enter and progress through school to graduation and determine a life pathway.**

**The following key actions were undertaken by the school division during the 2023-24 school year in support of this priority action.**

Student Transition efforts within GSCS begin in the early years, acknowledging that a child's transition to school is a gradual process that extends beyond day one. Research highlights that successful transitions require at least a year of preparation, involving parents and the broader community to create a system-wide approach that promotes long-term academic and social success.

In 2023-2024, GSCS focused on partnerships with early learning stakeholders to enrich Prekindergarten and Kindergarten programs. Key outcomes for children and families included improved readiness for school, enhanced social skills, increased family engagement, and better health and well-being. We also aimed to reduce stress and anxiety, facilitate early identification of developmental needs, strengthen community connections, and boost parent confidence in supporting their child's learning.



## Key Actions and Initiatives

### • Partnerships & Community Connections

- Collaborated with family and early learning, childcare, and intervention programs.
- Served on advisory boards and working committees for family resource centres and joined the Early Learning Intensive Needs Network.
- Created a Community Connections network to begin mapping resources for families with infants and/or children five years and younger and/or those with intensive needs.

### • Family Engagement

- Conducted home visits for families with children entering Prekindergarten, particularly those with intensive needs.
- Piloted “Honoring Family Voices” in over 50% of schools to incorporate family input into goal setting.
- Enhanced representation on CSCCs to reflect school diversity.
- Hosted two CSCC/Trustee Liaison meetings.
- Launched a *PreK Connections* newsletter to promote family engagement.
- Created a French website for Grade K-2 teachers and families to support second-language learning, in partnership with the Association des Parents Fransaskois and Canadian Parents for French (<https://cpf.ca/en/fsl-in-the-early-years/>).
- Hosted family engagement evenings promoting both culture and language in many schools.

### • Student Engagement & Transition Points

- Identified key transition periods (Home to PreK/K, Grade 8-9, Grade 9-10, and Grade 12 to post-secondary).
- Piloted the *Bridge Builders Project* in two high schools to support transitions to high school.
- Developed attendance tracking tools (Power BI) to monitor and support students with 60-79% attendance rates.
- Introduced staggered school starts to build student confidence and ease transitions.
- Provided programming to engage middle-year students in cultural and land-based learning opportunities.
- Shared student transition plans, goals and adaptations between educators at key transition periods.

### • Career Pathways & Lifelong Learning

- Partnered with the Saskatoon Industry Education Council to offer career spotlights, bootcamps, financial literacy, resume writing, and job interview skills.
- Hosted Career Fairs and postsecondary information sessions.
- Provided *MyBlueprint* to students in grades 6-12 to assist with career and education planning.
- Created a "OneStop" site: *Counsellor Connections*.



**Priority Action: Actualize the vision and goals of Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework.**

**The following key actions were undertaken by the school division during the 2023-24 school year in support of this priority action.**

During the 2023-2024 school year, GSCS implemented the renewed *Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework* through a strategic plan aligned with the five critical policy goals identified. These efforts, in collaboration with our partners, have strengthened student engagement and achievement, while fostering reconciliation and deepening relationships within our community.

**Goal 1: First Nations and Métis languages and cultures are valued and supported**

Actions taken:

- The Michif Bilingual Grade 4 curriculum was developed to support the preservation and revitalization of the Michif language and culture.
- Kindergarten to Grade 4 Michif language teachers engaged in resource development and provided leadership in professional learning specific to the Michif language.
- Job-embedded support was provided to all core and bilingual Michif language teachers.
- Job-embedded support was offered to all Cree bilingual teachers to assist in the development and implementation of student resources.

**Goal 2: Equitable opportunities and outcomes for First Nations and Métis learners**

Actions taken:

- Indigenous Student Achievement Coordinators continued to support FNMI students, with caseloads determined by the number of self-identified FNMI students in each school. Each Coordinator worked with up to 30 FNMI students, offering academic support and advocacy.
- The First Nations, Métis, and Inuit Education Learning Community developed a divisional anti-racist policy and framework.
- High school students participated in mentorship and learning opportunities through the Indigenous Student Leadership Cohort.

**Goal 3: Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level**

Actions taken:

- Collaborated with the Saskatoon Tribal Council to draft a co-governance agreement.
- Co-planned and co-facilitated the Michif Camp in partnership with the Central Urban Métis Federation Incorporated from July 28 to August 2, with a total of 40 participants.
- Worked in collaboration with Wanuskewin to draft a memorandum of understanding outlining the details of our partnership

- Partnered with the Gabriel Dumont Institute to connect Saskatchewan Urban Native Teacher Education Program students with St. Michael's Community School.
- Facilitated two Elder gatherings for GSCS, engaging 10 division elders.
- Partnered with the Indian Teacher Education Program as part of the wāhkōtōwin Indigenous Teacher Education Model, connecting pre-service teachers to three of our schools.

**Goal 4: Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes**

Actions taken:

- In the division's Treaty Education Assessment, 78% of Kindergarten to Grade 2 students achieved results that were at or significantly above their grade-level outcomes in treaty education.
- The First Nations, Métis, and Inuit Education Learning Community collaborated with a group of Grade 3 to 5 teachers to co-develop rubrics for the Grade 3 to 5 Treaty Education Assessment.

**Goal 5: All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation**

Actions taken:

- 119 staff members of GSCS successfully completed the Four Seasons of Reconciliation course.
- The First Nations, Métis, and Inuit Education Learning Community collaborated with 30 elementary teachers to facilitate land-based learning initiatives.
- Professional development on the Indigenous Education Responsibility Framework was delivered to 23 Inspiring Success Leads, representing 46% of our schools.
- Professional learning was provided in treaty and Métis education for all newly appointed teachers.
- The First Nations, Métis, and Inuit Education Learning Community offered job-embedded support through a co-planning, co-teaching, and reflective practice model. Key areas of focus included Treaty Education, Métis education, anti-racist education, and reconciliation.

## ***Progress in 2023-24: School Division Local Priority***

### **Local Priority: Religious Education**

**The following key actions were undertaken by the school division during the 2023-24 school year in support of this local priority.**

During the 2023-2024 school year, the following actions were taken to strengthen the Catholic dimension of GSCS, as the faith journey of each individual was supported.

- Supported Essential Faith Learning requirements by offering Understanding Your Faith (online) and through partnering with local parishes.
- Developed a project plan with the Ursuline Sisters of Prelate for supporting staff religious education through the creation of video resources.
- Provided supports for renewed Religious Education programming at all grade levels.
- Byzantine resource development continued to support the Ukrainian bilingual program.
- Curricular support was provided in a job-embedded model by our religious education consultant in the Latin rite and by our Byzantine consultant.
- Encouraged and enabled school staff to take on the responsibility of carrying out faith formation and enrichment activities.
- Provided opportunities for Faith Formation Facilitators (FFF) and Teacher Chaplains to share ideas and best practice.
- Purchased the license to Formed.org for all staff as resources and faith formation tools.
- GSCS staff were made aware of division support related to accessing courses available to meet the essential formation requirements in religious education for our new staff.
- GSCS staff were made aware of division support to access the Master of Religious Education program offered by Newman Theological College
- Faith Mentorship Program: worked with program participants as a means of obtaining their Essential Faith Learning requirements; provided principals with resources to present to staff to inform them about the program and to encourage participation.
- Worked closely with the Diocese and Eparchy in sharing resources and supporting the faith development of students, staff, and families.
- Worked with the Together in Faith and Action Committee on the following coordinations:
  - Small Christian communities
  - Pastoral care for students who identify as gender or sexually diverse
  - Byzantine rite
- Provided professional learning regarding caring for gender and sexually diverse students to high school staff.
- Pastoral care for gender and sexually diverse students resources provided to each school, including prayers, messaging and posters.
- A student retreat was developed and provided for Byzantine rite students
- Partnered with the Diocese to support Faith Facilitators and Chaplains

- Staff retreats were provided for all staff.
- Student retreats were supported by division staff in collaboration with the GSCS Foundation.

## **Community Partnerships**

GSCS recognizes parents as the primary and most important educators of their children. The division places a strong emphasis on this partnership, considering it the cornerstone of education. GSCS is deeply honored to collaborate with parents in educating their children.

GSCS also values the collaboration between schools and communities. The division is committed to expanding and strengthening these partnerships, a goal firmly embedded in the board's objectives. GSCS operates within the Roman Catholic Diocese of Saskatoon and the Ukrainian Catholic Eparchy of Saskatoon, actively engaging with parishes such as St. Thomas More College and Our Lady of Guadalupe Parish, Saskatoon's Roman Catholic Indigenous parish.

Since 2007, GSCS has established and nurtured significant partnerships with the Saskatoon Tribal Council and the Central Urban Métis Federation Inc. Collaborative efforts with Saskatoon Tribal Council focus on exploring co-governance models to ensure a sustainable partnership between the board and Saskatoon Tribal Council Chiefs, aligned with the growth of Saskatchewan's Indigenous population. This collaboration has also led to the development of wāhkōtwin, an innovative Indigenous teacher education model implemented in three GSCS schools. The model is designed to decolonize teacher education, enhance student learning and engagement, develop Indigenous teacher identity, and support Reconciliation.

In 2016, the partnership with Central Urban Métis Federation Inc. was renewed with a specific focus on Métis education and language development at St. Michael Community School, including efforts to develop a co-governance model for sustainable future initiatives.

In June 2020, GSCS formed another significant partnership with the Métis Nation of Saskatchewan to support Early Learning initiatives and Michif language learning. This collaboration extended to Dumont Technical Institute, Gabriel Dumont College, and the Saskatchewan Urban Teacher Program for various Métis cultural initiatives.

GSCS also collaborates with urban First Nations organizations, including the Federation of Sovereign Indigenous Nations, the Saskatchewan Indian Cultural Centre, and the Saskatchewan Indian Institute of Technology. Additionally, GSCS has expanded its collaborations with educational institutions such as the University of Saskatchewan and St. Thomas More College to support on-campus learning initiatives for St. Frances Cree Bilingual School students, create innovative Indigenous faith development initiatives, and strengthen student interest in science and technology. This collaboration has also opened new partnership opportunities with the Canadian Light Source.

The Saskatoon business community plays an active role in supporting GSCS schools, with many forming formal partnerships with local businesses. GSCS also collaborates with local business improvement districts, including the Broadway Improvement District and the Riversdale Business Improvement District. These partnerships are highly valued.

GSCS has established partnerships with long-term care facilities near and around neighborhood schools, further strengthening community bonds.

GSCS actively engages in ongoing business community involvement through various programs and initiatives. Notable partnerships include the Summer Youth Internship Program and career exploration opportunities provided by the Saskatoon Industry Education Council, the annual student-built house project in partnership with the Knights of Columbus, substantial funding from Nutrien for school-based nutrition programs, and volunteer collaborations between schools and their employees. School-based food programs are also supported by CHEP Good Food Inc. The Greater Saskatoon Catholic Schools Foundation fosters several business partnerships, supporting a variety of activities for students, especially those with a Catholic faith dimension. Collaboration with the Saskatoon Trades and Skills Centre is aimed at helping youth and adults access training for high-demand jobs.

GSCS has a longstanding and impactful partnership with the Meewasin Valley Authority, which supports access to educational opportunities in the Meewasin Valley. This collaboration offers seasonal programs focused on land-based and cultural learning opportunities for students and teachers at various sites and has led to the development of award-winning K-12 resources to help educators achieve curricular outcomes in an outdoor environment.

Over the past eight years, GSCS has partnered with the United Way of Saskatoon and Area to provide the Summer Success Program, which supports children in their academic and life success. The Summer Success Program has been instrumental in helping children maintain or improve their assessed reading levels during the summer, thereby enhancing their learning and confidence across all subject areas. Additionally, Foundations (formerly READSaskatoon) supports elementary student reading outcomes through the provision of reading tutors via the Spark Program, trains reading volunteers within our schools, and provides various community engagement literacy and numeracy opportunities. GSCS also collaborates with child service agencies, including Big Brothers Big Sisters of Saskatoon and Boys and Girls Clubs of Saskatoon.

GSCS collaborates with local service providers to offer integrated services, working closely with other school divisions and the Saskatchewan Health Authority. Since 2013, GSCS has been part of an Integrated Shared Services Project with the Saskatoon Tribal Council to provide Speech and Language Pathology Services to Saskatoon Tribal Council schools, and more recently, the Pathways Student Support Program. Pathways to Education offers free tutoring support hosted at St. Maria Goretti School, with GSCS high schools pooling resources to support students in successfully graduating from Grade 12. GSCS highly values the insights gained from these partnerships and trusts that the partners also benefit from their contributions.

In the realm of health and student support, partnerships play a significant role in how GSCS supports its students. The Saskatoon Early Years Partnership is a notable initiative, offering support to children in their development from birth to age six. The Saskatoon Family Resource Centre, a by-product of this partnership, provides supplementary support. GSCS hosts several agencies within its schools, including the Saskatchewan Lung Association (asthma screening), Sask Sport (Dream Brokers Program), Canadian Tire Jumpstart Program (after-school programming and activity grants), the College of Nursing (nursing student placements), Saskatchewan Polytechnic (Recreation Therapy students), Mental Health Services, Public Health Services, the Department of Pediatrics (school-based pediatricians), and private practice child psychology services. Restorative Action Programming Saskatoon supports mediation in five high schools, backed by partnerships with the Rotary Clubs of Saskatoon, Saskatoon Police Service, and the Ministries of Justice and Education. Saskatoon Industry and Education Council continues to provide resources that support the mental health and well-being of students and school communities.

GSCS closely collaborates with other agencies to enhance support for students and families new to Canada (Saskatoon Open Door Society, Settlement and Support Workers in Schools, Local Immigration Partnership Saskatoon). Saskatoon Industry and Education Council also supports newcomers aged 17-21 through the Newcomer Youth Engagement Program, an intensive language development program located at E.D Feehan High School.

GSCS is fortunate to benefit from a diverse network of community partnerships, each contributing to a robust and cohesive support system. The division deeply appreciates the value of these partnerships and the collective effort to offer comprehensive support to the students and communities it serves.

## Infrastructure and Transportation

School	Grades	Location
Bethlehem Catholic High School	9-12	Saskatoon
Bishop Filevich Ukrainian Bilingual School	K-8	Saskatoon
Bishop James Mahoney High School	9-12	Saskatoon
Bishop Klein School	K-8	Saskatoon
Bishop Murray High School	9-12	Saskatoon
Bishop Pocock School	K-8	Saskatoon
Bishop Roborecki School	K-8	Saskatoon
E.D. Feehan Catholic High School	9-12	Saskatoon
École Cardinal Léger School	K-8	Saskatoon
École Holy Mary Catholic School	K-8	Martensville
École Saskatoon French School	K-8	Saskatoon
École Sr. O'Brien School	K-8	Saskatoon
École St. Gerard School	K-8	Saskatoon
École St. Matthew School	K-8	Saskatoon
École St. Mother Teresa School	K-8	Saskatoon
École St. Paul School	K-8	Saskatoon
École St. Peter School	K-8	Saskatoon
Father Robinson School	K-8	Saskatoon
Father Vachon School	K-8	Saskatoon
Georges Vanier Catholic Fine Arts School	K-8	Saskatoon
Holy Cross High School	9-12	Saskatoon
Holy Family Catholic School	K-8	Saskatoon
Holy Trinity Catholic School	K-8	Warman
Oskāyak High School	9-12	Saskatoon
Pope John Paul II School	K-8	Saskatoon
St. Angela School	K-8	Saskatoon
St. Anne School	K-8	Saskatoon
St. Augustine School	K-8	Humboldt
St. Augustine School	K-8	Saskatoon
St. Bernard School	K-8	Saskatoon
St. Dominic School	K-8	Humboldt
St. Dominic School	K-8	Saskatoon
St. Edward School	K-8	Saskatoon
St. Frances Cree Bilingual School-McPherson	K-5	Saskatoon
St. Frances Cree Bilingual School-Bateman	6-9	Saskatoon
St. Gabriel School	K-9	Biggar
St. George School	K-8	Saskatoon

School	Grades	Location
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. Philip School	K-8	Saskatoon
St. Thérèse of Lisieux Catholic School	K-8	Saskatoon
St. Volodymyr School	K-8	Saskatoon

## Infrastructure Projects

Infrastructure Projects			
School	Project	Details	2023-24 Cost
St. Frances Cree Bilingual School	Replacement School	Graham Construction was hired as General Contractor and construction started in June 2023.	\$26,930,559
Bishop Pocock School	Roof Replacement	Replacement of multiple roof sections	531,815
St. Dominic School (Humboldt)	Roof Replacement	Replacement of multiple roof sections	815,873
St. Peter School	Mechanical Upgrades	Replacement of A/C condensing unit	322,046
Bishop James Mahoney High School	Mechanical Upgrades	Replacement of A/C condensing unit	322,046
Sister O'Brien School	Mechanical Upgrades	Replacement of A/C condensing unit	161,023
Father Robinson School	Mechanical Upgrades	Replacement of Classroom Ventilators	71,400
Bishop Klein School	Mechanical Upgrades	Replacement of Classroom Ventilator	35,700
St. Frances (McPherson)	Mechanical Upgrades	Replacement of Classroom Ventilator	35,700



Various Schools	HVAC Controls Upgrades	Replacement of existing HVAC controls	240,000
<b>Total</b>			<b>\$29,466,162</b>

## Infrastructure

Greater Saskatoon Catholic Schools' facilities include:

- 51 schools in five communities.
- The average age of these school facilities is 50 years.
- The oldest school, Oskāyak High School is over 94 years old; the newest schools (Saskatchewan Joint Use School Bundle) are seven years old.
- GSCS central office is located at 420 22 Street East in Saskatoon. The building, constructed in 1958, was purchased by the division in 1976.
- The Service Centre is located at 1402 Fletcher Road in Saskatoon. It houses the Facility Services staff, Technology Services staff and Library Services/Resource Centre staff. Facility planning and maintenance, carpentry, painting, welding and other associated facility services for division schools take place at this location.

Enrolment in GSCS has increased over the past five years. As a result, the utilization rates within GSCS facilities continued to be very high. Future enrolment projections indicate this increased demand for Catholic education will continue. 28 relocatable classrooms were added to Bethlehem High School, Holy Cross High School, St. Joseph High School, Father Vachon School, St. Nicholas Catholic School, St. Lorenzo Ruiz Catholic School, St. Therese Catholic School, and Holy Trinity Catholic School to accommodate growing enrolments.

Roof replacements as well as mechanical upgrades remain a key focus for GSCS. As such, investment in roof replacements will continue to occur. Relocatable Classroom HVAC units are being replaced within a five-year plan throughout the division. The new units provide GSCS students and staff with improved temperature control in support of teaching and learning toward curricular outcomes.

GSCS prioritized LED lighting retrofits in a number of facilities and the project is now 100% complete. This work provides a return on investment that ranges from one to three years while improving the quality of lighting in learning environments and reducing greenhouse gas emissions. LED lighting requires a lower level of maintenance than fluorescent lighting which allows maintenance staff to redirect focus to other tasks.

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

## Transportation

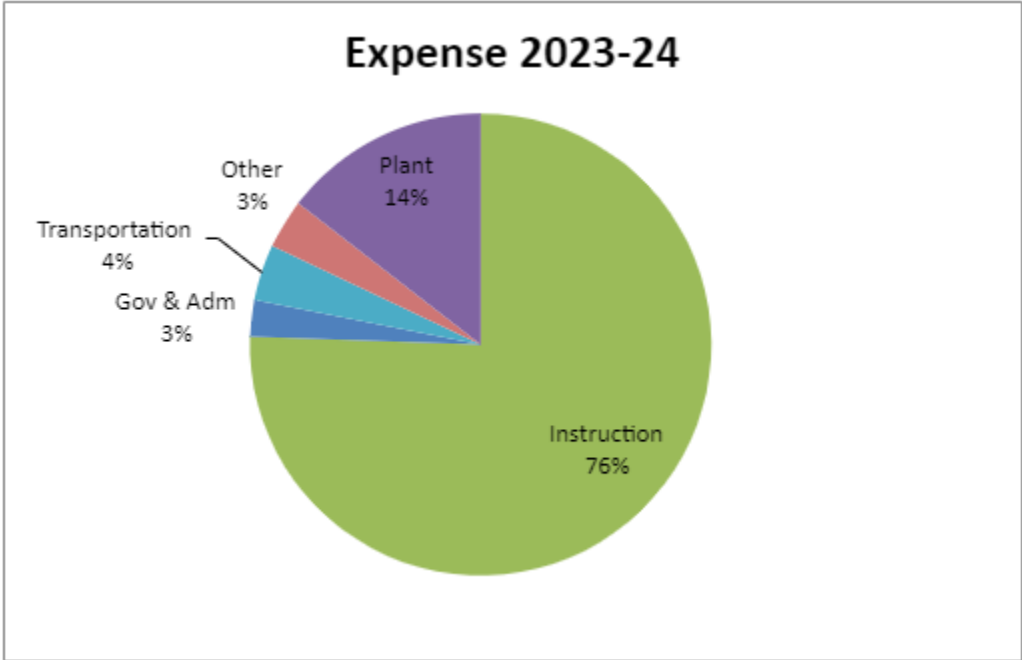
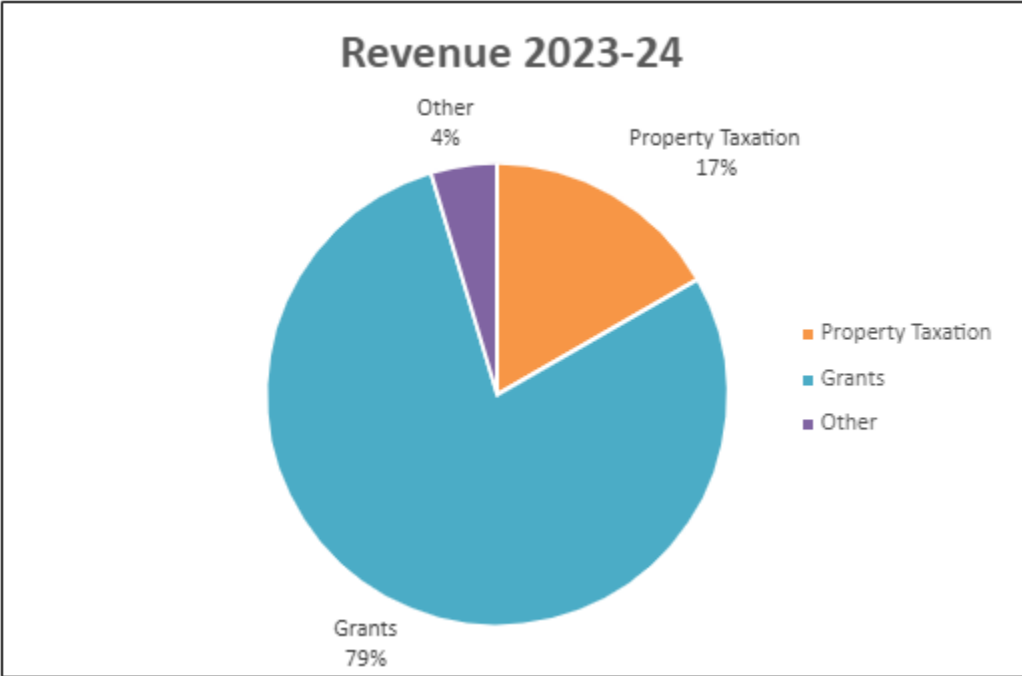
GSCS transports 6,427 students on 146 routes within the cities of Saskatoon, Warman, and Martensville. In addition to the regular routes, the school division contracts taxi companies to provide transportation for 97 students with intensive needs or students in remote areas of the city who access specialized programming. Students who attend a GSCS school within the town of Biggar and the cities of Humboldt, Warman, and Martensville, are jointly transported by the Saskatoon Public School Division transportation services in each of the respective areas.

### Student Transportation 2023-24

Transportation Statistics	
Students transported	6,427
In-town students transported (included in above)	6,112
Transportation routes	146
Number of buses	N/A
Kilometres travelled daily	6,032 KMs (Round Trip)
Average age of bus	6.6 years
Capacity utilized on buses	88%
Average one-way ride time	22 minutes
Longest one-way ride time	75 minutes (Citywide)
Number of school trips per year	1,658
Kilometres per year travelled on school trips	N/A
Cost per student per year	\$1,433
Cost per kilometre travelled	\$8.48

# Financial Overview

## Summary of Revenue and Expenses



## Budget to Actual Revenue, Expenses and Variances

	2024	2024	2023	Budget to Actual Variance	Budget to Actual %	
	Budget	Actual	Actual	Over / (Under)	Variance	Note
<b>REVENUES</b>						
Property Taxation	49,037,626	48,627,748	48,476,772	(409,878)	-1%	
Grants	178,827,823	228,950,092	168,256,012	50,122,269	28%	1
Tuition and Related Fees	2,233,582	2,396,476	2,282,285	162,894	7%	2
School Generated Funds	2,796,331	3,771,521	3,516,286	975,190	35%	3
Complementary Services	2,458,434	2,458,434	2,450,546	-	0%	
External Services	642,744	953,146	1,029,903	310,402	48%	4
Other	2,610,443	3,908,307	3,393,254	1,297,864	50%	5
<b>Total Revenues</b>	<b>238,606,983</b>	<b>291,065,724</b>	<b>229,405,058</b>	<b>52,458,741</b>	<b>22%</b>	
<b>EXPENSES</b>						
Governance	661,487	619,338	630,342	(42,149)	-6%	6
Administration	5,551,246	5,393,461	5,228,082	(157,785)	-3%	
Instruction	175,195,988	178,147,938	167,420,134	2,951,950	2%	
Plant	35,364,238	34,237,904	38,788,357	(1,126,334)	-3%	
Transportation	10,171,695	9,269,946	9,199,693	(901,749)	-9%	7
Tuition and Related Fees	158,864	153,976	79,165	(4,888)	-3%	
School Generated Funds	2,796,331	3,473,311	3,401,117	676,980	24%	8
Complementary Services	2,319,190	2,178,356	1,747,599	(140,834)	-6%	9
External Services	642,744	1,010,510	1,033,046	367,766	57%	10
Other Expenses	1,228,685	1,324,350	1,384,541	95,665	8%	11
<b>Total Expenses</b>	<b>234,090,468</b>	<b>235,809,090</b>	<b>228,912,076</b>	<b>1,718,622</b>	<b>1%</b>	
<b>Surplus (Deficit) for the Year</b>	<b>4,516,515</b>	<b>55,256,634</b>	<b>492,982</b>			

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

Note	Explanation
1	Operating grants were over budget \$6.2 million due to in year enrolment growth. Capital grants over budget due to modular classrooms awarded after budget day (\$19.7 million), the St. Frances replacement school ahead of initial budget estimates (\$16.9 million) and planning funding for a new Brighton high school (\$3.6 million). The school division also received \$3.5 million in federal Jordan's Principal funding that was not budgeted.
2	Tuition from the GSCS Cyber School and International Student program were over budget by \$193,000 while First Nations tuition was under budget by \$30,000.
3	Over budget due to fundraising activity at the school level being higher than anticipated.
4	Driver education revenue was higher than projected due to fuel surcharge paid by SGI and more driver education students than projected.
5	Interest revenue was over budget. As well, the school division redeemed Microsoft class action settlement vouchers totaling \$604,000 that were not in budget.
6	Under budget due to one trustee position being vacant for the year.
7	Under budget due to fuel surcharge on busing contracts being less than projected and additional nonstudent days due to teacher sanctions.
8	Over budget due to fundraising activity at the school level being higher than anticipated.
9	Pre-kindergarten program enrolment was under projection budgeted staff was not fully deployed.
10	Driver education revenue was higher than projected due to fuel surcharge paid by SGI and more driver education students than projected.
11	Interest paid was higher than projected.

## Appendix A – Payee List

### Board Remuneration

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
RON BOECHLER**	\$28,857	\$ -	\$ -	\$1,815	\$463.00	\$873	\$32,008
DIANE BOYKO*	\$35,710	\$455	\$ -	\$2,628	\$5,447.00	\$939	\$45,179
HUDSON BYBLOW	\$26,427	\$ -	\$ -	\$2,386	\$1,506.00	\$873	\$31,192
DANA A. CASE							
BONITA ELLIOTT	\$26,877	\$2,169	\$ -	\$2,023	\$1,999.00	\$1,033	\$34,100
TIM JELINSKI	\$25,998	\$ -	\$ -	\$1,212	\$2,209.00	\$873	\$30,292
WAYNE STUS	\$26,887	\$ -	\$ -	\$2,571	\$2,666.00	\$948	\$33,072
SHARON ZAKRESKI-WERBICKI	\$28,102	\$124	\$ -	\$2,306	\$1,103.00	\$873	\$32,508

\*Chair of the Board

\*\* Vice Chair of the Board

### Personal Services

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

### Transfers

Listed below are payees who received transfers of \$50,000 or more.

Name	Amount
Horizon School Division #205	545,304
Saskatoon Tribal Council Inc.	81,500

Name	Amount
Saskatoon Public Schools	137,383
SIIT Sask Indian Institute	64,400

### Supplier Payments

Listed are payees who received a total of \$50,000 or more for the provision of goods and services.

Name	Amount
306 Printing & Promotions	50,035
Al Andersons Source For Sports	120,334
ALLMAR INC	59,974
Aon Canada Inc	1,079,334
Apple.Com	353,734
Associated Speech	247,780
AVI-SPL	103,448
Camp Kadash	58,643
Century Roofing	512,242
Charter Mechanical Ltd	61,673
Charter Telecom Inc	619,711
City of Saskatoon	2,731,460
Cloverdale Paint	54,967
Colliers Project Leaders Inc	224,648
Compugen Inc.	614,711
Concept Interactive Inc.	88,207
Concept3 Business Interiors	547,009
Connex Ontario	66,227
CoreFour Inc.	121,235
Costco Wholesale	131,329
CP Distributors Ltd.	54,648
Custom Snow Removal	69,076
D2 Construction Ltd	1,758,794
Dell Canada Inc.	1,537,511
Direct Travel	107,600
Diverse Systems Ltd.	93,124
Edwards Edwards McEwen	715,478
Eecol Electric, Saskatoon	73,048
Engineered Air	393,495
Episcopal Corp. Of Saskatoon	124,408
Federated Co-Operatives Ltd.	66,513
FirstCanada ULC	6,443,810

Name	Amount
Flynn Canada Ltd.	542,879
Follett School Solutions Inc.	51,150
Graham Construction	28,188,500
Haid Roofing Ltd.	450,105
Hardwoods, Langley	65,620
Hertz Northern Bus	1,883,490
Imperial Dade	673,170
Inland Audio Visual Ltd.	95,070
It's a Speech Thing Inc.	121,180
K-Go Rideshare , Saskatoon	101,134
Khan, Iftikhar	191,196
Kim Constructors. Ltd.	2,175,580
Kindrachuk Agrey	382,788
Klassen Driving School Ltd.	619,648
Learning Disabilities	50,950
Lifetouch Canada Inc.	92,156
Long & McQuade	57,561
Long View Systems	109,056
McKillican Canadian	63,655
NAVERA Community	73,788
Nichols Interiors Ltd	281,447
Olympian Sports	59,273
Pc Express	91,934
Peak Mechanical Ltd	873,482
Pearson Canada Inc.	118,386
Powerland Computers	517,318
PPC	102,985
Prairie Controls Ltd	203,692
Quorex Construction	862,399
Real Canadian Superstore	183,593
Receiver General of Canada	45,832,367
Riide Holdings Inc.	329,347
Robinson Supply	94,669

Name	Amount
Saskatchewan Catholic School Boards Association	68,730
Saskatchewan Power Corporation	1,515,190
Saskatchewan School Boards Association	3,055,266
SaskEnergy	1,174,486
SaskTel	579,091
SaskWest Mechanical Ltd.	111,917
Scholastic Book Fairs Canada	64,017
SRNet Inc.	89,618
SSSAD	117,427
St. John's Music Ltd	58,582
Summit Engineering	103,759
Supreme Office Products Ltd	638,422

Name	Amount
Swish Maintenance Limited	181,549
Sysco Calgary Ltd.	708,184
TCU Place	79,925
The Canada Homestay	317,720
The Home Depot	50,939
Tm2SPORTS LIMITED	63,173
United Library Services Inc.	121,376
Urbanoski, Clint	63,787
Wallis Glazing Specialties	53,748
Wal-Mart	76,728
Waste Connections Of C	96,487
Western Campus Resources	50,826
Willick, Dr. Myrna	50,472

## Other Expenditures

Listed are payees who received a total of \$50,000 or more and are not included in the above categories.

Name	Amount
C.U.P.E. 2268	455,606
C.U.P.E. 3730	139,508
Municipal Employees Pension Plan	6,442,759
Saskatchewan Professional Teachers Regulation Board	154,937
Saskatchewan Teachers Federation	14,251,429

Name	Amount
Saskatchewan Workers' Compensation Board	508,941
Saskatoon Teachers Association	138,183
Teachers Superannuation Commission	221,044



## 12.3 Area of Focus: Student Transitions



---

Board Priority:

- Improving Student Learning and Achievement

Presented by: Superintendents J. Vangool and T. Hickey

With Coordinators: B. Boutin, K. Mamchur and R. Roesch; Consultant, H. Hale; and A. Petite, Manager, Community & Resource Development

Background Information:

The Provincial Education Plan (PEP) is guiding Saskatchewan's education system through 2030, with a clear focus on ensuring that all students from Pre-kindergarten to Grade 12 are supported in their educational journeys. This plan aligns with the broader goals of Saskatchewan's Growth Plan to strengthen the economy, communities, and families. Within the PEP, there are four pillars: Learning and Assessment, Mental Health and Wellbeing, Inspiring Success and Student Transitions.

As part of the provincial initiative, Greater Saskatoon Catholic Schools (GSCS) is focusing on all four pillars with an additional pillar being Religious Education/ Faith Formation. This report will focus on the Student Transitions Area of Focus. The goal of this pillar is to enhance students' progression through Pre-kindergarten to Grade 12 system and ensure they are well-prepared for their future endeavor. This includes their transition into future learning, work, careers, entrepreneurship, and adult life.

### What is meant by "Transition?"

In the context of our work, **transition** refers to the process or period of change as students move from one educational program or stage to another. Transitions encompass all key shifts students experience throughout their schooling, including entry into school, movement through grade levels, and preparation for life after high school. Ensuring students are supported during these transitions is critical for their success and future pathways.

### Milestones and Implementation

The work within the **Transitions Area of Focus** unfolds across four key milestones, each of which is implemented concurrently:

#### 1. Establish an Understanding of Family Engagement Approaches

A key part of this milestone is recognizing the pivotal role that families and caregivers play in a child's education. The focus will be on fostering approaches that engage families from Pre-kindergarten through to Grade 12 to support children's learning and development. This ongoing engagement ensures that families are partners in their children's education and play an active role in their transitions.

## 2. **Partner with Early Learning Providers and Childcare Programs**

Collaboration with organizations such as Head Start, Early Childhood Intervention Programs (ECIP), and Pre-kindergarten providers is vital for ensuring young children and their families are supported as they transition into formal schooling.

By identifying and providing supports during this critical period, we help lay a strong foundation for a child's educational journey.

## 3. **Identify and Support Student Engagement at Key Transition Points**

Throughout the educational experience, students encounter key transition points: entering Kindergarten, moving to middle school, transitioning to high school, and planning for post-secondary or career paths. This milestone focuses on identifying these key moments and providing additional supports and engagement to ensure that students remain motivated and on track.

## 4. **Extend Opportunities for Career and Life Pathways**

Preparing students for life after school is a priority, and this milestone focuses on strengthening partnerships with post-secondary institutions, businesses, and industries. These partnerships will offer students a wider range of opportunities, including career exploration, internships, apprenticeships, and other training programs, ensuring that students are well-equipped for future employment and educational opportunities.

The accompanying presentation will highlight three key data sets:

**Early Years Evaluation results: (EYE):** Over 80% of children exiting Kindergarten students demonstrate the skills required for learning in the primary grades, slightly above the provincial average.

**Student Attendance Patterns:** Nearly 80% of students achieve at least an 80% attendance rate, while 61% reach a 90% attendance rate. Although GSCS outperforms provincial averages, attendance has not yet returned to pre-COVID levels.

**Graduation Rates:** Over 82% of GSCS students graduate within three years of starting Grade 10, exceeding the provincial average. Extended graduation rates show 89.9% of GSCS students graduate, including 72% of FNMI students—a significant improvement over provincial averages for FNMI students.

The presentation will also showcase strategies implemented by the division to advance progress in these areas for all students.

## **Conclusion**

The Transitions Area of Focus is a crucial part of Greater Saskatoon Catholic Schools' response to the Provincial Education Plan. By focusing on these key milestones, GSCS is committed to supporting all students as they progress through their educational journeys, preparing them for success in their future lives, careers, and contributions to the community. Family engagement, collaboration with early learning providers, support at critical transition points, and opportunities for career exploration will ensure that every student receives the support they need to thrive in school and beyond.

Recommendation:

***That the Board of Education receive the information as presented in the Area of Focus Student Transitions Report.***

## 12.4 2024-2025 Trustee School Liaison Program

---

### Board Priority:

- Celebrating and Promoting Catholic Identity
- Building Relationships and Partnerships

Presented by: Director of Education, François Rivard and Board Chair

### Background Information:

In order to help build relationships and understanding for our trustees, we use a rotational program called the Trustee School Liaison Program. Over the course of a trustee's four-year term, they will have the opportunity to learn about all schools in our division. The program allows them to focus on a smaller group of schools each year. During that year, they get to know more about the school's context, programs, attend school celebrations, etc.

As we do not operate on a Ward System, this program helps to provide trustees with understanding of the system-wide activities and needs. In addition, trustees use this program to attend Catholic School Community Council meetings at the schools in their group of schools.

The schedule for the Trustee School Liaison Program is typically approved in September of each school year. Due to the recent election, the Trustee School Liaison Program review was moved to the annual organizational meeting.

### Recommendation:

***That the Board of Education receive the information as presented and approve the recommended 2024-2025 schedule for the Trustee School Liaison Program.***

## 12.4 2024-2025 Trustee School Liaison Schedule



<b>Trustee School Liaison Schedule</b>	
<b>November 28, 2024 - August 31, 2025</b>	
<b>School</b>	<b>Trustee Liaisons</b>
<b>Superintendent Jenise Vangool</b>	
Bishop Klein School	Day/Elliott
St. Edward School	Day/Elliott
St. Maria Goretti School	Day/Elliott
St. John School	Day/Elliott
St. Lorenzo Ruiz Catholic School	Day/Elliott
St. Michael School	Day/Elliott
St. Volodymyr School	Day/Elliott
<b>Superintendent Kelley Cardinal</b>	
Bishop Roborecki School	Boechler/Christopher
Father Vachon School	Boechler/Christopher
Pope John Paul II School	Boechler/Christopher
St. Frances Cree Bilingual School	Day/Elliott
St. Frances Cree Bilingual School-Bateman	Day/Elliott
St. Marguerite School	Jelinski/Possberg
St. Mark School	Jelinski/Possberg
St. Mary's Wellness & Education Centre	Jelinski/Possberg
<b>Superintendent Luisa Giocoli Clark</b>	
Bishop Filevich Ukrainian Bilingual School	Boechler/Christopher
École Cardinal Léger School	Boechler/Christopher
École St. Gerard School	Boechler/Christopher
École St. Luke School	Boechler/Christopher
École St. Matthew School	Boechler/Christopher
Georges Vanier Catholic Fine Arts School	Boechler/Christopher
St. Bernard School	Boechler/Christopher
<b>Superintendent Simone Gessler</b>	
École Holy Mary Catholic School	Raney/Zakreski-Werbicki
École St. Mother Teresa School	Raney/Zakreski-Werbicki
École St. Peter School	Raney/Zakreski-Werbicki
Holy Trinity Catholic School	Raney/Zakreski-Werbicki
St. Anne School	Raney/Zakreski-Werbicki
St. George School	Raney/Zakreski-Werbicki
St. Thérèse of Lisieux Catholic School	Raney/Zakreski-Werbicki
Saskatoon French School	Raney/Zakreski-Werbicki

<b>Superintendent Tammy Shircliff</b>	
Bishop Pocock School	Raney/Zakreski-Werbicki
École Father Robinson School	Raney/Zakreski-Werbicki
École Sr. O'Brien School	Raney/Zakreski-Werbicki
École St. Paul School	Boyko/Fortosky
St. Angela School	Boyko/Fortosky
St. Kateri Tekakwitha Catholic School	Boyko/Fortosky
St. Philip School	Boyko/Fortosky
<b>Superintendent Terri Fradette</b>	
Holy Family Catholic School	Jelinski/Possberg
St. Augustine School (S)	Jelinski/Possberg
St. Augustine School (H)	Jelinski/Possberg
St. Dominic School (S)	Jelinski/Possberg
St. Dominic School (H)	Jelinski/Possberg
St. Gabriel School	Day/Elliott
St. Nicholas Catholic School	Jelinski/Possberg
<b>Superintendent Tom Hickey</b>	
Bethlehem Catholic High School	Boyko/Fortosky
Bishop James Mahoney High School	Boyko/Fortosky
Bishop Murray High School	Boyko/Fortosky
Cyber School - Staffing & Programming	Boyko/Fortosky
E.D. Feehan Catholic High School	Boyko/Fortosky
Holy Cross High School	Boyko/Fortosky
Oskāyak High School	Boyko/Fortosky
St. Joseph High School	Boyko/Fortosky
Humboldt Collegiate Institute	Jelinski/Possberg