



**GREATER  
SASKATOON  
CATHOLIC  
SCHOOLS**

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

**2024-25 Annual Report**

## Table of Contents

School Division Contact Information .....	1
Letter of Transmittal .....	2
Introduction .....	3
Governance .....	4
School Division Profile.....	7
Demographics .....	9
Strategic Direction and Reporting .....	14
Infrastructure and Transportation .....	47
Appendix A – Payee List .....	53
Appendix B – Multi-year Funding Agreement and Classroom Support Resources .....	58
Appendix C – Management Report and Audited Financial Statements .....	62

## School Division Contact Information



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

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An electronic copy of this report is available at:  
[2024-2025 Annual Report to the Ministry of Education](#)

## Letter of Transmittal



Honourable Everett Hindley  
Minister of Education

Dear Minister Hindley:

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 2024-25 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, 2024, to August 31, 2025. It provides financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

  
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 from September 1, 2024, and ending August 31, 2025.

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.

After years of rapid student enrolment growth, our growth has normalized, and we are experiencing a more moderate rate of growth. We are grateful that so many families are choosing Catholic education.

Our school facilities continue to be strained by those years of rapid growth. We have had to implement hard boundaries around some schools that greatly exceed capacity and cannot accommodate additional classrooms through conversion of other learning spaces (such as science rooms, music rooms, break-out spaces, and libraries) or the addition of portable classrooms.

We are grateful for a large influx of portable classrooms from the Government of Saskatchewan to help address our capacity issues. However, we continue to see strain on much needed core space such as gymnasiums, practical and applied arts spaces, or washrooms.

Funding for new schools has been announced, and these projects will strengthen learning spaces for future students. Because the new buildings will take four to five years to complete, the division will experience a gap of more than 10 years between the opening of our last schools in 2017 and the next ones coming online. This timeline highlights the important preparation for continued growth in Saskatchewan's largest city and maintaining learning environments that meet the needs of students and families.

As this fiscal year draws to a close, we are just days away from the opening of awâsisak kâ-nîmîhtocik St. Francis School, the replacement school for our Cree bilingual program. We will gladly share more about that in next year's report.

## Governance

### The Board of Education

GSCS is governed by a 10-member publicly elected Board of Education. *The Education Act, 1995* gives the Board of Education authority to govern the school division and recognizes separate school divisions as a distinct category of school governance. The Board of Education follows a separate school governance model which is constitutionally protected and reaffirmed by the *Saskatchewan Act of 1905 (Section 17)*. Our locally elected Board of Trustees provides strategic oversight, financial stewardship, and policy direction while upholding provincial mandates and the values and teachings of the Catholic faith in a responsible and transparent manner.

The current board was elected through the 2024 Municipal Election held on Wednesday, November 13, 2024. 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). For the seven at-large Saskatoon trustee positions, a record of 23 candidates submitted their nominations. This unprecedented level of interest reflects a strong commitment to Catholic education and continued confidence in the role of locally elected boards of education.

The election resulted in two trustees elected through acclamation, being Bonita Elliott for Subdivision 3 and Florian Possberg for Subdivision 2. Following the fifty per cent turnover that resulted with this election, due in part to two vacant trustee positions at the time of the election, the Board of Education has demonstrated remarkable growth and cohesion, fostering strong relationships with each other and the community through a shared commitment to advancing our mission of being a welcoming community where we nurture faith, encourage excellence in learning and inspire students to serve others, making the world a better place.

Memorial note: As reported in the 2021-2022, 2022-2023 and 2023-2024 Annual Reports, the two vacant seats on the board received Ministry approval to remain vacant following the passing of board members Jim Carriere† (April 2022) and Debbie Berscheid† (July 2023), until the subsequent civic election took place returning our Saskatoon representation to seven trustees.

Board of Education members on August 31, 2025, were:

Saskatoon ....Ron Boechler (Board Vice-chair)	Saskatoon .....Sharon Zakreski-Werbicki
Saskatoon .....Diane Boyko (Board Chair)	Saskatoon .....Owen Fortosky
Saskatoon .....Michelle Christopher	Saskatoon Rural (Subdivision 1)...Michael Raney
Saskatoon .....Kate Day	Humboldt (Subdivision 2) .....Florian Possberg
Saskatoon .....Tim Jelinski	Biggar (Subdivision 3) .....Bonita Elliott



D. Boyko  
Board Chair



R. Boechler  
Vice-Chair



M. Christopher



K. Day



B. Elliott



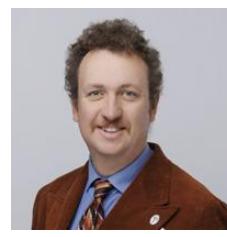
O. Fortosky



T. Jelinski



F. Possberg



M. Raney



S. Zakreski-Werbicki

## Catholic School Community Councils

Catholic School Community Councils (CSCCs) continued to play a vital role in supporting student learning, faith development, and community engagement across Greater Saskatoon Catholic Schools during the 2024–2025 academic year. Guided by their mandate, CSCCs strengthened family and parish partnerships, provided advice on Learning Improvement Plans (LIPs), and reinforced our Catholic identity within each school community.

### Engagement and Participation

Membership in CSCCs reflected the diversity of our school division, with elected parents and appointed representatives; including parish, staff, First Nations, Métis and Inuit (FNMI), and student voices working together to support school and division goals. Each council held regular meetings starting with an Annual General Meeting, ensuring accountability and community input into school planning.

The Board of Education hosted two division-wide CSCC / Trustee gatherings during the year. These events, grounded in faith and dialogue, provided opportunities for reflection on Catholic culture, division Areas of Focus, budget, and the shared mission of Catholic education. Councils also contributed to school-based engagement, hosting community-building activities, supporting faith celebrations, and encouraging stronger connections between families and schools.

## **Trustee Partnerships**

Trustees remained actively involved in school and community life through the Trustee School Liaison Program. This rotational program allows trustees to focus on a group of schools each year, attend CSCC meetings, and participate in school events, celebrations, and student activities.

Throughout 2024–2025, trustees were present at many school liturgies, cultural events, family nights, and student activities, helping to strengthen the bond between the Board of Education and school communities.

## **Support and Resources**

In recognition of the important role CSCCs play, each council once again received a \$1,000 division grant to support their work. These funds were used to enhance family engagement, provide resources aligned with school goals, and support communication and professional learning. Councils also submitted annual reports summarizing initiatives, advice provided, and financial stewardship, ensuring transparency and accountability.

## **Commitment to Mission**

The Board of Education deeply values the commitment of CSCC members, who volunteer their time and energy in service of Catholic education. Their partnership enriches schools, supports staff and students, and nurtures the Catholic identity that grounds our division. Together with trustees, families, and parishes, CSCCs continue to ensure our schools are vibrant, faith-filled communities where every child is supported to learn, grow, and thrive.

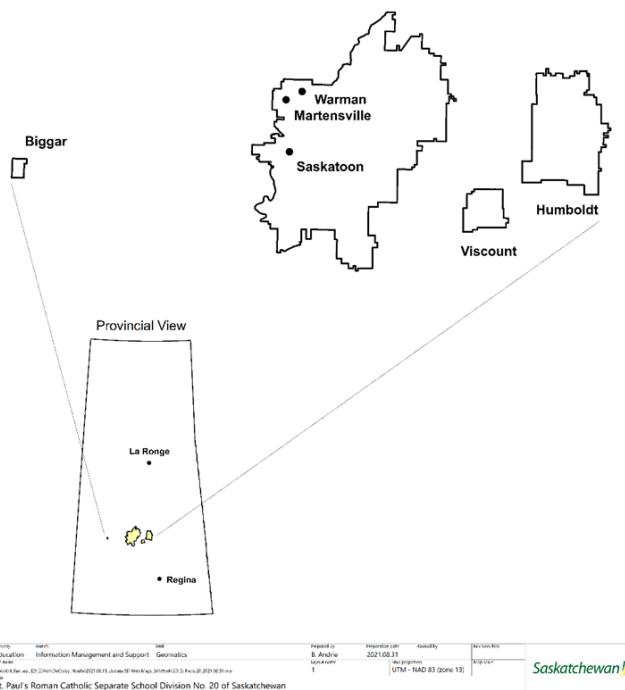
# School Division Profile

## School Division in Context

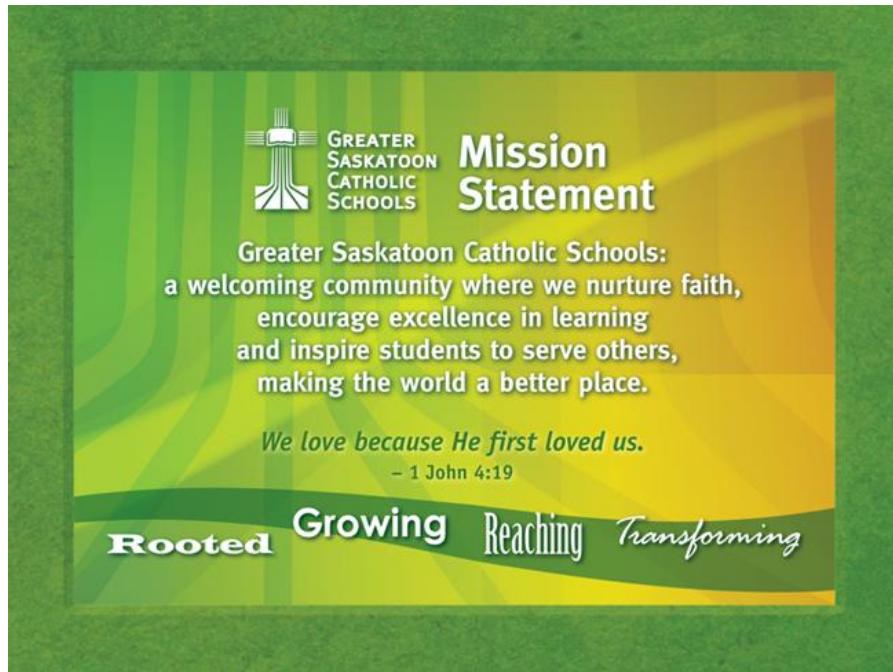
Situated on Treaty 6 territory and traditional homeland of the Métis, GSCS is Saskatchewan's largest Catholic school division. Over 23,000 students attend our 50 schools—43 elementary and seven high schools. GSCS proudly provides Catholic education from Prekindergarten through Grade 12 in Saskatoon and 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 2024-2025. As shown in the table below, since 2020-2021, Prekindergarten to Grade 12 enrolment has increased by 3,480 students (17.82%). Demographic indicators that are embedded in the enrolment data include:

- All grades saw increased enrolments, except PreK, Kindergarten, Grade 1 and 4;
- 3,178 students meet the language requirements for English as an Additional Language (EAL), an increase of 269 students from 2023-2024;
- 14.6% of the student population self-identified as First Nations or Métis;
- 3,491 students participated in French immersion programming;
- 301 students (K-12) participated in Ukrainian bilingual programming;
- 509 students participated in the Grades K to 9 Cree bilingual program;
- 1,506 students were identified as having intense learning needs, an increase of 128 students from 2023-2024;
- 401 students were served in Prekindergarten programs.

Grade	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Kindergarten</b>	1,442	1,481	1,503	1,515	1,455
<b>1</b>	1,606	1,479	1,565	1,674	1,637
<b>2</b>	1,609	1,621	1,562	1,670	1,736
<b>3</b>	1,593	1,612	1,678	1,704	1,754
<b>4</b>	1,499	1,592	1,715	1,809	1,783
<b>5</b>	1,489	1,481	1,647	1,825	1,877
<b>6</b>	1,588	1,514	1,557	1,766	1,858
<b>7</b>	1,463	1,563	1,551	1,664	1,829
<b>8</b>	1,474	1,482	1,616	1,617	1,721
<b>9</b>	1,328	1,329	1,407	1,559	1,617
<b>10</b>	1,319	1,352	1,421	1,526	1,683
<b>11</b>	1,215	1,276	1,381	1,489	1,615
<b>12</b>	1,651	1,566	1,634	1,869	2,042
<b>Total</b>	<b>19,276</b>	<b>19,348</b>	<b>20,237</b>	<b>21,687</b>	<b>22,607</b>
<b>PreK</b>	<b>252</b>	<b>295</b>	<b>357</b>	<b>402</b>	<b>401</b>

Subpopulation Enrolments	Grades	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Self-Identified First Nations, Métis, or Inuit</b>	<b>K to 3</b>	808	820	842	855	830
	<b>4 to 6</b>	824	760	773	783	790
	<b>7 to 9</b>	724	776	820	819	771
	<b>10 to 12</b>	743	758	781	817	915
	<b>Total</b>	<b>3,099</b>	<b>3,114</b>	<b>3,216</b>	<b>3,274</b>	<b>3,306</b>
<b>English as an Additional Language</b>	<b>1 to 3</b>	704	657	755	899	994
	<b>4 to 6</b>	563	631	826	861	874
	<b>7 to 9</b>	426	405	491	600	701
	<b>10 to 12</b>	486	427	470	549	609
	<b>Total</b>	<b>2,179</b>	<b>2,120</b>	<b>2,542</b>	<b>2,909</b>	<b>3,178</b>
<b>French Immersion</b>	<b>K to 3</b>	1,426	1,328	1,285	1,286	1,309
	<b>4 to 6</b>	887	895	904	961	932
	<b>7 to 9</b>	664	688	731	729	764
	<b>10 to 12</b>	440	470	496	487	486
	<b>Total</b>	<b>3,417</b>	<b>3,381</b>	<b>3,416</b>	<b>3,463</b>	<b>3,491</b>
<b>Cree/Dene Immersion</b>	<b>K to 3</b>	204	242	257	255	239
	<b>4 to 6</b>	153	157	172	182	172
	<b>7 to 9</b>	87	96	109	103	98
	<b>10 to 12</b>	14	11	<10	-	-
	<b>Total</b>	<b>458</b>	<b>506</b>	<b>543</b>	<b>540</b>	<b>509</b>
<b>Ukrainian Immersion</b>	<b>K to 3</b>	68	70	124	117	114
	<b>4 to 6</b>	53	48	91	104	98
	<b>7 to 9</b>	32	37	62	66	60
	<b>10 to 12</b>	<10	<10	16	26	29
	<b>Total</b>	<b>160</b>	<b>163</b>	<b>293</b>	<b>313</b>	<b>301</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, 2024

## Staff

GSCS employs over 2,337 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.

Job Category	FTE's
<b>Classroom teachers</b>	1210.73
<b>Principals, vice-principals</b>	107.55
<b>Other Educational Staff (positions that support educational programming)</b> - e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists, resources centre staff, information technology staff, school clerical staff and other instructional employees.	808.32
<b>Administrative staff</b> - e.g., Chief Financial Officers, human resources services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees.	52.10
<b>Plant Operations and Maintenance</b> - e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers.	149.29
<b>Transportation</b> - e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers.	0.00
<b>League of Educational Administrators, Directors and Superintendents (LEADS)</b> - e.g., director of education and superintendents.	10.00
<b>Total Full-Time Equivalent (FTE) Staff</b>	<b>2337.99</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, 2025

## 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:

<b>Kelley Cardinal</b>	➤ Elementary School Network ➤ First Nations, Métis and Inuit (FNMI) Education
<b>Terri Fradette</b>	➤ Elementary School Network ➤ Curriculum, Instruction, Assessment
<b>Simone Gessler</b>	➤ Elementary School Network ➤ Mental Health and Well-being ➤ Safe Positive Schools
<b>Luisa Giocoli Clark</b>	➤ Elementary School Network ➤ Division Demographics ➤ Second Language Education
<b>Thomas Hickey</b>	➤ High School Network ➤ Religious Education Services ➤ Educational Technology
<b>Tammy Shircliff</b>	➤ Elementary School Network ➤ Intensive Needs
<b>Jenise Vangool</b>	➤ Elementary School Network ➤ Transitions ➤ Early Years Education

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



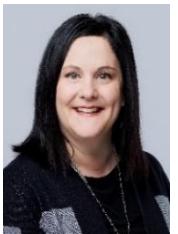
K. Cardinal



T. Fradette



S. Gessler



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.

>>Priority Actions			
Learning & Assessment	Indigenous Education	Mental Health & Well-Being	Student Transitions

- 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 2024-25: Targets and Measures***

Reporting progress towards provincial-level and locally determined targets is an important component in the implementation of the provincial education plan. Knowing how students are doing with respect to key educational outcomes informs the actions needed to ensure more students can achieve desired outcomes each year.

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

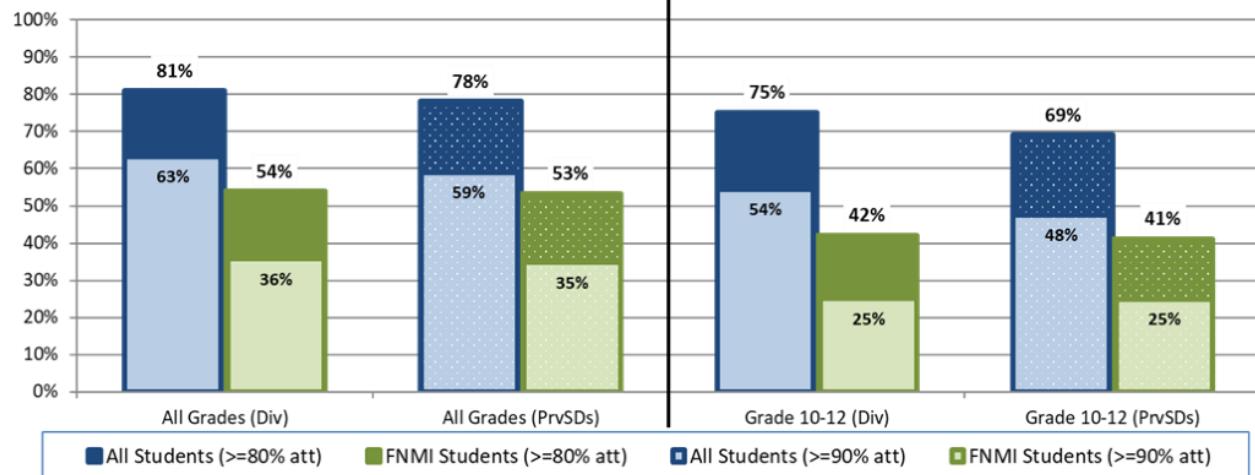
**Measures:**

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

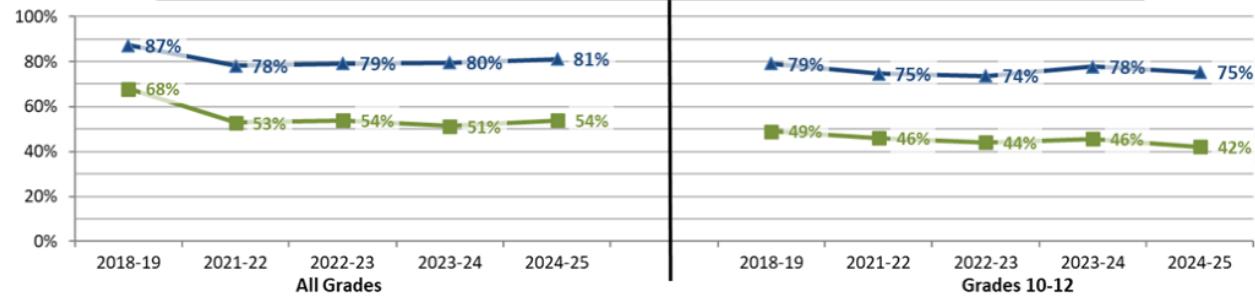
Attendance is an important indicator with a strong correlation to measures of student achievement. Students with at least 80% attendance are much more likely to achieve higher educational outcomes than students with lower than 80% attendance. In general, students with at least 90% attendance have even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

**Percentage of Students With at Least 80% (and 90%) Attendance, St. Paul's RCSSD 20 and Provincial School Divisions, 2024-25**



**Student Attendance - Pct of Students with at least 80% Attendance, St. Paul's RCSSD 20, 2018-19 to 2024-25**



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, 2025

**Analysis of Results – Attendance**

## Attendance Summary 2024–2025

### Greater Saskatoon Catholic Schools Overview

Attendance continues to be one of the strongest predictors of student success. While GSCS attendance remains above provincial averages, division trends reflect the same challenges seen across Saskatchewan: declining regular attendance and persistent gaps between self-declared First Nations, Métis, and Inuit (FNMI) students and non-FNMI peers. Encouragingly, GSCS saw a slight increase in the proportion of students achieving at least 80% attendance in 2024–2025.

To strengthen attendance, GSCS implemented a new Attendance Policy and in-serviced all administrators on the Attendance Support Plan. This plan equips school teams with step-by-step processes, scripts, and communication tools to re-engage families, while closely monitoring student attendance with the goal of ensuring 90% or greater attendance for every student.

### 2024–2025 Attendance Data

- **Overall Attendance:** Division-wide, 81% of students maintained at least 80% attendance (a slight increase from 2023–2024).
- **90% Benchmark:** 63% of students achieved 90% or higher attendance, a slight increase from 61% last year.
- **Grades 10–12:** Attendance declined slightly, with 75% of students attending 80% or more of the time.
- **FNMI Students:** 54% of self-declared FNMI students maintained at least 80% attendance, compared to 51.4% last year. Although slightly improved, this represents a gap in attendance results from non-FNMI peers.

### Strengths and Progress

- **Policy Renewal:** A clear, division-wide Attendance Policy is now in place, with consistent procedures and expectations across schools.
- **Support Plan Implementation:** Administrators and staff have access to a comprehensive toolkit including scripts for phone calls and home visits, doorknob hangers, off-role letters, and electronic tracking forms.
- **Data-Driven Monitoring:** The Power BI platform continues to provide real-time, disaggregated data, allowing schools to intervene early, especially for students in the 60–79% attendance range.
- **Targeted Supports:** Safe Positive Schools Facilitators, Indigenous Student Achievement Coordinators, and school teams are using the plan to address chronic absenteeism one student at a time.

### Areas for Continued Focus

- **FNMI Student Attendance:** Despite slight improvement, FNMI attendance remains significantly lower than that of non-FNMI peers. Addressing systemic barriers and strengthening partnerships with families and communities is essential.

- **High School Attendance:** Engagement strategies specific to adolescent learners and transitions into high school continue to require further attention.

GSCS has taken significant steps forward by aligning attendance practices under one policy, training administrators, and equipping schools with consistent tools to re-engage students and families. The early signs of stabilization and modest improvements in attendance data are encouraging. Continued focus on FNMI students, high school engagement, and reducing chronic absenteeism will remain priorities as GSCS works toward its 2030 goal: **90% of students attending 90% or more of the time.**

**Target:** Overall graduation rates will increase annually with a focus on improved outcomes for Indigenous students.

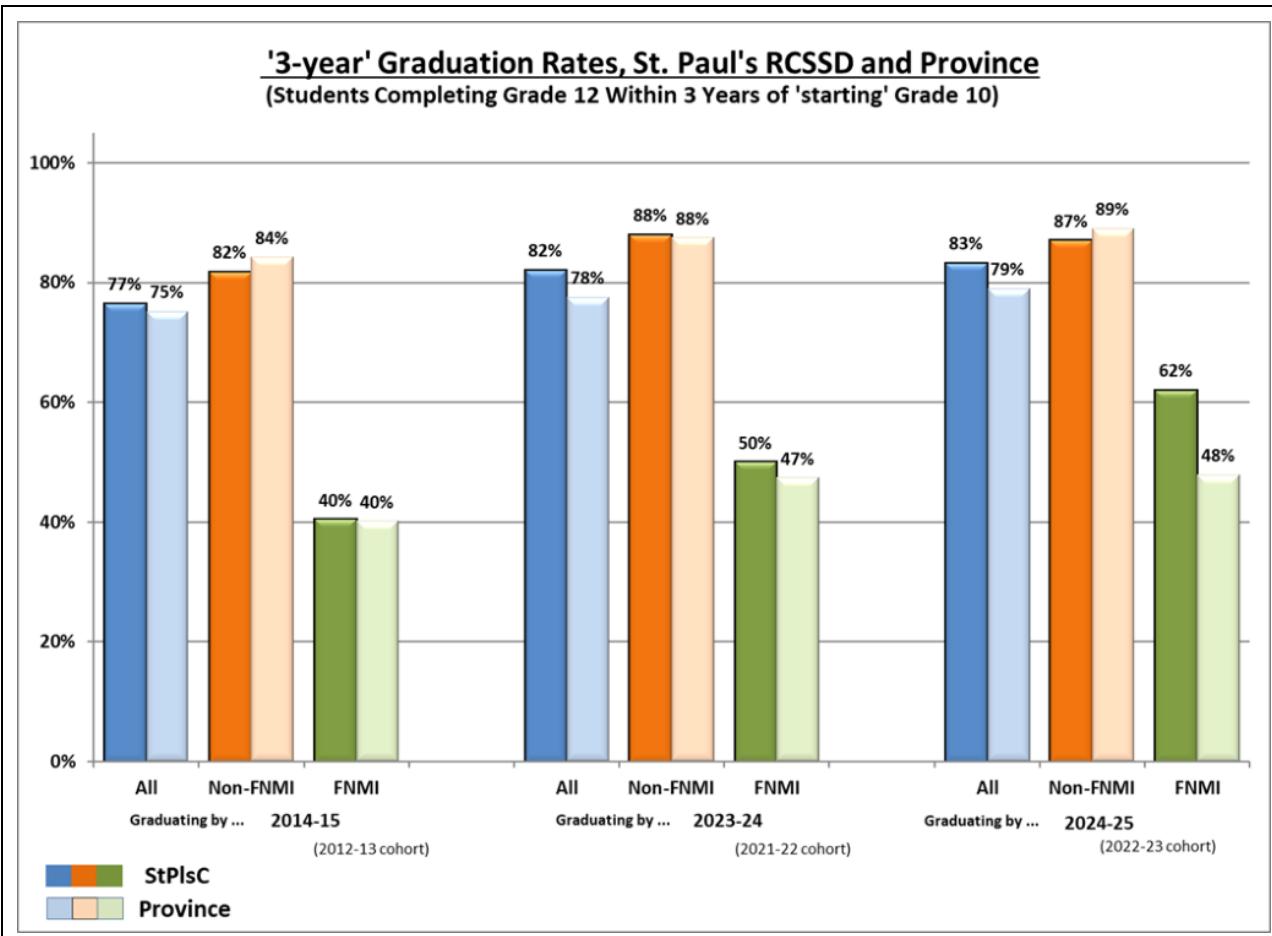
**Measure**

- 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.



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, 2025

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

In 2024–2025, GSCS achieved an overall on-time graduation rate of 83%, which is four (4) percentage points higher than the provincial average of 79%. This marks a continued upward trend from recent years and positions the division above its long-term performance levels.

For FNMI students, the GSCS graduation rate rose sharply to 62%, outperforming the provincial average of 48% by 14 percentage points. This is a notable improvement from the previous year's FNMI result of 50%, signaling that targeted supports are having a significant impact in reducing achievement gaps.

Among non-FNMI students, GSCS recorded a graduation rate of 87%, which is close to the provincial average of 89%, reflecting stability and continued strong performance.

When viewed over the past decade, GSCS has improved overall graduation rates by 6 percentage points (from 77% in 2014–15 to 83% in 2024–25) and FNMI rates by 22 percentage points (from 40% to 62%). These gains highlight both systemic progress and the division’s focused efforts to support FNMI learners through initiatives such as Indigenous Student Achievement Coordinators and Following Their Voices.

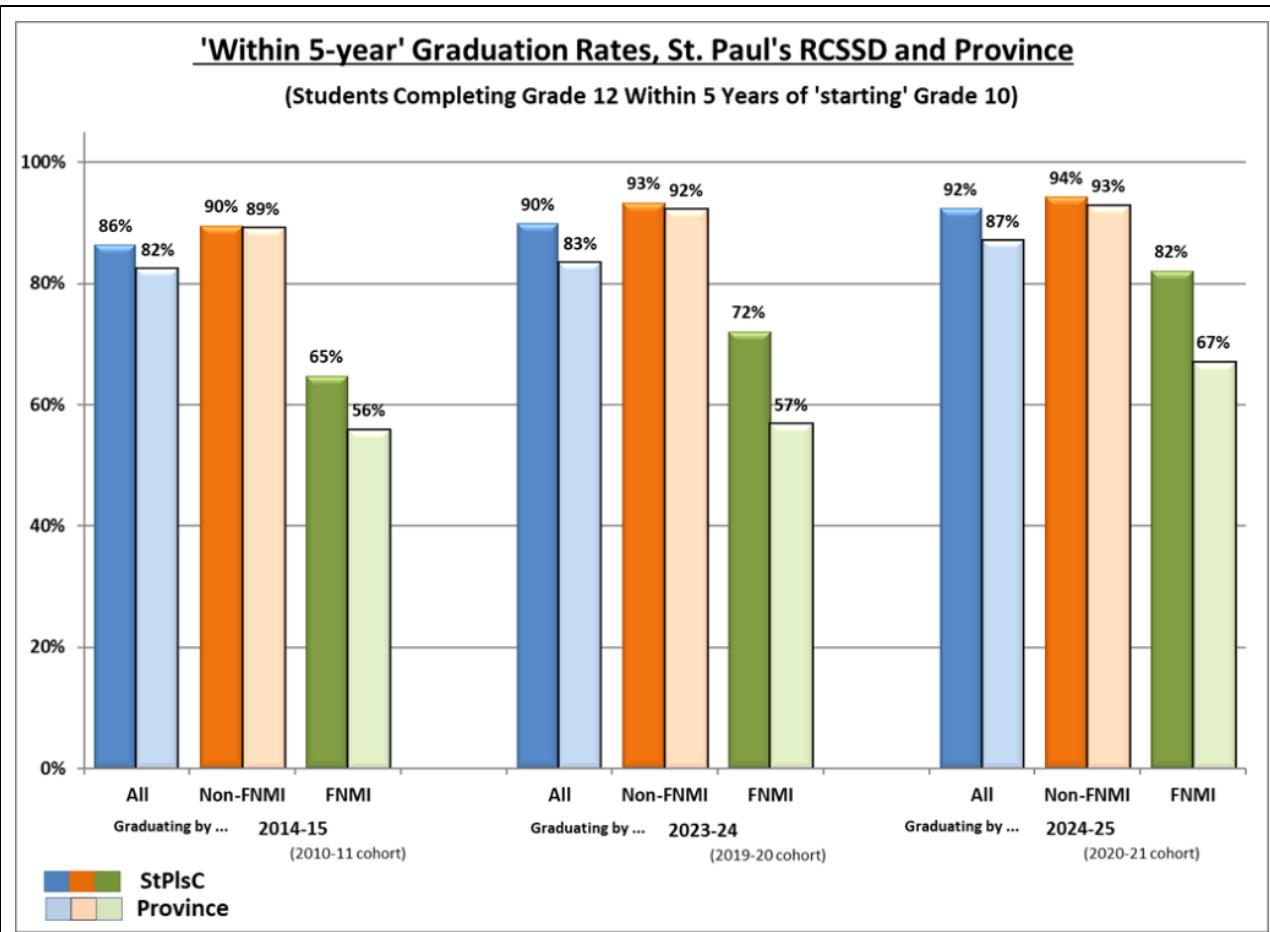
The overall graduation rate of 83% remains just below the division’s goal of 85%, highlighting the need for sustained focus. Continued attention to early credit attainment, transition supports, and targeted programming for FNMI and newcomer students will be critical for improving results.

#### **Measure**

- **The percentage of students who graduate within 5 years of entering 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, 2025

#### Analysis of Results – Graduation Rates Within Five Years

In 2024–2025, GSCS achieved an overall extended-time graduation rate of 92%, which is five (5) percentage points higher than the provincial average of 87%. This reflects steady progress and a continuation of the division's strong performance relative to the province.

For FNMI students, GSCS recorded a graduation rate of 82%, a significant improvement from 72% the previous year and 15 percentage points higher than the provincial FNMI average of 67%. This type of year-over-year growth highlights the effectiveness of targeted supports and focused initiatives to close long-standing achievement gaps.

Among non-FNMI students, GSCS reached a graduation rate of 94%, 1 percent higher than the provincial rate of 93%.

When compared to 2014–2015, GSCS has improved extended-time graduation rates by:

- 6 percentage points overall (from 86% to 92%),
- 4 percentage points for non-FNMI students (from 90% to 94%), and
- 17 percentage points for FNMI students (from 65% to 82%).

These long-term gains, especially for FNMI students, show the impact of sustained, equity-driven programming. Initiatives such as Indigenous Student Achievement Coordinators, culturally responsive teaching, and participation in Following Their Voices are contributing meaningfully to improved outcomes.

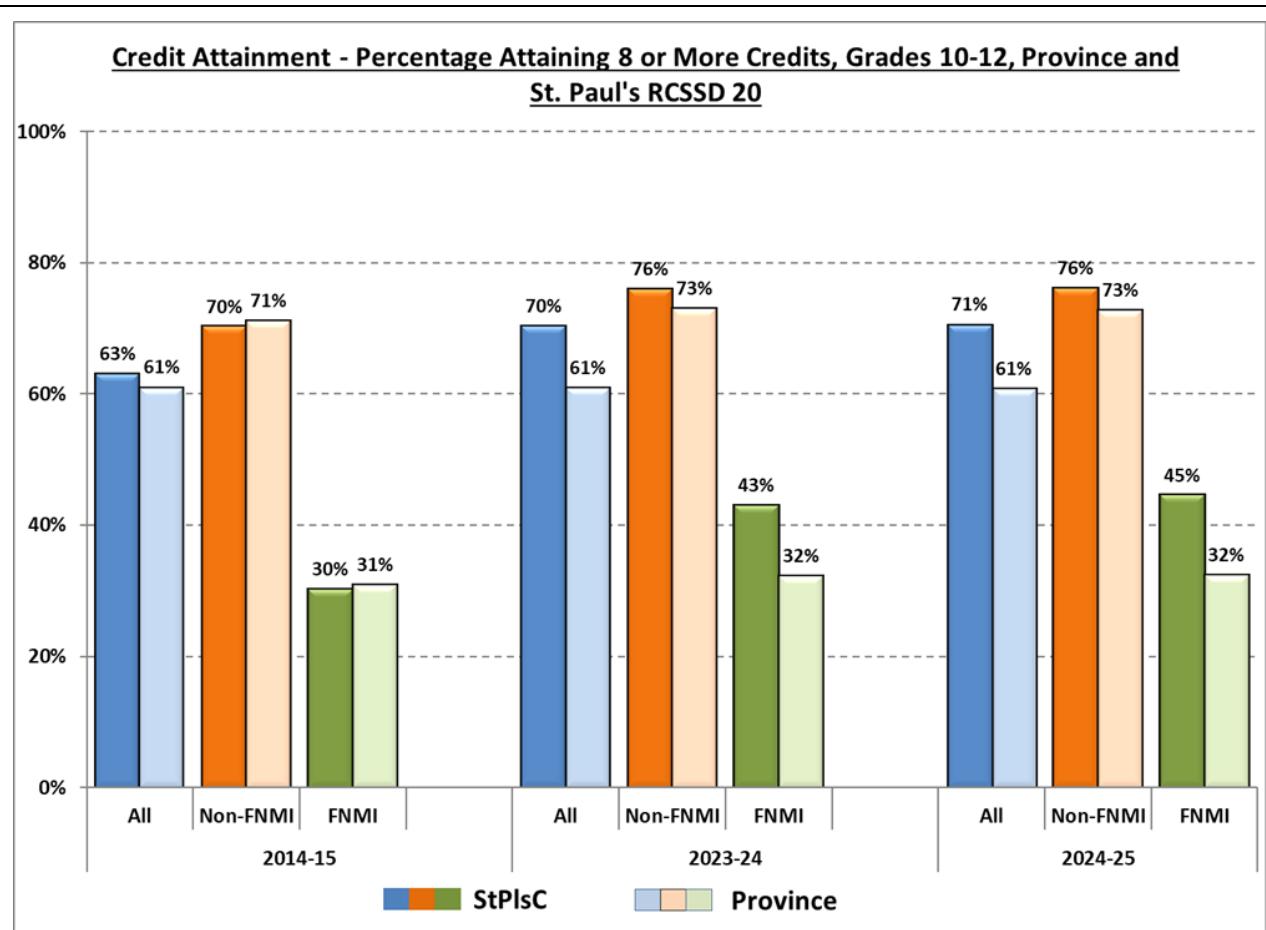
While GSCS continues to outperform the province in all categories, further work is needed to sustain FNMI gains and ensure that the progress of the past decade is maintained. Continued attention to early credit attainment, transition supports, and targeted programming will remain essential in moving closer to parity between FNMI and non-FNMI graduation rates.

#### **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, 2025

#### Analysis of Results – Credit Attainment

In 2024–2025, GSCS achieved an overall rate of 71% of students in Grades 10 to 12 attaining eight or more credits. This represents a 10-percentage point advantage over the provincial average of 61%, highlighting the division's continued strength in supporting student achievement.

Among FNMI students, 45% attained eight or more credits, which is 13 percentage points higher than the provincial average of 32%. For non-FNMI students, GSCS posted a strong rate of 76%, maintaining a three-percentage point lead over the provincial rate of 73%.

Looking at longer-term trends, the division has made consistent progress over the past 10 years.

Since 2014–2015, credit attainment has increased by:

- 8 percentage points overall (from 63% to 71%),
- 6 percentage points for non-FNMI students (from 70% to 76%), and
- 15 percentage points for FNMI students (from 30% to 45%).

This growth is especially significant for FNMI learners, where targeted strategies appear to be narrowing the historical gap.

To sustain and accelerate this progress, GSCS continues to invest in programming that adapts to student learning needs. This includes specialized credit pathways such as year-long and stretched math courses, as well as direct supports for FNMI students through Indigenous Student Achievement Coordinators in schools with larger FNMI populations. Additionally, three GSCS schools are engaged in the Following Their Voices initiative, where professional learning and school plans are focused on raising FNMI achievement through culturally-responsive pedagogy and practices. These efforts reflect a division-wide commitment to equity and success for all learners.

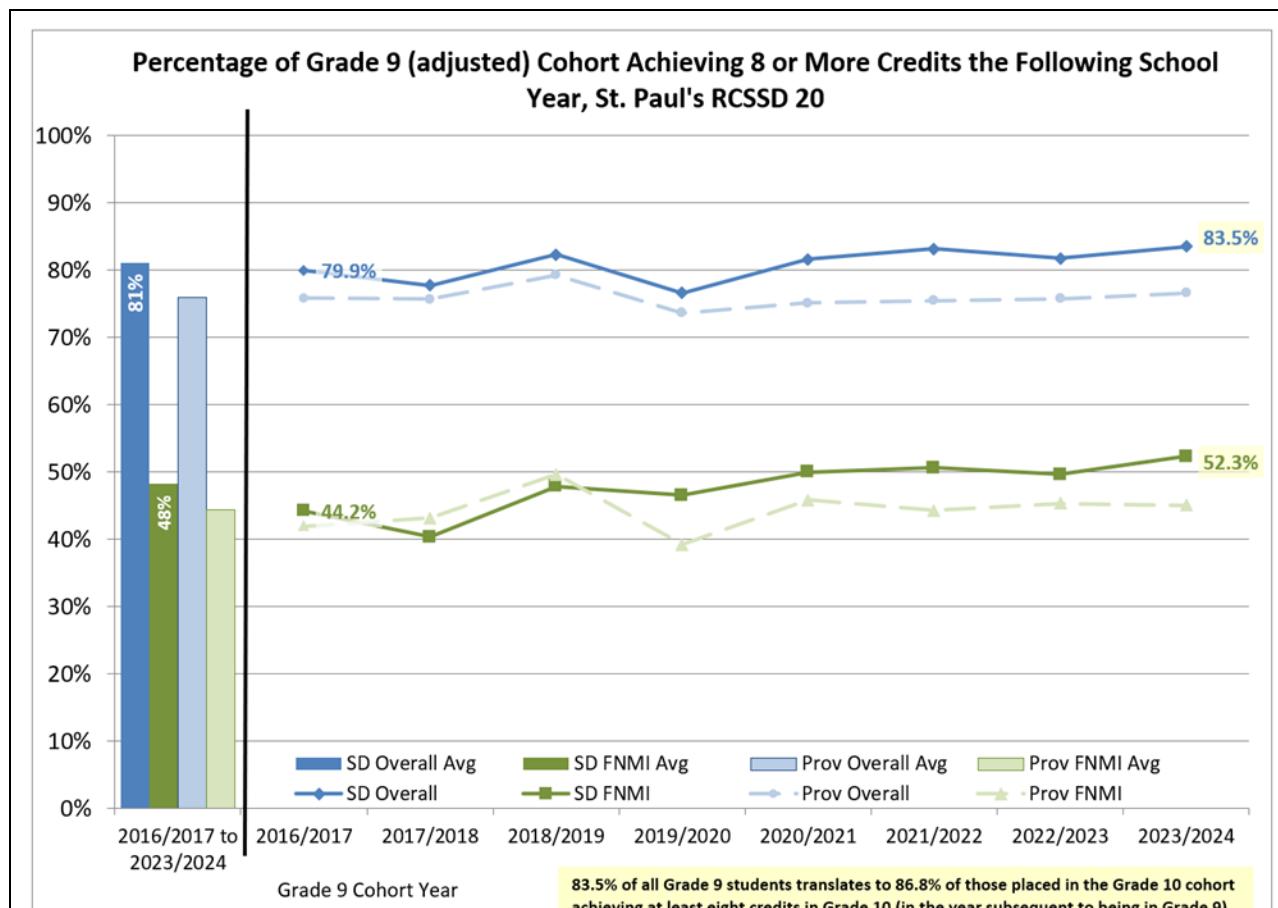
It is important to note that this credit attainment measure is influenced by graduation requirements. Since students need 24 credits to graduate, those who have already accumulated up to 20 credits by the end of Grade 11 may require fewer than 8 additional credits in Grade 12 to successfully graduate.

**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, 2025

## Analysis of Results – Grade 9 to 10 Transition

In 2024–2025, GSCS continued to strengthen student success during the transition into high school. The overall rate of Grade 9 students attaining eight or more credits in Grade 10 was 83.5%, well above the provincial average of 76.6%.

For FNMI students, 52.3% achieved this benchmark, compared to the provincial FNMI average of 44.2%, signaling steady progress in supporting Indigenous learners.

Both overall and FNMI results remain above the school division's eight-year averages (81% overall and 48% FNMI), confirming long-term growth. The gains are particularly strong for FNMI students, where the improvement since 2016–2017 is over eight (8) percentage points, reflecting the positive impact of targeted supports.

While these results are positive and indicate steady improvement, they also point to the ongoing need for focused programming. The division's large newcomer population and linguistic diversity continue to shape outcomes, underscoring the importance of tailored interventions to build English proficiency and academic readiness.

GSCS is committed to sustaining this momentum through initiatives such as specialized credit pathways, literacy and numeracy supports, and culturally responsive programming. Targeted FNMI supports, including Indigenous Student Achievement Coordinators and the Following Their Voices initiative, remain central to improving outcomes and ensuring equitable opportunities for all students.

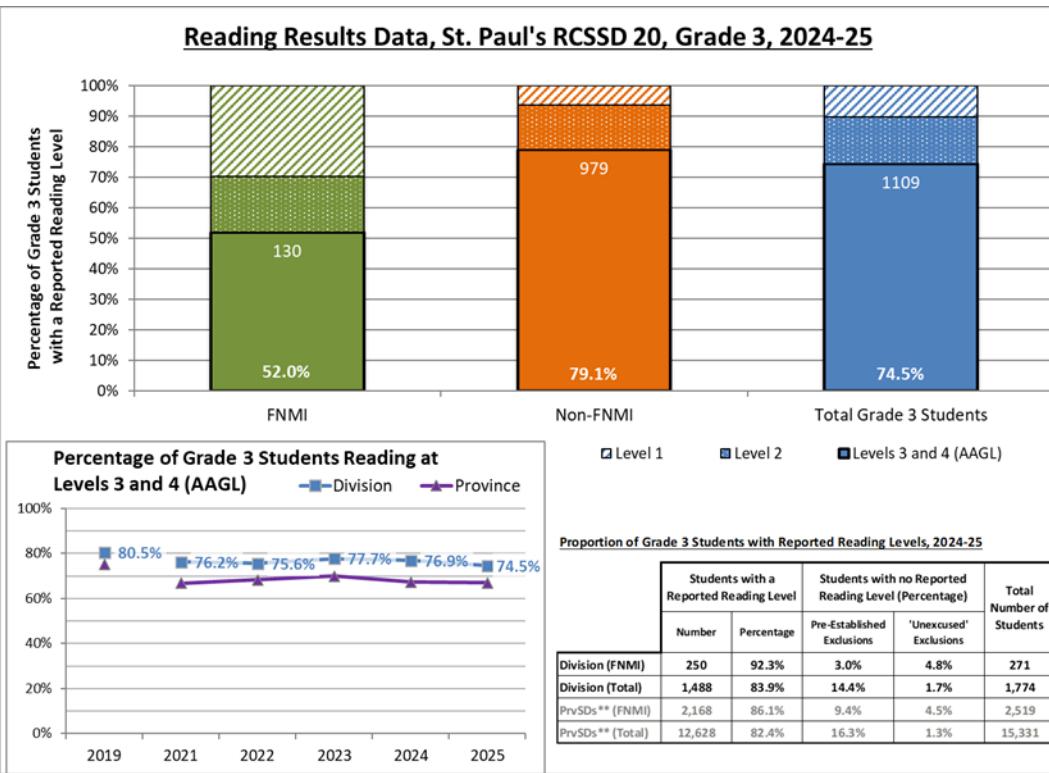
### **Target: Student literacy and numeracy outcomes will increase year over year.**

#### **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 24-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.



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, 2025

### 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 2.4 percentage points in 2024-2025 compared to 2023-2024. In 2024-2025, 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 2023-2024 (50.2% compared to 51.9%).

In 2024-2025, GSCS expanded Wrap Around Literacy to 12 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.

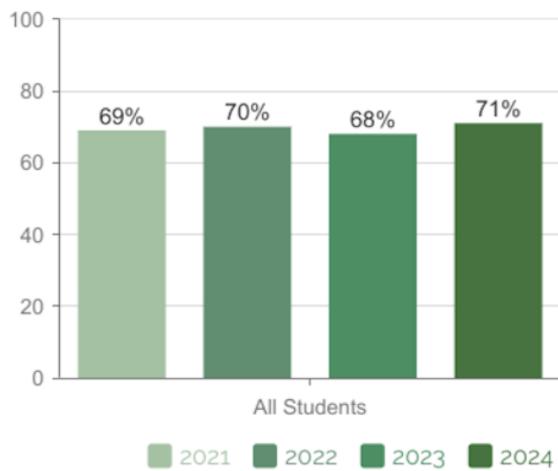
The mental health and well-being of Saskatchewan students and education staff has been a key area of focus for some time, and especially given students' widely varied contextual and personal experiences. Monitoring student perception and experiences helps school divisions to improve school environments 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

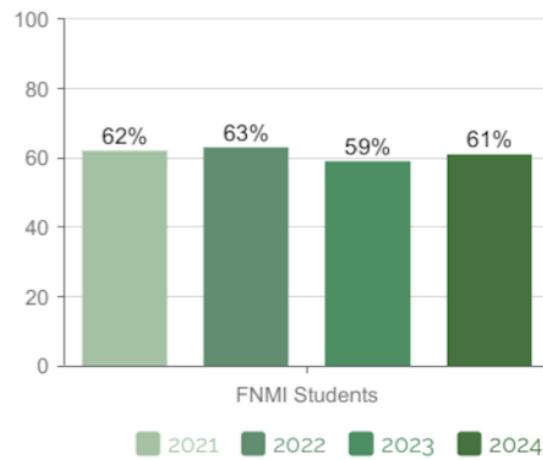
### Sense of Belonging - Grades 4-8

% of students with a positive sense of belonging



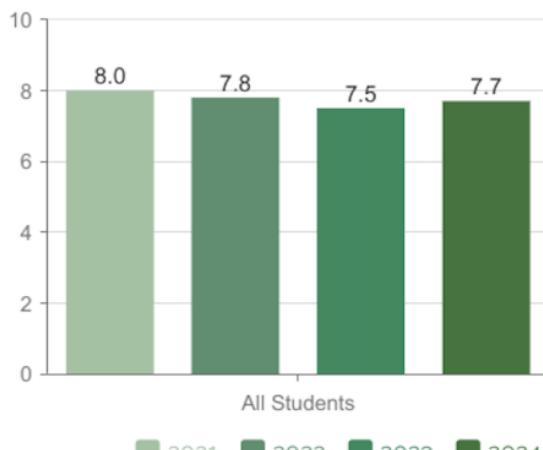
### Sense of Belonging - Grades 4-8

% of students with a positive sense of belonging



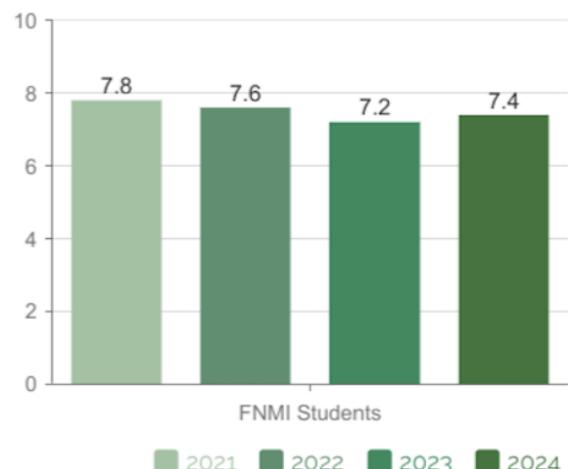
### Teacher-Student Relationships Grades 4-8

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 belonging has slightly increased over the 2023-2024 school year including FNMI students. Division data shows a 2.0 percentage point increase for 2024-2025 compared to the previous year, and the highest in four years. FNMI results also increased 2.0 percentage points for the 2024-2025 school year, however they are still below the two years prior.

Overall, the percentage of GSCS Grades 4 to 8 students who identify as having a strong relationship with a teacher has slightly increased over the last year, but still remain lower than the previous two years. These results are similar for FNMI students. In 2024-2025, there was a slight increase 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.

**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.

**2024-25 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).

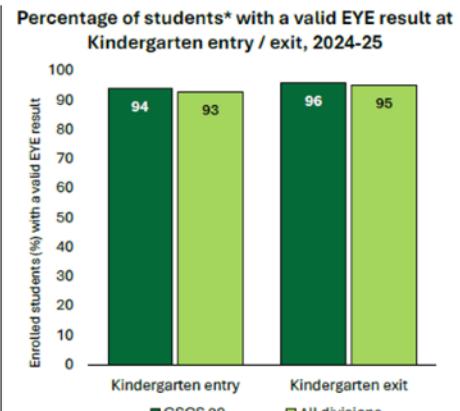
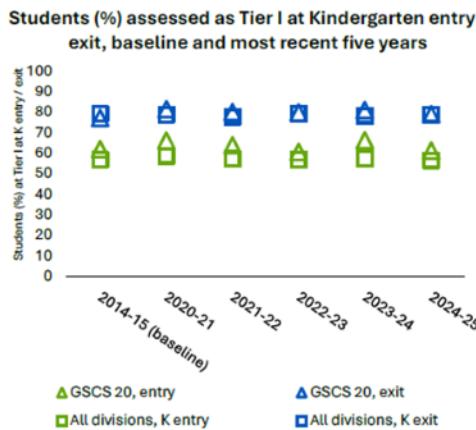
**Students (%) assessed as Tier I at Kindergarten entry / exit** charts the share of students assessed as Tier I at both Kindergarten entry and exit for the school division ( $\Delta$ ) relative to the province (all divisions) ( $\square$ ) for the baseline (2014-15), as well as the most recent five 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* (\*).

2024-25 EYE-TA results – St. Paul's RCSSD 20 (GSCS 20)

		Fall 2024 (Kindergarten entry)			Spring 2025 (Kindergarten exit)		
All students	All divisions	56.5	25.9	17.6	78.8		
	GSCS 20	61.2	21.9	16.9	GSCS 20	78.9	12.4
Self-declared FNMI students	All divisions	31.4	31.0	37.5	All divisions	57.7	22.0
	GSCS 20	21.2	39.7	39.1	GSCS 20	50.3	24.6
Non-declared students	All divisions	60.9	25.0	14.1	All divisions	82.6	11.2
	GSCS 20	66.4	19.6	14.0	GSCS 20	82.7	10.7
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	

Effectiveness metrics	2023-24 (previous year)		2024-25 (latest)	
	GSCS 20	All divisions	GSCS 20	All divisions
Fall-identified Tier 2 students (%) who improved to Tier 1	64%	72%	64%	74%
Fall-identified Tier 3 students (%) who improved to Tier 2	38%	37%	30%	36%
Fall-identified Tier 3 students (%) who improved to Tier 1	26%	22%	25%	24%



\*against official, reconciled September 30<sup>th</sup> 2024 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.

**2024-25 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, 2025

### Analysis of Results – Early Years Evaluation

GSCS continues to strengthen early learning through stable staffing and targeted professional development. Kindergarten teachers were trained to use Early Years Evaluation (EYE) results to guide instruction, strengthen literacy practices, and support self-regulation. Ongoing, job-embedded professional learning emphasized play-based exploration, family engagement, foundational reading programs (Heggerty and UFLI), and culturally affirming pedagogy. Family voice remains central, with *Honoring Family Voices* now embedded in over half of Kindergarten programs.

To address student vulnerabilities, GSCS employed a multi-disciplinary approach that included classroom-based speech and language support and targeted phonological/phonemic interventions delivered by Learning Assistance Teachers. While most schools offer half-time Kindergarten, two targeted schools continued to provide full-time programming.

In fall 2024, 1,362 Kindergarten students were assessed with the EYE-TA. At entry, 61.2% were ready for school (Tier I), 21.9% were at some risk (Tier II), and 16.9% were at significant risk (Tier III). By spring 2025, nearly four in five students (78.9%) were ready for Grade 1, with 12.4% in Tier II and 8.7% in Tier III, a 17.7 percentage point improvement in readiness.

Results for self-declared First Nations, Métis, and Inuit (FNMI) students showed both growth and ongoing challenge. At entry, 21.2% were ready for school, while 39.7% were in Tier II and 39.1% in Tier III. By spring, just over half (50%) exited Kindergarten ready for Grade 1, a 29.1-percentage point improvement; yet a quarter still remained at significant risk. In contrast, 82.7% of non-FNMI peers were ready, leaving a 32.4-point readiness gap (down from 45.2 percentage points at entry).

Overall, GSCS results align with provincial outcomes, with gains in reducing Tier III vulnerabilities. However, FNMI students continue to trail their peers, underscoring the need for sustained supports and additional targeted supports. Half-time Kindergarten may not provide sufficient learning time for some students, particularly those in Tier II and Tier III. Despite strong efforts, the division has not yet achieved a 90% readiness rate at exit. GSCS continues to explore ways to expand full-time Kindergarten in targeted schools and remains committed to assessment-informed instruction, family partnerships, and smooth transitions into Grade 1 to ensure every child begins with the strongest possible foundation.

## **Progress in 2024-25: School Division Strategic Activity in support of the Provincial Education Plan Priority Actions**

**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 2024-25 school year in support of this priority action.**

Area of Focus: Transitions

### **1. Family Engagement (PreK–Grade 12)**

- Continued implementation of the *Honouring Our Voices* structure, with more than 65 classrooms ensuring family perspectives informed teaching and learning.
- Ongoing Catholic School Community Council and trustee liaison meetings strengthened reciprocal relationships with families.
- Sustained opportunities for families to participate in literacy and math tutoring, as well as enhanced engagement opportunities at the high school level.

### **2. Partnering with Families and Early Learning Providers**

- Continued home visits with families of children accessing Early Learning Intensive Needs Supports (ELIS), co-creating transition plans for PreK and Kindergarten entry.
- Maintained early learning community connections through the Community Connections event and ongoing community resource mapping.

### **3. Student Engagement at Key Transition Points**

- The Attendance Support Plan and the use of Power BI dashboards continued to help schools monitor extended absences and support re-engagement.
- Ongoing work through the Building Bridges project to reduce barriers—such as transportation—for Grade 8 students transitioning into high school.
- Participation in provincial student engagement work through ClarifyEd continued in several schools.

### **4. Pathways into Diverse Career, Life and Educational Training**

- Continued implementation of *myBlueprint*, supporting middle years and high school students in mapping long-term pathways.
- Sustained partnerships with SIEC, STC, and community organizations to support bootcamps, spotlight events, and mentorship experiences.
- The Pathways Program continued to graduate students and integrate academics, mentorship, land-based learning, and cultural supports.

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New Activities Undertaken in 2024–2025:

### **1. Family Engagement (PreK–Grade 12)**

- Expanded the Honouring Our Voices approach to additional classrooms beyond the previous year's pilots.

- Introduced new high school family engagement opportunities in literacy and math tutoring.

## **2. Partnering with Families and Early Learning Providers**

- Developed a new *Transition to Home Visits Guide* that equips PreK and Kindergarten staff with scripts and strategies for supporting families.

## **3. Student Engagement at Key Transition Points**

- Developed a *draft Family Guide to High School*, incorporating feedback from families and staff to ensure cultural relevancy and practical support.

## **4. Pathways into Diverse Career, Life and Educational Training**

- Celebrated the third graduating class of the Pathways Program, with more than 150 total graduates to date.

### **Commitment Going Forward**

GSCS remains committed to ensuring that every student experiences a seamless journey from early learning through graduation. While celebrating the gains of 2024–2025, the division recognizes challenges that persist—particularly in supporting consistent attendance and closing readiness and graduation gaps for FNMI learners.

Our continued focus on:

- authentic family engagement,
- strong early learning and community partnerships,
- innovative student supports, and
- diverse, culturally grounded career pathways will guide our next steps as we work together to help every student thrive.

### **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 2024-25 school year in support of this priority action.**

GSCS continued to prioritize the mental health and well-being of students and staff in the 2024-2025 school year, recognizing the critical link between well-being and academic success. Our focus was on enriching and enhancing the well-being capacity in our students, providing supports for our staff and administrators, and strengthening our community partnerships.

***Enriching and enhancing mental health and well-being capacity in students (supports and services, learning resources, etc.)***

#### **Continued Activities from Previous Year:**

- **Mental Health Literacy Coordinators:** The partnership with the Saskatoon Industry Education Council (SIEC), Saskatoon Public Schools, Prairie Spirit School Division, and the Saskatoon Tribal Council was maintained. The two Mental Health Literacy

Coordinators continued their roles, focusing on the development of social-emotional learning resources and professional development opportunities.

- **Speaker Series:** The division expanded its speaker series presentations for youth.
- **Community Agency Collaboration:** GSCS continued to collaborate with community agencies to provide services and programming to students, including Navera, the Calming the Storm Program, and Finding the Warrior Within. These services were maintained to provide consistent and accessible mental health support.

#### **New Activities Undertaken in 2024-2025:**

- **Curriculum Integration:** A significant new focus was the actualization of social-emotional learning within the K-12 curriculum. This included reviewing and updating GSCS Student Wellness Resources, actualizing the Elementary SEL Roadmap and creating a high school roadmap to infuse social-emotional learning.
- **Land-Based Learning:** GSCS provided increased opportunities for students to connect with the land through learning experiences at Eagle Creek and Wanuskewin. This initiative supported a holistic approach to well-being, recognizing the importance of Indigenous practices and knowledge.
- **Student Services Team Support:** School counsellors co-taught three lessons on social-emotional learning in Grades 6–8, providing job-embedded supports for students and teachers.
- **Anxiety Canada Partnership:** GSCS partnered with Anxiety Canada to provide "My Anxiety Plan for Educators (MAPE)" training to teachers, equipping them with resources to address student anxiety in the classroom.
- **Parent and Family Resources:** A new plan was developed to distribute resources to families, including information on Anxiety Canada, community resources, and faith-based resources like Formed.org and "Growing in Faith, Growing in Christ." A parent night was also facilitated to screen the documentary "Screenagers," addressing digital well-being.

#### ***Providing mental health and well-being support for teachers and administrators (professional development, resources, etc.)***

#### **Continued Activities from Previous Year:**

- **Professional Development:** GSCS continued to provide a variety of professional learning opportunities for school teams and administrators including:
  - **Trauma-Informed Care:** Professional development on this topic continued for both school teams and administrators.
  - **Crisis and Threat Training:** Training in ASIST (Applied Suicide Intervention Skills Training), Safe Talk, Nonviolent Crisis Intervention Training, and Violent Risk Threat Assessment (VTRA) was continued for administrators, school counsellors, and other staff to maintain a high level of preparedness and support.

### New Activities Undertaken in 2024-2025:

- **Safe Positive Schools Committee:** The Safe Positive School Committee provided leadership in social-emotional learning, with representatives from each elementary school meeting regularly. A new professional learning session was scheduled for administrators in February 2025.
- **Staff Wellness Plan:** A new committee was created in collaboration with Human Resources to create and implement a plan specifically to support staff mental health and well-being.

### Key Community Partnerships

- **Saskatoon Industry Education Council (SIEC):** Continued as a key partner in the development of mental health literacy resources and the coordination of two Mental Health Literacy Coordinators.
- **Mental Health and Addiction Services:** Continued collaboration to provide essential services to GSCS students.
- **Navera:** A sustained partnership providing programs and services to students.
- **Family Resource Centre & Saskatoon Family Services:** Ongoing collaboration to offer a variety of services, including family support and counselling.
- **52 Degrees North Program:** Continued partnership to provide services to students.
- **St. Mary's Education and Wellness Centre:** The partnership was maintained to provide rapid response counselling and pediatric clinic services.
- **St. Mary's Pediatric Clinic:** An ongoing partnership for specialized services.
- **Anxiety Canada:** A new partnership that provided the "My Anxiety Plan for Educators" (MAPE) training.

### 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 2024-25 school year in support of this priority action.

The five goals of *Inspiring Success* are:

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

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

**Continued Activities from Previous Year:**

- Michif teachers participated in summer professional learning to review curriculum and assessments.
- Elders, Knowledge Keepers, and Métis leaders guided curriculum development, supported teacher learning, and strengthened relationships; the Metis kokoms' group also met four times.
- The school division hosted our annual community events, including: Feast and Round Dance, Pow Wow, Jigging Competition, and Fiddle Competition.

**New Activities Undertaken in 2024-2025:**

- Updated Cree and Michif curriculum documents were developed, including Cree bilingual and Grade 5 Michif.
- Cree and Michif Bilingual teachers received curriculum, assessment tools, and job-embedded support, with additional resources shared through the Cree SharePoint, Métis Education Hub, and Northern Michif Resource Hub.
- Schools hosted language and culture events such as the Michif Café, engaging staff, families, and communities.
- Parents and guardians were provided with resources to support Cree and Michif at home, and the nēhiyaw walk-through document was revised to assist administrators in observing Cree classrooms.

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

**Continued Activities from Previous Year:**

- Indigenous Student Achievement Coordinators (ISACs) supported students through individualized caseloads, reporting, advocacy, and academic support. Professional learning was provided for all ISACs, and an administrator's handbook was developed to strengthen school-based supports.

**New Activities Undertaken in 2024-2025:**

- The Indigenous Student Leadership Cohort (ISLC) expanded to all GSCS high schools, with student leaders and teacher sponsors identified to guide mentorship, cultural and land-based learning, and leadership development. Students engaged in the Indigenous Movers and Shakers Speaker Series and volunteer service hours that built community connections and strengthened cultural identity.

***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.***

**Continued Activities from Previous Year:**

- Collaboration with Wanuskewin through the nitōhtem partnership continued, with planning underway for renewal of the existing MOU.
- GSCS and the Saskatoon Tribal Council advanced the mamawōhkāmātowin partnership toward a Co-Governance Agreement, strengthening collaboration among administrators, teachers, students, and STC communities. Work also continued to honour all streams of the partnership agreement in alignment with shared principles.
- In partnership with the Central Urban Métis Federation Inc. (CUMFI), preparations were made for the nakatēyimitowin Michif Language Camp, supported with GSCS resources and new digital tools.

**New Activities Undertaken in 2024-2025:**

- GSCS re-engaged with the Department of Social Pediatrics and STC to renew the Memorandum of Understanding (MOU), update the service delivery model, and host gatherings with Parent Council, clinic staff, and community partners.

***Goal 4: Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.*****Continued Activities from Previous Year:**

- The First Nations, Métis, and Inuit Education Learning Community (FNMIELC) delivered professional learning on culturally responsive and relational pedagogy, with selected schools identified through Learning Improvement Plans and OurSCHOOL survey results.

**New Activities Undertaken in 2024-2025:**

- Rubrics for the Grade 3 to 5 Treaty Education Assessment were developed and translated into French to support bilingual implementation.
- A representative committee was established to guide development of Treaty Education assessments and rubrics.
- Preparations were advanced for the rollout of the Grade 3 to 5 Treaty Education Assessment and for development of the Grade 6 to 8 Treaty Education Assessment, including piloting rubrics and presenting draft materials to principals.

***Goal 5: All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation.*****Continued Activities from Previous Year:**

- Professional learning in Treaty and Métis education was provided to all new teachers, while the Four Seasons of Reconciliation course continued for GSCS staff to deepen understanding of history, worldviews, and the TRC Calls to Action.
- Indigenous STEAM learning advanced through Professional Learning Communities (PLCs), co-planning with administrators, and classroom projects, leading to preparations for an Indigenous STEAM Fair.

**New Activities Undertaken in 2024-2025:**

- The FNMIELC supported schools in meeting Indigenous education goals through Learning Improvement Plans, offering co-planning, co-teaching, reflection, and professional development on First Nations and Métis worldviews, residential school history, and reconciliation.
- Land-based education expanded, with 24 classrooms and 2 schools participating in seasonal programming at Eagle Creek, three schools piloting extended land-based learning for 75 students weekly over 16 weeks, and new supports provided for high school physical education.
- Schools engaged in decolonizing education practices, using a framework and rubrics to guide shifts in classroom approaches and school culture.

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

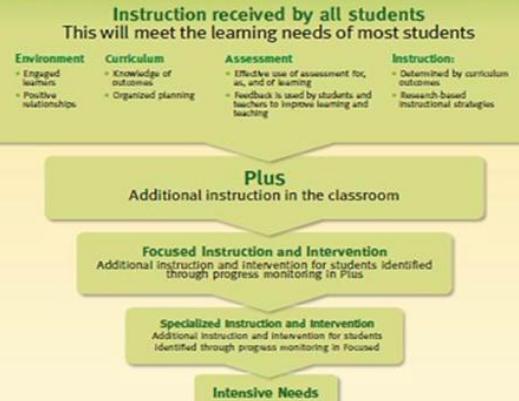
**The following key actions were undertaken by the school division during the 2024-2025 school year in support of this priority action.**

GSCS continues to adapt its educational programming to address the changing needs of the community it serves. This work draws on past experience, current research, and the voices of the community. Together, these guide the development of programs that respond to local priorities and strengthen student learning outcomes.

# Student Learning Model



## Quality Core Classroom Instruction



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

Instruction in GSCS follows the provincial core curricula, broad learning domains, and key cross-curricular competencies. Faith is woven throughout all learning. First Nations, Métis, and Inuit content, perspectives, and ways of knowing are intentionally integrated into classroom practice. The division holds the belief that every student can learn and strives to nurture each child's God-given gifts so they can grow spiritually, academically, physically, and emotionally.

The GSCS Student Learning Model provides a consistent framework for meeting the needs of all learners, including those who face greater challenges and those who require enrichment. This model supports educators in delivering structured, responsive, and effective instruction for every student.

In GSCS, there is a shared commitment to defining and applying high-quality core instruction. The Classroom Commitment serves as a central reference, setting out expectations for curriculum, learning environment, instruction, and assessment across all classrooms. Grounded in culturally responsive and relationship-centred practice, it aligns directly with the criteria and indicators for quality core instruction, fostering cultural competence. Professional learning for teachers remains a priority, with delivery adjusted based on substitute teacher availability.

# our Classroom Commitment

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

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

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

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

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

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

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



Rooted. Growing.  
Reaching. Transforming.

In 2024-2025, GSCS maintained alignment between school-level planning, Board of Education goals, and the Provincial Education Plan Priority Actions. School teams used collaborative data reviews and short "Sprint" improvement cycles within professional learning communities to set and monitor Learning Improvement Plan goals.

Division-wide common assessments in multiple grades, including Canadian Achievement Testing in Grade 7 and early literacy tools in Grades 1-3, provided data to support classroom, school and division planning and shape professional learning. Our division Student Assessment Handbook aligns with *Supporting Student Assessment in Saskatchewan* and supports school leaders in using evidence-based practices to drive continuous improvement in student outcomes.

The following key strategic activities were undertaken in 2024-2025 in the Supporting Student Learning and Assessment Priority Action:

### Literacy:

- Supported K-3 school-based parent/caregiver and community engagement through:
  - Training for literacy volunteers.
  - Resources and templates for literacy nights.
  - Take-home literacy learning resources.
- Expanded Wrap Around Literacy (WAL) with added human resources for small-group instruction and focused Grade 1-3 intervention from nine to twelve schools targeting outcomes for Indigenous learners.
- Provided emerging/early literacy professional learning for Kindergarten to Grade 3 teachers on explicit and systematic literacy instruction.
- Partnered with Foundations Learning to provide programming and support for outcomes in literacy through the Spark Program, Reading Volunteer Training and Literacy and Numeracy Programming for school communities.
- Partnered with the United Way to provide the Summer Success Program supporting students' literacy outcomes.

**Mathematics:**

- Established and engaged an Indigenous Parent/Caregiver Advocacy Committee to support vision and direction on improved mathematics outcomes for middle years Indigenous learners.
- Supported school-based parent/caregiver engagement within mathematics through:
  - Resources and templates for mathematics nights.
  - Take-home mathematics learning resources.
- Continued to provide professional learning opportunities for combined grade mathematics teachers and teachers new to teaching mathematics.
- Engaged teachers in resource development and leadership in professional learning in identified areas of need (subtraction, decimal operations, whole number operations).
- Provided professional learning on teacher-developed resources in these identified areas of need.
- Continued professional learning cohorts on Thinking Classroom and Guided Math.

**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.

In 2024-2025, Greater Saskatoon Catholic Schools:

- Focused professional learning on clarity, transparency, and student engagement within the assessment process.
- Continued to support professional learning in the use of Edsby to engage students and parents/caregivers within the assessment process.
- Continued to support families experiencing barriers to accessing and using Edsby by developing resources and providing supports to increase parent/caregiver engagement.
- Supported elementary and high school parent/caregiver assessment literacy through the Parent/Caregiver Guide to Assessment and Reporting.

## ***Progress in 2024-25: School Division Local Priority***

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

**The following key actions were undertaken by the school division during the 2024-25 school year in support of this local priority.**

During the 2024–2025 school year, the Religious Education team continued to strengthen the Catholic identity of GSCS and support the faith journey of students, staff, and families. The following milestones highlight our work:

#### **1. Teaching and Learning**

*Establish and develop teaching resources to support quality religious education materials and learning experiences for students.*

- Expanded the Religious Education team to enhance support for adult faith formation and high school curriculum.
- Supported renewed Religious Education programming across all grade levels.
- Continued the development of Byzantine resources to support the Ukrainian bilingual program.
- Provided ongoing curricular support through a job-embedded model, delivered by the Religious Education consultant (Latin Rite) and the Byzantine consultant.

#### **2. Staff and Student Faith Formation**

*Provide opportunities for staff and students to grow a deeper understanding of their faith grounded in Catholic teaching.*

- Developed an adult faith formation framework to guide initiatives across the division.
- Offered Essential Faith Learning opportunities through *Understanding Your Faith* (online), parish partnerships, and the Faith Mentorship Program.
- Supported staff in leading small group studies such as *Discovery* and *The Search*.
- Shared resources and encouraged participation in the Master of Religious Education program at Newman Theological College.
- Facilitated staff retreats for all GSCS staff and supported student retreats in collaboration with the GSCS Foundation, including a retreat designed for Byzantine students.
- Provided opportunities for Faith Formation Facilitators (FFF) and Teacher Chaplains to collaborate, share best practices, and access diocesan support.
- Supported schools with a year plan for instruction and prayer, based on the liturgical year.

### 3. Community of Faith

*Foster deep connections between schools, the Parish, Diocese, Eparchy, and families.*

- Worked closely with the Diocese and Eparchy to share resources and support faith development for students, staff, and families.
- Partnered with the Diocese to strengthen support for Faith Facilitators and Chaplains.
- Collaborated with the Together in Faith and Action Committee on initiatives including:
  - Small Christian communities.
  - Faith formation in the Byzantine rite.
  - Pastoral care for students who identify as gender or sexually diverse.

### 4. Justice and Peace

*Promote and nurture a Catholic culture of justice and peace within our schools and school division.*

- Encouraged and enabled school staff to take responsibility for faith formation and enrichment activities, helping to root daily school life in Gospel values.
- Supported initiatives that promote equity, reconciliation, and community engagement, ensuring Catholic teaching informs both classroom and school culture.
- Represented GSCS in partnership with the Justice and Peace Diocesan Advisory Council; on advisory boards for the Doug and Irene Schmeiser Centre for Faith, Reason, Peace, and Justice at STM; and the Centre Oblate at St. Paul University (Ottawa)

### 5. Pastoral Care for Students

*Ensure a welcoming, caring, and inclusive Catholic community for all students.*

- Provided professional learning to all elementary school staff on caring for gender and sexually diverse students.
- Distributed pastoral care resources—including prayers, messaging, and posters—to every school.
- Continued to build capacity for schools to ensure that every student experiences the love of Christ in a safe, supportive, and faith-filled environment.

# Infrastructure and Transportation

## Infrastructure

Greater Saskatoon Catholic Schools' facilities include:

- 50 schools in five communities.
- The average age of these school facilities is 51 years.
- The oldest school, Oskāyak High School is over 95 years old; the newest schools (Saskatchewan Joint Use School Bundle) are eight 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. During this reporting period, twenty-seven new relocatable classrooms and seven (relocatable classroom moves were added to the following schools: Bethlehem High School, Holy Cross High School, Holy Trinity School St. Joseph High School, Ecole Holy Mary School, Father Vachon School, St. Angela School, St. Bernard School, St. Lorenzo Ruiz School, St. Mary Community School, St. Mark Community School, St. Therese 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.

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.

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	PreK-8	Saskatoon
Bishop Murray High School	8-12	Saskatoon
Bishop Pocock School	K-8	Saskatoon

School	Grades	Location
Bishop Roborecki School	PreK-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	PreK-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	PreK-8	Saskatoon
St. Angela School	PreK-8	Saskatoon
St. Anne School	K-8	Saskatoon
St. Augustine School	K-8	Humboldt
St. Augustine School	PreK-8	Saskatoon
St. Bernard School	K-8	Saskatoon
St. Dominic School	PreK-8	Humboldt
St. Dominic School	K-8	Saskatoon
St. Edward School	PreK-8	Saskatoon
St. Frances Cree Bilingual School-McPherson	PreK-5	Saskatoon
St. Frances Cree Bilingual School-Bateman	6-9	Saskatoon
St. Gabriel School	K-9	Biggar
St. George School	K-8	Saskatoon
St. John School	PreK-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	PreK-8	Saskatoon
St. Maria Goretti School	PreK-8	Saskatoon
St. Mark School	PreK-8	Saskatoon

School	Grades	Location
St. Mary's Wellness and Education Centre	PreK-8	Saskatoon
St. Michael School	PreK-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	PreK-8	Saskatoon

## Infrastructure Projects

Infrastructure Projects			
School	Project	Details	2024-25 Cost
awâsisak kâ-nîmîhtocik St. Francis School	Replacement School	Graham Construction was hired as General Contractor and construction started in June 2023. Substantial completion was achieved in July 2025.	\$11,221,879
Bishop Klein School	Roof Replacement	Replacement of multiple roof sections	321,045
Ecole Cardinal Leger School	Roof Replacement	Replacement of multiple roof sections	578,462
Father Vachon School	Roof Replacement	Replacement of multiple roof sections	529,457
Bishop Murray School	Roof Replacement	Replacement of multiple roof sections	115,484
St. Augustine Humboldt	Mechanical Upgrades	Replacement of Roof Top Units	127,452
St. John School	Mechanical Upgrades	Replacement of Furnaces	261,484
Various Schools	HVAC Controls Upgrades	Replacement of existing HVAC controls	232,323
St. Joseph High School	Gymnasium Bleachers	Replacement of Bleachers in the Gymnasium	239,558
<b>Total</b>			<b>\$13,627,144</b>

## Transportation

GSCS transports 6,451 students on 152 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 87 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.

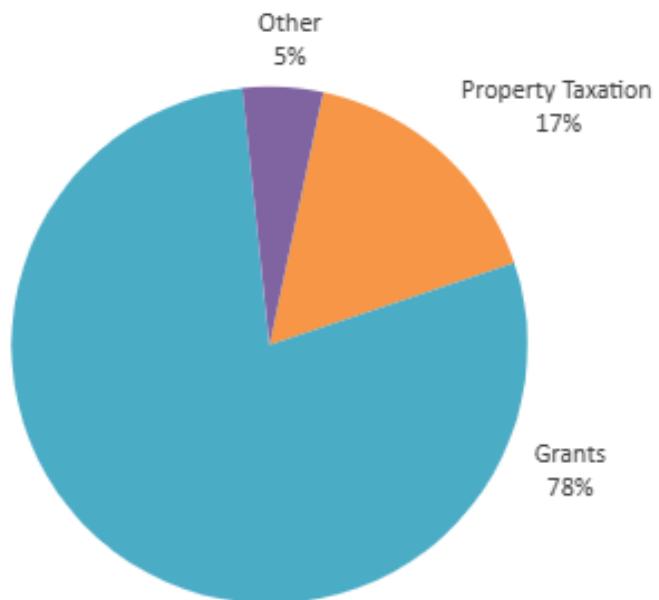
### Student Transportation 2024-25

Transportation Statistics	
Students transported	6,451
In-town students transported (included in above)	6,167
Transportation routes	152
Number of buses	N/A
Kilometres travelled daily	7,252 KMs (Round Trip)
Average age of bus	5.7 years
Capacity utilized on buses	89%
Average one-way ride time	23 minutes
Longest one-way ride time	73 minutes (Citywide)
Number of school trips per year	3,287
Kilometres per year travelled on school trips	N/A
Cost per student per year	\$1,433
Cost per kilometre travelled	\$8.48

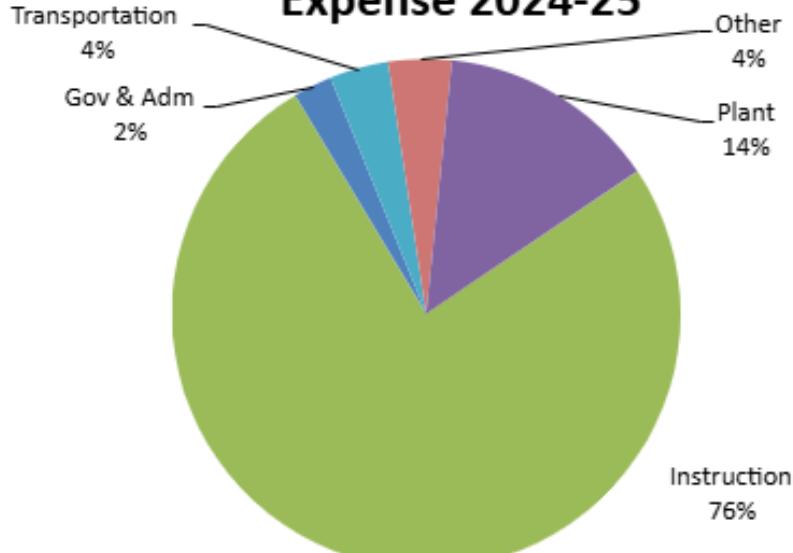
## Financial Overview

### Summary of Revenue and Expenses

**Revenue 2024-25**



**Expense 2024-25**



## Budget to Actual Revenue, Expenses and Variances

	2025	2025	2024	Budget to	Budget to	Note
				Actual	Actual %	
				Variance	Over / (Under)	
	Budget	Actual	Actual			
<b>REVENUES</b>						
Property Taxation	49,215,772	49,116,708	48,627,748	(99,064)	0%	
Grants	198,881,312	233,119,909	227,073,592	34,238,597	17%	1
Tuition and Related Fees	2,333,582	1,804,581	2,396,476	(529,001)	-23%	2
School Generated Funds	3,565,036	4,457,894	3,771,521	892,858	25%	3
Complementary Services	2,479,192	2,704,190	2,458,434	224,998	9%	4
External Services	1,013,879	1,294,177	2,829,646	280,298	28%	5
Other	3,417,173	4,623,369	3,908,307	1,206,196	35%	6
<b>Total Revenues</b>	<b>260,905,946</b>	<b>297,120,828</b>	<b>291,065,724</b>	<b>36,214,882</b>	<b>14%</b>	
<b>EXPENSES</b>						
Governance	884,637	871,620	619,338	(13,017)	-1%	
Administration	5,619,934	5,583,231	5,393,461	(36,703)	-1%	
Instruction	195,761,379	198,958,776	178,147,938	3,197,397	2%	
Plant	36,989,695	36,579,184	34,237,904	(410,511)	-1%	
Transportation	10,131,566	9,832,551	9,269,946	(299,015)	-3%	
Tuition and Related Fees	182,616	61,329	153,976	(121,287)	-66%	7
School Generated Funds	3,565,036	3,988,723	3,473,311	423,687	12%	8
Complementary Services	2,330,249	2,079,106	2,178,356	(251,143)	-11%	9
External Services	1,009,356	3,150,944	1,010,510	2,141,588	212%	10
Other Expenses	1,131,054	1,246,780	1,324,350	115,726	10%	11
<b>Total Expenses</b>	<b>257,605,522</b>	<b>262,352,244</b>	<b>235,809,090</b>	<b>4,746,722</b>	<b>2%</b>	
<b>Surplus (Deficit) for the Year</b>	<b>3,300,424</b>	<b>34,768,584</b>	<b>55,256,634</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 \$11.8 million due to funding received for exceeding projected enrolment (\$3.2 million), funding for the teacher collective agreement (\$5.7 million), a \$1 million increase in the preventative maintenance and renewal funding, and \$1.9 million in additional Jordan's Principle funding. Capital grants for new school planning and construction were over budget by \$600,000, and the division was awarded \$22.1 million for relocatable classrooms that was not in budget.
2	Under budget due to a decrease in Saskatoon International Online School tuition (\$245,000), a decrease in cyber school tuition (\$34,000) and a decrease in international student tuition (\$250,000).
3	Over budget due to fundraising activity at the school level being higher than anticipated.
4	Over budget due to receiving additional funding for intensive supports pre-kindergarten programming.
5	Over budget due to an increase in driver education rates approved after budget and an increase in students from budget.
6	Interest revenue, cafeteria sales, and facility rentals were over budget by \$1 million cumulatively. Miscellaneous revenue was over budget by \$168,000.
7	Under budget due to the amount of tuition paid to outside agencies being less than projected.
8	Over budget due to fundraising activity at the school level being higher than anticipated.
9	Pre-kindergarten program enrolment was less than projected enrolments.
10	Over budget due to an increase in driver education rates and an increase in students from budget. The school division also paid a capital contribution to the City of Saskatoon for the Holmwood high school project.
11	Interest paid was higher than projected.

## Appendix A – Payee List

### Board Remuneration

The following lists all payments made to and on behalf of board of education members.

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
BONITA ELLIOTT	\$27,205	\$812		\$1,454	\$4,886	\$1,155	\$35,512
DANA CASE	\$8,536						\$8,536
DIANE BOYKO*	\$36,901			\$2,580	\$4,932	\$1,175	\$45,588
FLORIAN POSSBERG	\$20,600	\$378		\$389		\$1,150	\$22,517
HUDSON BYBLOW	\$5,536						\$5,536
KATHRYN DAY	\$21,669			\$888	\$4,545	\$1,100	\$28,202
MICHAEL RANEY	\$21,669			\$2,568	\$4,839	\$1,150	\$30,226
MICHELLE CHRISTOPHER	\$21,669			\$1,953		\$1,150	\$24,772
OWEN FORTOSKY	\$22,649			\$500	\$4,540	\$1,150	\$28,839
RON BOECHLER**	\$29,912			\$524	\$431	\$1,090	\$31,957
SHARON ZAKRESKI-WERBICKI	\$29,686			\$999	\$4,041	\$1,155	\$35,881
TIM JELINSKI	\$27,433			\$1,454	\$4,849	\$1,174	\$34,910
WAYNE STUS	\$8,141						\$8,141

\*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	\$115,963
PRAIRIE SPIRIT SCHOOL DIVISION	959,257

Name	Amount
SASKATOON PUBLIC SCHOOLS	85,906
SASKATOON TRIBAL COUNCIL INC.	95,300
CITY OF SASKATOON	4,894,703

## Supplier Payments

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

Name	Amount
AL ANDERSON'S SOURCE FOR SPORT	\$111,498
ALERT DRIVING ACADEMY	225,797
ALLMAR INC	75,493
AMAZON	637,943
AON CANADA INC	1,056,239
APPLE	211,832
APRIL JOHNSON THERAPY	90,720
ASSOCIATED SPEECH	351,450
ATLAS-APEX ROOFING INC	736,240
AVI-SPL	102,913
BRANDT TRACTOR LTD	67,223
CAMP KADEXH	80,534
CHARTER MECHANICAL LTD	162,557
CHARTER TELECOM INC	1,567,369
COLLIERS PROJECT LEADERS INC	57,083
COMPUGEN INC.	363,250
CONCEPT3 BUSINESS INTERIORS	1,967,860
CON-TECH GENERAL	1,792,300
COREFOUR INC.	119,004
COSTCO WHOLESALE	144,983
CUSTOM SNOW REMOVAL	56,939
D2 CONSTRUCTION LTD	988,335
DELL CANADA INC.	824,408
DIVERSE SYSTEMS LTD.	56,054
DOLLARAMA # 471, SASKATOON	64,221
EDWARDS EDWARDS MCEWEN	1,200,794

Name	Amount
ELLISON TRAVEL & TOURS	79,924
ENGINEERED AIR	328,340
EPISCOPAL CORP. OF SASKATOON	174,488
FEDERATED CO-OPERATIVES LTD.	66,724
FIRSTCANADA ULC	6,808,044
FLYNN CANADA LTD.	53,766
FLYWIRE PAYMENTS CANADA INC	50,397
FOLLETT SOFTWARE, LLC	54,216
GEANEL RESTAURANT SUPPLIES LTD	72,847
GRAHAM CONSTRUCTION	12,958,730
HAID ROOFING LTD.	1,064,195
HARDWOODS , LANGLEY	83,858
HERTZ NORTHERN BUS	2,085,210
HUDY ELECTRICAL SOLUTIONS	87,800
HVAC SALES & SERVICE LTD	57,869
IMPERIAL DADE , ST LAURENT	694,141
INLAND AUDIO VISUAL LTD.	146,269
JPH CONSULTING LTD	95,680
K-GO RIDESHARE , SASKATOON	257,670
KHAN, IFTIKHAR	350,136
KIM CONSTRUCTORS. LTD.	4,743,835
KINDRACHUK AGREY	464,687

Name	Amount
KLASSEN DRIVING SCHOOL LTD.	470,840
LEARNING DISABILITIES	94,600
LENNOX CANADA INC , BRAMPTON	95,625
LIFETOUCH CANADA INC.	51,608
LONG & MCQUADE	89,236
MCNALLY ROBINSON BOOKSELLERS	108,000
MERLIN FORD LINCOLN	119,401
NAVERA COMMUNITY	70,304
NICHOLS INTERIORS LTD	200,204
NOVEXCO , LAVAL	203,907
OPEN DOOR TECHNOLOGY INC.	51,534
PC EXPRESS	130,436
PEAK MECHANICAL LTD	138,674
PEARSON CANADA INC.	297,069
POWERLAND COMPUTERS	50,310
PPC	92,600
PRAIRIE CONTROLS LTD	203,797
PRECISION ASPHALT	103,808
PRINCE ALBERT NORTHERN BUS	115,395
PRO AV	60,829
QUOREX CONSTRUCTION	146,639
R & D COMMERCIAL INTERIORS	59,456
R.L. CUSHING MILLWORK	176,623
REAL CDN. WHOLESALE #6 , SASKATOON	142,596
RIIDE HOLDINGS INC.	253,043

Name	Amount
SASKATCHEWAN CATHOLIC SCHOOL	71,494
SASKATCHEWAN DISTANCE LEARNING CORPORATION	180,900
SASKATCHEWAN POWER CORPORATION	1,582,198
SASKATCHEWAN SCHOOL BOARDS ASSOCIATION	3,387,410
SASKENERGY	1,267,972
SASKTEL	541,060
SSSAD	109,772
SUMMIT ENGINEERING	59,225
SUPREME OFFICE PRODUCTS LTD	452,714
SWISH MAINTENANCE LIMITED	291,839
SYSCO CALGARY LTD.	780,121
TCU PLACE	80,685
TEAMLITZEN SPORTS LTD.	78,856
THE CANADA HOMESTAY	278,172
TM2SPORTS LIMITED	76,302
TROY LIFE & FIRE SAFETY LTD.	118,369
URBANOSKI, CLINT	78,612
VCM CONSTRUCTION LTD.	1,064,870
WASTE CONNECTIONS OF CANADA	106,965
WESTERN CAMPUS RESOURCES	53,785
WESTRIDGE CONSTRUCTION LTD	510,763

## 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	\$498,403
C.U.P.E. 3730	146,781
MUNICIPAL EMPLOYEES PENSION PLAN	6,707,280
SASKATCHEWAN TEACHERS FEDERATION	16,382,113
SASKATCHEWAN WORKERS' COMPENSATION BOARD	513,653

Name	Amount
SASKATOON TEACHERS ASSOCIATION	173,077
TEACHERS SUPERANNUATION COMMISSION	230,319
SASKATCHEWAN PROFESSIONAL TEACHERS REGULATION BOARD	159,318

## Appendix B – Multi-year Funding Agreement and Classroom Support Resources

Through the multi-year funding agreement (MFA), the Government of Saskatchewan committed a minimum of \$356.6 million annually for classroom supports for a four-year period starting in 2024-25.

The Minister of Education, the Saskatchewan School Boards Association and the Saskatchewan Teachers Federation have recognized the importance of transparent allocation and reporting of the classroom supports as outlined in the MFA. As stated in the 2023-2026 Provincial Collective Bargaining Agreement, Appendix G, clause 1.3, they have agreed to the following:

In a separate schedule to their Annual Report, school divisions will report on the use of the classroom support resources provided for through the MFA.

Classroom Supports Categories	2024-25 Funding Allocation (\$000s)	Description of how the MFA classroom support resources were used in 2024-25
<b>Targeted Supports</b>	\$2,934	Targeted Supports funding was primarily used to staff additional positions such as <ul style="list-style-type: none"><li>• Wrap Around Literacy (WAL) Equivalent (FTE)</li><li>• Educational Assistants</li><li>• School Counsellors</li><li>• Learning Assistance Teacher</li><li>• English as Additional Language</li><li>• Additional Classroom Teacher Allocation</li><li>• Teacher on Assignment to support student behaviour</li><li>• Funding was also used to support Technical aids for students</li><li>• Assistive technology</li></ul>
<b>Specialized Support Classrooms</b>	\$450	A pilot project, funded by the ministry, focused on <b>positive learning behavior (PLB)</b> . This initiative aimed to enhance staff capacity, create inclusive programming, empower student self-advocacy and emotional regulation, and cultivate a trauma-informed learning environment. The project sought to establish a common language and promote resilience among all students and staff.

		<p>The project was implemented by a team of itinerant staff of PLB Teachers and a Consultant who rotated through 4 pilot schools to provide job-embedded support and professional learning for classroom teachers. This approach was well-received, and enabled staff to shift how they viewed and responded to student behavior, integrating trauma-informed practices and cultivating a growth mindset.</p>
<b>Teacher Innovation Support Fund</b>	\$171	<p><b>Saskatchewan Teacher Innovation and Support Fund Grants (2024–2025)</b></p> <p>During the 2024–2025 school year, Greater Saskatoon Catholic Schools submitted 72 applications to the Saskatchewan Teacher Innovation and Support Fund. Eight projects were successfully awarded, totaling <b>\$171,284</b> in funding. These innovative projects provided targeted supports for literacy, student mental health and well-being, transitions, and classroom complexity.</p> <p><b>Highlights of Funded Projects:</b></p> <ul style="list-style-type: none"> <li>• <b>Literacy Intervention (St. Volodymyr School):</b> Implemented daily small-group reading instruction and supportive strategies to support 150 students reading below grade level, alongside teacher training in evidence-based literacy practices.</li> <li>• <b>Sensory Pathways &amp; OT Supports (St. Paul School):</b> Introduced sensory pathways, flexible seating, and a Zen Room to promote self-regulation, resilience, and student well-being for all K–8 students.</li> <li>• <b>Discovery Room (St. Augustine School):</b> Developed a dedicated discovery space to support students with autism and diverse needs through individualized movement and learning activities.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Bridge Builders Transition Program (St. Edward &amp; Bishop Roborecki):</b> Created small-group supports for Grade 8 students transitioning into high school, reducing anxiety, strengthening peer connections, and improving attendance.</li> <li>• <b>Sensory Room Update (St. George School):</b> Established a calming and therapeutic space with specialized equipment to support students with neurodiverse learning styles.</li> <li>• <b>Discovery Space / Espace découverte (École St. Peter):</b> Developed a bilingual discovery and sensory space to support dysregulated students, enhance regulation strategies, and enrich authentic learning experiences.</li> <li>• <b>Mental Health &amp; Self-Regulation Initiative (St. Kateri Tekakwitha):</b> Expanded sensory supports, adding a second sensory room and 31 classroom-based regulation spaces in response to high student needs in a large K–8 school.</li> <li>• <b>Universal Supports for Classroom Complexity (Bishop Klein School):</b> Expanded the Discovery Space Program into all classrooms, providing universal supports, teacher training, and adaptive resources to better meet the needs of diverse learners.</li> </ul>
<b>Supports for Learning</b>	\$33,906	Funding in this area was used to support students by providing learning assistance, assessment services, mental-health and therapy professionals, counselling, and assistive technology. These funds covered both staffing and non-salary needs to help students access responsive instruction and required learning supports.

Funding was used primarily to support instructional salaried such as:

- Speech Language Pathologists
- Occupational Therapist
- Educational Assistants
- Learning Assistant Teachers
- Counsellors
- Medical Facilitators
- Sign Language Interpreters
- Braillists
- Student Software Support
- Coordinators
- Consultants
- Teacher On Assignment
- Wrap Around Literacy Teachers
- Social Workers
- Psychologists
- Nutrition Assistants
- Cultural Advisors
- Indigenous Student Achievement Coordinators
- Elders
- Program Facilitators
- Teacher Deaf and Hard of Hearing
- Teacher Visually Impaired

In addition, this funding supported students through learning resources such as:

- Technical Aids
- Community School Support Fund

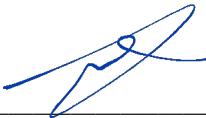
Contracted Services

## **Appendix C – Management Report and Audited Financial Statements**

## Consolidated Audited Financial Statements

Of the St. Paul's Roman Catholic Separate School Division No. 20  
School Division No. 4160000

For the Period Ending: August 31, 2025



Chief Financial Officer

MNP LLP

Auditor

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

*Saskatchewan* 

## **Management's Responsibility for the Consolidated Financial Statements**

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

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

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

The external auditors, MNP, LLP, conduct an independent examination in accordance with Canadian auditing standards and express their opinion on the consolidated financial statements. The accompanying Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the school division's consolidated financial statements. The external auditors have full and free access to, and meet periodically and separately with, both the Board and management to discuss their audit findings.

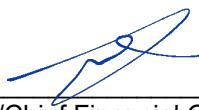
On behalf of the St. Paul's Roman Catholic Separate School Division No. 20:



\_\_\_\_\_  
Board Chair, Diane Boyko



\_\_\_\_\_  
CEO/Director of Education, François Rivard



\_\_\_\_\_  
Deputy Director/Chief Financial Officer, Joel Lloyd

November 24, 2025

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

## Opinion

We have audited the consolidated financial statements of St. Paul's Roman Catholic Separate School Division No. 20 (the "School Division"), which comprise the consolidated statement of financial position as at August 31, 2025 and the consolidated statements of operations and accumulated surplus from operations, changes in net financial assets and cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the consolidated financial position of the School Division as at August 31, 2025, and the results of its consolidated operations, its consolidated net financial assets (net debt) and its consolidated cash flows for the year then ended in accordance with Canadian public sector accounting standards.

## Basis for Opinion

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

## Other Information

Management is responsible for the other information. The other information obtained at the date of this auditor's report is included in the Annual Report, but does not include the consolidated financial statements and our auditor's report thereon.

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

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

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

## **Responsibilities of Management the Trustees of the Board of Education for the Consolidated Financial Statements**

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

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

Those charged with governance are responsible for overseeing the School Division's financial reporting process.

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

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

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

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

## Independent Auditor's Report

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

Saskatoon, Saskatchewan

November 24, 2025

**MNP LLP**  
Chartered Professional Accountants

**MNP**

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Consolidated Statement of Financial Position**  
**as at August 31, 2025**

	2025	2024
	\$	\$
<b>Financial Assets</b>		
Cash and Cash Equivalents	47,275,288	44,575,995
Accounts Receivable (Note 3)	14,680,808	12,881,810
<b>Total Financial Assets</b>	<b>61,956,096</b>	<b>57,457,805</b>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities (Note 4)	16,735,998	20,248,768
Long-Term Debt (Note 5)	20,802,363	22,063,804
Liability for Employee Future Benefits (Note 6)	6,508,500	6,527,800
Deferred Revenue (Note 7)	3,111,772	6,223,963
<b>Total Liabilities</b>	<b>47,158,633</b>	<b>55,064,335</b>
<b>Net Financial Assets</b>	<b>14,797,463</b>	<b>2,393,470</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets (Schedule C)	318,721,623	296,465,673
Prepaid Expenses	853,526	744,885
<b>Total Non-Financial Assets</b>	<b>319,575,149</b>	<b>297,210,558</b>
<b>Accumulated Surplus (Note 10)</b>	<b>334,372,612</b>	<b>299,604,028</b>

Contractual Obligations (Note 15)

Contractual Rights (Note 17)

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

Approved by the Board:



Chairperson



Chief Financial Officer

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Consolidated Statement of Operations and Accumulated Surplus from Operations**  
**for the year ended August 31, 2025**

	<b>2025 Budget</b>	<b>2025 Actual</b>	<b>2024 Actual</b>
	\$	\$	\$
<b>REVENUES</b>			
Property Taxes and Other Related	49,215,772	49,116,708	48,627,748
Grants	198,881,312	233,119,909	227,073,592
Tuition and Related Fees	2,333,582	1,804,581	2,396,476
School Generated Funds	3,565,036	4,457,894	3,771,521
Complementary Services (Note 8)	2,479,192	2,704,190	2,458,434
External Services (Note 9)	1,013,879	1,294,177	2,829,646
Other	3,417,173	4,623,369	3,908,307
<b>Total Revenues (Schedule A)</b>	<b>260,905,946</b>	<b>297,120,828</b>	<b>291,065,724</b>
<b>EXPENSES</b>			
Governance	884,637	871,620	619,338
Administration	5,619,934	5,583,231	5,393,461
Instruction	195,761,379	198,958,776	178,147,938
Plant Operation & Maintenance	36,989,695	36,579,184	34,237,904
Student Transportation	10,131,566	9,832,551	9,269,946
Tuition and Related Fees	182,616	61,329	153,976
School Generated Funds	3,565,036	3,988,723	3,473,311
Complementary Services (Note 8)	2,330,249	2,079,106	2,178,356
External Services (Note 9)	1,009,356	3,150,944	1,010,510
Other	1,131,054	1,246,780	1,324,350
<b>Total Expenses (Schedule B)</b>	<b>257,605,522</b>	<b>262,352,244</b>	<b>235,809,090</b>
<b>Operating Surplus for the Year</b>	<b>3,300,424</b>	<b>34,768,584</b>	<b>55,256,634</b>
<b>Accumulated Surplus from Operations, Beginning of Year</b>	<b>299,604,028</b>	<b>299,604,028</b>	<b>244,347,394</b>
<b>Accumulated Surplus from Operations, End of Year</b>	<b>302,904,452</b>	<b>334,372,612</b>	<b>299,604,028</b>

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

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Consolidated Statement of Changes in Net Financial Assets (Net Debt)**  
**for the year ended August 31, 2025**

	2025 Budget	2025 Actual	2024 Actual
	\$ (Note 13)	\$	\$
<b>Net Financial Assets (Net Debt), Beginning of Year</b>	<b>2,393,470</b>	<b>2,393,470</b>	<b>(17,417,449)</b>
<b>Changes During the Year</b>			
Operating Surplus, for the Year	3,300,424	34,768,584	55,256,634
Acquisition of Tangible Capital Assets (Schedule C)	(12,840,000)	(33,240,941)	(45,635,014)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	1,500	-
Net Gain on Disposal of Capital Assets (Schedule C)	-	(1,500)	-
Amortization of Tangible Capital Assets (Schedule C)	11,017,233	10,984,991	10,140,024
Net Change in Other Non-Financial Assets	-	(108,641)	49,275
<b>Change in Net Financial Assets (Net Debt)</b>	<b>1,477,657</b>	<b>12,403,993</b>	<b>19,810,919</b>
<b>Net Financial Assets, End of Year</b>	<b>3,871,127</b>	<b>14,797,463</b>	<b>2,393,470</b>

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

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Consolidated Statement of Cash Flows**  
**for the year ended August 31, 2025**

	<b>2025</b>	<b>2024</b>
	\$	\$
<b>OPERATING ACTIVITIES</b>		
Operating Surplus for the Year	34,768,584	55,256,634
Add (Deduct) Non-Cash Items Included in Surplus (Schedule D)	4,802,373	(943,731)
Net Change in Non-Cash Operating Activities (Schedule E)	(8,930,794)	(2,034,131)
<b>Cash Provided by Operating Activities</b>	<b>30,640,163</b>	<b>52,278,772</b>
<b>CAPITAL ACTIVITIES</b>		
Cash Used to Acquire Tangible Capital Assets*	(25,853,539)	(31,840,390)
Proceeds on Disposal of Tangible Capital Assets	1,500	-
<b>Cash Used in Capital Activities</b>	<b>(25,852,039)</b>	<b>(31,840,390)</b>
<b>FINANCING ACTIVITIES</b>		
Repayment of Long-Term Debt	(2,088,831)	(1,976,923)
<b>Cash Used in Financing Activities</b>	<b>(2,088,831)</b>	<b>(1,976,923)</b>
<b>INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>2,699,293</b>	<b>18,461,459</b>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<b>44,575,995</b>	<b>26,114,536</b>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<b>47,275,288</b>	<b>44,575,995</b>

\* This amount does not include In-Kind grants for Joint-Use Schools Project of \$6,181,118 (2024 - \$11,083,755), a \$378,894 increase (2024 - \$2,710,869 increase) in accounts payables and accrued liabilities and \$827,390 (2024 - \$0) increase in long-term debt related to the acquisition of tangible capital assets.

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

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Notes to the Consolidated Financial Statements**  
**for the year ended August 31, 2025**

**1. AUTHORITY AND PURPOSE**

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

**2. SIGNIFICANT ACCOUNTING POLICIES**

Significant aspects of the accounting policies as adopted by the school division are as follows:

**a) Basis of Accounting**

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

**b) Reporting Entity and Consolidation**

The school division reporting entity is comprised of all the organizations which are controlled by the school division and the school division's share of partnerships.

**Partnerships**

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

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

These consolidated financial statements contain the following partnership:

- Humboldt Collegiate Institute – 48.9% (2024 – 51.9%)

**c) Measurement Uncertainty and the Use of Estimates**

Canadian public sector accounting standards require management to make estimates and assumptions that affect reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements and the reported amounts of revenues and expenses during the year.

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

- the liability for future employee benefits of \$6,508,500 (2024 - \$6,527,800) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$49,116,708 (2024 - \$48,627,748) because final tax assessments may differ from initial estimates.

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Notes to the Consolidated Financial Statements**  
**for the year ended August 31, 2025**

**2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)**

- useful lives of tangible capital assets and related accumulated amortization \$170,791,594 (2024 - \$161,531,935) because the actual useful lives of the capital assets may differ from their estimated economic lives.
- estimated undiscounted asset retirement obligation of \$2,510,768 (2024 - \$2,510,768) because actual expense may differ significantly from valuation estimates.
- estimated accrued salaries of \$nil (2024 - \$3,367,134) related to the settlement of a provincial teacher collective bargaining agreement with retroactive application to September 1, 2023.

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

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

**d) Financial Instruments**

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

All financial instruments are measured at cost or amortized cost. Transaction costs are a component of the cost of financial instruments measured using cost or amortized cost. For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenues or expenses. Impairment losses such as write-downs or write-offs are reported in the consolidated statement of operations and accumulated surplus from operations.

Gains and losses on financial instruments, measured at cost or amortized cost, are recognized in the consolidated statement of operations and accumulated surplus from operations in the period the gain or loss occurs.

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

**e) Financial Assets**

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

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

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Notes to the Consolidated Financial Statements**  
**for the year ended August 31, 2025**

**2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)**

**Accounts Receivable** includes taxes receivable, provincial grants receivable and other receivables. Taxes receivable represent education property taxes assessed or estimated owing to the end of the fiscal period but not yet received. Provincial grants receivable represent operating, capital and other grants earned but not received at the end of the fiscal year, provided reasonable estimates of the amounts can be made. Grants are earned when the events giving rise to the grant have occurred, the grant is authorized, any eligibility criteria have been met and there are no stipulations strong enough to create a liability.

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

**f) Non-Financial Assets**

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

**Tangible Capital Assets** have useful lives extending beyond the accounting period, are used by the school division to provide services to the public and are not intended for sale in the ordinary course of operations.

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

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

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

\*Buildings that include asbestos and are fully and/or nearly fully amortized have had their useful life reassessed and increased by 3-50 years.

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

Pooled assets in furniture and equipment, computer hardware and audio visual equipment and computer software are written down when the tangible capital assets in its current capacity can no longer contribute to the school division's ability to provide services or the value of future economic benefits associated with the tangible capital asset is less than its net book value, and there is no alternative use for the assets.

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Notes to the Consolidated Financial Statements**  
**for the year ended August 31, 2025**

**2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)**

Building assets held by the school division that were constructed and continue to be managed/maintained under a Joint Use agreement are recognized at cost which represent fair value using the weighted average cost of capital in the agreement and are amortized over the estimated useful life.

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

**g) Liabilities**

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

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

**Asset Retirement Obligation (ARO)** consists of building assets that contain asbestos. The school division recognizes the fair value of an ARO in the period in which it incurs a legal obligation associated with the retirement of a tangible capital asset. The estimated fair value of an ARO is capitalized as part of the related tangible capital asset and amortized over the expected remaining useful life of the underlying asset. The school division does not utilize discounting in the measurement of its ARO. The uncertainty regarding the timing and ultimate amount to settle the ARO makes it unlikely that discounting would significantly improve the measurement of the ARO.

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

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

**h) Employee Pension Plans**

**Multi-Employer Defined Benefit Plans**

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

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Notes to the Consolidated Financial Statements**  
**for the year ended August 31, 2025**

**2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)**

- i) Teachers participate in the Saskatchewan Teachers' Retirement Plan (STRP) or the Saskatchewan Teachers' Superannuation Plan (STSP). The school division's obligation for these plans is limited to collecting and remitting contributions of the employees at rates determined by the plans.
- ii) Other employees participate in the Municipal Employees' Pension Plan (MEPP). The plan is accounted for as a defined contribution plan whereby the school division's contributions are expensed when due.

**i) Revenue Recognition**

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

The school division's sources of revenues include the following:

**i) Government Transfers (Grants)**

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

**ii) Property Taxation**

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

On January 1, 2018, pursuant to *The Education Property Tax Act*, the Government of Saskatchewan became the taxing authority for education property tax. The legislation provides authority to separate school divisions to set a bylaw to determine and apply their own mill rates for education property taxes. For both the 2024 and 2025 taxation years, the school division does have a bylaw in place.

**iii) Fees and Services**

Revenues from tuition fees and other fees and services are recognized in the year they are earned. Revenues from transactions with performance obligations, which are enforceable

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Notes to the Consolidated Financial Statements**  
**for the year ended August 31, 2025**

**2. SIGNIFICANT ACCOUNTING POLICIES (Cont'd)**

promises to provide specific goods or services to the specific payor in return for promised consideration, are recognized when (or as) the school division satisfies a performance obligation and control of the benefits associated with the goods and services have been passed to the payor. For each performance obligation, the school division determines whether the performance obligation is satisfied over a period of time or at a point in time. The school division considers the effects of multiple performance obligations, variable consideration, the existence of significant concessionary terms and non-cash considerations when determining the consideration to be received.

Revenues from transactions with no performance obligations are recognized when the school division has the authority to claim or retain an inflow of economic resources and has identified a past transaction or event that gives rise to an asset. For each transaction with no performance obligation, the school division recognizes revenue at its realizable value.

**iv) Interest Income**

Interest is recognized as revenue when it is earned.

**v) Other (Non-Government Transfer) Contributions**

Unrestricted contributions are recognized as revenue in the year received or in the year the funds are committed to the school division if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions are contributions for which the contributor has placed restrictions on the use of the resources. Externally restricted contributions are deferred until the resources are used for the purpose specified, at which time the contributions are recognized as revenue. In-kind contributions are recorded at their fair value when they are received.

**j) Accounting Standard Not Yet in Effect**

The Public Sector Accounting Board has issued a new conceptual framework and reporting model. A conceptual framework is a coherent set of interrelated concepts underlying accounting and financial reporting standards. It prescribes the nature, function and limits of financial accounting and reporting. A reporting model establishes guidance on the presentation of general-purpose financial statements.

The school division will adopt both the conceptual framework and reporting model on September 1, 2026, and is in the process of evaluating the impact this will have on these financial statements. Prior period amounts will be restated to conform to the presentation requirements for comparative financial information.

**3. ACCOUNTS RECEIVABLE**

All accounts receivable presented on the Consolidated Statement of Financial Position are net of any valuation allowances for doubtful accounts. Details of accounts receivable balances and allowances are as follows:

	<b>2025</b>		<b>2024</b>	
	Total	Net of	Total	Net of
	Receivable	Allowance	Receivable	Allowance
Taxes Receivable	\$ 1,405,689	\$ 1,405,689	\$ 1,429,167	\$ 1,429,167
Provincial Grants Receivable	8,795,411	8,795,411	8,273,977	8,273,977
Other Receivables	4,479,708	4,479,708	3,178,666	3,178,666
<b>Total Accounts Receivable</b>	<b>\$ 14,680,808</b>	<b>\$ 14,680,808</b>	<b>\$ 12,881,810</b>	<b>\$ 12,881,810</b>

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Notes to the Consolidated Financial Statements**  
**for the year ended August 31, 2025**

**4. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES**

Details of accounts payable and accrued liabilities are as follows:

	<b>2025</b>	<b>2024</b>
Accrued Salaries and Benefits	\$ 4,499,341	\$ 7,478,192
Supplier Payments	9,645,695	10,171,414
Accrued Interest Payable	80,194	88,394
Liability for Asset Retirement Obligation	2,510,768	2,510,768
<b>Total Accounts Payable and Accrued Liabilities</b>	<b>\$ 16,735,998</b>	<b>\$ 20,248,768</b>

The school division recognized an estimated liability for asset retirement obligation of \$2,510,768 (2024 - \$2,510,768) for the removal and disposal of asbestos. The nature of the liability is related to construction materials included in school division facilities. The assumptions used in estimating the liability include estimating the square footage of asbestos contained in contaminated buildings and the estimated cost per square foot of remediation.

**5. LONG-TERM DEBT**

Details of long-term debt are as follows:

	<b>2025</b>	<b>2024</b>
Capital Loans:		
BMO 5.01% twenty year fixed rate loan, payable in blended monthly instalments of \$179,973 until December 2033.	\$ 14,806,367	\$ 16,186,506
Royal Bank 4.25% twenty year fixed rate loan, payable in blended monthly instalments of \$77,107 until December 2031.	5,188,490	5,877,298
	<b>19,994,857</b>	<b>22,063,804</b>
Other Long-Term Debt:		
Capital Lease:		
Five year capital lease for Toshiba multifunction printing devices, variable monthly cost per copy payment based on usage, bearing interest at 12.9%, expiring June 30, 2030.	807,506	-
	<b>807,506</b>	<b>-</b>
<b>Total Long-Term Debt</b>	<b>\$ 20,802,363</b>	<b>\$ 22,063,804</b>

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Notes to the Consolidated Financial Statements**  
**for the year ended August 31, 2025**

**5. LONG-TERM DEBT (Cont'd)**

Future principal and interest repayments over the next 5 years are estimated as follows:				
	Capital Loans	Capital Lease	Total	
2026	\$ 3,342,035	\$ 225,400	\$ 3,567,435	
2027	3,084,956	225,400	3,310,356	
2028	3,084,956	225,400	3,310,356	
2029	3,084,956	225,400	3,310,356	
2030	3,084,956	187,834	3,272,790	
Thereafter	8,352,437	-	8,352,437	
Total	24,034,296	1,089,434	25,123,730	
Less: Interest and executory cost	4,039,439	281,928	4,321,367	
<b>Total future principal repayments</b>	<b>\$ 19,994,857</b>	<b>\$ 807,506</b>	<b>\$ 20,802,363</b>	

Principal and interest payments on long-term debt are as follows:					
	Capital Loans	Capital Lease	2025	2024	
Principal	\$ 2,068,947	\$ 19,884	\$ 2,088,831	\$ 1,976,923	
Interest	1,007,807	17,683	1,025,490	1,104,417	
<b>Total</b>	<b>\$ 3,076,754</b>	<b>\$ 37,567</b>	<b>\$ 3,114,321</b>	<b>\$ 3,081,340</b>	

**6. EMPLOYEE FUTURE BENEFITS**

The school division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave, severance benefits, and accumulating vacation banks. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the consolidated statement of financial position. HUB International Limited, a firm of consulting actuaries, performed an actuarial valuation as at April 30, 2024 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2025.

Details of the employee future benefits are as follows:

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Notes to the Consolidated Financial Statements**  
**for the year ended August 31, 2025**

**6. EMPLOYEE FUTURE BENEFITS (Cont'd)**

	<b>2025</b>	<b>2024</b>
Long-term assumptions used:		
Discount rate at end of period (per annum)	4.25%	4.00%
Inflation and productivity rate - Teachers (excluding merit and promotion) (per annum)	2.50%	2.50%
Inflation and productivity rate - Non-Teachers (excluding merit and promotion) (per annum)	2.70%	2.70%
Expected average remaining service life (years)	12	12

<b>Liability for Employee Future Benefits</b>	<b>2025</b>	<b>2024</b>
<b>Accrued Benefit Obligation - beginning of year</b>	<b>\$ 5,697,900</b>	<b>\$ 4,803,500</b>
Current period service cost	485,700	442,300
Interest cost	234,000	220,700
Benefit payments	(666,200)	(458,900)
Actuarial (gains) Losses	(103,100)	690,300
Plan amendments	37,900	-
<b>Accrued Benefit Obligation - end of year</b>	<b>5,686,200</b>	<b>5,697,900</b>
Unamortized net actuarial gains	822,300	829,900
<b>Liability for Employee Future Benefits</b>	<b>\$ 6,508,500</b>	<b>\$ 6,527,800</b>

<b>Employee Future Benefits Expense</b>	<b>2025</b>	<b>2024</b>
Current period service cost	\$ 485,700	\$ 442,300
Amortization of net actuarial gains	(72,800)	(130,300)
<b>Benefit cost</b>	<b>412,900</b>	<b>312,000</b>
Interest cost	234,000	220,700
<b>Total Employee Future Benefits Expense</b>	<b>\$ 646,900</b>	<b>\$ 532,700</b>

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Notes to the Consolidated Financial Statements**  
**for the year ended August 31, 2025**

**7. DEFERRED REVENUE**

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2024	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2025
<b>Capital projects</b>				
Other Non-Government deferred capital transfers	\$ 35,000	\$ -	\$ (7,500)	\$ 27,500
<b>Total capital projects deferred revenue</b>	<b>35,000</b>	<b>-</b>	<b>(7,500)</b>	<b>27,500</b>
<b>Non-capital deferred revenue</b>				
Indigenous Services Canada - Jordan's Principle	753,997	-	(753,997)	-
International Student Program tuition	1,906,668	1,516,194	(1,906,668)	1,516,194
Japan exchange deposits	-	43,945	-	43,945
Holy Family Community Space	811,200	-	(50,700)	760,500
Education property tax income	2,705,571	749,345	(2,705,571)	749,345
Facility rentals	11,003	11,685	(11,003)	11,685
Other	524	2,303	(224)	2,603
<b>Total non-capital deferred revenue</b>	<b>6,188,963</b>	<b>2,323,472</b>	<b>(5,428,163)</b>	<b>3,084,272</b>
<b>Total Deferred Revenue</b>	<b>\$ 6,223,963</b>	<b>\$ 2,323,472</b>	<b>\$ (5,435,663)</b>	<b>\$ 3,111,772</b>

**8. COMPLEMENTARY SERVICES**

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

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

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	2025	2024
<b>Revenues:</b>			
Operating Grants	\$ 2,704,190	\$ 2,704,190	\$ 2,458,434
<b>Total Revenue</b>	<b>2,704,190</b>	<b>2,704,190</b>	<b>2,458,434</b>
<b>Expenses:</b>			
Salaries & Benefits	2,031,072	2,031,072	2,124,395
Instructional Aids	33,879	33,879	11,078
Supplies and Services	2,261	2,261	11,593
Travel	1,544	1,544	2,265
Student Related Expenses	10,350	10,350	9,988
Contracted Transportation & Allowances	-	-	19,037
<b>Total Expenses</b>	<b>2,079,106</b>	<b>2,079,106</b>	<b>2,178,356</b>
<b>Excess of Revenue over Expenses</b>	<b>\$ 625,084</b>	<b>\$ 625,084</b>	<b>\$ 280,078</b>

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Notes to the Consolidated Financial Statements**  
**for the year ended August 31, 2025**

**9. EXTERNAL SERVICES**

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

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

Summary of External Services Revenues and Expenses, by Program	Invitational Shared Services Initiative	Driver Education	Brighton Joint Use High School	2025	2024
<b>Revenues:</b>					
Other Ministry Grants	\$ 92,300	\$ -	\$ -	\$ 92,300	\$ -
Ministry Capital Grants	-	-	-	-	1,876,500
Grants from Others	-	1,201,877	-	1,201,877	953,146
<b>Total Revenues</b>	<b>92,300</b>	<b>1,201,877</b>		<b>1,294,177</b>	<b>2,829,646</b>
<b>Expenses:</b>					
Grant Transfers	-	-	1,876,500	1,876,500	-
Supplies and Services	92,300	1,182,144	-	1,274,444	1,010,510
<b>Total Expenses</b>	<b>92,300</b>	<b>1,182,144</b>	<b>1,876,500</b>	<b>3,150,944</b>	<b>1,010,510</b>
<b>Excess (Deficiency) of Revenues over Expenses</b>	<b>\$ -</b>	<b>\$ 19,733</b>	<b>\$ (1,876,500)</b>	<b>\$ (1,856,767)</b>	<b>\$ 1,819,136</b>

**10. ACCUMULATED SURPLUS**

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

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

Details of accumulated surplus are as follows:

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Notes to the Consolidated Financial Statements**  
**for the year ended August 31, 2025**

**10. ACCUMULATED SURPLUS (Cont'd)**

	August 31 2024	Additions during the year	Reductions during the year	August 31 2025
<b>Invested in Tangible Capital Assets</b>				
Net Book Value of Tangible Capital Assets	\$ 296,465,673	\$ 33,240,941	\$ 10,984,991	\$ 318,721,623
Less: Liability for Asset Retirement Obligation	(2,510,768)	-	-	(2,510,768)
Less: Debt owing on Tangible Capital Assets	(22,063,804)	(827,390)	2,088,831	(20,802,363)
	<b>271,891,101</b>	<b>32,413,551</b>	<b>8,896,160</b>	<b>295,408,492</b>
<b>Designated Assets (Schedule F)</b>				
	<b>25,744,082</b>	<b>22,365,434</b>	<b>11,518,965</b>	<b>36,590,551</b>
<b>Unrestricted Surplus</b>		<b>1,968,845</b>	<b>404,724</b>	<b>-</b>
<b>Total Accumulated Surplus</b>	<b>\$ 299,604,028</b>	<b>\$ 55,183,709</b>	<b>\$ 20,415,125</b>	<b>\$ 334,372,612</b>

**11. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION**

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2025 Actual	2024 Actual
Governance	\$ 294,245	\$ 577,375	\$ -	\$ -	\$ 871,620	\$ 619,338
Administration	5,019,294	475,450	-	88,487	5,583,231	5,393,461
Instruction	183,640,386	14,210,221	-	1,108,169	198,958,776	178,147,938
Plant Operations & Maintenance	11,264,009	15,526,840	-	9,788,335	36,579,184	34,237,904
Student Transportation	1,646	9,830,905	-	-	9,832,551	9,269,946
Tuition and Related Fees	-	61,329	-	-	61,329	153,976
School Generated Funds	-	3,988,723	-	-	3,988,723	3,473,311
Complementary Services	2,031,072	48,034	-	-	2,079,106	2,178,356
External Services	-	3,150,944	-	-	3,150,944	1,010,510
Other	-	82,564	1,164,216	-	1,246,780	1,324,350
<b>TOTAL</b>	<b>\$ 202,250,652</b>	<b>\$ 47,952,385</b>	<b>\$ 1,164,216</b>	<b>\$ 10,984,991</b>	<b>\$ 262,352,244</b>	<b>\$ 235,809,090</b>

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Notes to the Consolidated Financial Statements**  
**for the year ended August 31, 2025**

**12. PENSION PLANS**

**Multi-Employer Defined Benefit Plans**

Information on the multi-employer pension plans to which the school division contributes is as follows:

**i) Saskatchewan Teachers' Retirement Plan (STRP) and Saskatchewan Teachers' Superannuation Plan (STSP)**

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

The STRP and STSP are funded by contributions by the participating employee members and the Government of Saskatchewan. The school division's obligation to the STRP and STSP is limited to collecting and remitting contributions of the employees at rates determined by the plans.

Accordingly, these consolidated financial statements do not include any expense for employer contributions to these plans. Net pension assets or liabilities for these plans are not reflected in these consolidated financial statements as ultimate responsibility for retirement benefits rests with the Saskatchewan Teachers' Federation for the STRP and with the Government of Saskatchewan for the STSP.

Details of the contributions to these plans for the school division's employees are as follows:

	2025			2024
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	1,277	1	1,278	1,307
Member contribution rate (percentage of salary)	10.00%	6.05% - 7.85%	6.05% - 10.00%	6.05% - 11.70%
Member contributions for the year	\$ 12,209,793	\$ 4,871	\$ 12,214,664	\$ 11,389,787

**ii) Municipal Employees' Pension Plan (MEPP)**

The MEPP provides retirement benefits based on length of service and pensionable earnings. The MEPP is funded by employer and employee contributions at rates set by the Municipal Employees' Pension Commission.

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

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

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Notes to the Consolidated Financial Statements**  
**for the year ended August 31, 2025**

**12. PENSION PLANS (Cont'd)**

Details of the MEPP are as follows:

	<b>2025</b>	<b>2024</b>
Number of active School Division members	823	812
Member contribution rate (percentage of salary)	9.00%	9.00%
School Division contribution rate (percentage of salary)	9.00%	9.00%
Member contributions for the year	\$ 3,062,193	\$ 3,222,478
School Division contributions for the year	\$ 3,062,193	\$ 3,222,512
Actuarial extrapolation date	31-Dec-24	31-Dec-23
Plan Assets (in thousands)	\$ 4,090,806	\$ 3,602,822
Plan Liabilities (in thousands)	\$ 2,571,158	\$ 2,441,485
Plan Surplus (in thousands)	\$ 1,519,648	\$ 1,161,337

**13. BUDGET FIGURES**

Budget figures included in the consolidated financial statements were approved by the Board of Education on June 24, 2024, and the Minister of Education on August 29, 2024.

**14. PARTNERSHIP**

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

The following is a schedule of relevant financial information as stated within the financial statements for the partnership for the year ended August 31, 2025. These amounts represent 100% of the partnership's financial position and activities.

	<b>2025</b>	<b>2024</b>
Capital Assets	\$ 13,409,052	\$ 13,113,493
<b>Total Assets</b>	<b>13,409,052</b>	<b>13,113,493</b>
Accumulated Surplus	13,409,052	13,113,493
<b>Total Liabilities and Accumulated Surplus</b>	<b>13,409,052</b>	<b>13,113,493</b>
Revenue	5,574,628	4,886,482
Expenses	(5,258,756)	(4,059,922)
<b>Total Operating Surplus</b>	<b>315,872</b>	<b>826,560</b>
Less: Allocated to Horizon School Division No. 205	(150,798)	(389,878)
Less: Allocated to St. Paul's Roman Catholic Separate School Division No. 20	(165,074)	(436,682)
<b>Total Operating Surplus</b>	<b>\$ -</b>	<b>\$ -</b>

The above amounts have been proportionately consolidated in the school division's consolidated financial statements at the school division's partnership share of 48.9% (2024— 51.9%). After

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Notes to the Consolidated Financial Statements**  
**for the year ended August 31, 2025**

**14. PARTNERSHIP (Cont'd)**

adjusting accounting policies to be consistent with those of the school division and eliminating transactions between the partnership and the school division, the following amounts have been included in the school division's consolidated financial statements:

	<b>2025</b>	<b>2024</b>
Capital Assets	\$ 9,031,159	\$ 8,962,176
Revenue	\$ 2,739,290	\$ 2,544,122
Expenses	\$ (2,574,216)	\$ (2,107,440)

The school division's allocation of the accumulated balance of net operating surplus including school generated funds arising from the operations of HCI has been included in designated assets as disclosed in Schedule F – Consolidated Detail of Designated Assets.

**15. CONTRACTUAL OBLIGATIONS**

On June 16, 2023, the school division signed a contract with Graham Construction and Engineering LP for the construction of the St. Francis Cree Bilingual School. The value of the contract is \$47.6 million. The project is approximately 98.7% (2024 – 72.6%) complete at year-end.

On August 25, 2016, the school division signed a seven-year contract with First Canada ULC for student transportation services, expiring June 30, 2023. On May 4, 2023, the school division exercised the option to extend the contract for an additional three years. The extension is in effect until June 30, 2026.

On April 7, 2022, the school division signed a seven-year contract with Hertz Northern Bus for student transportation services commencing July 1, 2022, with an option to extend the contract for an additional three years.

	<b>Transportation Services</b>
2026	\$ 7,695,848
2027	1,140,094
2028	1,174,297
2029	1,209,526
	<b>\$ 11,219,765</b>

On June 19, 2025, the school division signed a one-year lease for instructional space for its Opening Doors Program with 102179000 Saskatchewan Ltd. The lease, in effect from September 1, 2025 to August 31, 2026 carries an annual lease cost of \$63,630.

On September 3, 2025 the school division signed a five-year capital lease with Toshiba Tec Canada Business Solutions Inc. for the term of July 1, 2025, to June 30, 2030. The lease is paid through a monthly cost per copy charged. The annual guaranteed minimum number of copies is 24.5 million. The lease is included in Note 5.

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Notes to the Consolidated Financial Statements**  
**for the year ended August 31, 2025**

**15. CONTRACTUAL OBLIGATIONS (Cont'd)**

Operating lease obligations of the school division are as follows:

	Operating Leases	
	Instructional Space	Total Operating
<b>Future minimum lease payments:</b>		
2026	\$ 63,630	\$ 63,630
<b>Total Lease Obligations</b>	<b>\$ 63,630</b>	<b>\$ 63,630</b>

**16. RISK MANAGEMENT**

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

**i) Credit Risk**

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

The aging of provincial grants and other accounts receivable as at August 31, 2025, was:

	August 31, 2025				
	Total	0-30 days	31-60 days	61-90 days	Over 90 days
Grants Receivable	\$ 8,795,411	\$ 382,633	\$ 8,412,778	\$ -	\$ -
Other Receivables	3,210,518	3,047,109	33,696	51,942	77,771
<b>Net Receivables</b>	<b>\$ 12,005,929</b>	<b>\$ 3,429,742</b>	<b>\$ 8,446,474</b>	<b>\$ 51,942</b>	<b>\$ 77,771</b>

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

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Notes to the Consolidated Financial Statements**  
**for the year ended August 31, 2025**

**16. RISK MANAGEMENT (Cont'd)**

**ii) Liquidity Risk**

Liquidity risk is the risk that the school division will not be able to meet its financial obligations as they come due. The school division manages liquidity risk by maintaining adequate cash balances, budget practices and monitoring and forecasts. The following table sets out the contractual maturities of the school division's financial liabilities:

<b>August 31, 2025</b>					
	<b>Total</b>	<b>Within 6 months</b>	<b>6 months to 1 year</b>	<b>1 to 5 years</b>	<b>&gt; 5 years</b>
Accounts payable and accrued liabilities	\$ 16,735,998	\$ 14,225,230	\$ -	\$ 18,804	\$ 2,491,964
Long-term debt	20,802,363	1,241,852	1,241,852	10,504,076	7,814,583
<b>Total</b>	<b>\$ 37,538,361</b>	<b>\$ 15,467,082</b>	<b>\$ 1,241,852</b>	<b>\$ 10,522,880</b>	<b>\$ 10,306,547</b>

**iii) Market Risk**

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

**Interest Rate Risk**

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The school division's interest rate exposure relates to cash and cash equivalents and long-term debt. The school division also has an authorized bank line of credit of \$15,000,000 (2024 - \$15,000,000) with interest payable monthly at a rate of prime minus 0.60% (2024 - 0.60%) per annum, which was approved by the Ministry of Education on June 19, 2015. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2025 (2024 - \$0).

The school division minimizes these risks by:

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

**17. CONTRACTUAL RIGHTS**

On August 21, 2023, the school division was awarded \$1,280,000 in education vouchers from the Canadian Microsoft Software Class Action Settlement due to having been a volume licensee between 1998 and 2010. As of August 31, 2025, \$1,001,360 (2024 - \$604,248) in vouchers were redeemed leaving a remaining balance of \$278,640 (2024 - \$675,752). All the education vouchers will expire by June 30, 2028.

On March 31, 2025, the school division signed a purchase and sale agreement with 2141 McPherson Holdings Ltd. for the former St. Frances land and buildings at 2141 McPherson Avenue in Saskatoon. The total consideration for the property is \$1,851,000, due on the November 1, 2025, closing date.

**18. COMPARATIVE INFORMATION**

Certain comparative figures have been reclassified to conform to the current year's presentation. \$1,876,500 of capital grant revenue was reclassified to External Services from Grants.

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

**Schedule A: Consolidated Supplementary Details of Revenues**  
**for the year ended August 31, 2025**

	2025 Budget	2025 Actual	2024 Actual
<b>Property Taxes and Other Related Revenue</b>	\$	\$	\$
(Note 13)			
<b>Tax Levy Revenue</b>			
Property Tax Levy Revenue	48,434,768	47,928,431	47,423,339
Revenue from Supplemental Levies	260,086	145,358	370,222
<b>Total Property Tax Revenue</b>	<b>48,694,854</b>	<b>48,073,789</b>	<b>47,793,561</b>
<b>Grants in Lieu of Taxes</b>			
Federal Government	260,214	170,010	238,940
Provincial Government	793,677	696,817	785,345
Other	252,861	412,720	604,069
<b>Total Grants in Lieu of Taxes</b>	<b>1,306,752</b>	<b>1,279,547</b>	<b>1,628,354</b>
<b>Other Tax Revenues</b>			
House Trailer Fees	12,998	12,894	13,684
<b>Total Other Tax Revenues</b>	<b>12,998</b>	<b>12,894</b>	<b>13,684</b>
<b>Additions to Levy</b>			
Penalties	15,406	25,149	23,718
Other	33,406	14,446	17,036
<b>Total Additions to Levy</b>	<b>48,812</b>	<b>39,595</b>	<b>40,754</b>
<b>Deletions from Levy</b>			
Cancellations	(14,217)	(40,206)	(9,446)
Other Deletions	(833,427)	(248,911)	(839,159)
<b>Total Deletions from Levy</b>	<b>(847,644)</b>	<b>(289,117)</b>	<b>(848,605)</b>
<b>Total Property Taxes and Other Related Revenue</b>	<b>49,215,772</b>	<b>49,116,708</b>	<b>48,627,748</b>
<b>Grants</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	174,203,065	182,899,913	162,813,099
Operating Grant PMR	3,823,250	4,948,910	3,828,225
Other Ministry Grants	3,439,965	3,386,959	3,482,988
<b>Total Ministry Grants</b>	<b>181,466,280</b>	<b>191,235,782</b>	<b>170,124,312</b>
Other Provincial Grants	81,000	-	-
Federal Grants	4,131,637	6,068,233	3,917,412
Grants from Others	502,395	712,768	311,094
<b>Total Operating Grants</b>	<b>186,181,312</b>	<b>198,016,783</b>	<b>174,352,818</b>
<b>Capital Grants</b>			
Ministry of Education Capital Grants	12,700,000	35,044,926	52,662,574
Other Capital Grants	-	58,200	58,200
<b>Total Capital Grants</b>	<b>12,700,000</b>	<b>35,103,126</b>	<b>52,720,774</b>
<b>Total Grants</b>	<b>198,881,312</b>	<b>233,119,909</b>	<b>227,073,592</b>

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

**Schedule A: Consolidated Supplementary Details of Revenues**

for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
<b>Tuition and Related Fees Revenue</b>	\$	\$	\$
(Note 13)			
<b>Operating Fees</b>			
Tuition Fees			
School Boards	40,000	67,250	61,500
Federal Government and First Nations	30,000	-	-
Individuals and Other	2,263,582	1,737,331	2,334,976
<b>Total Tuition Fees</b>	<b>2,333,582</b>	<b>1,804,581</b>	<b>2,396,476</b>
<b>Total Tuition and Related Fees Revenue</b>	<b>2,333,582</b>	<b>1,804,581</b>	<b>2,396,476</b>
<b>School Generated Funds Revenue</b>			
<b>Curricular</b>			
Student Fees	405	-	1,176
<b>Total Curricular Fees</b>	<b>405</b>	<b>-</b>	<b>1,176</b>
<b>Non-Curricular Fees</b>			
Commercial Sales - Non-GST	64,582	64,775	64,496
Fundraising	644,289	815,697	691,051
Grants and Partnerships	429,251	350,815	357,284
Students Fees	2,216,099	3,113,497	2,428,790
Other	210,410	113,110	228,724
<b>Total Non-Curricular Fees</b>	<b>3,564,631</b>	<b>4,457,894</b>	<b>3,770,345</b>
<b>Total School Generated Funds Revenue</b>	<b>3,565,036</b>	<b>4,457,894</b>	<b>3,771,521</b>
<b>Complementary Services</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	1,939,192	1,939,190	1,918,434
Other Ministry Grants	540,000	765,000	540,000
<b>Total Operating Grants</b>	<b>2,479,192</b>	<b>2,704,190</b>	<b>2,458,434</b>
<b>Total Complementary Services Revenue</b>	<b>2,479,192</b>	<b>2,704,190</b>	<b>2,458,434</b>

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Schedule A: Consolidated Supplementary Details of Revenues**  
**for the year ended August 31, 2025**

	2025 Budget	2025 Actual	2024 Actual
<b>External Services</b>	\$ (Note 13)	\$	\$
<b>Operating Grants</b>			
Ministry of Education Grants			
Other Ministry Grants	80,000	92,300	-
Other Grants	933,879	1,201,877	953,146
<b>Total Operating Grants</b>	<b>1,013,879</b>	<b>1,294,177</b>	<b>953,146</b>
<b>Capital Grants</b>			
Ministry of Education Capital Grants			1,876,500
<b>Total Capital Grants</b>	<b>-</b>	<b>-</b>	<b>1,876,500</b>
<b>Total External Services Revenue</b>	<b>1,013,879</b>	<b>1,294,177</b>	<b>2,829,646</b>
<b>Other Revenue</b>			
Miscellaneous Revenue*	1,616,120	1,784,235	1,611,639
Sales & Rentals	1,001,053	1,330,844	1,167,545
Investments	800,000	1,506,790	1,129,123
Gain on Disposal of Capital Assets	-	1,500	-
<b>Total Other Revenue</b>	<b>3,417,173</b>	<b>4,623,369</b>	<b>3,908,307</b>
<b>TOTAL REVENUE FOR THE YEAR</b>	<b>260,905,946</b>	<b>297,120,828</b>	<b>291,065,724</b>
<b>Miscellaneous Revenue*</b>	<b>2025 Budget</b>	<b>2025 Actual</b>	<b>2024 Actual</b>
Noon lunch supervision fees	574,900	534,387	382,312
Reimbursements	446,020	512,865	458,439
Vendor rebates	105,200	235,380	160,454
Insurance fund distributions	-	174,757	-
Microsoft class action suit proceeds	490,000	325,608	604,248
Other	-	1,238	6,186
	<b>1,616,120</b>	<b>1,784,235</b>	<b>1,611,639</b>

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Schedule B: Consolidated Supplementary Details of Expenses**  
**for the year ended August 31, 2025**

	2025 Budget	2025 Actual	2024 Actual
<b>Governance Expense</b>	\$ (Note 13)	\$	\$
Board Members Expense	316,415	294,245	238,335
Professional Development - Board Members	55,000	46,372	33,243
Grants to School Community Councils	48,000	55,563	37,004
Elections	165,000	155,196	2,968
Other Governance Expenses	300,222	320,244	307,788
<b>Total Governance Expense</b>	<b>884,637</b>	<b>871,620</b>	<b>619,338</b>
<b>Administration Expense</b>			
Salaries	4,342,862	4,377,003	4,223,964
Benefits	630,765	642,291	613,061
Supplies & Services	172,041	169,593	168,344
Non-Capital Furniture & Equipment	8,556	767	566
Building Operating Expenses	239,404	202,430	195,430
Communications	90,000	77,884	70,522
Travel	35,000	13,446	16,959
Professional Development	15,000	11,330	14,139
Amortization of Tangible Capital Assets	86,306	88,487	90,476
<b>Total Administration Expense</b>	<b>5,619,934</b>	<b>5,583,231</b>	<b>5,393,461</b>
<b>Instruction Expense</b>			
Instructional (Teacher Contract) Salaries	131,476,925	133,647,184	119,370,527
Instructional (Teacher Contract) Benefits	7,965,909	8,776,919	6,948,300
Program Support (Non-Teacher Contract) Salaries	33,517,800	34,049,953	30,991,309
Program Support (Non-Teacher Contract) Benefits	7,296,145	7,166,330	6,752,336
Instructional Aids	7,353,130	6,418,105	6,162,968
Supplies & Services	2,498,549	3,054,108	2,653,600
Non-Capital Furniture & Equipment	937,805	1,002,982	647,901
Communications	1,219,999	1,227,506	1,388,104
Travel	285,857	284,087	218,917
Professional Development	730,526	442,990	352,938
Student Related Expense	1,618,341	1,780,443	1,517,928
Amortization of Tangible Capital Assets	860,393	1,108,169	1,143,110
<b>Total Instruction Expense</b>	<b>195,761,379</b>	<b>198,958,776</b>	<b>178,147,938</b>

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Schedule B: Consolidated Supplementary Details of Expenses**  
**for the year ended August 31, 2025**

	2025 Budget	2025 Actual	2024 Actual
<b>Plant Operation &amp; Maintenance Expense</b>	\$ (Note 13)	\$	\$
Salaries	9,261,045	9,242,019	8,812,875
Benefits	2,010,892	2,021,990	1,952,389
Supplies & Services	8,233	13,646	20,427
Non-Capital Furniture & Equipment	148,582	190,002	67,374
Building Operating Expenses	15,354,476	15,162,829	14,342,741
Communications	283	-	-
Travel	129,150	155,973	132,802
Professional Development	6,500	4,390	2,858
Amortization of Tangible Capital Assets	10,023,002	9,754,620	8,872,389
Amortization of Tangible Capital Assets ARO	47,532	33,715	34,049
<b>Total Plant Operation &amp; Maintenance Expense</b>	<b>36,989,695</b>	<b>36,579,184</b>	<b>34,237,904</b>
<b>Student Transportation Expense</b>			
Salaries	1,698	1,646	1,641
Contracted Transportation	10,129,868	9,830,905	9,268,305
<b>Total Student Transportation Expense</b>	<b>10,131,566</b>	<b>9,832,551</b>	<b>9,269,946</b>
<b>Tuition and Related Fees Expense</b>			
Tuition Fees	147,616	22,000	119,518
Other Fees	35,000	39,329	34,458
<b>Total Tuition and Related Fees Expense</b>	<b>182,616</b>	<b>61,329</b>	<b>153,976</b>
<b>School Generated Funds Expense</b>			
Academic Supplies & Services	8,455	1,494	94
Cost of Sales	76,991	40,512	66,806
Non-Capital Furniture & Equipment	80,024	-	-
School Fund Expenses	3,399,566	3,946,717	3,406,411
<b>Total School Generated Funds Expense</b>	<b>3,565,036</b>	<b>3,988,723</b>	<b>3,473,311</b>

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Schedule B: Consolidated Supplementary Details of Expenses**  
**for the year ended August 31, 2025**

	2025 Budget	2025 Actual	2024 Actual
<b>Complementary Services Expense</b>	\$ (Note 13)	\$	\$
Instructional (Teacher Contract) Salaries & Benefits	1,405,475	1,437,285	1,322,937
Program Support (Non-Teacher Contract) Salaries & Benefits	776,974	593,787	801,458
Instructional Aids	110,000	33,879	11,078
Supplies & Services	-	2,261	11,593
Non-Capital Furniture & Equipment	5,000	-	-
Travel	-	1,544	2,265
Student Related Expenses	12,800	10,350	9,988
Contracted Transportation & Allowances	20,000	-	19,037
<b>Total Complementary Services Expense</b>	<b>2,330,249</b>	<b>2,079,106</b>	<b>2,178,356</b>
<b>External Service Expense</b>			
Grant Transfers	-	1,876,500	-
Supplies & Services	1,009,356	1,274,444	1,010,510
<b>Total External Services Expense</b>	<b>1,009,356</b>	<b>3,150,944</b>	<b>1,010,510</b>
<b>Other Expense</b>			
<b>Interest and Bank Charges</b>			
Current Interest and Bank Charges	125,000	221,290	219,933
Interest on Capital Loans	1,005,359	1,007,807	1,104,106
Interest on Other Long-Term Debt	695	17,683	311
<b>Total Interest and Bank Charges</b>	<b>1,131,054</b>	<b>1,246,780</b>	<b>1,324,350</b>
<b>Total Other Expense</b>	<b>1,131,054</b>	<b>1,246,780</b>	<b>1,324,350</b>
<b>TOTAL EXPENSES FOR THE YEAR</b>	<b>257,605,522</b>	<b>262,352,244</b>	<b>235,809,090</b>

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Schedule C - Consolidated Supplementary Details of Tangible Capital Assets**  
 for the year ended August 31, 2025

<b>Tangible Capital Assets - at Cost</b>																			
Opening Balance as of September 1	11,178,901	2,085,095	312,927,180	63,151,963	2,510,768	764,558	11,789,015	3,948,101	802,226	48,839,801	457,997,608	415,112,680							
Additions/Purchases	-	-	-	-	-	-	-	-	-	-	-	-							
Disposals	-	-	-	44,110,580	24,263,069	-	-	(46,305)	520,475	1,371,526	579	31,239,068	33,240,941	45,635,014					
Transfers to (from)	-	-	-	-	-	-	-	2,078,125	(695,224)	(863,307)	(120,496)	-	(1,725,332)	(2,750,086)					
<b>Closing Balance as of August 31</b>	<b>11,178,901</b>	<b>2,085,095</b>	<b>357,037,760</b>	<b>87,415,032</b>	<b>2,510,768</b>	<b>827,546</b>	<b>13,692,391</b>	<b>4,976,214</b>	<b>682,309</b>	<b>9,107,201</b>	<b>489,513,217</b>	<b>457,997,608</b>							
<b>Tangible Capital Assets - Amortization</b>																			
Opening Balance as of September 1	-	1,330,077	112,677,250	35,064,096	1,688,927	731,773	7,191,318	2,318,194	530,300	-	-	161,531,935	154,141,997						
Amortization of the Period	-	87,767	5,856,548	2,929,781	33,715	54,643	1,159,971	726,100	136,466	-	-	10,984,991	10,140,024						
Disposals	-	-	-	-	-	(46,305)	(695,224)	(863,307)	(120,496)	-	-	(1,725,332)	(2,750,086)						
<b>Closing Balance as of August 31</b>	<b>N/A</b>	<b>1,417,844</b>	<b>118,533,798</b>	<b>37,993,877</b>	<b>1,722,642</b>	<b>740,111</b>	<b>7,656,065</b>	<b>2,180,987</b>	<b>546,270</b>	<b>N/A</b>	<b>170,791,594</b>	<b>161,531,935</b>							
<b>Net Book Value</b>																			
Opening Balance as of September 1	11,178,901	755,018	200,249,930	28,087,867	821,841	32,785	4,597,697	1,629,907	271,926	48,839,801	296,465,673	260,970,683							
Closing Balance as of August 31	11,178,901	667,251	238,503,962	49,421,155	788,126	87,435	6,036,326	2,795,227	136,039	9,107,201	318,721,623	296,465,673							
<b>Change in Net Book Value</b>	<b>-</b>	<b>(87,767)</b>	<b>38,254,032</b>	<b>21,333,288</b>	<b>(33,715)</b>	<b>54,650</b>	<b>1,438,629</b>	<b>1,165,320</b>	<b>(135,887)</b>	<b>(39,732,600)</b>	<b>22,255,950</b>	<b>35,494,990</b>							
<b>Disposals</b>																			
Historical Cost	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accumulated Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Net Cost</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
Price of Sale	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Gain on Disposal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	

**Sch C**

Closing costs of leased tangible capital assets of \$827,390 (2024 - \$0) in Computer Hardware and Audio Visual Equipment are included within the above amounts. Accumulated amortization of \$0 (2024 - \$0) has been recorded on these assets.

An asset retirement obligation for the removal and disposal of asbestos (Note 4) is related to buildings with a net book value of \$16,054,923 (2024 - \$16,849,747).

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Schedule D: Consolidated Non-Cash Items Included in Surplus**  
**for the year ended August 31, 2025**

	<b>2025</b>	<b>2024</b>
	\$	\$
<b>Non-Cash Items Included in Surplus</b>		
Amortization of Tangible Capital Assets (Schedule C)	10,984,991	10,140,024
In-Kind Ministry of Education Capital Grants for Joint-Use Schools	(6,181,118)	(11,083,755)
Project included in Surplus	(1,500)	-
<b>Net Gain on Disposal of Tangible Capital Assets (Schedule C)</b>	<b>4,802,373</b>	<b>(943,731)</b>
<b>Total Non-Cash Items Included in Surplus</b>	<b>4,802,373</b>	<b>(943,731)</b>

**St. Paul's Roman Catholic Separate School Division No. 20**  
**Schedule E: Consolidated Net Change in Non-Cash Operating Activities**  
**for the year ended August 31, 2025**

	<b>2025</b>	<b>2024</b>
	\$	\$
<b>Net Change in Non-Cash Operating Activities</b>		
Increase in Accounts Receivable	(1,798,998)	(6,900,016)
(Decrease) Increase in Accounts Payable and Accrued Liabilities*	(3,891,664)	2,834,400
(Decrease) Increase in Liability for Employee Future Benefits	(19,300)	73,800
(Decrease) Increase in Deferred Revenue	(3,112,191)	1,908,410
(Increase) Decrease in Prepaid Expenses	(108,641)	49,275
<b>Total Net Change in Non-Cash Operating Activities</b>	<b>(8,930,794)</b>	<b>(2,034,131)</b>

\* This amount does not include the \$378,894 increase (2024 - \$2,710,869 increase) in accounts payable and accrued liabilities related to the acquisition of tangible capital assets.

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

**Schedule F: Consolidated Detail of Designated Assets**

for the year ended August 31, 2025

	August 31 2024	Additions during the year	Reductions during the year	August 31 2025
	\$	\$	\$	\$ (Note 10)
<b>External Sources</b>				
<b>Contractual Agreements</b>				
Indigenous Services Canada - Jordan's Principle	163,903	676,011	163,903	676,011
<b>Total Contractual Agreements</b>	<b>163,903</b>	<b>676,011</b>	<b>163,903</b>	<b>676,011</b>
<b>Jointly Administered Funds</b>				
School generated funds	2,182,153	442,587	-	2,624,740
Humboldt Collegiate Institute	541,910	87,819	-	629,729
Oskayak High School	2,091,315	-	194,665	1,896,650
Saskatoon French School	977,511	173,762	-	1,151,273
<b>Total Jointly Administered Funds</b>	<b>5,792,889</b>	<b>704,168</b>	<b>194,665</b>	<b>6,302,392</b>
<b>Ministry of Education</b>				
Designated for tangible capital asset expenditures	6,760,354	9,215,170	6,760,354	9,215,170
PMR maintenance project allocations	460,176	4,948,910	2,155,166	3,253,920
Teacher Innovation & Support Fund	86,540	233,559	86,540	233,559
<b>Total Ministry of Education</b>	<b>7,307,070</b>	<b>14,397,639</b>	<b>9,002,060</b>	<b>12,702,649</b>
<b>Total</b>	<b>13,263,862</b>	<b>15,777,818</b>	<b>9,360,628</b>	<b>19,681,052</b>
<b>Internal Sources</b>				
<b>Board governance</b>				
Board elections	202,500	50,000	155,196	97,304
<b>Total Board governance</b>	<b>202,500</b>	<b>50,000</b>	<b>155,196</b>	<b>97,304</b>
<b>Curriculum and student learning</b>				
Curricular renewal and implementation	1,298,288	1,575,427	728,288	2,145,427
School decentralized budget carryover	84,853	91,599	84,853	91,599
<b>Total curriculum and student learning</b>	<b>1,383,141</b>	<b>1,667,026</b>	<b>813,141</b>	<b>2,237,026</b>
<b>Facilities</b>				
Facility renewal and construction	488,982	-	-	488,982
Holy Family maintenance fund	456,300	50,700	-	507,000
Modular classroom moves and new construction	578,307	-	-	578,307
New school construction capital contribution	-	2,000,000	-	2,000,000
School division vehicle replacement	140,000	140,000	140,000	140,000
Snow removal	50,000	80,000	50,000	80,000
awâsisak kâ-nîmîhtocik St. Francis capital contribution	1,000,000	-	1,000,000	-
St. Patrick operating fund	-	644,000	-	644,000
<b>Total facilities</b>	<b>2,713,589</b>	<b>2,914,700</b>	<b>1,190,000</b>	<b>4,438,289</b>
<b>Furniture and equipment</b>				
School furniture replacement	271,217	-	-	271,217
<b>Total furniture and equipment</b>	<b>271,217</b>	<b>-</b>	<b>-</b>	<b>271,217</b>
<b>Information technology</b>				
Student technology renewal	-	1,000,000	-	1,000,000
<b>Total information technology</b>	<b>-</b>	<b>1,000,000</b>	<b>-</b>	<b>1,000,000</b>
<b>Other</b>				
Operating grant / tax accrual timing difference	7,246,393	946,258	-	8,192,651
Scholarship funds	199,380	9,632	-	209,012
Teacher salary accrual	464,000	-	-	464,000
<b>Total Other</b>	<b>7,909,773</b>	<b>955,890</b>	<b>-</b>	<b>8,865,663</b>
<b>Total</b>	<b>12,480,220</b>	<b>6,587,616</b>	<b>2,158,337</b>	<b>16,909,499</b>
<b>Total Designated Assets</b>	<b>25,744,082</b>	<b>22,365,434</b>	<b>11,518,965</b>	<b>36,590,551</b>