



Christ the Teacher Roman Catholic Separate School Division #212

2017-18 Annual Report

Table of Contents

School Division Contact Information	1
Letter of Transmittal	2
Introduction	3
Governance	4
School Division Profile.....	6
Strategic Direction and Reporting	10
Demographics	30
Infrastructure and Transportation.....	33
Financial Overview	35
Appendix A – Payee List	37
Appendix B – Management Report and Audited Financial Statements	39

School Division Contact Information



Christ the Teacher Roman Catholic Separate School Division #212

Believe ... Belong ... Become

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Letter of Transmittal

Honourable Gordon S. Wyant, Q.C.
Minister of Education

Dear Minister Wyant:

The Board of Education of Christ the Teacher R.C.S.S.D #212 is pleased to provide you and the residents of the school division with the 2017-18 annual report. This report presents an overview of the Christ the Teacher School Division's goals, activities and results for the fiscal year September 1, 2017 to August 31, 2018. It provides audited financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "Lisa Rathgeber", is positioned above the printed name.

Lisa Rathgeber, Chairperson

Introduction

This annual report presents an overview of the Christ the Teacher Catholic School Division's goals, activities and results for the fiscal year September 1, 2017 to August 31, 2018.

This report provides a snapshot of Christ the Teacher Catholic School Division, its governance structures, students, staff, programs and facilities. In addition to detailing the school division goals, activities, and performance, this report outlines how the division is deploying the Education Sector Strategic Plan in relation to its school division plan. The report provides a financial overview and audited financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Governance

The Board of Education

Christ the Teacher Catholic School Division is governed by a ten-person elected Board of Education. *The Education Act, 1995* gives the Board of Education the authority to “administer and manage the educational affairs of the school division” and to “exercise general supervision and control over the schools in the school division”.

Christ the Teacher Catholic School Division is organized into five subdivisions for purpose of elections, but once elected the members of the Board of Education represent all students in the division and are committed to providing the very best education possible for each and every student.

The current Board of Education was elected on October 26, 2016 and will serve a four-year term. Board of Education members are:

City of Melville - Brian Hicke	City of Yorkton - Sheri-Lynne Fedorowich
City of Melville - Lisa Rathgeber (Chair)	City of Yorkton - Jerome Niezgoda
City of Melville - Angie Rogalski	City of Yorkton - Vacant
Melville Rural - Monique Chaban	City of Yorkton - Pat Zaryski
Village of Theodore - Erin Gibson	Yorkton Rural - Dwight Guy (Vice-Chair)

A list of the remuneration paid to board members is provided in Appendix A.

School Community Councils

The Board of Education has established a School Community Council (SCC) for each of the nine schools in Christ the Teacher Catholic School Division.

School Community Councils are required by legislation to cooperate with school staff to develop a School Learning Improvement Plan that is aligned with the school division’s Strategic Plan. Each year, the School Learning Improvement Teams share the school’s Learning Improvement Plan with the SCC. The SCC utilizes the school Learning Improvement Plan to develop parallel learning improvement goals. The School Community Councils develop action plans and strategies to actualize their school’s Learning Improvement Plans. The school and SCC Learning Improvement Plans are reviewed by the school division senior management team early in the fall.

The Education Regulations, 2015 require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. In 2017-18 Christ the

Teacher Catholic School Division conducted an SCC Learning Improvement Plan Sharing Symposium. All SCCs shared their Learning Improvement goals related to competence (academic), character (climate), and faith. This SCC and Board Forum, involving Board Members, Central Administration, Principals, and representatives from each SCC provided an opportunity for SCCs to network and engage in a dialogue regarding initiatives taken to support the Learning Improvement Plans.

Eight of our nine SCCs in Christ the Teacher Catholic School Division are made up of the required number of elected and appointed members, as outlined in *The Education Regulations, 2015*. The actual number of members varies from one SCC to another. Our school division does not have students living on-reserve attending division schools.

Annually, the Board appoints a board member to each SCC; these board members attend at least one SCC meeting during the school year. This is an opportunity for the SCCs to communicate with the Board of Education. The Board of Education provides base funding to each SCC based on an enrolment factor. SCCs use this funding in a variety of ways, such as: supporting meeting expenses or supporting guest speakers at school-level events for parents and caregivers. The total funding provided by the Board of Education to the SCCs during the 2017-18 school year was \$17,424.

A representative from Christ the Teacher Catholic School Division attended the First Annual Saskatchewan School Community Conference, and provided an update to our Board and at our School Community Council Forum.

Recruitment and retention of SCC members is critical as the dedication, support, and work of the SCC members is extremely valuable to each of our schools and the division.

School Division Profile

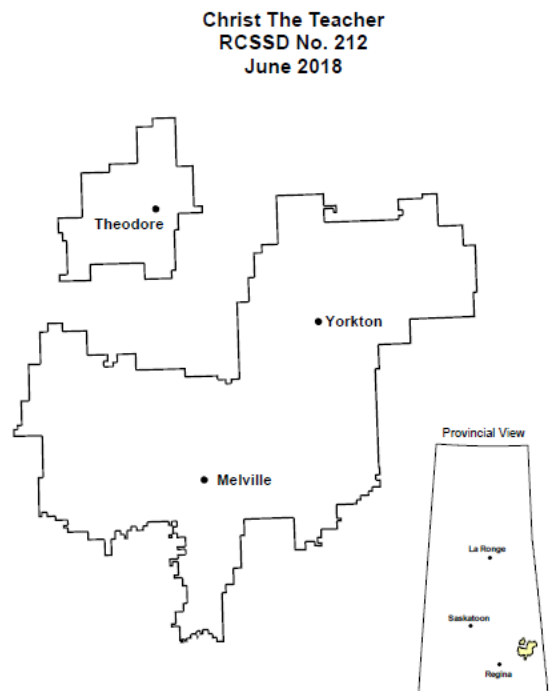
About Us

Christ the Teacher Catholic School Division is a small urban/rural school division with nine schools located in three communities. The division is located in east central Saskatchewan. The division includes the communities of Melville, Theodore and Yorkton. The map below shows the geographic location of Christ the Teacher Catholic School Division.

Christ the Teacher Catholic School Division is divided into five subdivisions for purposes of board representation and is governed by an elected board of ten trustees. Representation is as follows:

- City of Melville – 3 representatives
- Melville Rural – 1 representative
- Theodore – 1 representative
- City of Yorkton – 4 representatives
- Yorkton Rural – 1 representative

The school division head office is located in Yorkton. The economy of the Christ the Teacher Catholic School Division area is mixed. The communities of Yorkton and Melville are the retail and service centres for more than 200,000 residents of the eastern part of our province, and western Manitoba. Two large potash mines are located to the east of our division. As well, small and medium-sized businesses manufacture farm equipment and farm-related products.



Division Philosophical Foundation

Division Mission Statement - As a Christ-Centred learning community, we engage and challenge all learners, model and form character, know Christ and make Him known.

Division Motto *Believe ... Belong ... Become*

Division Core Values - We believe that success in Christ the Teacher Catholic Schools can only be achieved by an unconditional commitment to our core values.

Christ is our greatest teacher and the values He taught us in His gospels must permeate all aspects of daily life in the schools of the Division.

Therefore, our core values provide direction, foster understanding and define expectations for relationships, interactions and behaviours within the Division.

Faith - We develop a relationship with Christ, following His example by loving and serving others.

Respect - We value all people and treat one another with dignity and compassion.

Learning - We continually grow in our expertise and proficiency to support the learning of all students.

Integrity - We adhere to moral principles in our words and actions.

Stewardship - We use the gifts God has given us to do the work God is calling us to do.

Community Partnerships

The Christ the Teacher Catholic School Division and individual schools within the division have established a range of formal and informal community partnerships in order to promote student learning and ensure that students' school experience is positive and successful. Some examples of Christ the Teacher's community partners include:

- Kids First Management Committee
- Parkland ECIP
- St. Henry's Roman Catholic Parish in Melville
- St. George's Ukrainian Catholic Church in Melville
- St. Elizabeth Roman Catholic Parish in Killaly
- St. Gerard's Roman Catholic Parish in Yorkton
- St. Mary's Ukrainian Catholic Church in Yorkton
- Saskatchewan Abilities Council
- Saskatchewan Association for Community Living

Society for the Involvement of Good Neighbours
Ministry of Social Services
Special Olympics – Yorkton District
Saskatchewan Health Authority Children’s Therapies
Saskatchewan Health Authority Mental Health and Addiction Services
Yorkton Family Resource Center
Yorkton Immigration and Resource Center
Yorkton Community Mobilization (HUB and Steering Committee)
Yorkton Housing Authority
East Central Newcomer Welcome Centre Inc.

Program Overview

The students in Christ the Teacher Catholic School Division are diverse. They vary in personal circumstances, learning styles, interests, and individual strengths and needs. In order to provide the best education possible for all our students, Christ the Teacher Catholic School Division offers a wide range of programs in its nine schools.

Central to the program in every school is the provincially-mandated core curricula, broad areas of learning and cross-curricular competencies. Classroom instruction is designed to incorporate differentiated instruction, First Nations and Métis (FNM) content, perspectives and ways of knowing, and the adaptive dimension. Classroom instruction in our division is distinctive in that the Ministry curriculum is permeated with the Catholic worldview.

In addition, each school in Christ the Teacher Catholic School Division offers specialized programming that responds to the needs of its students. The following list identifies programs in operation at one or more of the division’s schools:

- Religion programming
- Alternative programming for vulnerable students
- Core French instruction
- English as an Additional Language programming
- French Immersion programming
- Music/band programming
- Nutrition programs
- Prekindergarten programs
- Technology-enhanced learning
- Advanced Placement programming
- Work transition and trade training opportunities
- Outdoor education programming

Additional services and supports are offered to students and teachers by specialized school division staff including:

- Religious Education Consultant & Liaisons
- Coordinator of Student Achievement and Supports
- Psychologist
- Speech and Language Pathologist
- Occupational Therapist
- Physical Therapist
- School Counsellors
- Career Counsellor

Strategic Direction and Reporting

The Education Sector Strategic Plan

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

2017-18 was the fourth year of deployment of the 2014-2020 ESSP.

Enduring Strategies

The Enduring Strategies in the ESSP are:

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

Reading, Writing, Math at Grade Level

ESSP Outcome:

By June 30, 2020, 80% of students will be at grade level or above in reading, writing and math.

ESSP Improvement Targets:

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

ESSP Priority:

Contingent on recommendations from the sector, implement and actualize the provincial Unified Student Information System.

School division goals aligned with Reading, Writing and Math at Grade Level outcome

Our division target for reading, writing and math matches the province in the goal of 80% of students being at grade level by June 30, 2020. To help reach this target, a division goal that all grades 1-9 classrooms will have implemented the approaches found in *Saskatchewan Reads* by June 2018 was also set.

School division actions taken during the 2017-18 school year to achieve the outcomes and targets of the Reading, Writing and Math at Grade Level outcome

To ensure high levels of accuracy when collecting reading data, the division provided opportunities for all teachers in grades 1 to 8 English and 2 to 5 French Immersion to participate in a side-by-side assessment with a Learning Achievement Coach. A data discussion and planning meeting followed each side-by-side assessment to support the utilization of data to select strategies to support individual readers.

In addition to using the F & P and GB+ assessments to collect and track student reading data, the division refined and implemented a reading assessment pathway which aided teachers in analyzing appropriate data and provided responsive instruction and intervention. A phonological awareness screen and a grade 1 and 2 developmental phonics assessment were used to aid teachers in examining the specific reading needs of students. To aid classroom teachers, the division continued to utilize Leveled Literacy Intervention (LLI) as a Tier II support for students reading below grade level.

All grades 6 to 9 teachers attended at least one professional learning session based on Saskatchewan Reads (Modelled Reading, Shared Reading, Small-Group Reading and Independent Reading).

A Division Mathematics Team was formed in the spring of 2018 to begin examining supports for understanding curriculum, high-impact instructional strategies, formative and summative assessments and strategies for mathematical engagement.

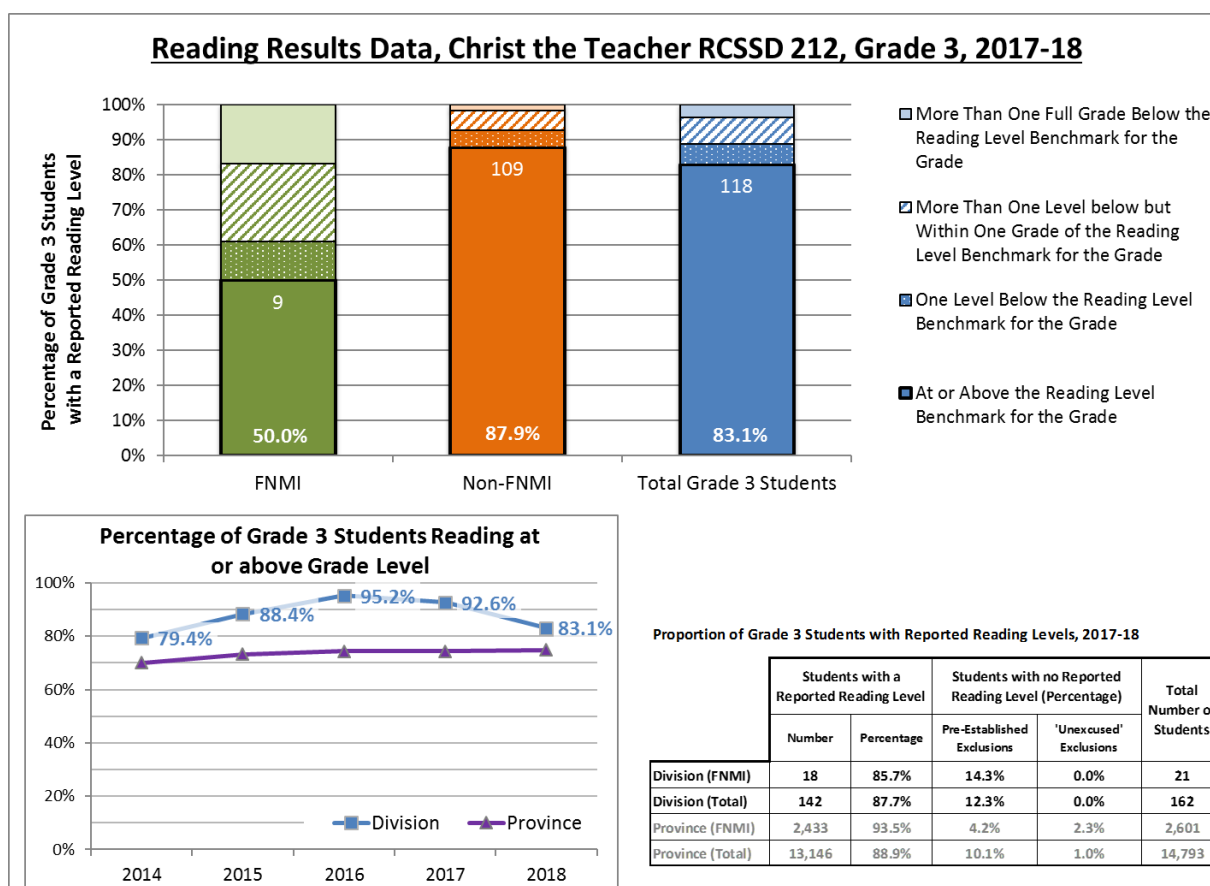
Measures for Reading, Writing and Math at Grade Level

Proportion of Grade 3 Students Reading At or Above Grade Level

Grade 3 reading levels are considered a leading indicator of future student performance. In response to the Plan for Growth improvement target, Grade 3 reading levels have been tracked using provincially developed benchmarks since 2014. Ensuring that each year a greater proportion of Grades 3s in the province (currently

about three-quarters) is reading at grade level will mean more students each year are ready to learn in Grade 4 and beyond.

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



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

Source: Ministry of Education, 2018

Analysis of results

Overall in our division, 83.1% of grade 3 students were reading at or above the reading level benchmark which is approximately 8% higher than the provincial results for 2017-18. While the grade 3 cohort data is lower than in previous years, it is similar to the results with this group of students in grade 2 (2016-17 school year).

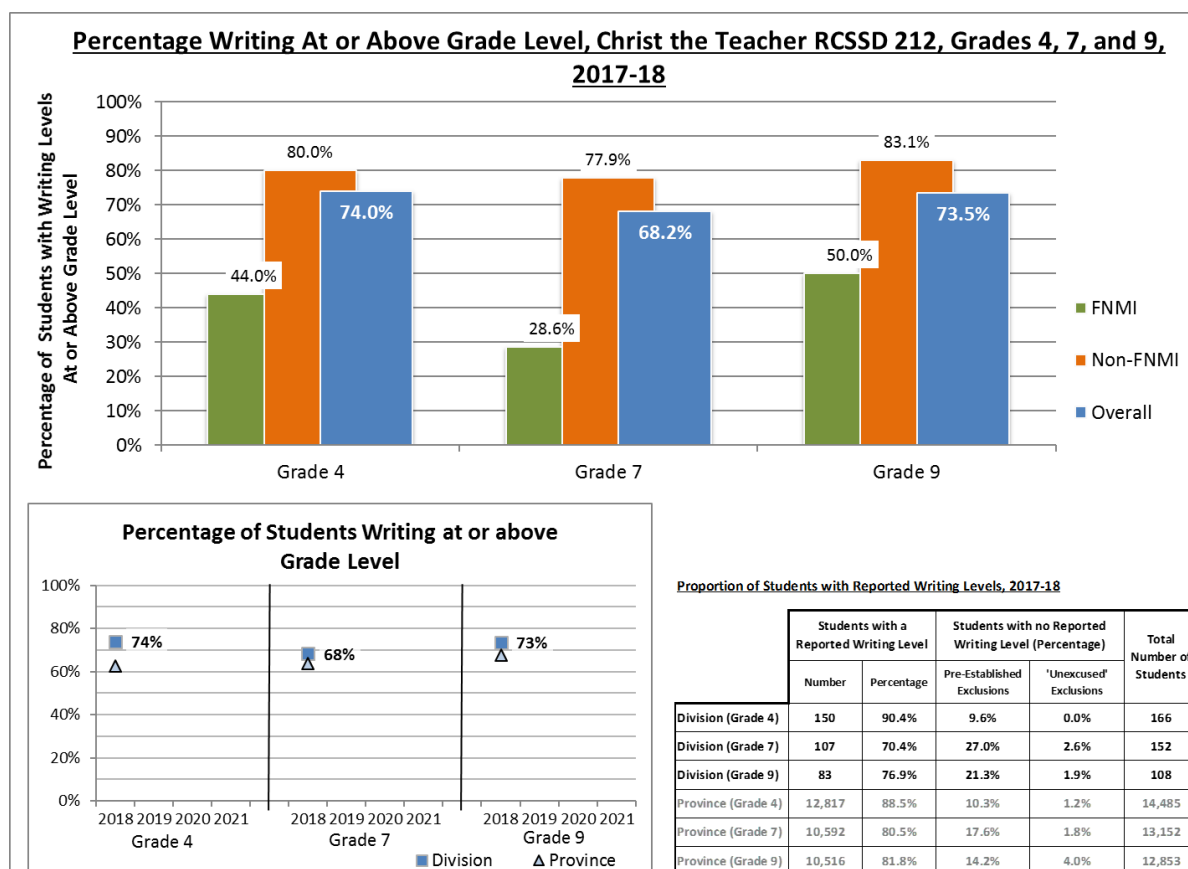
Significantly higher results were seen in grade one as 92.4% of students were reading at or above grade-level

and in grade two where 87.6% of students were reading at or above the reading level benchmark (not displayed above). When these results are disaggregated, the percentage for FNMI grade 3 students reading at or above the benchmark lowers considerably to 50%. Although only grade 3 data is displayed above, when disaggregated the results in grade 2 indicate that the percentage of FNMI students were 5.3% higher than the total of grade 2 students reading at or above grade level. The results in grade 1 indicate that the percentage of FNMI students was 4.9% lower than the total of grade 1 students reading at or above grade level. Although the results in grade 2 were positive, continued, targeted work in supporting our FNMI readers is of utmost importance.

Proportion of Students Writing At or Above Grade Level

Writing is a key measure identified in the ESSP Reading, Writing and Math at Grade Level Outcome.

The following bar graph displays the percentage of students (FNMI, non-FNMI, all) by writing level in Grades 4, 7 and 9. The charts below the graph indicate the percentage of Grades 4, 7 and 9 students in the province writing at or above grade level, as well as the proportion of students with reported writing levels.



Notes: Writing levels are reported based on provincially developed rubrics. The percentages of students in each of the writing level groupings were found using the number of students with a 'valid' reported writing level as the denominator. (Excluded or non-participant students were not included in these calculations.) Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-

FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2018

Analysis of results

Overall in our division, 74% of grade 4 students, 68.2% of grade 7 students and 73.5% of grade 9 students were writing at or above the writing level benchmark which is higher than the provincial results at all grade levels for 2017-18. When these results are disaggregated, the percentage for FNMI grade 4 students writing at or above the benchmark lowers considerably to 44%. The results in grade 7 indicate that the percentage of FNMI students was 39.6% lower than the total of grade 7 students writing at or above grade level. The results in grade 9 indicate that the percentage of FNMI students was 23.5% lower than the total of grade 9 students writing at or above grade level. Although the total population of FNMI students at each of these grade levels is relatively small, the results indicate that targeted work in supporting our FNMI writers is of utmost importance.

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

ESSP Outcome:

By June 30, 2020, collaboration between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit partners will result in significant improvement in First Nations, Métis and Inuit student engagement and will increase three-year graduation rates from 35% in June 2012 to at least 65% and the five-year graduation rate to at least 75%.

ESSP Improvement Targets:

- Achieve an annual increase of four percentage points in the First Nations, Métis and Inuit three-year and five-year graduation rates.
- By June 2019, schools involved in FTV for at least 2 years will collectively realize an 8% annual increase in First Nations, Métis and Inuit student graduation rates.
- By 2018, school divisions will achieve parity between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit students on the OurSCHOOL engagement measures.

ESSP Priority:

In partnership with First Nations, Métis and Inuit stakeholders, continue to implement the Following Their Voices (FTV) Initiative.

<p>School division goals aligned with the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome</p>	<p>Our division goal for improving First Nations and Métis student engagement and graduation rates is similar to the ESSP goal that by June 2020 improved understandings of First Nations and Métis students' educational needs, targeted support of student achievement and well-being, along with improved positive relationships will result in an increased three-year graduation rate of 70%.</p> <p>A further goal, identified in our First Nations and Métis Education Achievement Funds(FNMEAF) Plan, is that by June 30, 2020, 80% of students will be at or above grade level in reading, writing and mathematics.</p>
<p>School division actions taken during the 2017-18 school year to achieve the outcomes and targets of the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome</p>	<p>To ensure student attainment of credits, Christ the Teacher Catholic School Division developed credit recovery procedures to provide all students with additional opportunities to complete credits toward graduation. School administration and school counsellors met at key times throughout the year, as part of the early warning system, to monitor individual student progress in student attainment of credits.</p> <p>In addition to examining the attainment of credits, further disaggregation of FNMI data occurred as part of the FNMEAF plan. The analysis of this data was shared with administration so that school-level planning for classroom and intervention instruction could occur.</p> <p>To support literacy and numeracy instruction to achieve FNMEAF targets, a variety of professional learning opportunities were held for teachers during the 2017-18 school year. Teachers in grades 6 to 9 gathered for sessions based on our division created middle years <i>Saskatchewan Reads</i> focused on the four reading approaches (modelled reading, shared reading, small-group reading and independent reading).</p>
<p>Measures for Improving First Nations, Métis and Inuit Student Engagement and Graduation</p>	

Average Final Marks

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

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

Average Final Marks in Selected Secondary-Level Courses, 2017-18

Subject	All Students		Non-FNMI		FNMI	
	Province	CTT	Province	CTT	Province	CTT
English Language Arts A 10 (Eng & Fr equiv)	74.2	77.9	77.3	83.4	62.1	64.6
English Language Arts B 10 (Eng & Fr equiv)	73.6	82.4	76.7	87.0	61.0	69.3
Science 10 (Eng & Fr equiv)	72.7	75.4	76.0	81.4	59.9	60.3
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	73.5	67.7	77.0	73.4	61.6	62.3
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	73.7	76.8	75.8	78.9	61.7	nr
English Language Arts 20 (Eng & Fr equiv)	74.8	75.5	77.0	77.5	63.9	63.6
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	67.8	70.4	70.2	70.2	62.8	nr
Math: Foundations 20 (Eng & Fr equiv)	74.7	75.3	76.4	76.8	65.3	nr

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

Source: Ministry of Education, 2018

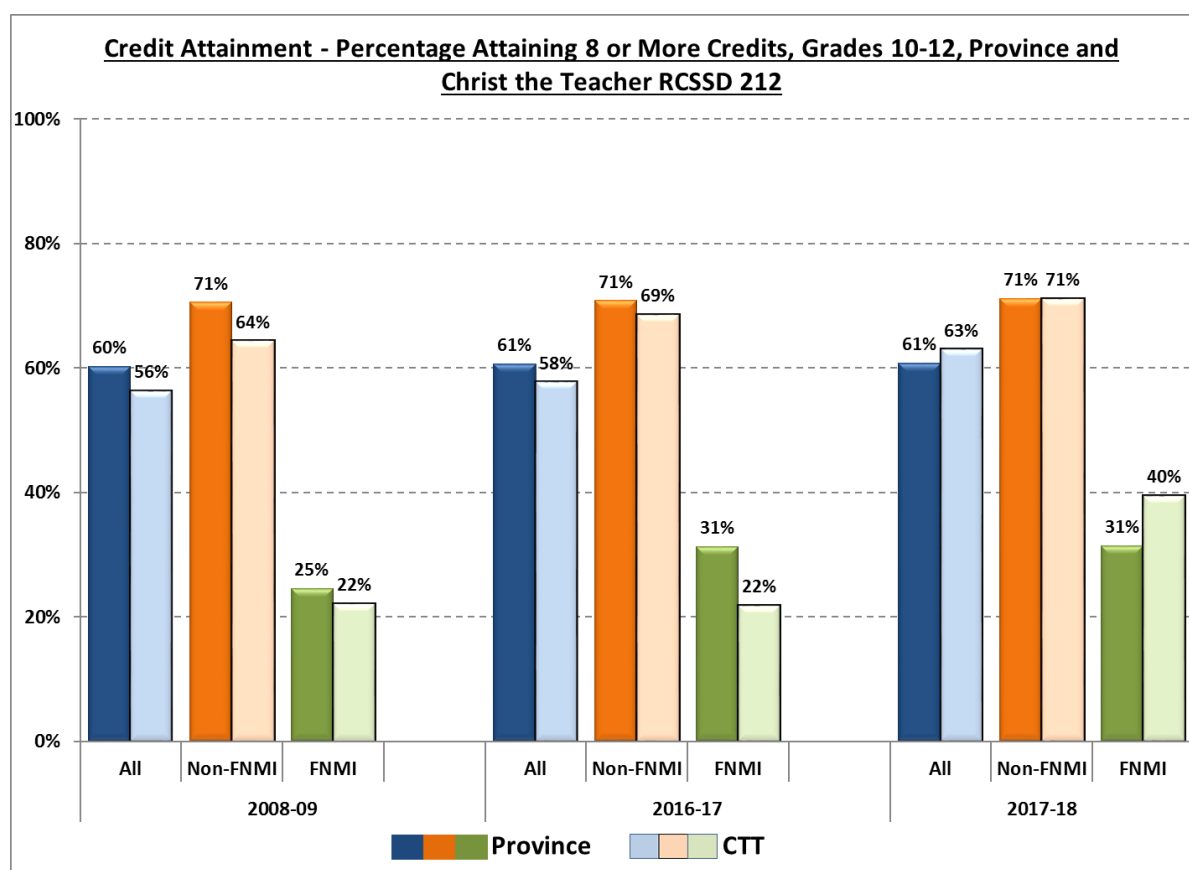
Analysis of results

Christ the Teacher Catholic School Division continued to celebrate the academic accomplishments of its students in 2017-18. The average final marks for “All Students” exceeded the provincial results in seven of the eight subject courses reported on. The average marks of Christ the Teacher Catholic Schools’ self-identified FNMI students exceeded the provincial results for this subpopulation in four of the eight reported subjects while four subjects were not reported, and the remaining course was only marginally (0.3%) below the provincial average. Although average marks of Christ the Teachers’ self-identified FNMI students were mostly above the FNMI provincial results in all courses reported, there is still a difference between FNMI and non-FNMI achievement in the school division results in the reported courses. Christ the Teacher Catholic School Division celebrates the fact that the achievement gap between FNMI students and non-FNMI is closing. Even though the gap is closing, we recognize the need to continually focus on this indicator. We will continue to foster partnerships and strategies that promote increased attendance and credit attainment.

Credit Attainment

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

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



Notes: Credit attainment measures are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight or more credits yearly. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify. Source: Ministry of Education, 2018

Analysis of results

In 2017-18, Christ the Teacher Catholic School Division celebrated an increase across all categories of credit attainment as compared to 2016-17 (68% in 2017-18 as compared to 63% for “All Students” in 2016-17 - an increase of 5%; 71% in 2017-18 as compared to 69% in 2016-17 for “Non-FNMI” students - an increase of 2%; and 40% in 2017-18 as compared to 22% in 2016-17 for “FNMI” students - an 18% increase). Additionally, Christ the Teacher Catholic School Division students achieved credit attainment rates equal to or above provincial rates of achievement, historically something our division has not achieved previously. While these results are to be celebrated, the division recognizes the ongoing work required to maintain and enhance the achievement rates for students in our division, as well as target improvements to further close the gap between the credit attainment rates between “Non-FNMI” students and “FNMI” students (71% as compared to 40% in 2017-18).

We note that there are a number of reasons why there is not a direct correlation between the percentage of students attaining 8 or more credits per year and Christ the Teacher Catholic School Division's graduation rate (85% overall in 2017-18). An internal review of student credit attainment (not included) reflects that the majority of Christ the Teacher Catholic School Division students successfully complete 18-20 credits by the end of their Grade 11 year. Therefore, students may earn less than 8 credits in their Grade 12 year and still meet all requirements to graduate. As well, Christ the Teacher Catholic School Division provides outreach programming to re-engage students who have not found success in a traditional school environment. While some students may not attain the 8 or more credits per year to be included in this data set, they are re-engaged with education, experience success, and completing credits toward their individual education and transition plan. Further work in the areas of student engagement, development of locally-developed courses, utilization of special project credit options, and credit recovery opportunities will provide a greater range of opportunities for students to earn additional credits.

Graduation Rates

ESSP Outcome:

By June 30, 2020, Saskatchewan will achieve an 85% three-year graduation rate and a 90% five-year graduation rate.

ESSP Improvement Targets:

- Achieve an annual increase of three percentage points in the provincial three-year graduation rate.
- By June 2018, students will report a 5% increase in intellectual engagement as measured by OurSCHOOL.

School Division goals aligned with the Graduation Rates outcome

Our division goal for graduation rates is aligned with the provincial outcome target that by 2020, 85% of all students will graduate within three years of beginning grade 10.

School division actions taken during the 2017-18 school year to achieve the outcomes and targets of the Graduation Rates outcome

Actions within this priority area included the creation of graduation and transition plans for each student moving into, through, and beyond high school. These plans included gathering information from previous schools as students entered grade 9, meeting with students and their parents in the spring as they transitioned into the credit system and making plans with students as they exited high school. These plans were created using myBlueprint (an online education and career planning tool). In support of the graduation plans, quarterly meetings were held by school administration and school counsellors to monitor individual student progress in student attainment of credits.

In 2017-18 the continued implementation of a dropout prevention Early Warning System (EWS) was intended to aid in identifying students who were at risk of dropping out of school and assisted with supporting these students and their families so that barriers were reduced and credits were attained.

A high school renewal plan was refined to support the professional learning of staff. Specifically, learning opportunities included examining effective assessment practices and ways to engage students in learning. The review of credit options and pathways to graduation was another key component of the renewal plan. Locally Developed Credit options were approved for delivery providing students with additional opportunities to earn credits in highly-engaging areas of student interest.

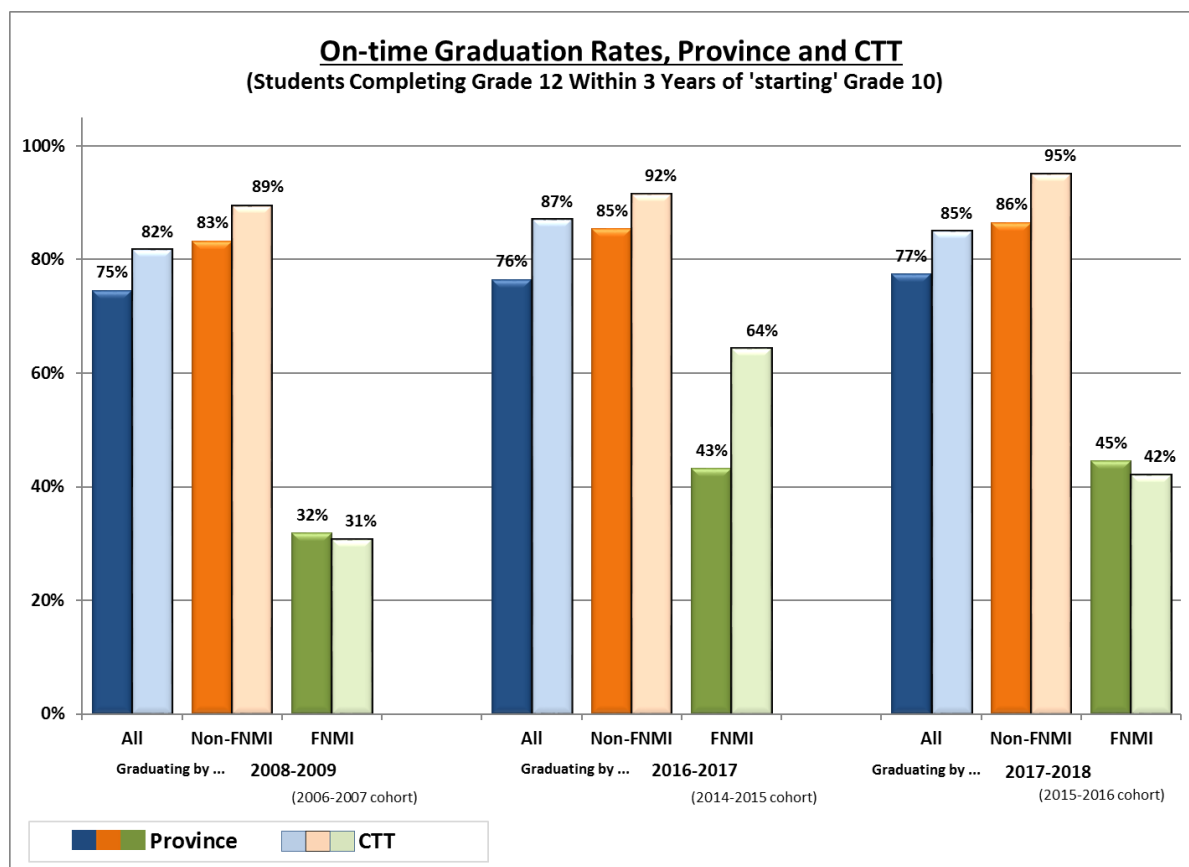
To further increase opportunities for student credit attainment, Christ the Teacher Catholic School Division implemented credit recovery procedures to provide students with additional opportunities to complete credits toward graduation.

Measures for Graduation Rates

Grade 12 Graduation Rate: On-Time (within 3 years)

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

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



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

Source: Ministry of Education, 2018

Analysis of results

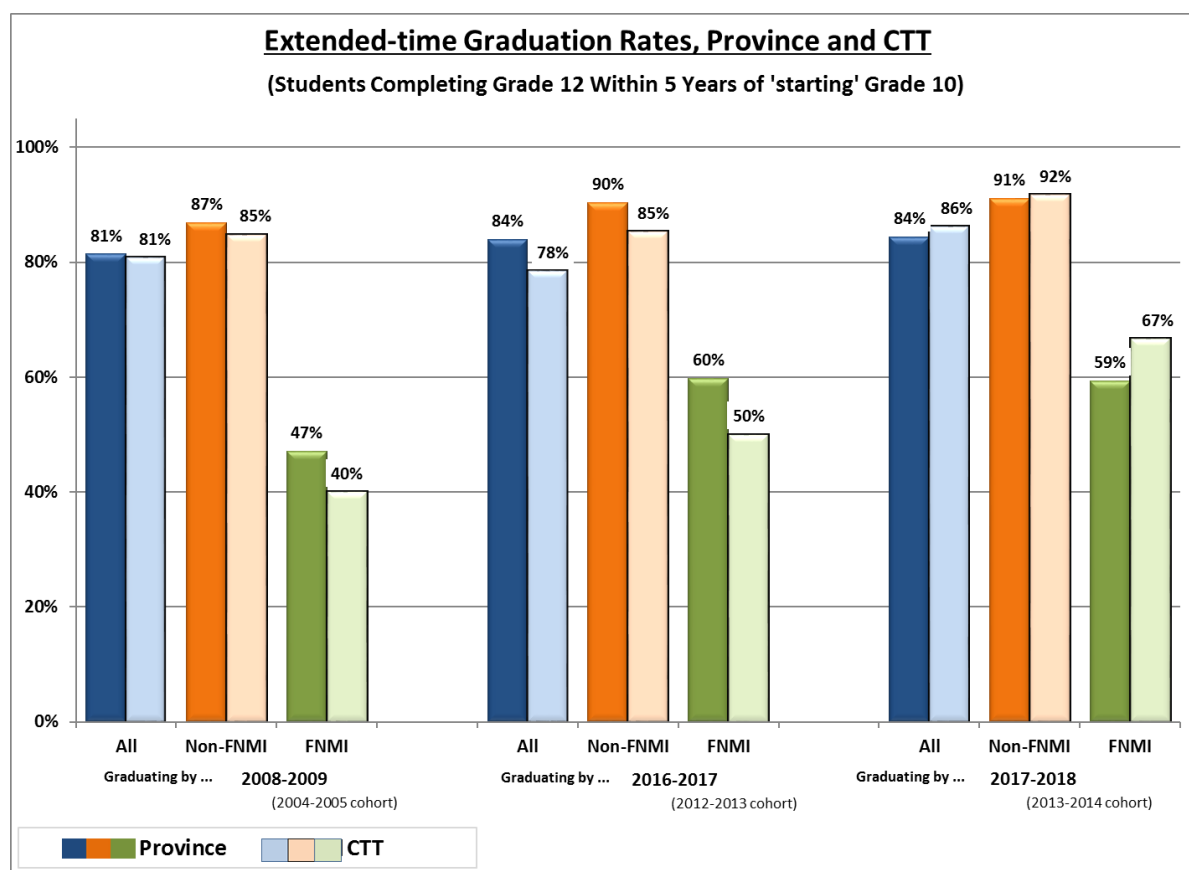
In 2018, the On-time Graduation rate for "All" students exceeded the provincial average by 8% (85% for CTTCS students as compared to 77% provincially). While this is a slight decline from the division rate in 2017 (87%), it is at a rate consistent with the Division and Provincial target for 2020. Rates for 'non-FNMI' students increased 3% from the previous year (95% in 2018 as compared to 92% in 2017), and exceeded the provincial rate by 9%. There was a significant decline in the on-time graduation rates for FNMI students in 2017-18 (from 64% in 2017 to 42% in 2018). In part, this yearly fluctuation is a result of the relatively small population (19 self-declared FNMI students in the 2015-16 Grade 10 cohort) which means that each additional student that graduates on-time will increase the grad rate by about 5 percentage points. We have learned a great deal from our examination of school and division practices and policies during the 2017-18 school year, and have identified changes that can be made within our system to reduce barriers to student graduation, and consistently attain

results that align with our system and provincial goals for on-time graduation rates by 2020.

Grade 12 Graduation Rate: Extended-Time (within 5 years)

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

The following 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 on-time, along with provincial results in each of these categories.



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

Source: Ministry of Education, 2018

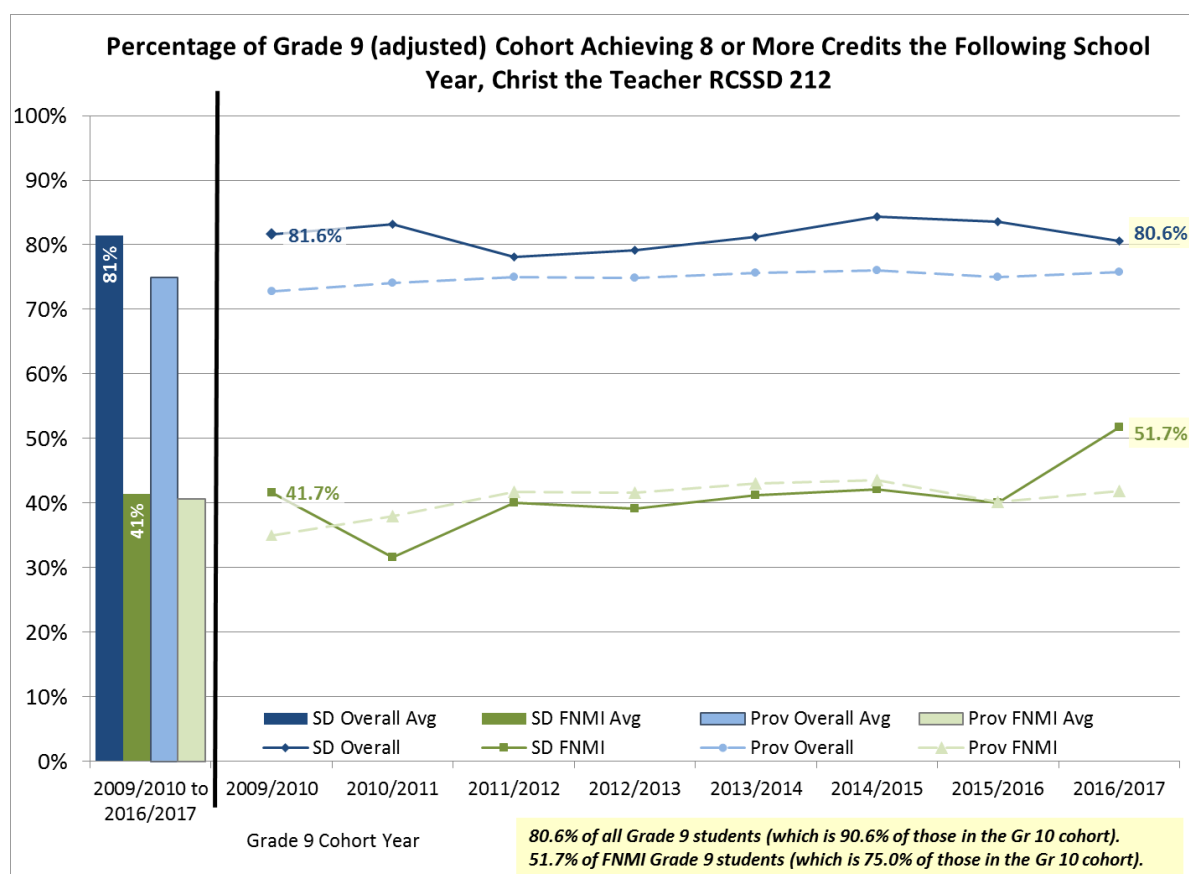
Analysis of results

Between 2009 and 2018, the extended-time graduation rate (i.e., within five years of beginning grade 10) for students in Christ the Teacher Catholic School Division increased across all categories. For 'All' students, the extended-time graduation rate increased 5% (from 81% in 2008-09 to 86% in 2017-18). The extended-time graduation rate for "Non-FNMI" students increased 7% during that time period (from 85% in 2009 to 92% in 2018). The rate for "FNMI" students increased 27% (from 40% in 2009 to 67% in 2018). We have learned a great deal from our examination of school and division practices and policies during the 2017-18 school year, and have identified changes that can be made within our system to reduce barriers to student graduation, and consistently attain results that align with our system and provincial goals for extended-time graduation rates by 2020.

Grade 9 to 10 Transition

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

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



Notes: Grade 9 to 10 transition rates are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five have not been reported to avoid identifying individuals or very small groups of students. FNMI students

are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2018

Analysis of results

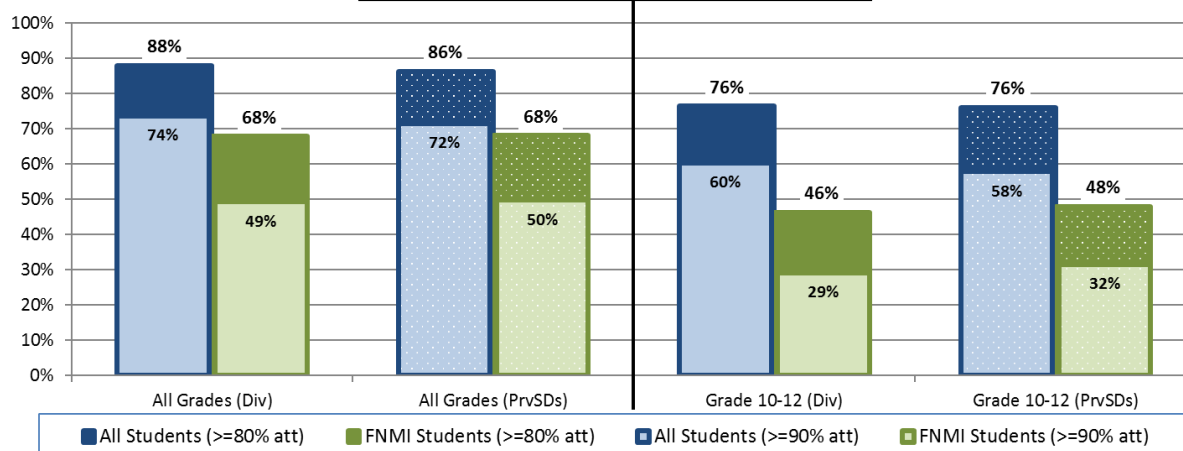
Division results exceeded the provincial results for both 'All Students' and 'FNMI' students again in 2018. Of all students enrolled in grade 10 for the first time in 2018, 80.6% achieved eight or more credits (as compared to 83.6% in 2017). In comparison, of those students who identified as FNMI, only 51.7% achieved eight or more credits. While this represents a 21.7% increase from 2017 in this subpopulation of students, Christ the Teacher Catholic School Division will continue to target actions to further reduce the gap between 'All' and 'FNMI' student credit attainment. Examination of the data indicates that the transition between grades 9 to 10 is especially difficult for students who have not reached all curricular outcomes from each subject area in the elementary grades.

Attendance

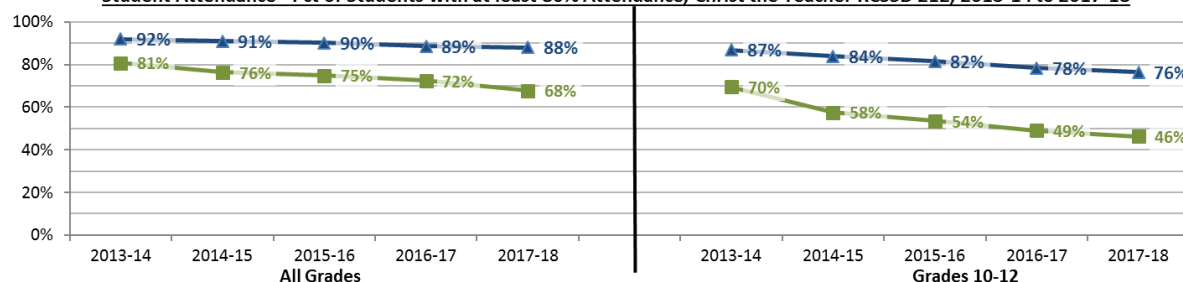
Attendance is an important indicator with a strong correlation to measures of student achievement. Students with at least 80% attendance are much more likely to achieve higher educational outcomes than students with lower than 80% attendance. In general, students with at least 90% attendance have even 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, Christ the Teacher RCSSD
212 and Provincial School Divisions, 2017-18**



Student Attendance - Pct of Students with at least 80% Attendance, Christ the Teacher RCSSD 212, 2013-14 to 2017-18



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% 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 FNM or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2018

Analysis of results

The attendance data presented above reflects two overall trends. First, that student attendance for Christ the Teacher Catholic School Division is generally consistent with provincial rates. For 'All Grades', Christ the Teacher Catholic School Division recorded rates slightly higher than the province both in students with at least 80% and 90% attendance (88% of students in 'All Grades' achieving 80% attendance divisionally, as compared to 86% provincially; 74% of division students achieving 90% attendance as compared to 72% provincially). Attendance rates for 'FNMI' students was consistent with provincial rates for 'All Grades' (68% of 'FNMI' students achieved 80% attendance both divisionally and provincially. 49% of 'FNMI' students in 'All Grades' from Christ the Teacher Catholic School Division achieved 90% attendance as compared to the 50% provincial student rate). Division students in Grades 10-12 reflected similar results to the provincial rates, with 76% of 'All' students achieving 80% attendance rates both divisionally and provincially. 60% of Grade 10-12 students in the division achieved an attendance rate of 90%, while 58% of provincial Grade 10-12 students attained that rate. Division 'FNMI' Grade 10-12 students attended at a slightly lower rate as compared to their provincial counterparts (46% as compared to 48% for 80% attendance; 29% divisionally as compared to 32% provincially for 90% attendance).

The second trend noted is that overall student attendance rates have been in steady decline both among students in 'All Grades' and for those in 'Grade 10-12' since 2014. Significant time among numerous staff members throughout the division has been devoted to promoting the importance of regular attendance and communicating with students and families. Continued targeted actions to improve student attendance rates will be supported by our division.

Early Years

ESSP Outcome:

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

ESSP Improvement Targets:

- By June 2018, 75% of Prekindergarten educators will have completed Responding to Children's Interests (SPDU) workshop and 75% of Kindergarten educators will have completed Literacy Practices in Kindergarten

School division goals aligned with the Early Years outcome

Our division target is the same as the province in that by June 2020, 90% of students exiting Kindergarten will score within the appropriate range as measured by the Early Years Evaluation (EYE).

School division actions taken during the 2017-18 school year to achieve the outcomes and targets of the Early Years outcome

School-level analysis of early years assessment results continued to be supported at the division-level so that plans could be created to meet the needs of students. Early years assessments included the EYE-DA in prekindergarten, the EYE-TA in Kindergarten, speech and language assessments, phonological awareness data as well as other classroom-based assessments. To support the results of the initial EYE-TA data collection, kindergarten teachers participated in a pilot study using activities to strengthen understanding in each domain.

Family engagement was supported at the school-level as teachers and administrators examined the provincial *Family Engagement* document and created plans to strengthen relationships with families. Utilizing community resources such as the Yorkton Family Resource Centre, Saskatchewan Health Authority (Children's Therapies) and Mental Health and Addiction services, prekindergarten teachers connected families with local services during family events throughout the year.

Measures for Early Years

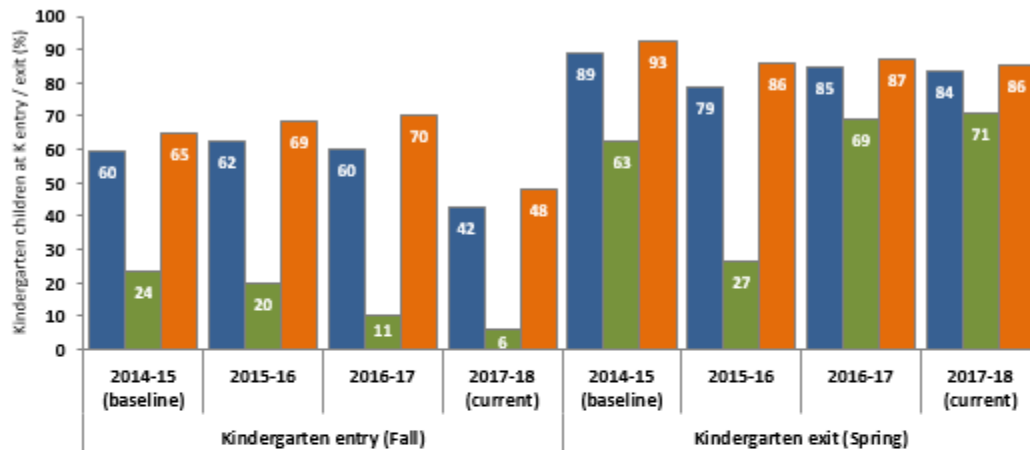
Early Years Evaluation

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

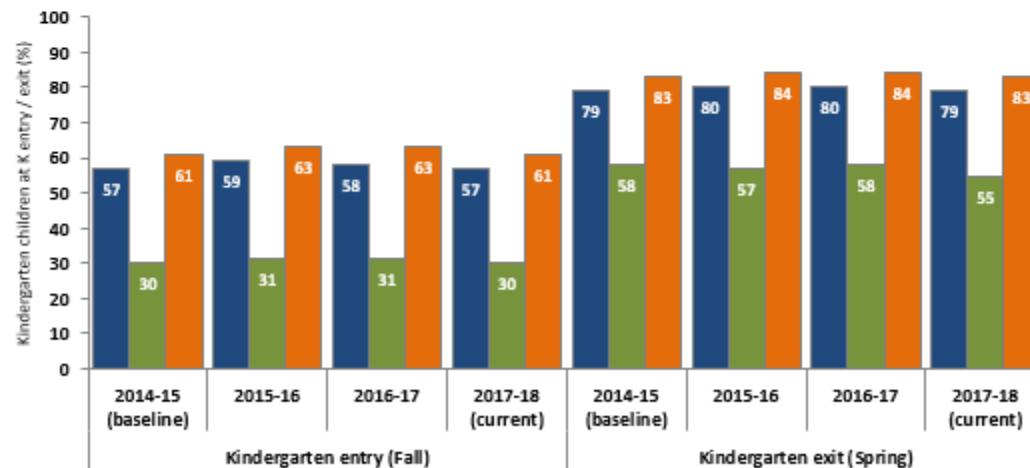
The following displays the percentage of children (all children, non-FNMI and FNMI) in the division assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit, for the 2014-15 (baseline) year and the three years following, as well as the provincial results for each category.

**Readiness for school: children screened at Tier I (%) on Early Years Evaluation –
Teacher Assessment (EYE-TA) at Kindergarten entry & exit, 2014-15 (baseline)
through to 2017-18 (current)**

Christ the Teacher RCSSD 212



Saskatchewan (all divisions)



All Tier I children at K entry / exit (%)

FNMI Tier I children at K entry / exit (%)

Non-FNMI Tier I children at K entry / exit (%)

Notes: Research shows early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading challenges. The primary role of EYE is to help inform educational practice. EYE screening at Kindergarten entry is used by classroom teachers and school divisions to identify children who experience difficulties with important skills when they arrive in Kindergarten, and who may need closer monitoring or further assessment during the year. Children who have difficulty with important skills at Kindergarten entry are also re-assessed before the end of the Kindergarten year, allowing school divisions to measure the impact of their supports and responses. Children assigned Tier I RTIs are able to complete developmental tasks without difficulty. These children have a high probability of reading at grade level by Grade 3 - an important predictor of school success, including Grade 12 graduation.

The format of EYE-TA results reported previously in school division annual reports varies from the format used here. Prior to 2016-17, displays showed percentage results for all RTI Tiers at Kindergarten entry and exit of the assessment year. The amended displays now show only the percentage of children assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit. In addition, school division EYE-TA displays also now show results for self-declared First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk children (FNMI), and for those who do not identify as FNMI (non-FNMI), provided both comparison groups consist of a minimum of 10 children. It should be noted that the non-FNMI group may include FNMI students who choose not to self-identify.

Source: Ministry of Education, Early Years Branch, 2018

Analysis of results

The results of the Early Years Evaluation (TA) indicated that our division rates overall are slightly higher than the province. At the end of Kindergarten in 2017-18, results indicated that 84% overall of children were achieving developmental tasks at the expected level, 38% higher than when those same students entered Kindergarten. The results from 2017-18 are similar to the previous school year, which indicates that the targeted work in our Early Learning environments is leading to increased results. When disaggregating the data into the domains assessed in the EYE-TA, it is evident that continued work will need to occur in the areas of Fine and Gross Motor and Social Skills and Approaches to Learning. Further disaggregation examining our FNMI assessment results indicates that while our FNMI students are performing significantly higher (65%) on the exit assessment as compared to the entry assessment, further work is needed so that the FNMI and non-FNMI are scoring at similar levels. Currently, our FNMI students are scoring 13% lower than our non-FNMI students.

School Division Local Priority Area

Faith Formation Outcome

School division goals aligned with local priority area

Students and staff will grow in their faith by deepening their relationship with Christ and following His example by loving and serving others.

School division actions taken during the 2017-18 school year to support local priority area

A key action for Christ the Teacher Catholic School Division's Faith Formation Outcome was to ensure that Catholic values and virtues permeated all instruction and activities.

Staff and student engagement in local and global service projects was promoted and encouraged. This allowed Board members, staff and students to live their faith and model our Catholic values during opportunities to serve others.

Support for staff spiritual development was provided both at division-wide faith formation sessions as well as school-based opportunities.

Local Measures for Faith Formation Priority

In 2017, Christ the Teacher Catholic School Division conducted a Parent Guardian survey. Within the "Faith Dimension" portion of the survey, the following perception data was compiled. The Division collects this data biennially. This data continues to guide our programming.

God's word and Catholic beliefs are celebrated through daily prayer and religious celebrations at my child's school	100%
My child's school promotes its Catholic identity through symbols and other visible signs	97.56%
My child's school is involved in social justice, service, and charitable activities	96.58%
The staff members of my child's school serve as role models of faith and service	93.66%
People of all faiths and cultures are welcome in my child's school	97.08%
Our school helps parents/guardians support the faith life of my child	94.64%
My child's school has helped my child get to know and love Jesus	93.17%
The Catholic school experience makes my child a better person	94.63%
Overall Score	95.92%

Analysis of results

The Parent Guardian survey data indicated a high level of satisfaction for the "Faith Dimension" measures.

The data will serve as a baseline measure to develop action and maintenance plans to continue to support the Faith Outcome.

Demographics

Students

The sections that follow provide information about the Christ the Teacher Catholic School Division's students and staff.

Grade	2015-16	2016-17	2017-18
Kindergarten	120	110	134
1	157	133	120
2	157	159	137
3	156	157	158
4	137	159	167
5	145	134	162
6	114	148	136
7	116	106	151
8	114	110	103
9	109	112	103
10	129	105	121
11	94	116	98
12	155	128	135
Total	1,703	1,677	1,725

PreK	71	76	80
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Notes:

- Enrolment numbers are based on headcounts from the Student Data System (SDS) as of September 30 for each school year.
- Enrolments includes all residency types, all ages, home-based and home-bound 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.
- PreK enrolments are the 3- and 4-year-old enrolments in the Student Data System (SDS) which includes those children who occupy the ministry designated PreK spaces and those in other school division operated PreK or preschool programs.
- A student's FNMI identity is established through self-identification.

Source: Ministry of Education, 2017

Subpopulation Enrolments	Grades	2015-16	2016-17	2017-18
Self-Identified FNMI	K to 3	95	81	75
	4 to 6	72	78	86
	7 to 9	67	67	68
	10 to 12	86	77	89
	Total	320	303	318
French Immersion	K to 3	119	124	119
	4 to 6	71	86	91
	7 to 9	61	54	62
	10 to 12	20	27	28
	Total	271	291	300
English as an Additional Language	1 to 3	50	56	65
	4 to 6	43	47	48
	7 to 9	19	20	35
	10 to 12	19	23	24
	Total	131	146	172

Notes:

- Enrolment numbers are based on headcounts from the Student Data System (SDS) as of September 30 for each school year.
- Enrolments includes all residency types, all ages, home-based and home-bound 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.
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- A student's FNMI identity is established through self-identification.

Source: Ministry of Education, 2017

Staff

Job Category	FTEs
Classroom teachers	99.0
Principals & Vice-principals (Administrative Time)	8.5
Other educational staff – coordinator of student achievement and supports, religion consultant, instructional coach, psychologist, speech language pathologist, occupational therapist, physical therapist, career counsellor, school counsellors, educational assistants, library technicians, nutrition worker, liaison workers, work transition staff	54.6
Administrative and financial staff – payroll clerk, accounts payable & school generated funds clerks, information technologists, and administrative assistants	13.0
Plant operations and maintenance – maintenance workers and caretakers	15.3

Transportation – rural transportation provided by Good Spirit School Division and urban transportation provided by Hertz Northern Bus Ltd	0
Senior management team – director of education, chief financial officer, superintendent, and supervisor of instruction and learning	4.0
Total Full-Time Equivalent (FTE) Staff	194.3

Notes:

- The numbers shown above represent full-time equivalents (FTEs). The number of employees may be greater because some people work part-time or seasonally.
- Some individuals are counted in more than one category. For example, a teaching principal might be counted 0.4 as a classroom teacher and 0.6 as a principal.
- Information for all staff is as of August 31, 2018

Source: Christ the Teacher S D Human Resource Data System

Senior Management Team

The Director of Education, Barbara MacKesey, reports directly to the Board of Education. The following positions were also part of the Senior Management Team:

- Delmar Zwirsky – Chief Financial Officer
- Chad Holinaty – Superintendent of Education
- Shannon Hahn – Supervisor of Instruction and Learning

Infrastructure and Transportation

Christ the Teacher Catholic School Division facilities include nine schools located in three communities, a division office and a maintenance shop. A list of schools is provided below. The newest school, Sacred Heart High School, opened in 2003, and oldest school, St. Theodore School, opened in 1956. The school division head office is located in Yorkton and was purchased in 2006.

School	Grades	Location
Dreambuilders High School	9-12	Yorkton
Sacred Heart High School	9-12 French Immersion Dual Track	Yorkton
Saint Alphonsus School	Prek-8	Yorkton
Saint Henry's Junior School	Prek-5 French Immersion Dual Track	Melville
Saint Henry's Senior School	5-9 French Immersion Dual Track	Melville
Saint Mary's School	Prek-8	Yorkton
Saint Michael's School	K-8 French Immersion Dual Track	Yorkton
Saint Paul's School	K-8	Yorkton
Saint Theodore School	K-8	Yorkton

Infrastructure Projects

Infrastructure Projects			
School	Project	Details	2017-18 Cost
Saint Alphonsus, Yorkton	Sensory Room Project	Renovation of classroom to provide a sensory space, increased privacy accessible washroom space, and learning intervention space.	\$175,375
Sacred Heart High School, Yorkton	Lighting Upgrade	Upgrade to Theatre, Gymnasium, and Parking Lot Lighting.	\$140,912
Total			\$316,287

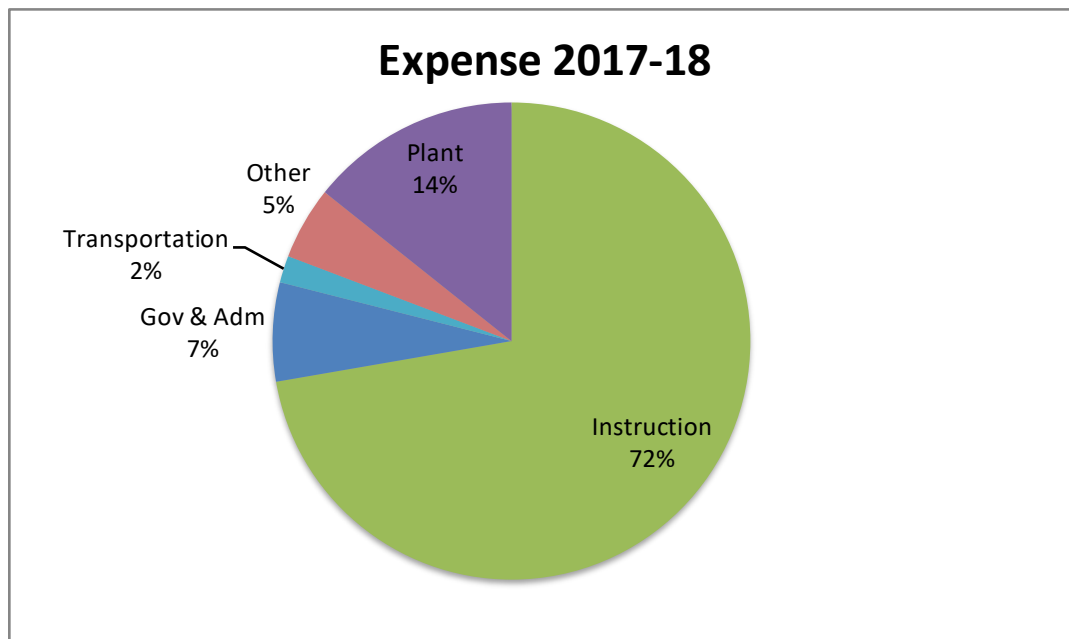
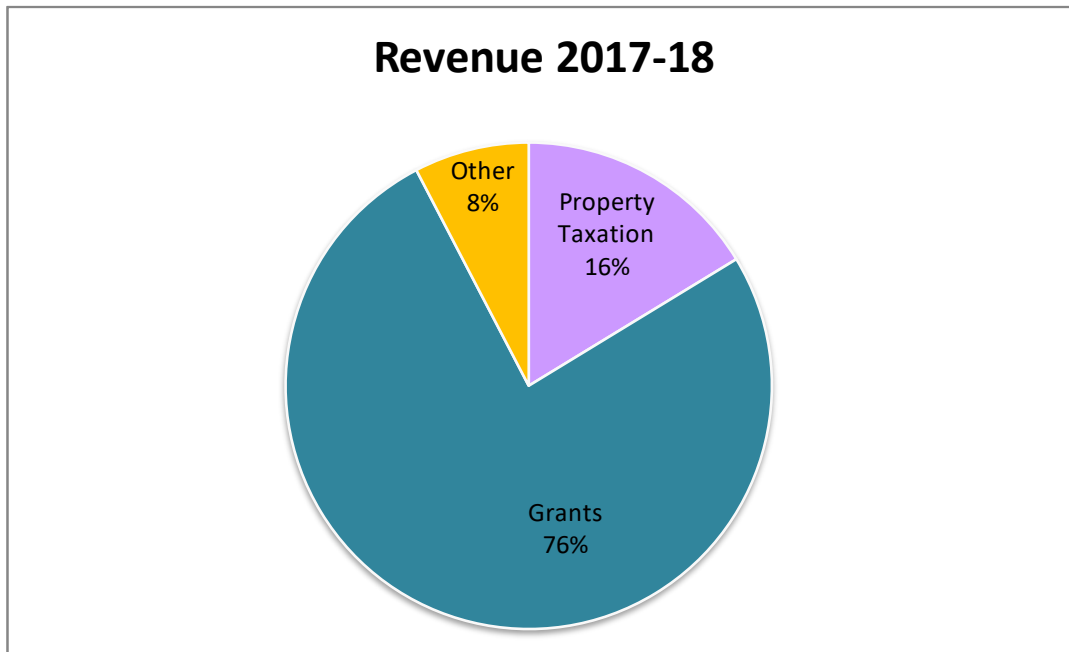
Transportation

Christ the Teacher Catholic School Division provides transportation services to all students residing within its jurisdiction. Urban student transportation services for students residing within the cities of Melville and Yorkton were contracted to Rilling Bus Ltd. With respect to students residing in the rural area, the Board has entered into an agreement with Good Spirit School Division No. 204 for the provision of transportation services for 250 students residing outside of the cities of Melville and Yorkton. Good Spirit School Division receives transportation funding from the Ministry of Education for

all students transported on their buses. Christ the Teacher School Division owns five (5) 15-passenger vans and two (2) mini-vans. These vehicles are used for extra-curricular transportation and Prekindergarten student transportation. In addition to the above services, special needs transportation services are contracted from the Saskatchewan Abilities Council, York City Taxi and Olympic Taxi (Melville).

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2018	2018	2017	Budget to Actual Variance Over / (Under)	Budget to Actual % Variance	Note
	Budget	Actual	Actual			
REVENUES						
Property Taxation	1,068,153	3,158,374	3,117,608	2,090,221	196%	1
Grants	16,402,307	14,747,527	15,544,694	(1,654,780)	-10%	2
School Generated Funds	536,500	572,747	591,225	36,247	7%	3
Complementary Services	489,099	422,233	495,680	(66,866)	-14%	4
External Services	-	-	-	-		
Other	133,250	488,183	231,037	354,933	266%	5
Total Revenues	18,629,309	19,389,064	19,980,244	759,755	4%	
EXPENSES						
Governance	133,200	134,278	190,076	1,078	1%	
Administration	1,045,004	1,112,068	1,127,774	67,064	6%	6
Instruction	14,148,845	13,450,223	13,671,015	(698,622)	-5%	
Plant	2,550,142	2,657,069	2,131,412	106,927	4%	
Transportation	414,145	338,758	306,794	(75,387)	-18%	7
Tuition and Related Fees	-	14,050	-	14,050	100%	8
School Generated Funds	536,500	495,219	512,091	(41,281)	-8%	9
Complementary Services	490,249	407,809	474,344	(82,440)	-17%	10
Other Expenses	1,250	1,532	1,662	282	23%	11
Total Expenses	19,319,335	18,611,006	18,415,168	(708,329)	-4%	
Surplus (Deficit) for the Year	(690,026)	778,058	1,565,076			

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

Note	Explanation
1	Education property taxes were received by the school division after January 1, 2018. The approved budget included education property taxes to December 31, 2017.
2	Education property taxes received after January 1, 2018 were reduced from the operating grant resulting in less operating grant revenue than budgeted.
3	Fundraising revenue exceeded budgeted amounts.
4	Funding for Services to Teen Parents Program ceased during the year.
5	Revenues from fundraising campaign and investment income exceeded budgeted amounts.
6	Legal fees for court case included in supplies and services category exceeded budgeted amount.
7	Contracted transportation costs were less than budgeted.
8	Tuition fee expense was unbudgeted.
9	School funded expenses less than budgeted.
10	Expenses for Services to Teen Services was less than budget due to program funding elimination during the year.
11	Bank charges exceeded budgeted amounts.

Appendix A – Payee List

Board Remuneration

In 2017-18 the Christ the Teacher Catholic School Division made the following payments to the Board of Education:

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
Chaban, Monique	3,440	454	-	1,042	-	904	5,840
Fedorowich Sheri-Lynne	1,170	-	-	-	-	388	1,558
Gibson, Erin	1,259	243	-	-	-	264	1,766
Guy, Dwight (Vice-Chairperson)	6,157	1,185	289	747	610	2,824	11,812
Hicke, Brian	2,834	517	-	1,042	-	555	4,948
Niezgoda, Jerome	4,778	515	139	729	610	1,824	8,595
Rathgeber, Lisa (Chairperson)	8,292	1,213	97	750	610	3,215	14,177
Rogalski, Angie	3,325	603	-	-	-	888	4,816
Zaryski, Pat	4,851	612	187	750	610	2,259	9,269

Personal Services

Listed are individuals who received payments for salaries, wages, honorariums, etc. which total \$50,000 or more.

Christ the Teacher Catholic School Division is guided by the Local Authority Freedom of Information and Protection of Privacy (LAFOIP) and accepts requests for information from its stakeholders. Salaries of employees may be obtained upon request in accordance with the provisions of the LAFOIP.

Supplier Payments

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

Name	Amount
1 Stop Playgrounds Ltd.	52,572
Atlas Apex Roofing	127,796
Apperley Electric Ltd.	168,281
Curtis Maleschuk Cleaning Supplies	64,106
Good Spirit SD No.204	104,954
Hancock Plumbing Ltd.	69,013
Marsh Canada Ltd.	52,675
McKercher LLP	115,493
Rilling Bus Ltd.	264,061

Name	Amount
Saskatchewan Power Corporation	273,754
SaskEnergy Incorporated	135,137
Society for the Involvement of Good Neighbours Inc.	67,425
Supreme Office Products Ltd.	52,084
Tymark Construction Ltd.	71,825

Other Expenditures

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

Name	Amount
Canada Revenue Agency	3,832,748
Municipal Employees' Pension Plan	484,112
Raymond James Ltd.	4,500,000

Name	Amount
Sask School Boards Assoc.	190,695
Sask Teachers' Federation	1,430,719

Audited Financial Statements

Of the Christ the Teacher Roman Catholic Separate School Division No. 212

School Division No. 2120500

For the Period Ending: August 31, 2018

Delmar Zwirsky CPA,CMA

Chief Financial Officer

Collins Barrow PQ LLP

Auditor

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

TABLE OF CONTENTS

1. Management Responsibility for the Financial Statements
2. Auditor's Report
3. Statement of Financial Position
4. Statement of Operations and Accumulated Surplus from Operations
5. Statement of Changes in Net Financial Assets
6. Statement of Cash Flows
- A-1 Schedule A: Supplementary Details of Revenue
- B-1 Schedule B: Supplementary Details of Expenses
- C-1 Schedule C: Supplementary Details of Tangible Capital Assets
- D-1 Schedule D: Non-Cash Items Included in Surplus
Schedule E: Net Change in Non-Cash Operating Activities
- N-1 Notes to Financial Statements

Christ the Teacher Roman Catholic Separate School Division No.212

Management's Responsibility for the Financial Statements

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


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

The Board of Education is composed 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 financial statements. The Board is also responsible for the appointment of the school division's external auditors.

The external auditors, Collins Barrow PQ LLP, conduct an independent examination in accordance with Canadian auditing standards and express their opinion on the financial statements. The accompanying Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the school division's 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 Christ the Teacher Roman Catholic Separate School Division No.212:


Board Chair


CEO/Director of Education


Chief Financial Officer

November 19, 2018



Independent Auditors' Report

To the Board of Trustees of the
Christ the Teacher Roman Catholic Separate School Division No. 212

Report on the Financial Statements

We have audited the accompanying financial statements of Christ the Teacher Roman Catholic Separate School Division No. 212, which comprise the Statement of Financial Position as at August 31, 2018, and the Statements of Operations and Accumulated Surplus from Operations, Changes in Net Financial Assets and Cash Flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Christ the Teacher Roman Catholic Separate School Division No. 212 as at August 31, 2018, and the results of its operations, changes in net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards for other government organizations.

Collins Barrow PQ LLP

Collins Barrow PQ LLP

Yorkton, SK
November 19, 2018

Christ the Teacher Roman Catholic Separate School Division No. 212
Statement of Financial Position
as at August 31, 2018

	2018	2017
	\$	\$
Financial Assets		
Cash and Cash Equivalents	6,368,396	6,369,237
Accounts Receivable (Note 6)	1,000,904	937,111
Portfolio Investments (Note 4)	4,510,750	3,010,751
Total Financial Assets	11,880,050	10,317,099
Liabilities		
Accounts Payable and Accrued Liabilities (Note 7)	892,944	689,790
Long-Term Debt (Note 10)	7,707	14,905
Liability for Employee Future Benefits (Note 8)	294,900	267,200
Deferred Revenue (Note 11)	1,030,644	891,768
Total Liabilities	2,226,195	1,863,663
Net Financial Assets	9,653,855	8,453,436
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	16,803,243	17,236,631
Prepaid Expenses	163,941	152,914
Total Non-Financial Assets	16,967,184	17,389,545
Accumulated Surplus (Note 13)	26,621,039	25,842,981

Contingent Liabilities (Note 18)

Contractual Obligations and Commitments (Note 17)

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

Approved by the Board:

 Chairperson

 Chief Financial Officer

Christ the Teacher Roman Catholic Separate School Division No. 212

**Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2018**

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
	(Note 14)		
REVENUES			
Property Taxation	1,068,153	3,158,374	3,117,608
Grants	16,402,307	14,747,527	15,544,694
School Generated Funds	536,500	572,747	591,225
Complementary Services (Note 12)	489,099	422,233	495,680
Other	133,250	488,183	231,037
Total Revenues (Schedule A)	18,629,309	19,389,064	19,980,244
EXPENSES			
Governance	133,200	134,278	190,076
Administration	1,045,004	1,112,068	1,127,774
Instruction	14,148,845	13,450,223	13,671,015
Plant	2,550,142	2,657,069	2,131,412
Transportation	414,145	338,758	306,794
Tuition and Related Fees	-	14,050	-
School Generated Funds	536,500	495,219	512,091
Complementary Services (Note 12)	490,249	407,809	474,344
Other Expenses	1,250	1,532	1,662
Total Expenses (Schedule B)	19,319,335	18,611,006	18,415,168
Operating Surplus (Deficit) for the Year	(690,026)	778,058	1,565,076
Accumulated Surplus from Operations, Beginning of Year	25,842,981	25,842,981	24,277,905
Accumulated Surplus from Operations, End of Year	25,152,955	26,621,039	25,842,981

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

Christ the Teacher Roman Catholic Separate School Division No. 212**Statement of Changes in Net Financial Assets
for the year ended August 31, 2018**

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
	(Note 14)		
Net Financial Assets, Beginning of Year	8,453,436	8,453,436	7,237,105
Changes During the Year			
Operating Surplus (Deficit) for the Year	(690,026)	778,058	1,565,076
Acquisition of Tangible Capital Assets (Schedule C)	(210,000)	(309,592)	(1,113,374)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	9,153	4,725
Net (Gain) on Disposal of Capital Assets (Schedule C)	-	(9,153)	(4,725)
Amortization of Tangible Capital Assets (Schedule C)	661,022	742,980	728,501
Net Change in Other Non-Financial Assets	-	(11,027)	36,128
Change in Net Financial Assets	(239,004)	1,200,419	1,216,331
Net Financial Assets, End of Year	8,214,432	9,653,855	8,453,436

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

Christ the Teacher Roman Catholic Separate School Division No. 212

**Statement of Cash Flows
for the year ended August 31, 2018**

	2018	2017
	\$	\$
OPERATING ACTIVITIES		
Operating Surplus for the Year	778,058	1,565,076
Add Non-Cash Items Included in Surplus (Schedule D)	733,827	723,776
Net Change in Non-Cash Operating Activities (Schedule E)	294,910	169,431
Cash Provided by Operating Activities	1,806,795	2,458,283
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(309,592)	(1,113,374)
Proceeds on Disposal of Tangible Capital Assets	9,153	4,725
Cash (Used) by Capital Activities	(300,439)	(1,108,649)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(4,467,305)	(2,967,362)
Proceeds on Disposal of Portfolio Investments	2,967,306	2,518,720
Cash (Used) by Investing Activities	(1,499,999)	(448,642)
FINANCING ACTIVITIES		
Repayment of Long-Term Debt	(7,198)	(28,964)
Cash (Used) by Financing Activities	(7,198)	(28,964)
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(841)	872,027
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	6,369,237	5,497,210
CASH AND CASH EQUIVALENTS, END OF YEAR	6,368,396	6,369,237

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

Christ the Teacher Roman Catholic Separate School Division No. 212
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2018

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
Property Taxation Revenue			
Tax Levy Revenue			
Property Tax Levy Revenue	1,074,925	3,101,750	3,029,306
Revenue from Supplemental Levies	-	-	16,601
Total Property Tax Revenue	1,074,925	3,101,750	3,045,907
Grants in Lieu of Taxes			
Federal Government	-	10,089	10,843
Provincial Government	-	42,617	46,558
Other	-	5,338	7,425
Total Grants in Lieu of Taxes	-	58,044	64,826
Other Tax Revenues			
Treaty Land Entitlement - Rural	-	8,303	-
House Trailer Fees	-	1,540	1,649
Total Other Tax Revenues	-	9,843	1,649
Additions to Levy			
Penalties	-	26,110	26,543
Other	-	761	-
Total Additions to Levy	-	26,871	26,543
Deletions from Levy			
Cancellations	(6,772)	(12,140)	(12,967)
Other Deletions	-	(25,994)	(8,350)
Total Deletions from Levy	(6,772)	(38,134)	(21,317)
Total Property Taxation Revenue	1,068,153	3,158,374	3,117,608
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	15,989,307	14,162,020	14,989,390
Other Ministry Grants	-	71,002	57,092
Total Ministry Grants	15,989,307	14,233,022	15,046,482
Other Provincial Grants	54,000	63,975	51,532
Federal Grants	-	31,588	-
Grants from Others	-	3,000	87,655
Total Operating Grants	16,043,307	14,331,585	15,185,669
Capital Grants			
Ministry of Education Capital Grants	359,000	415,942	359,025
Total Capital Grants	359,000	415,942	359,025
Total Grants	16,402,307	14,747,527	15,544,694

Christ the Teacher Roman Catholic Separate School Division No. 212
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2018

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
School Generated Funds Revenue			
Curricular			
Student Fees	31,500	32,341	31,025
Total Curricular Fees	31,500	32,341	31,025
Non-Curricular Fees			
Commercial Sales - Non-GST	60,000	53,747	76,722
Fundraising	230,000	295,446	274,546
Grants and Partnerships	90,000	62,667	62,659
Students Fees	95,000	86,493	101,691
Other	30,000	42,053	44,582
Total Non-Curricular Fees	505,000	540,406	560,200
Total School Generated Funds Revenue	536,500	572,747	591,225
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	322,428	295,658	331,944
Other Provincial Grants	-	126,575	163,736
Other Grants	166,671	-	-
Total Operating Grants	489,099	422,233	495,680
Total Complementary Services Revenue	489,099	422,233	495,680
Other Revenue			
Miscellaneous Revenue	40,250	276,245	102,399
Sales & Rentals	20,500	42,485	39,719
Investments	72,500	160,300	84,194
Gain on Disposal of Capital Assets	-	9,153	4,725
Total Other Revenue	133,250	488,183	231,037
TOTAL REVENUE FOR THE YEAR	18,629,309	19,389,064	19,980,244

Christ the Teacher Roman Catholic Separate School Division No. 212
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2018

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
Governance Expense			
Board Members Expense	44,056	55,281	48,154
Professional Development - Board Members	7,500	7,500	40,282
Advisory Committees	17,424	17,283	31,988
Professional Development - Advisory Committees	-	-	159
Elections	-	-	10,107
Other Governance Expenses	64,220	54,214	59,386
Total Governance Expense	133,200	134,278	190,076
Administration Expense			
Salaries	746,721	745,387	821,150
Benefits	64,950	66,750	69,048
Supplies & Services	79,613	169,795	114,374
Non-Capital Furniture & Equipment	19,100	7,852	9,525
Building Operating Expenses	39,295	42,138	34,346
Communications	37,500	39,058	33,641
Travel	31,375	17,451	29,902
Professional Development	13,000	7,498	11,365
Amortization of Tangible Capital Assets	13,450	16,139	4,423
Total Administration Expense	1,045,004	1,112,068	1,127,774
Instruction Expense			
Instructional (Teacher Contract) Salaries	9,926,986	9,665,860	9,742,410
Instructional (Teacher Contract) Benefits	485,993	468,173	491,468
Program Support (Non-Teacher Contract) Salaries	2,168,989	1,945,613	1,923,995
Program Support (Non-Teacher Contract) Benefits	370,453	338,627	330,899
Instructional Aids	314,282	360,719	419,383
Supplies & Services	290,150	196,617	220,918
Non-Capital Furniture & Equipment	115,767	101,816	107,211
Communications	29,039	20,761	20,338
Travel	36,188	31,190	36,934
Professional Development	117,380	44,451	65,752
Student Related Expense	112,618	110,488	110,823
Amortization of Tangible Capital Assets	181,000	165,908	200,884
Total Instruction Expense	14,148,845	13,450,223	13,671,015

Christ the Teacher Roman Catholic Separate School Division No. 212
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2018

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense			
Salaries	652,842	620,800	626,005
Benefits	115,233	106,780	107,871
Supplies & Services	3,500	3,233	12,169
Non-Capital Furniture & Equipment	15,460	7,727	7,804
Building Operating Expenses	1,303,750	1,380,435	870,882
Communications	2,000	1,662	1,751
Travel	19,437	24,230	16,856
Professional Development	1,500	224	297
Amortization of Tangible Capital Assets	436,420	511,978	487,777
Total Plant Operation & Maintenance Expense	2,550,142	2,657,069	2,131,412
Student Transportation Expense			
Supplies & Services	21,829	11,405	5,154
Non-Capital Furniture & Equipment	13,500	5,607	3,799
Contracted Transportation	359,816	290,687	273,156
Amortization of Tangible Capital Assets	19,000	31,059	24,685
Total Student Transportation Expense	414,145	338,758	306,794
Tuition and Related Fees Expense			
Tuition Fees	-	14,050	-
Total Tuition and Related Fees Expense	-	14,050	-
School Generated Funds Expense			
Academic Supplies & Services	15,000	21,185	12,619
Cost of Sales	150,000	213,125	206,065
Non-Capital Furniture & Equipment	15,000	16,357	2,725
School Fund Expenses	346,500	226,783	279,950
Amortization of Tangible Capital Assets	10,000	17,769	10,732
Total School Generated Funds Expense	536,500	495,219	512,091

Christ the Teacher Roman Catholic Separate School Division No. 212
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2018

	2018 Budget	2018 Actual	2017 Actual
	\$	\$	\$
Complementary Services Expense			
Instructional (Teacher Contract) Salaries & Benefits	221,007	182,126	219,399
Program Support (Non-Teacher Contract) Salaries & Benefits	217,178	210,407	233,656
Instructional Aids	5,351	123	1,010
Supplies & Services	8,510	6,833	8,500
Non-Capital Furniture & Equipment	5,330	-	-
Building Operating Expenses	3,780	630	4,999
Communications	1,259	533	1,205
Travel	19,420	6,408	5,296
Professional Development (Non-Salary Costs)	3,064	622	279
Student Related Expenses	750	-	-
Contracted Transportation & Allowances	3,450	-	-
Amortization of Tangible Capital Assets	1,150	127	-
Total Complementary Services Expense	490,249	407,809	474,344
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	500	862	573
Interest on Capital Loans	376	184	668
Interest on Other Long-Term Debt	374	486	421
Total Interest and Bank Charges	1,250	1,532	1,662
Total Other Expense	1,250	1,532	1,662
TOTAL EXPENSES FOR THE YEAR	19,319,335	18,611,006	18,415,168

Christ the Teacher Roman Catholic Separate School Division No. 212

Schedule C - Supplementary Details of Tangible Capital Assets

for the year ended August 31, 2018

	Tangible Capital Assets - at Cost									
	Land	Improvements	Buildings	Buildings	Short-Term	Other	Furniture and Equipment	Computer Hardware and Audio Visual Equipment	Computer Software	Assets Under Construction
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Opening Balance as of September 1	620,090	15,315	24,495,644	1,495,996	251,183	2,332,891	2,873,929	76,627	189,015	32,350,690
Additions/Purchases	-	-	-	18,975	94,897	76,368	119,352	-	-	309,592
Disposals	-	-	-	-	(28,684)	-	(39,584)	-	-	(68,268)
Transfers to (from)	-	-	-	189,015	-	-	-	-	(189,015)	-
Closing Balance as of August 31	620,090	15,315	24,495,644	1,703,986	317,396	2,409,259	2,953,697	76,627	-	32,592,014
										32,350,690
Tangible Capital Assets - Amortization										
Opening Balance as of September 1	-	6,128	10,062,892	204,254	181,882	1,994,397	2,592,321	72,185	-	15,114,059
Amortization of the Period	-	767	415,018	81,439	43,665	71,210	129,770	1,111	-	742,980
Disposals	-	-	-	-	(28,684)	-	(39,584)	-	-	(68,268)
Closing Balance as of August 31	N/A	6,895	10,477,910	285,693	196,863	2,065,607	2,682,507	73,296	N/A	15,788,771
										15,114,059
Net Book Value										
Opening Balance as of September 1	620,090	9,187	14,432,752	1,291,742	69,301	338,494	281,608	4,442	189,015	17,236,631
Closing Balance as of August 31	620,090	8,420	14,017,734	1,418,293	120,533	343,652	271,190	3,331	-	16,803,243
Change in Net Book Value	-	(767)	(415,018)	126,551	51,232	5,158	(10,418)	(1,111)	(189,015)	(433,388)
										384,873
Disposals										
Historical Cost	-	-	-	-	28,684	-	39,584	-	-	68,268
Accumulated Amortization	-	-	-	-	28,684	-	39,584	-	-	68,268
Net Cost	-	-	-	-	-	-	-	-	-	-
Price of Sale	-	-	-	-	1,440	-	7,713	-	-	9,153
Gain on Disposal	-	-	-	-	1,440	-	7,713	-	-	9,153
										4,725
										4,725

Sch C

Closing net book value of tangible capital assets includes total leased tangible capital assets of \$3,346 (2017 - \$6,692) representing Furniture and Equipment. Amortization of \$3,346 (2017 - \$3,657) has been recorded on these assets.

Christ the Teacher Roman Catholic Separate School Division No. 212

**Schedule D: Non-Cash Items Included in Surplus
for the year ended August 31, 2018**

	2018	2017
	\$	\$
Non-Cash Items Included in Surplus		
Amortization of Tangible Capital Assets (Schedule C)	742,980	728,501
Net (Gain) on Disposal of Tangible Capital Assets (Schedule C)	(9,153)	(4,725)
Total Non-Cash Items Included in Surplus	733,827	723,776

Christ the Teacher Roman Catholic Separate School Division No. 212

**Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2018**

	2018	2017
	\$	\$
Net Change in Non-Cash Operating Activities		
Decrease (Increase) in Accounts Receivable	(63,793)	391,261
Increase (Decrease) in Accounts Payable and Accrued Liabilities	203,154	(378,092)
Increase in Liability for Employee Future Benefits	27,700	33,100
Increase in Deferred Revenue	138,876	87,034
Decrease (Increase) in Prepaid Expenses	(11,027)	36,128
Total Net Change in Non-Cash Operating Activities	294,910	169,431

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

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 Christ the Teacher Roman Catholic Separate School Division No. 212" and operates as "Christ the Teacher Catholic School Division No. 212". The school division provides education services to residents within its geographic region and is governed by an elected board of trustees.

The school division is exempt from income tax and is a registered charity under the *Income Tax Act*.

2. SIGNIFICANT ACCOUNTING POLICIES

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

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

a) Basis of Accounting

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

b) Reporting Entity

The financial statements include all of the assets, liabilities, revenues and expenses of the school division reporting entity.

c) Trust Funds

Trust funds are properties assigned to the school division (trustee) under a trust agreement or statute to be administered for the benefit of the trust beneficiaries. As a trustee, the school division merely administers the terms and conditions embodied in the agreement, and it has no unilateral authority to change the conditions set out in the trust indenture.

Trust funds are not included in the financial statements as they are not controlled by the school division. Trust fund activities administered by the school division are disclosed in Note 16 of the financial statements.

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

d) Measurement Uncertainty and the Use of Estimates

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

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

- the liability for employee future benefits of \$294,900 (2017 - \$267,200) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$3,158,374 (2017 - \$3,117,608) because final tax assessments may differ from initial estimates.
- uncollectible taxes of \$68,797 (2017 - \$45,552) because actual collectability may differ from initial estimates.
- useful lives of capital assets and related amortization of \$742,980 (2017 - \$728,501) because the actual useful lives of the capital assets may differ from their estimated economic lives.

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

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

e) 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 financial statements. Financial instruments of the school division include cash and cash equivalents, accounts receivable, portfolio investments, accounts payable and accrued liabilities and long-term debt.

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 statement of operations and accumulated surplus from operations.

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

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

f) 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, bank deposits and highly liquid investments with initial maturity terms of three months or less and held for the purpose of meeting short-term operating cash commitments rather than for investing purposes.

Accounts Receivable includes taxes receivable, provincial grants receivable and other receivables. Taxes receivable represent education property taxes assessed or estimated owing to the end of the fiscal period but not yet received. The allowance for uncollected taxes is a valuation allowance used to reduce the amount reported for taxes receivable to the estimated net recoverable amount. The allowance represents management's estimate of the amount of taxes that will not be collected taking into consideration prior years' tax collections and information provided by municipalities regarding collectability of outstanding balances. Provincial grants receivable represent operating, capital, and other grants earned but not received at the end of the fiscal year, provided reasonable estimates of the amounts can be made. Grants are earned when the events giving rise to the grant have occurred, the grant is authorized and any eligibility criteria have been met.

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

Portfolio Investments consist of guaranteed investment certificates. The school division values its portfolio investments in accordance with its policy for financial instruments, as described in Note 2 (e).

g) Non-Financial Assets

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

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

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

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 – passenger	5 years
Furniture and equipment	10 years
Computer hardware and audio visual equipment	5 years
Computer software	5 years
Leased capital assets	Lease term

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

Prepaid Expenses are prepaid amounts for goods or services which will provide economic benefits in one or more future periods. Prepaid expenses include insurance premiums, Saskatchewan School Boards Association and Saskatchewan Catholic School Board Association membership fees, Workers' Compensation premiums, office supplies, consumables and software licenses.

h) 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.

Long-Term Debt is comprised of capital loans with initial maturities of more than one year and is 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.

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

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

Deferred Revenue from Non-government Sources represents fees or payments for services received in advance of the fee being earned or the services being performed, and other contributions for which the contributor has placed restrictions on the use of the resources. Revenue from tuition and related fees is recognized as the course is delivered; revenue from contractual services is recognized as the services are delivered; and revenue from other contributions is recognized in the fiscal year in which the resources are used for the purpose specified by the contributor.

i) Employee Pension Plans

Multi-Employer Defined Benefit Plans

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

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

j) 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.

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

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, the amount can be estimated and collection is reasonably assured except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability. For transfers with stipulations, revenue is recognized in the statement of operations and accumulated surplus from operations as the stipulation liabilities are settled.

ii) Property Taxation

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

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

iii) Fees and Services

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

iv) Interest Income

Interest is recognized as revenue when it is earned.

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

v) Other (Non-Government Transfer) Contributions

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

k) Statement of Remeasurement Gains and Losses

The school division has not presented a statement of remeasurement gains and losses because it does not have financial instruments that give rise to material remeasurement gains or losses.

3. SHORT-TERM BORROWINGS

Bank indebtedness consists of a demand operating line of credit with a maximum borrowing limit of \$750,000 that bears interest at RBC (Royal Bank of Canada) prime minus 1% per annum. This line of credit is authorized by a borrowing resolution by the board of education. This line of credit was approved by the Minister of Education on September 20, 2011. The balance drawn on the line of credit at August 31, 2018 was NIL (August 31, 2017 – NIL).

4. PORTFOLIO INVESTMENTS

	2018	2017
Portfolio investments in the cost and amortized cost category:	<u>Cost</u>	<u>Cost</u>
GICs	\$ 4,510,750	\$ 3,010,751
Total portfolio investments	\$ 4,510,750	\$ 3,010,751

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

5. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2018 Actual	2017 Actual
Governance	\$ 62,781	\$ 71,497	\$ -	\$ -	\$ 134,278	\$ 190,076
Administration	812,137	283,792	-	16,139	1,112,068	1,127,774
Instruction	12,418,273	866,042	-	165,908	13,450,223	13,671,015
Plant	727,580	1,417,511	-	511,978	2,657,069	2,131,412
Transportation	-	307,699	-	31,059	338,758	306,794
Tuition and Related Fees	-	14,050	-	-	14,050	-
School Generated Funds	-	477,450	-	17,769	495,219	512,091
Complementary Services	392,533	15,149	-	127	407,809	474,344
Other	-	-	1,532	-	1,532	1,662
TOTAL	\$ 14,413,304	\$3,453,190	\$ 1,532	\$ 742,980	\$18,611,006	\$18,415,168

6. ACCOUNTS RECEIVABLE

All accounts receivable presented on the statement of financial position are net of any valuation allowances for doubtful accounts. Details of accounts receivable balances and allowances are as follows:

	2018			2017		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 891,488	\$ 68,797	\$ 822,691	\$ 884,336	\$ 45,552	\$ 838,784
Provincial Grants Receivable	22,500	-	22,500	-	-	-
Other Receivables	155,713	-	155,713	98,327	-	98,327
Total Accounts Receivable	\$ 1,069,701	\$ 68,797	\$ 1,000,904	\$ 982,663	\$ 45,552	\$ 937,111

7. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2018	2017
Accrued Salaries and Benefits	\$ 255,378	\$ 171,713
Supplier Payments	597,367	455,943
Other - Audit Fees & Excess Program Funds	40,199	62,134
Total Accounts Payable and Accrued Liabilities	\$ 892,944	\$ 689,790

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

8. 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 time and paid time off benefits. 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 statement of financial position. Morneau Shepell Ltd, a firm of consulting actuaries, performed an actuarial valuation as at March 31, 2018 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2018.

Details of the employee future benefits are as follows:

	2018	2017
Long-term assumptions used:		
Discount rate at end of period	3.00%	2.69%
Inflation and productivity rate (excluding merit and promotion) - Teachers	2.50%	2.50%
Inflation and productivity rate (excluding merit and promotion) - Non-Teachers	3.00%	3.00%
Expected average remaining service life (years)	15	16

Liability for Employee Future Benefits	2018	2017
Accrued Benefit Obligation - beginning of year	\$ 294,400	\$ 321,700
Current period service cost	22,400	27,400
Interest cost	8,400	7,300
Benefit payments	(5,500)	(7,400)
Actuarial (gains)	(146,500)	(54,600)
Accrued Benefit Obligation - end of year	173,200	294,400
Unamortized Net Actuarial Gains (Losses)	121,700	(27,200)
Liability for Employee Future Benefits	\$ 294,900	\$ 267,200

Employee Future Benefits Expense	2018	2017
Current period service cost	\$ 22,400	\$ 27,400
Amortization of net actuarial loss	2,400	5,800
Benefit cost	24,800	33,200
Interest cost	8,400	7,300
Total Employee Future Benefits Expense	\$ 33,200	\$ 40,500

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

9. 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 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 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:

	2018			2017
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	155	1	156	166
Member contribution rate (percentage of salary)	11.30% - 13.50%	6.05% - 7.85%	6.05% - 13.50%	6.05% - 13.50%
Member contributions for the year	\$ 1,183,883	\$ 4,210	\$ 1,188,093	\$ 1,190,914

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 financial statements. The plan is accounted for as a

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

defined contribution plan whereby the school division's contributions are expensed when due.

Details of the MEPP are as follows:

	2018	2017
Number of active School Division members	87	93
Member contribution rate (percentage of salary)	8.15%	8.15%
School Division contribution rate (percentage of salary)	8.15%	8.15%
Member contributions for the year	\$ 244,922	\$ 242,257
School Division contributions for the year	\$ 244,922	\$ 242,257
Actuarial extrapolation date	Dec-31-2017	Dec-31-2016
Plan Assets (in thousands)	\$ 2,469,995	\$ 2,323,947
Plan Liabilities (in thousands)	\$ 2,015,818	\$ 1,979,463
Plan Surplus (in thousands)	\$ 454,177	\$ 344,484

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

10. LONG-TERM DEBT

Details of long-term debt are as follows:

		2018	2017
Capital Loans Payable:	Finance Photocopiers	\$ 2,818	\$ 6,578
	Lender: Royal Bank of Canada		
	Original Balance: \$18,793		
	Interest Rate: Variable Rate at Prime plus 0.50%		
	Terms of repayment: Monthly		
	Payment Amount: \$313 monthly plus interest		
	Expires: May 2019		
		2,818	6,578
Capital Leases:	Lease Photocopier	1,575	2,527
	Lessor: Concentra Financial		
	Minimum net lease payments: \$281 quarterly		
	Inherent Interest Rate: 7.82%		
	Expires: December 2019		
	Lease Photocopiers	3,314	5,800
	Lessor: Xerox Canada		
	Minimum net lease payments: \$691 quarterly		
	Inherent Interest Rate: 5.66%		
	Expires: October 2019		
		4,889	8,327
Total Long-Term Debt		\$ 7,707	\$ 14,905

Future principal repayments over the next 2 years are estimated as follows:			
	Capital Loans	Capital Leases	Total
2019	2,818	3,660	6,478
2020	-	1,229	1,229
Total	\$ 2,818	\$ 4,889	\$ 7,707

Principal and interest payments on the long-term debt are as follows:					
	Capital Loans	Capital Leases	2018	2017	
Principal	\$ 3,759	\$ 3,439	\$ 7,198	\$ 28,964	
Interest	184	486	670	1,089	
Total	\$ 3,943	\$ 3,925	\$ 7,868	\$ 30,053	

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

11. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2017	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2018
Other deferred revenue:				
After School Activity Program	\$ 898	\$ -	\$ -	\$ 898
Property Taxation	880,548	894,314	880,549	894,313
Other	10,322	160,594	35,483	135,433
Total Deferred Revenue	\$ 891,768	\$ 1,054,908	\$ 916,032	\$ 1,030,644

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

12. 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	Cognitive Disability Strategies Program	Services to Teen Parents	2018	2017
Revenues:					
Operating Grants	\$ 295,658	\$ 90,840	\$ 35,735	\$ 422,233	\$ 495,680
Total Revenues	295,658	90,840	35,735	422,233	495,680
Expenses:					
Salaries & Benefits	281,106	78,355	33,072	392,533	453,055
Instructional Aids	-	123	-	123	1,010
Supplies and Services	-	4,500	2,333	6,833	8,500
Building Operating Expenses	-	630	-	630	4,999
Communications	-	203	330	533	1,205
Travel	-	6,408	-	6,408	5,296
Professional Development (Non-Salary Costs)	-	622	-	622	279
Amortization of Tangible Capital Assets	127	-	-	127	-
Total Expenses	281,233	90,840	35,735	407,809	474,344
Excess of Revenues over Expenses	\$ 14,425	\$ -	\$ -	\$ 14,425	\$ 21,336

The purpose and nature of each Complementary Services program is as follows:

The Pre-Kindergarten program is offered at four elementary schools. Children that are three to four years of age and reside in the area are eligible to be served by the program.

The Cognitive Disability Strategies Program provides a consultant employed by the Division to support the delivery of individual support plans for people affected by cognitive disabilities.

The Services to Teen Parents program provides support and services to pregnant young women, young and new parents and their children. Funding for this program ceased as of March 31, 2018.

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

13. ACCUMULATED SURPLUS

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

Certain amounts of the accumulated surplus, as approved by the board of education, have been designated for specific future purposes as described below. These internally restricted amounts are included in the accumulated surplus presented in the statement of financial position. The school division does not maintain separate bank accounts for the internally restricted amounts.

Details of accumulated surplus are as follows:

	August 31 2017	Additions during the year	Reductions during the year	August 31 2018
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 17,236,631	\$ 309,592	\$ 742,980	\$ 16,803,243
Less: Debt Owed on Tangible Capital Assets	(14,905)	-	(7,198)	(7,707)
	17,221,726	309,592	735,782	16,795,536
PMR maintenance project allocations (1)	816,592	415,942	148,433	1,084,101
Internally Restricted Surplus:				
Capital projects:				
Relocatable Classroom	150,747	-	-	150,747
	150,747	-	-	150,747
Other:				
School Generated Funds	432,465	548,645	477,272	503,838
School Decentralized Budget Carryovers	157,566	1,647	-	159,213
Board Governance	27,532	-	-	27,532
Catholic Distinctiveness	32,635	150,000	-	182,635
Technology	575,760	1,000,000	64,754	1,511,006
Academic Equipment Replacement	50,555	-	-	50,555
Division Office Software Upgrades	75,000	-	-	75,000
Maintenance	983,162	1,600,000	207,990	2,375,172
Vehicle Replacements	123,679	150,000	43,199	230,480
Legal	71,475	-	-	71,475
FMNE Achievement Fund	1,011	-	-	1,011
Investing in Teachers Initiative	135,035	50,000	-	185,035
Professional Development (LEADS Members Carryover)	21,009	10,000	3,971	27,038
School Community Councils (Matching Grant Carryover)	12,244	-	-	12,244
Central Textbooks	1,308	-	-	1,308
	2,700,436	3,510,292	797,186	5,413,542
Unrestricted Surplus	4,953,480	2,233,549	4,009,916	3,177,113
Total Accumulated Surplus	\$ 25,842,981	\$ 6,469,375	\$ 5,691,317	\$ 26,621,039

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

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

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

Capital - Relocatable Classroom funds represent the funds committed for the construction of two (2) relocatable classrooms at St. Michael's School and one (1) relocatable classroom at St. Alphonsus School, both of which are located in Yorkton. The projects were completed during the 2016-17 fiscal year and the balance represents unspent funds from the projects.

School generated funds represents the year-end account balances of the school generated fund entities in the school division. They are generated at the local school level and are considered separate and apart from the Board's regular operations.

School decentralized budget carryovers represents unused decentralized budget resources allowed to be carried over to the next fiscal year. Unused budget carryovers are limited to 10% of each school's annual budget allocation.

Board Governance represents resources allocated for trustees to complete board governance training.

Catholic Distinctiveness represents resources allocated to support faith development in the school division.

Technology represents funds allocated to upgrade computer hardware and software.

Academic equipment replacement represents funds allocated for the replacement of instructional academic equipment.

Division office software upgrades represents funds allocated to support the upgrade of existing software or the purchase of new administrative software at the Division Office.

Maintenance represents resources allocated for the purchase of maintenance and caretaking equipment at the schools and for maintenance projects that are not covered under the Board's annual operating budget.

Vehicle Replacements represents funds allocated to replace existing passenger vans for student transportation as well as vehicles required in the maintenance area.

Legal represents funds allocated for legal services required by the board of education.

FNME achievement fund represents funds remaining from a First Nations Metis Education (FNME) grant received in fiscal 2012 that were targeted for family literacy initiatives.

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

Investing in Teachers Initiative represents a program approved by the Board to support the continued professional development of teachers in the school division.

The Professional Development (League of Educational Administrators, Directors and Superintendents (LEADS) Members) carryover represents unused professional development funds as per employment contracts.

The School Community Council Matching Grant Carryover represents unused matching grants as of August 31, 2018.

Central Textbooks represents the carryover of unused budget funds from the 2012/13 fiscal year. The funds were allocated to enhance and upgrade the central textbook library.

14. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on June 12, 2017 and the Minister of Education on August 28, 2017.

15. RELATED PARTIES

These financial statements include transactions with related parties. The school division is related to all Government of Saskatchewan ministries, agencies, boards, school divisions, Saskatchewan Health Authority, colleges, and crown corporations under the common control of the Government of Saskatchewan. Related parties of the school division also include its key management personnel, close family members of its key management personnel and entities controlled by, or under shared control of any of these individuals.

Related Party Transactions

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

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

The related party transactions are as follows:

	2018	2017
Revenues:		
Community Initiatives Fund	\$ 22,500	\$ -
School Divisions	83,860	-
Ministry of Education	14,946,640	15,737,451
Ministry of Social Services	90,840	100,207
Saskatchewan Government Insurance	44,195	35,684
Saskatchewan Health Authority	35,735	63,529
Saskatchewan Workers' Compensation Board	-	19,060
	\$ 15,223,770	\$ 15,955,931
Expenses:		
Good Spirit SD No.204	\$ 104,954	\$ 110,257
Ministry of Central Services	6,269	5,143
Minister of Finance	5,717	6,003
Parkland College	870	1,618
St. Paul's RCSSD No.20	6,071	-
Saskatchewan Health Authority	43,410	61,705
Saskatchewan Government Insurance	9,721	8,556
Saskatchewan Power Corporation	251,190	264,554
Saskatchewan Telecommunications Holding Corporation	30,337	33,925
Saskatchewan Workers' Compensation Board	37,755	38,713
SaskEnergy Incorporated	132,233	112,290
	\$ 628,527	\$ 642,764
Accounts Receivable:		
Community Initiatives Fund	\$ 22,500	\$ -
Other School Divisions	16,369	-
	\$ 38,869	\$ -
Prepaid Expenses:		
Saskatchewan Workers' Compensation Board	\$ 12,343	\$ 13,066
	\$ 12,343	\$ 13,066
Accounts Payable and Accrued Liabilities:		
Good Spirit SD No.204	\$ 78,979	\$ 5,775
Ministry of Central Services	593	444
Minister of Finance	6,095	6,003
Saskatchewan Power Corporation	18,334	19,897
Saskatchewan Telecommunications Holding Corporation	2,230	2,206
SaskEnergy Incorporated	216	1,321
	\$ 106,447	\$ 35,646

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

16. TRUSTS

The school division, as the trustee, administers trust funds for scholarships and a memorial donation. The trust assets and transactions are not included in the financial statements.

Information about these trusts is as follows:

	Gulak Memorial Fund		Scholarships		Total	Total
	<u>2018</u>	<u>2017</u>	<u>2018</u>	<u>2017</u>	<u>2018</u>	<u>2017</u>
Cash and short-term investments	\$ 142,984	\$ 182,861	\$ 82,625	\$ 80,292	\$ 225,609	\$ 263,153
Total Assets	142,984	182,861	82,625	80,292	225,609	263,153
Revenues						
Contributions and donations	-	-	11,750	13,850	11,750	13,850
Interest on investments	3,098	1,547	933	799	4,031	2,346
	3,098	1,547	12,683	14,649	15,781	16,196
Expenses						
Scholarships	-	-	10,350	15,500	10,350	15,500
Purchases	42,975	-	-	-	42,975	-
	42,975	-	10,350	15,500	53,325	15,500
Excess (Deficiency) of Revenues over Expenses	(39,877)	1,547	2,333	(851)	(37,544)	696
Trust Fund Balance, Beginning of Year	182,861	181,314	80,292	81,143	263,153	262,457
Trust Fund Balance, End of Year	\$ 142,984	\$ 182,861	\$ 82,625	\$ 80,292	\$ 225,609	\$ 263,153

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

17. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

Significant contractual obligations and commitments of the school division are as follows:

- The school division has entered into an agreement with Rilling Bus Ltd. for the provision of student transportation services in the cities of Yorkton and Melville. The costs payable under this contract are defined on a per trip basis and are subject to annual increases as defined in the contract. The agreement is in effect until June 30, 2019.
- Capital lease obligations, as follows:

	Copier Leases
Future minimum lease payments:	
2019	\$ 3,661
2020	1,228
	4,889
Interest and executory costs	(486)
Total Lease Obligations	\$ 4,403

18. CONTINGENT LIABILITIES

The school division has been named as a co-defendant in a legal action in which damages have been sought. The plaintiff was awarded damages, with the school division portion estimated at \$288,023. The school division has appealed the decision. The outcome of these actions is not determinable as at the date of reporting and accordingly, no provision has been made in these financial statements for any liability that may result. The school division's share of the settlement, if any, will be charged to expenses in the year in which the amount is determinable.

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

19. 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 monitors overdue accounts on a monthly basis.

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 grants and other accounts receivable as at August 31, 2018 was:

August 31, 2018							
	Total	Current	0-30 days	30-60 days	60-90 days	Over 90 days	
Grants Receivable	\$ 22,500	\$ 22,500	\$ -	\$ -	\$ -	\$ -	
Other Receivables	98,195	96,185	-	-	360	1,650	
Gross Receivables	120,695	118,685	-	-	360	1,650	
Allowance for Doubtful Accounts	-	-	-	-	-	-	
Net Receivables	\$ 120,695	\$ 118,685	\$ -	\$ -	\$ 360	\$ 1,650	

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

ii) Liquidity Risk

Liquidity risk is the risk that the school division will not be able to meet its financial obligations as they come due. The school division manages liquidity risk by monitoring budgets and maintaining adequate cash balances for the current and future cash requirements to meet accounts payable obligations, accrued liabilities and long- term debt repayments.

The following table sets out the contractual maturities of the school division's financial liabilities:

Christ the Teacher Roman Catholic Separate School Division No. 212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2018

August 31, 2018					
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 892,944	\$ 892,944	\$ -	\$ -	\$ -
Long-term debt	7,707	3,681	2,797	1,229	-
Total	\$ 900,651	\$ 896,625	\$ 2,797	\$ 1,229	\$ -

iii) Market Risk

The school division is exposed to market risks with respect to interest rates.

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 portfolio investments. The school division also has an authorized bank line of credit of \$750,000 with interest payable at prime minus 1% per annum. Changes in the bank's prime lending rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2018.

The school division minimizes these risks by:

- holding cash in an account at a Canadian bank, denominated in Canadian currency
- investing in GICs and term deposits for short terms at fixed interest rates
- managing cash flows to minimize utilization of its bank line of credit