

Christ the Teacher Roman Catholic Separate School Division #212

2015-16 Annual Report

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School Division Contact Information



Christ the Teacher Roman Catholic Separate School Division #212

Believe ... Belong ... Become

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Letter of Transmittal

Honourable Don Morgan, Q.C.
Minister of Education

Dear Minister Morgan:

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 2015-16 annual report. This report outlines activities and accomplishments of the school division and provides audited financial statements for the fiscal year September 1, 2015 to August 31, 2016.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Lisa Pacheco".

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, 2015 to August 31, 2016.

This report provides a snapshot of Christ the Teacher Catholic School Division, its governance structures, students, staff, programs and facilities. It includes information such as a school list and payee list. 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.

School Division Profile

About Us

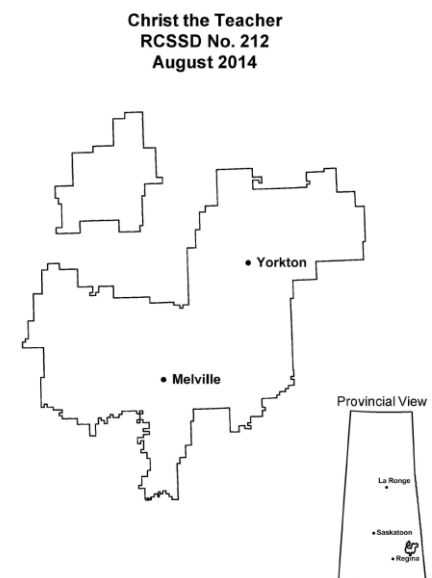
Christ the Teacher Catholic School Division is a small urban/rural school division with 9 schools located in 3 communities. The Division is located in east central Saskatchewan. The Division includes the communities of Melville, Theodore and Yorkton. The map below shows the geographic location of Christ the Teacher Catholic School Division.

The 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.

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 9 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 world view.

In addition, each school in the 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

Governance

The Board of Education provides governance for Christ the Teacher Catholic School Division as a whole and School Community Councils provide advice to individual schools.

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”.

The 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 - Dwayne Todas
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 8 schools in Christ the Teacher Catholic School Division. Dreambuilders High School was recognized as a funded school in June 2015; this school will establish an SCC during the 2016-17 school year.

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. 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 submitted to the Division.

The Education Regulations, 1986 require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. In 2015-16 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.

The eight 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, 1986*. The actual number of members varies from one SCC to another. Our school division does not have any First Nations within the Division's boundaries.

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/caregivers. The Board of Education also offers a yearly matching grant to each SCC in support of their Learning Improvement Plan initiatives.

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 in the Community

Christ the Teacher Catholic School Division is an integral part of community life in east central Saskatchewan. The Division, as a whole, and individual schools are linked to the broader community in a multitude of ways. The Board of Education places strong emphasis on community and parent involvement, and on community partnerships.

Community and Parent Involvement

Research has shown that students achieve at higher levels in school when their parents/guardians and other community members are involved in their learning. The schools in Christ the Teacher Catholic School Division all have programs and initiatives to encourage community and parent involvement. These programs vary from school to school and are unique to each community. Whether hosting open-house events, meals, BBQs, student-led conferences, religious celebrations or other activities, our schools recognize the significant impact parent and community engagement has on increased student learning. Some examples of community partnerships that Christ the Teacher Catholic School Division is involved in are described below.

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.

Career & Employment Fair - Christ the Teacher Catholic School Division partnered with Parkland Community College and Good Spirit School Division to coordinate the Career Explorations 2015 Career & Employment Fair. Approximately 2300 youth attended this full-day opportunity to gather career and employment information from 84 exhibitors and 40 exhibitor presentations.

Transition to Work Program - Christ the Teacher Catholic School Division partnered with Can-Sask Career and Employment Services to deliver a Youth at Risk – Transition to Work program. The program targeted youth who were either on social assistance or were unemployed and at risk of requiring social assistance. The program developed knowledge and skills through a focus on general life skills, pre-employment and requisite work/job skills, interpersonal skills, decision-making, drug and alcohol education, relevant academic learning, and healthy lifestyle choices. Career research and counselling were a foundational component of the program.

In addition, Christ the Teacher Catholic Schools partnered with the Yorkton Tribal Council Labour Force Development Program (YTCLFDP) to support students in the Transition to Work program. The YTCLFDP supported the Transition to Work program by providing financial

assistance for wages and appropriate work attire for the students. The goals of this program support were to reduce the degree of youth at risk, assist youth who face hardship and struggles in particular with the justice system, provide youth with an opportunity to be successful in the workforce, and to provide necessary training and workplace safety practices.

Community Mobilization: Building Partnerships to Reduce Crime - Christ the Teacher Catholic School Division partnered with Community Mobilization. Community Mobilization is an effective, integrated multi-agency team, building safer and healthier communities by enhancing the delivery and responsiveness of human services for those in greatest need, and as a result, reducing crime and victimization. These goals were accomplished through the mobilization of existing resources to address individuals/families with acutely elevated levels of risk as recognized across a range of service providers, a broader focus on long-term community goals and initiatives, and possible systemic recommendations arrived at via experience, research and analysis.

The HUB is a key component within the Community Mobilization model. The HUB provided immediate, coordinated, and integrated resources to address situations facing individuals and/or families with acutely elevated risk factors, as recognized across a range of service providers. The HUB is a multi-disciplinary forum that met bi-weekly to discuss those specific cases to determine solutions through coordinated efforts.

Integrated Services Model: Engagement of Supporting Agencies - Christ the Teacher Catholic School Division recognizes the importance of collaborative partnerships with community agencies. These agencies ensured that interagency case management services were in place for vulnerable students and their families.

Christ the Teacher Catholic School Division has a service agreement with the Sunrise Health Therapy Department which provided Occupational and Physical Therapy services to assist students with special needs.

The Division has also partnered with Sunrise Mental Health and Addictions Services which provided support for students and families.

Parishes - Christ the Teacher Catholic School Division partnered with our local parishes: 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 Church in Yorkton, and St. Mary's Ukrainian Catholic Church in Yorkton. The parish priests celebrated with our students and staff on a regular basis, as well as provided guidance and faith formation support to our students, staff and families. Christ the Teacher schools are grateful for the generous support of the parishioners and parish organizations as they continued to support special programs for all students, as well as provided significant contributions to our nutrition programs.

Strategic Direction and Reporting

The Education Sector Strategic Plan

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

2015-16 was the second year of deployment of the 2014-2020 ESSP.

Enduring Strategies

The Enduring Strategies in the ESSP are:

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

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

OUTCOME:

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

PRIORITY:

In partnership with First Nations and Métis stakeholders implement the Following Their Voices Initiative (Phase 1).

School division goals aligned with the First Nations and Métis Student Engagement and Graduation Rates outcome and the Following Their Voices priority	<p>Our division goal for graduation rates matches the provincial goal that by June 2020 improved understandings of FNMI 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>
School division actions taken during the 2015-16 school year to achieve the targets and outcomes of the First Nations and Métis Student Engagement and Graduation Rates outcome and the Following Their Voices priority	<p>Actions that have taken place to address this priority area included the disaggregation of FNMI data in order to monitor and support FNMI students for the following actions outlined in the Reading, Writing, and Math outcome:</p> <p>Support for FNMI literacy, writing, and numeracy instruction. The approaches identified in the <i>Saskatchewan Reads</i> Plan have been implemented in grades 1-3 and will continue into grades 4 and 5 for the 2016-17 school year and through to grade 12 by 2020. Half-day sessions were held on Modelled Reading, Shared Reading, Guided Reading, Independent Reading and Phonics, Spelling and Word Study.</p> <p>Support for FNMI Mathematics included First Steps training for teachers who received day one and two of First Steps in Mathematics training.</p> <p>Support for FNMI writing included the continuation of training for all teachers in grades 3-11 to be able to effectively use the Christ the Teacher writing assessment by April 2016.</p> <p>Teachers in grades 1 to 5 and our Religion Liaison Team joined together for a learning session focused on learning and classroom environment. Teachers examined not only ways to facilitate literacy experiences in the physical environment, but also how to build relationships with students and families as the basis for their learning.</p> <p>Our division has implemented renewed prekindergarten operational practices to ensure our most vulnerable FNMI and all early learners have access to prekindergarten. Parents have better access to a common prekindergarten application that can be accessed and completed on-line, in each school, or in</p>

collaboration with key community partners. In the Winter of 2016 division level staff had the opportunity to meet with community partners to review our prekindergarten application practices and ensure a common understanding of the vulnerable criteria.

With the support of the SaskCareers document, division and school staff supported parents and students in the spring to develop appropriate credit attainment plans to ensure the successful completion of grade 12 for each student.

Christ the Teacher Catholic School Division also developed credit recovery procedures to provide FNMI students and all students with additional opportunities to complete credits toward graduation. School administration and school counsellors met at key times throughout the academic year (as part of the early warning system) to monitor individual student progress in student attainment of credits.

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

Average Final Marks

Teacher-assigned marks are important indicators of student performance in school. Classroom marks are used for grade promotion and graduation decisions, to meet entrance requirements for 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, 2015-16

Subject	All Students		Non-FNMI		FNMI	
	Province	CTT	Province	CTT	Province	CTT
English Language Arts A 10 (Eng & Fr equiv)	73.0	78.2	76.1	79.2	61.1	69.6
English Language Arts B 10 (Eng & Fr equiv)	73.4	77.4	76.2	78.7	62.5	67.3
Science 10 (Eng & Fr equiv)	72.0	76.2	75.1	78.4	59.6	63.3
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	72.8	73.5	76.1	73.3	60.8	73.9
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	72.4	73.5	74.8	73.7	60.3	nr
English Language Arts 20 (Eng & Fr equiv)	74.4	77.8	76.3	78.1	64.7	nr
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	66.9	69.2	69.3	67.6	61.3	72.7
Math: Foundations 20 (Eng & Fr equiv)	73.6	76.5	75.3	77.9	63.6	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, 2016

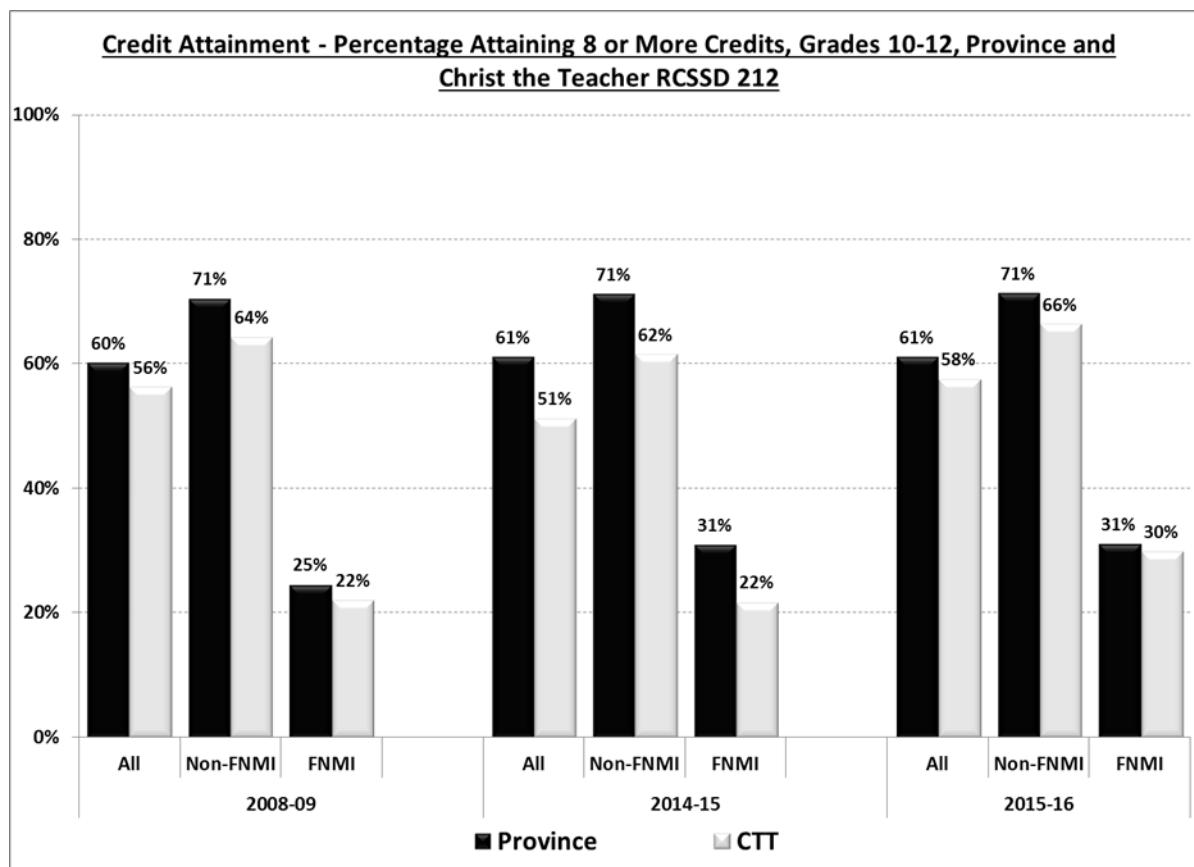
Analysis of results

Christ the Teacher Catholic School Division continued to celebrate the academic accomplishments of its students in 2015-16. The average final marks for “All Students” exceeded the provincial results in all eight subject areas reported on. The average marks of Christ the Teacher Catholic Schools’ self-identified FNMI students exceeded the provincial results in the five reported subjects (three subjects were not reported). Although average marks of Christ the Teachers’ self-identified FNMI students were 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 three of the five 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: Proportions are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight or more credits yearly. Results for populations of fewer than ten 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, 2016

Analysis of results

Overall, Christ the Teacher Catholic School Division credit attainment rates increased across all groups measured as compared to the 2014-2015 rates (from 51% of “All Students” in 2014-15 to 58% in 2015-16; from 62% of non-FNM students in 2014-15 to 66% in 2015-16; from 22% of FNM in 2014-15 to 30% in 2015-16). When compared to Provincial attainment rates, the division results for “All Students” was 3% lower; for non-FNM was 5% lower; and for FNM was 1% lower. We will continue to focus on increasing the annual credit attainment rates for all students in our division.

Reading, Writing, Math at Grade Level and Saskatchewan Reads

OUTCOME:

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

PRIORITY:

Implement a refined set of provincial high impact reading assessment, instruction and intervention strategies (Saskatchewan Reads).

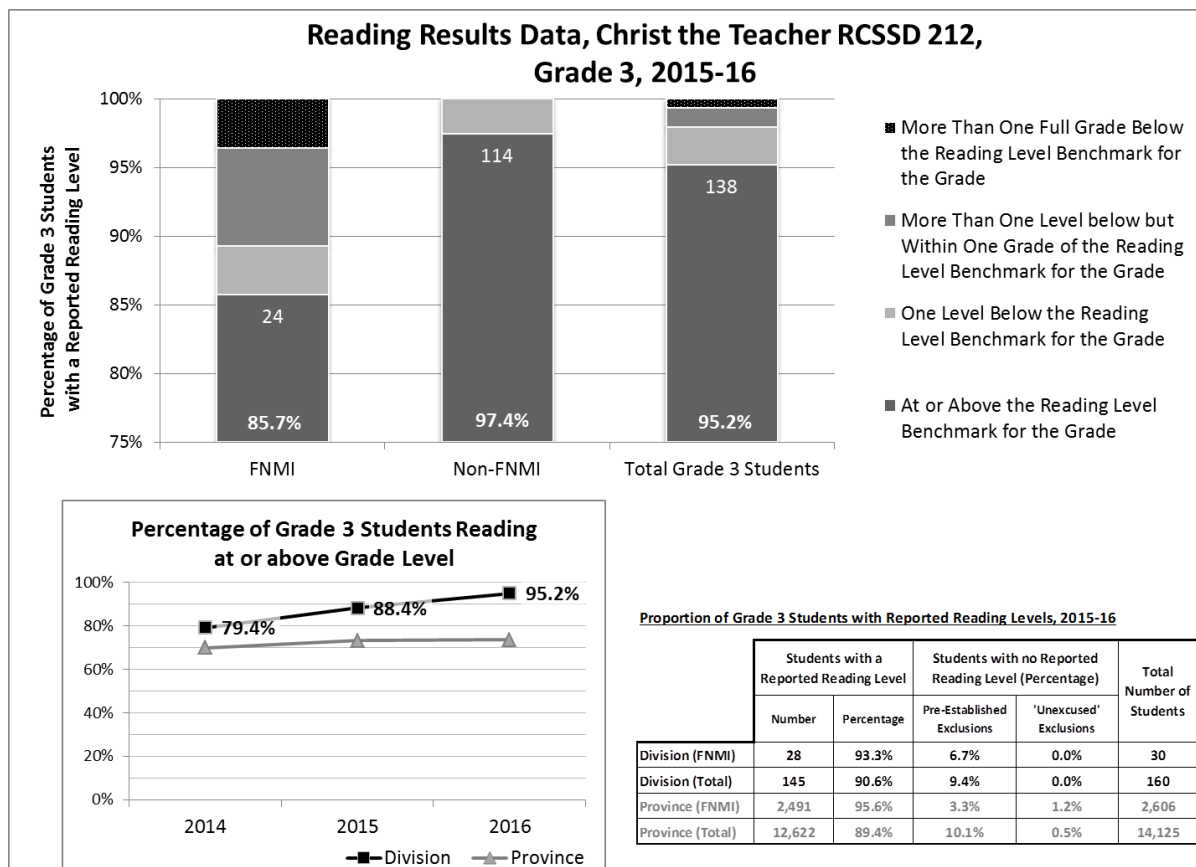
<p>School division goals aligned with Reading, Writing and Math at Grade Level outcome and the Saskatchewan Reads priority</p>	<p>Our division target for reading, writing and math matches the province in the goal of 80% of students being at or above grade level by June 30, 2020. To help reach this target, a division goal that all grades 1-3 classrooms will have implemented the approaches found in <i>Saskatchewan Reads</i> by June 2016 was also set. An additional goal that grades 4 and 5 classroom teachers will have implemented the approaches found in <i>Saskatchewan Reads</i> by June 2017 also supports our reading, writing and math goal.</p>
<p>School division actions taken during the 2015-16 school year to achieve the targets and outcomes of the Reading, Writing, Math at Grade Level outcome and the Saskatchewan Reads priority</p>	<p>To ensure high levels of accuracy when collecting reading data, the division provided opportunities for all teachers in grades 1 to 5 English and grades 2 to 5 French Immersion to participate in a side-by-side assessment with a Learning Achievement or Instructional Coach.</p> <p>In addition to using the Fountas and Pinnell (F & P) and GB+ assessments to collect and track student reading data, the division 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.</p> <p>Grades 4 and 5 teachers and new teachers in grades 1 to 3 participated in a variety of professional learning opportunities based on the approaches identified in <i>Saskatchewan Reads</i>. Teachers were invited to differentiate their professional learning experiences by selecting opportunities that met their needs. All grades 4 and 5 teachers attended at least three sessions based on <i>Saskatchewan Reads</i> (Learning and Classroom Environment, Modelled Reading, Shared Reading, Guided Reading, Independent Reading, Phonics, Spelling and Words Study).</p> <p>To support mathematics growth for all students, Christ the Teacher Catholic School Division continued to implement First Steps in Mathematics training for teachers in grades 6 to 9 to aid in identification of numeracy difficulties.</p> <p>Writing achievement was assessed by classroom teachers on a regular basis, both informally with the use of teacher-created assessments, and formally, a minimum of two times a year, with the Christ the Teacher Catholic School Division Writing Assessment. The division-created assessment provided</p>

teachers with a tool based on the curriculum and the 6+1 Writing Traits. During the 2015-16 school year, the Christ the Teacher Writing Benchmarks were administered in grades 5, 8 and 11 English and French Immersion in October and May. The October collection was followed-by grade-alike assessment scoring which provided critical opportunities for teachers to gather to discuss student writing and assessment as well as increase capacity at the school-level.

Measures for Reading, Writing and Math at Grade Level and Saskatchewan Reads

Proportion of Grade 3 Students Reading At or Above Grade Level

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



Notes: Reading level groupings are based on provincially developed benchmarks. The percentages of students in each of the reading level groupings were found using the number of students with reported reading levels as the denominator in the calculations. Students who were excluded or who did not participate in the reading assessment were not included in the denominator for these calculations. Results for populations of fewer than ten 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, 2016.

Analysis of results

Overall in our division, 95.2% of grade 3 students are reading at or above the reading level benchmark which is approximately 20% higher than the provincial results. This upward trend of the percentage of students reading at or above grade level is indicative of the focus our division has had in providing a variety of necessary supports for students and teachers. Similar results were seen in grade one as 83.5% of students were reading at or above grade-level and in grade two where 88% of students were reading at or above the reading level benchmark. When these results are disaggregated, the percentage for FNMI grade 3 students reading at or above the benchmark lowers by 9.5% to 85.7%. Although only grade 3 data is displayed above, these results were similar in grade 2 where the percentage of FNMI students was 9.4% lower 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 42.3% lower than the total of grade 1 students reading at or above grade level. These results indicated that continued, targeted work in supporting our FNMI reads is of utmost importance.

Graduation Rates

Outcome:

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

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 2015-16 school year to achieve the targets and outcomes 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 SaskCareers. 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 2015-16 the development 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 created 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.

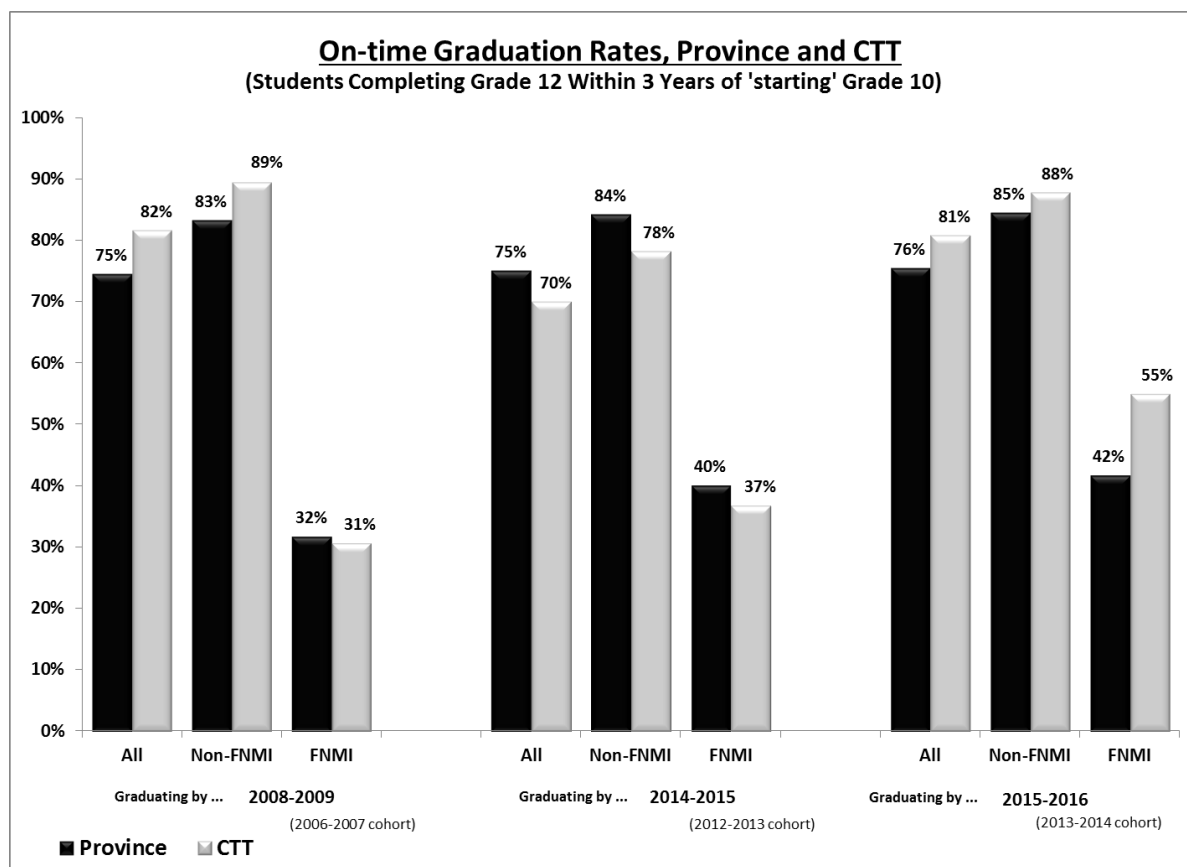
Measures for Graduation Rates

Grade 12 Graduation Rate: On-Time

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 twenty-four required secondary level credits at the end of grade 12. On-time graduation rates are one measure of the efficiency of a school system.

The following displays the percentage of students (all students, non-FNMI and FNMI) in the division who

graduated within **three years** of entering grade 10, along with provincial results in each of these categories.



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

Source: Ministry of Education, 2016

Analysis of results

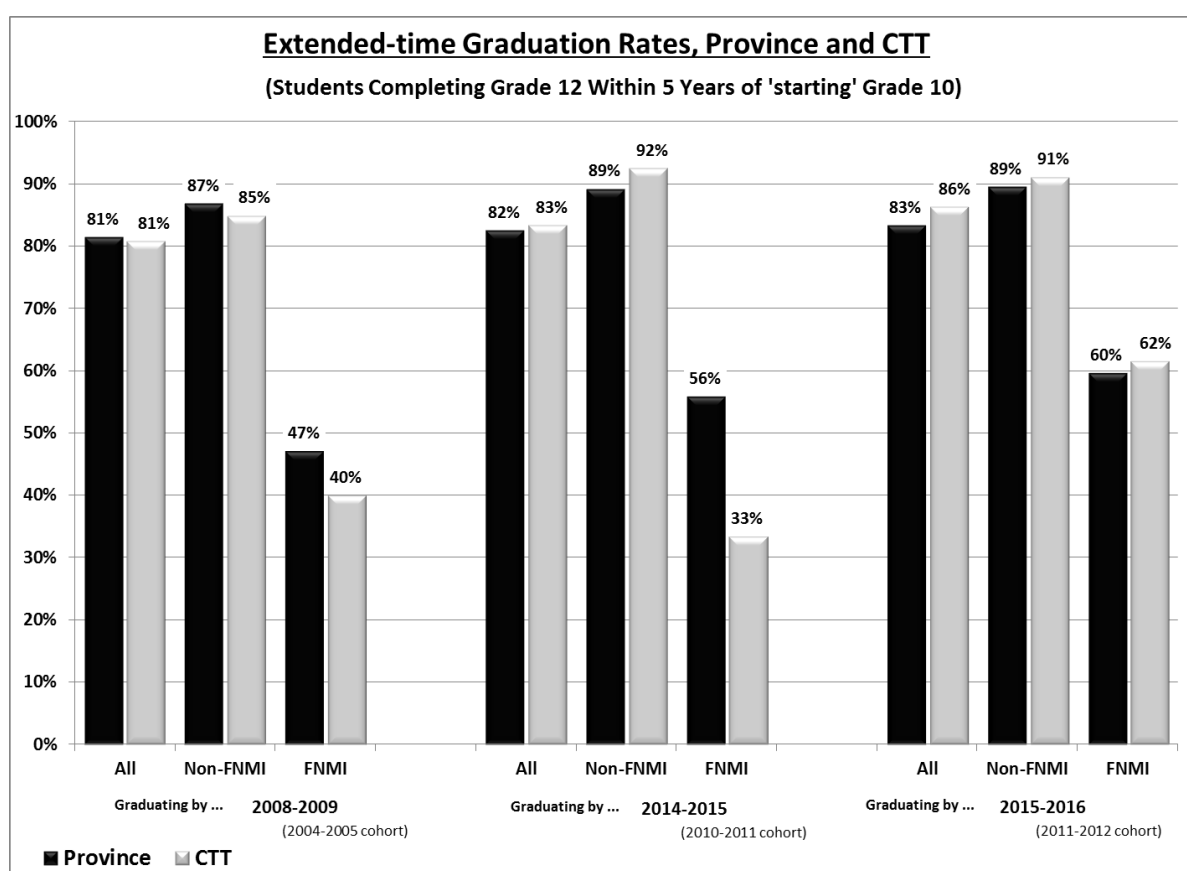
In June 2009, baseline data indicated that 82% of Christ the Teacher Catholic School Division's students graduated within three years of entering grade 10, with 89% of non-FNMI students and 31% of FNMI students graduating within the three-year window. In June 2016, Christ the Teacher Catholic School Division's graduation rate for all students remained similar (from 82% to 81%). Similarly, the non-FNMI on-time graduation rate remained consistent (from 89% to 88%). By comparison, the on-time graduation rate for FNMI students increased from 31% to 55%, an increase of 24%. Across all categories, Christ the Teacher Catholic School Division 2015-16 on-time graduation rates exceeded the provincial results. We acknowledge that between 2009 and 2016, graduation rates across all data sets for Christ the Teacher Catholic School Division have fluctuated annually. We have learned a great deal from our examination of school and division practices and policies during the 2015-16 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

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 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 five years of 'starting' grade 10 (and include those who graduate on-time). Results for populations of fewer than ten 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, 2016

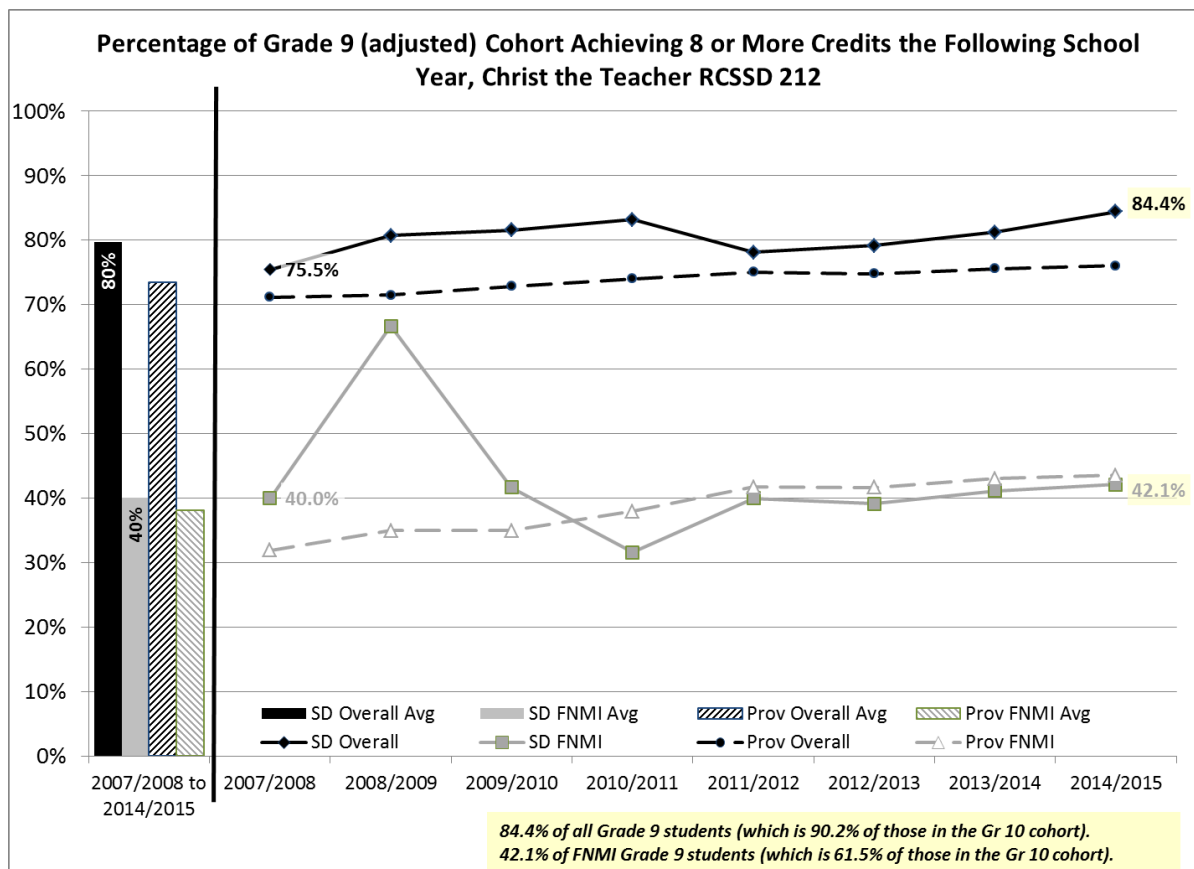
Analysis of results

Between 2009 and 2016, the extended-time graduation rate (i.e., within five years of beginning grade 10) has improved across all categories and exceeds the provincial rates. For example, in 2009, 81% of Christ the Teacher Catholic School Division's total student population graduated within five years of beginning grade 10; by 2016 that number increased to 86%, and exceeded the provincial rate by 3%. Non-FMNI extended-graduation rates improved 5% (85% in 2009 as compared to 91% in 2016) and exceed the provincial rate by 2%. Similarly, Christ the Teacher Catholic School Division's FNMI extended-time graduation rates improved 22% during this time period (from 40% in 2009 to 62% in 2016), and have exceeded the provincial rate by 2%.

Grade 9 to 10 Transition

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

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



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

Source: Ministry of Education, 2016

Analysis of results

Of all students enrolled in grade 10 for the first time in 2015-16, 84.4% achieved eight or more credits. In comparison, of those students who identified as FNMI, only 42.1% achieved eight or more credits. Christ the Teacher Catholic School Division's results slightly exceeded the provincial results for "All Students", and were slightly below the provincial results for FNMI students. The trend lines noted above for "All Students" and for FNMI students in Christ the Teacher Catholic School Division indicate a steady increase over the past three years. 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.

Operational Spending

Outcome:

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

School division goals aligned with the Operational Spending outcome	Our division goal is aligned with the provincial outcome target that by June 2020, our division will implement a division-wide approach to find efficiencies and increase value-add in order to continue to support the priorities of the division.
School division actions taken during the 2015-16 school year to achieve the targets and outcomes of the Operational Spending outcome	<p>Christ the Teacher Catholic School Division continued to work to find efficiencies and increase value-add in order to remain a division that is responsive to the challenges of student needs. The division worked to establish a LEAN/continuously-improving culture through the efforts of the LEAN committee, staff and board.</p> <p>During the 2015-16 school year, Christ the Teacher Catholic School Division targeted consistent and efficient processing of school generated funds between schools and central office personnel. The cumulative savings from this work totalled \$25,000.</p> <p>Christ the Teacher Catholic School Division also applied the LEAN philosophy to review and streamline Human Resource/Payroll processes and procedures. This work created noticeable productivity efficiencies.</p>

Early Years

Outcome:

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

School division goals aligned with the Early Years outcome

Our division target for early learning matches the province in the goal of 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 2015-16 school year to achieve the targets and outcomes of the Early Years outcome

To ensure that students' needs are met as they transition into Prekindergarten and Kindergarten programs, the Division implemented documents to support the transition of students and to assist families in the process. The documents, created in partnership with Good Spirit School Division, Kids First and Children's Therapies, were utilized throughout the transitioning process in the fall and spring.

A partnership with the Yorkton Family Resource Centre and Good Spirit School Division continued to provide families in our community opportunities to gather throughout the year to participate in activities that support the EYE domains. The gatherings provided opportunities for families to learn about Prekindergarten programming and about how to support the growth of their children at home.

Prekindergarten operational practices were reviewed during the 2015-16 school year, with changes occurring to the application process. During the spring of 2016, the Division created a common application form and implemented a process of meeting with support agencies to ensure the following of the Maximizing Spaces document provided by the Ministry of Education.

Measures for Early Years

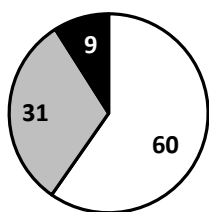
Early Years Evaluation

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

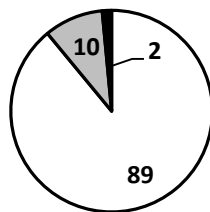
The following displays the percentage of students by RTI tiers at the end of Kindergarten in 2015-16, as well as the provincial results for each category.

Ready to Learn: Early Years Evaluation – Teacher Assessment (EYE-TA) responsive, tiered instruction (RTI) results at school entry & Kindergarten exit, 2014-15 (baseline) & 2015-16

2014-15 (baseline) collection

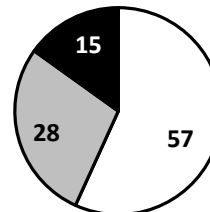


School entry (Fall)
n=134

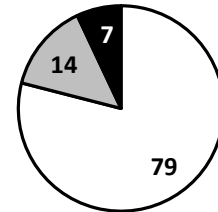


Kindergarten exit (Spring)
n=137

**Christ the Teacher
RCSSD #212**



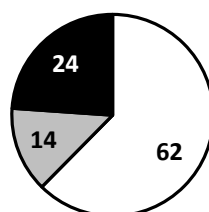
School entry (Fall)
n=13,591



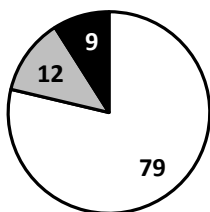
Kindergarten exit (Spring)
n=13,905

All school divisions

2015-16 collection

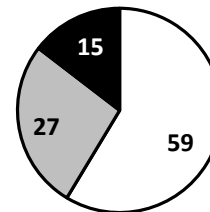


School entry (Fall)
n=117

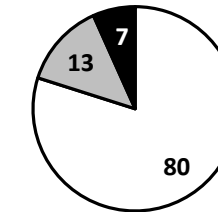


Kindergarten exit (Spring)
n=122

**Christ the Teacher
RCSSD #212**



School entry (Fall)
n=13,305



Kindergarten exit (Spring)
n=13,702

All school divisions



Tier I – Children are achieving developmental tasks



Tier II – Children are experiencing some difficulty achieving developmental tasks



Tier III – Children are experiencing significant difficulty achieving developmental tasks

Totals may not add to 100 due to rounding

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 problems. Children who have Tier 2 or Tier 3 needs at Kindergarten entry are re-assessed before Kindergarten exit, allowing school divisions to measure the impact of their supports and responses. Spring RTI data also serves as a leading indicator of the population of students who may need Tier 2 or Tier 3 instructional supports as they transition from Kindergarten to Grade 1.

Results reported previously for division EYE RTI Tiers at Kindergarten exit in 2014-15 may vary from results reported here. This is due to a change in reporting methodology. Prior to 2015-16, EYE results at Kindergarten exit omitted results for children who were assessed in spring post-screens only. The amended reporting methodology now includes results for all children screened in a division, regardless of whether or not they were enrolled and present during fall pre-screens.

Source: Ministry of Education, Early Years Branch, 2016

Analysis of results

The results of the Early Years Evaluation (TA) indicated that our division rates are comparable to that of the province. At the end of Kindergarten in 2015-16, results indicated that 79% of children were achieving developmental tasks at the expected level, 12% of children were experiencing some difficulty with achieving developmental tasks and would benefit from additional experiences in the domains assessed and 9% of children were experiencing significant difficulty with developmental tasks and would benefit from intensive additional supports. The results from 2015-16 are 10% lower than the results from the previous school year, which indicates that continued work in supporting our early learners is of utmost importance.

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 2015-16 school year to support local priority area

A key action to 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 as division-wide faith formation sessions as well as school-based opportunities.

Local Measures for Faith Formation Priority

In 2015, 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:

God's word and Catholic beliefs are celebrated through daily prayer and religious celebrations at my child's school	98.88%
My child's school promotes its Catholic identity through symbols and other visible signs	98.5%
My child's school is involved in social justice, service, and charitable activities	94.78%
The staff members of my child's school serve as role models of faith and service	90.3%
People of all faiths and cultures are welcome in my child's school	96.27%
Our school helps parents/guardians support the faith life of my child	91.04%
My child's school has helped my child get to know and love Jesus	91.42%
The Catholic school experience makes my child a better person	90.6%
Overall Score	93.97%

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

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

Students

Grade			
	2013-14	2014-15	2015-16
Kindergarten	150	135	120
1	157	146	157
2	145	153	157
3	142	141	156
4	111	142	137
5	124	108	145
6	122	120	114
7	129	120	116
8	125	127	114
9	125	109	109
10	133	107	129
11	112	117	94
12	106	141	155
Total	1681	1666	1703
PreK	65	73	71

Note: The table above identifies the actual number of students enrolled in each grade as of September 30 of each year.
Source: Ministry of Education, 2015

Subpopulation Enrolments	Grades			
		2013-14	2014-15	2015-16
Self-Identified FNMI	K to 3	107	96	95
	4 to 6	71	64	72
	7 to 9	67	58	67
	10 to 12	94	91	86
	Total	339	309	320
French Immersion	K to 3	100	105	119
	4 to 6	62	73	71
	7 to 9	46	49	61
	10 to 12	34	31	20
	Total	242	258	271
English as an Additional Language	1 to 3	41	44	50
	4 to 6	24	36	43
	7 to 12	29	35	38
	Total	94	115	131

Note: The table above identifies the actual number of students enrolled in each grade as of September 30 of each year.

Source: Ministry of Education, 2015

Staff

Job Category	FTEs
Classroom teachers	99.3
Principals & Vice-principals (Administrative Time)	8.2
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	51.4
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, superintendents, and supervisor of instruction and learning	5.0
Total Full-Time Equivalent (FTE) Staff	192.2

- 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, 2016

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 are also part of the Senior Management Team:

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

Facilities Infrastructure Projects and Transportation

Facilities

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.

Christ the Teacher Catholic School Division pays careful attention to the maintenance of all schools in the Division. Minor repairs are done as needed and a painting schedule ensures that all schools are always fresh looking. All schools are cleaned every day and major cleaning such as washing of walls and shelving takes place during the summer.

School List 2015-16

School	Grades	Location
Dreambuilders Learning Centre	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	Theodore

A Gross Utilization Factor, based on Ministry of Education space standards, is calculated for each school and is designed to measure the extent to which the available space in each school is used for classroom instruction. The Gross Utilization Rates in the division ranged from 42% at St. Theodore School in Theodore to 136% at St. Michael's School in Yorkton. During the 2015-

16 school year, the Ministry of Education allocated two relocatable classrooms to St. Michael's School in Yorkton to assist with required space and with decreasing the 136% Utilization Rate. The Ministry also allocated one relocatable classroom to St. Alphonsus School in Yorkton assisting to reduce its current utilization rate of 130%. Both relocatable projects are scheduled for completion in 2016.

Infrastructure Projects 2015-16

Christ the Teacher Catholic School Division completed the following infrastructure projects during the 2015-16 year:

Infrastructure Projects			
<i>School</i>	<i>Project</i>	<i>Details</i>	<i>2015-16 Cost</i>
St. Henry's Junior, Melville	Ventilator and Boiler Project	Addition of ventilators and replacement of boiler.	\$308,514
Total			\$308, 514

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 300 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 four (4) 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).

Student Transportation 2015-16

Transportation Statistics	Urban
Students transported	455
Transportation routes	5
Number of buses	5
Kilometres travelled daily	225
Average age of bus	3 years
Average one-way ride time	15 min.
Longest one-way ride time	40 min.
Cost per student per year	\$500
Cost per kilometre travelled	\$6.20

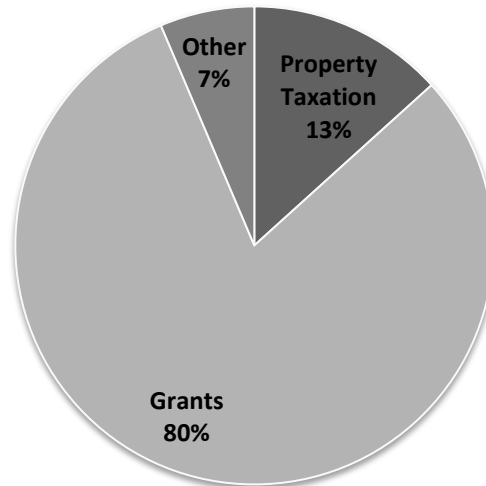
Note: The above data does not include the rural students transported by Good Spirit S.D. Extra-curricular trips are not included.

Source: Christ the Teacher S.D. Records

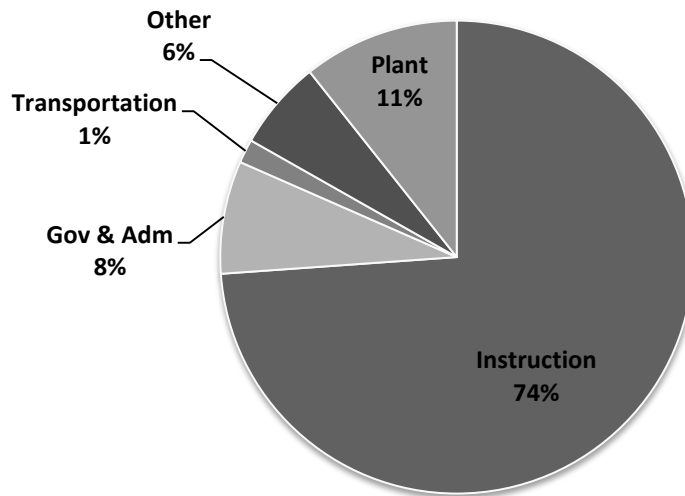
Financial Overview

Summary of Revenue and Expenses

Revenue 2015-16



Expense 2015-16



Budget to Actual Revenue, Expenses and Variances

	2016	2016	2015	Budget to Actual Variance Over / (Under)	Budget to Actual % Variance	Note
	Budget	Actual	Actual			
REVENUES						
Property Taxation	2,775,584	2,744,973	2,732,098	(30,611)	-1%	
Grants	15,246,072	16,575,761	15,115,045	1,329,689	9%	1
Tuition and Related Fees	-	-	(10,991)	-		
School Generated Funds	540,000	569,476	630,040	29,476	5%	2
Complementary Services	621,880	583,881	554,985	(37,999)	-6%	3
Other	97,840	165,692	192,289	67,852	69%	4
Total Revenues	19,281,376	20,639,783	19,213,466	1,358,407	7%	
EXPENSES						
Governance	253,729	209,001	224,028	(44,728)	-18%	5
Administration	1,279,834	1,222,546	1,283,691	(57,288)	-4%	
Instruction	14,723,984	13,720,216	13,726,944	(1,003,768)	-7%	6
Plant	2,618,199	1,983,220	2,127,937	(634,979)	-24%	7
Transportation	322,700	301,981	305,135	(20,719)	-6%	8
Tuition and Related Fees	-	1,600	-	1,600	100%	9
School Generated Funds	546,500	541,180	540,533	(5,320)	-1%	
Complementary Services	629,578	588,068	546,223	(41,510)	-7%	10
Other Expenses	5,902	5,194	12,628	(708)	-12%	11
Total Expenses	20,380,426	18,573,006	18,767,119	(1,807,420)	-9%	
Surplus (Deficit) for the Year	(1,099,050)	2,066,777	446,347			

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

Note	Explanation
1	Grant revenue includes \$1.2 M for the Relocatable Classroom Program which was not budgeted for.
2	School generated funds includes fees collected of approximately \$24K that were not budgeted for.
3	Complimentary services revenue includes the return of \$20K in surplus funds resulting in the majority of the variance.
4	Other revenue includes an unbudgeted WCB Rebate in the amount of \$19K, facility rentals in excess of budget of \$12K, other unbudgeted recoveries of \$35K, and interest earned in excess of budget of \$6K which have contributed to the variance from budget.
5	Governance expenses are under budget as a result of board members not requiring all of their professional development and per diem allotments in the amount of \$44K.
6	Instructional expenses are under budget as a result of less than the budgeted amount being spent in instructional salaries and benefits in the amount of \$600K, non-instructional salaries and benefits in the amount of \$150K, non-capital equipment and furniture in the amount of \$100K and Professional Development in the amount of \$130K.
7	Plant expenses are under budget as a result of less than the budgeted amount being spent in substitute caretaker salaries in the amount of \$11K, the utilization of the maintenance reserve in the amount of \$227K, the deferral of maintenance projects following the approval of relocatable classroom projects in the amount of \$240K and less than the budgeted amount being spent for heating fuel in the amount of \$36K.
8	Transportation expenses are under budget as a result of a budgeted fuel clause increase that was not required in the amount of \$10K.
9	Tuition and related fees expense is over budget due to a one-time payment to a school division in Manitoba for a former student attending school in Winnipeg, for which the division was funded for.
10	Complimentary services expenses are under budget as a result of an unstaffed position in Cognitive Disability Program for a portion of the year resulting in a reduction of \$20K in expenses.
11	Other expenses are under budget due to less than budgeted bank charges in the amount of \$500.

Appendices

Appendix A – Payee List

Board Remuneration

In 2015-16 the Christ the Teacher Catholic School Division made the following payments to the Board of Education:

Name	Remuneration	Expenses	Travel	Professional Development***	Total
Gibson, Erin	\$ 2,403	\$ 250	\$ 516	\$ 675	\$ 3,844
Guy, Dwight	3,733	250	269	6,647	10,939
Killick, Del	1,629	250	367	6,299	8,545
Niezgoda, Jerome	3,793	250	56	6,873	10,972
Rathgeber, Doreen	3,471	250	169	4,174	8,064
Rathgeber, Lisa *	7,444	250	963	8,348	17,005
Rogalski, Angie	5,301	250	1,277	17,800	24,628
Todas, Dwayne	1,479	250	273	8,200	10,202
Wilson, Theresa **	3,959	250	697	6,415	11,321
Zaryski, Pat	3,755	250	470	15,401	19,876
Total	\$ 37,007	\$ 2,500	\$ 5,057	\$ 80,832	\$ 125,396

* Board Chair

** Board Vice-Chair

*** Professional Development includes education, training and conferences.

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.

Transfers

Listed are payees who received a total of \$50,000 or more for tuition, program grants, funding, foundations and donations.

Name	Amount
Good Spirit School Division No. 204	97, 264

Supplier Payments

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

Name	Amount
CDW Canada Inc.	85,912
Caitlyn Developments Ltd.	62,049
Curtis Maleschuk Cleaning Supplies	53,312
Cypress Sales Partnership	202,583
G. Hahn Contracting Ltd.	134,411
PMGM Architecture Ltd.	66,136
Pearson Canada Inc.	67,577
Powerland Computers Ltd	107,573
Rilling Bus Ltd.	228,375

Name	Amount
Saskatchewan Power Corporation	250,020
SaskEnergy Incorporated	106,104
Society for the Involvement of Good Neighbours Inc.	102,711
Sunrise Health Region	79,875
Yorkton Plumbing & Heating Ltd.	93,690

Other Expenditures

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

Name	Amount
Canada Revenue Agency	3,820,959
Cornerstone Credit Union	2,550,000
Municipal Employees' Pension Plan	492,502

Name	Amount
Sask School Boards Assoc.	176,554
Sask Teachers' Federation	1,395,749

Appendix B – Management Report and Audited Financial Statements



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, 2016

Delmar Zwirsky, CPA, CMA

Chief Financial Officer

Collins Barrow PQ LLP

Auditor

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

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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.

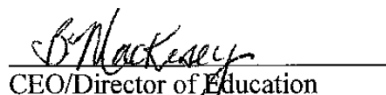
The school division's management maintains a system of accounting and administrative controls to ensure that accurate and reliable financial statements are prepared and to provide reasonable assurance that transactions are authorized, assets are safeguarded, and financial records are properly maintained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

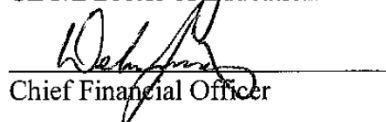
The Board of Education is composed of elected officials who are not employees of the school division. The Board is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control, and for approving the financial statements. The Board is also responsible 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 21, 2016



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, 2016, 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, 2016, 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.

Other matters

The comparative figures were audited by auditors other than Collins Barrow PQ LLP.

Collins Barrow PQ LLP

Collins Barrow PQ LLP

Yorkton, SK
November 21, 2016


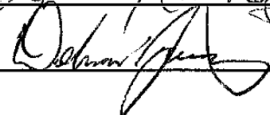
Christ the Teacher Roman Catholic Separate School Division No. 212
Statement of Financial Position
as at August 31, 2016

	2016	2015
Financial Assets		
Cash and Cash Equivalents	5,497,210	4,235,557
Accounts Receivable (Note 6)	1,328,372	792,336
Portfolio Investments (Note 4)	2,562,108	2,412,584
Total Financial Assets	9,387,690	7,440,477
Liabilities		
Accounts Payable and Accrued Liabilities (Note 9)	1,067,882	743,235
Long-Term Debt (Note 10)	43,869	139,599
Liability for Employee Future Benefits (Note 7)	234,100	209,700
Deferred Revenue (Note 11)	804,734	763,517
Total Liabilities	2,150,585	1,856,051
Net Financial Assets	7,237,105	5,584,426
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	16,851,758	16,486,347
Prepaid Expenses	189,042	140,355
Total Non-Financial Assets	17,040,800	16,626,702
Accumulated Surplus (Note 13)	24,277,905	22,211,128

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, 2016

	2016 Budget	2016 Actual	2015 Actual
REVENUES	(Note 14)		
Property Taxation	2,775,584	2,744,973	2,732,098
Grants	15,246,072	16,575,761	15,115,045
Tuition and Related Fees	-	-	(10,991)
School Generated Funds	540,000	569,476	630,040
Complementary Services (Note 12)	621,880	583,881	554,985
Other	97,840	165,692	192,289
Total Revenues (Schedule A)	19,281,376	20,639,783	19,213,466
EXPENSES			
Governance	253,729	209,001	224,028
Administration	1,279,834	1,222,546	1,283,691
Instruction	14,723,984	13,720,216	13,726,944
Plant	2,618,199	1,983,220	2,127,937
Transportation	322,700	301,981	305,135
Tuition and Related Fees	-	1,600	-
School Generated Funds	546,500	541,180	540,533
Complementary Services (Note 12)	629,578	588,068	546,223
Other Expenses	5,902	5,194	12,628
Total Expenses (Schedule B)	20,380,426	18,573,006	18,767,119
Operating Surplus (Deficit) for the Year	(1,099,050)	2,066,777	446,347
Accumulated Surplus from Operations, Beginning of Year	22,211,128	22,211,128	21,764,781
Accumulated Surplus from Operations, End of Year	21,112,078	24,277,905	22,211,128

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, 2016**

	2016 Budget	2016 Actual	2015 Actual
	(Note 14)		
Net Financial Assets, Beginning of Year	5,584,426	5,584,426	4,875,266
Changes During the Year			
Operating Surplus (Deficit) for the Year	(1,099,050)	2,066,777	446,347
Acquisition of Tangible Capital Assets (Schedule C)	(215,000)	(1,026,476)	(475,171)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	2,853	3,080
Net Loss (Gain) on Disposal of Capital Assets (Schedule C)	-	(2,853)	2,305
Amortization of Tangible Capital Assets (Schedule C)	709,250	661,065	724,739
Net Change in Other Non-Financial Assets	-	(48,687)	7,860
Change in Net Financial Assets	(604,800)	1,652,679	709,160
Net Financial Assets, End of Year	4,979,626	7,237,105	5,584,426

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, 2016**

	2016	2015
OPERATING ACTIVITIES		
Operating Surplus for the Year	2,066,777	446,347
Add Non-Cash Items Included in Surplus (Schedule D)	658,212	727,044
Net Change in Non-Cash Operating Activities (Schedule E)	(194,459)	173,581
Cash Provided by Operating Activities	2,530,530	1,346,972
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(1,026,476)	(475,171)
Proceeds on Disposal of Tangible Capital Assets	2,853	3,080
Cash (Used) by Capital Activities	(1,023,623)	(472,091)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(2,551,358)	(2,401,087)
Proceeds on Disposal of Portfolio Investments	2,401,834	2,251,557
Cash (Used) by Investing Activities	(149,524)	(149,530)
FINANCING ACTIVITIES		
Proceeds from Issuance of Long-Term Debt	-	16,731
Repayment of Long-Term Debt	(95,730)	(96,541)
Cash (Used) by Financing Activities	(95,730)	(79,810)
INCREASE IN CASH AND CASH EQUIVALENTS	1,261,653	645,541
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	4,235,557	3,590,016
CASH AND CASH EQUIVALENTS, END OF YEAR	5,497,210	4,235,557

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, 2016

	2016 Budget	2016 Actual	2015 Actual
Property Taxation Revenue			
Tax Levy Revenue			
Property Tax Levy Revenue	2,678,624	2,761,079	2,679,752
Revenue from Supplemental Levies	15,524	13,960	15,524
Total Property Tax Revenue	2,694,148	2,775,039	2,695,276
Grants in Lieu of Taxes			
Federal Government	-	10,507	10,454
Provincial Government	75,981	58,542	58,582
Other	-	2,573	3,594
Total Grants in Lieu of Taxes	75,981	71,622	72,630
Other Tax Revenues			
House Trailer Fees	2,134	1,119	1,911
Total Other Tax Revenues	2,134	1,119	1,911
Additions to Levy			
Penalties	21,472	10,907	28,823
Other	-	18,356	16,470
Total Additions to Levy	21,472	29,263	45,293
Deletions from Levy			
Cancellations	(18,151)	(7,778)	(10,033)
Other Deletions	-	(124,292)	(72,979)
Total Deletions from Levy	(18,151)	(132,070)	(83,012)
Total Property Taxation Revenue	2,775,584	2,744,973	2,732,098
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	14,970,732	14,815,825	14,439,259
Other Ministry Grants	-	71,645	73,674
Total Ministry Grants	14,970,732	14,887,470	14,512,933
Other Provincial Grants	25,415	111,451	265,400
Grants from Others	-	29,988	86,787
Total Operating Grants	14,996,147	15,028,909	14,865,120
Capital Grants			
Ministry of Education Capital Grants	249,925	1,546,852	249,925
Other Capital Grants	-	-	-
Total Capital Grants	249,925	1,546,852	249,925
Total Grants	15,246,072	16,575,761	15,115,045

Christ the Teacher Roman Catholic Separate School Division No. 212
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2016

	2016 Budget	2016 Actual	2015 Actual
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
School Boards	-	-	(11,324)
Individuals and Other	-	-	333
Total Tuition Fees	-	-	(10,991)
Total Operating Tuition and Related Fees	-	-	(10,991)
Total Tuition and Related Fees Revenue	-	-	(10,991)
School Generated Funds Revenue			
Curricular			
Student Fees	11,000	35,637	21,284
Total Curricular Fees	11,000	35,637	21,284
Non-Curricular Fees			
Commercial Sales - Non-GST	20,000	66,041	94,318
Fundraising	250,000	244,027	221,627
Grants and Partnerships	34,000	93,903	164,985
Students Fees	165,000	98,768	68,432
Other	60,000	31,100	59,394
Total Non-Curricular Fees	529,000	533,839	608,756
Total School Generated Funds Revenue	540,000	569,476	630,040
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	331,800	331,800	321,144
Other Provincial Grants	-	251,978	233,341
Federal Grants	-	-	500
Other Grants	290,080	-	-
Total Operating Grants	621,880	583,778	554,985
Fees and Other Revenue			
Other Revenue	-	103	-
Total Fees and Other Revenue	-	103	-
Total Complementary Services Revenue	621,880	583,881	554,985
Other Revenue			
Miscellaneous Revenue	9,840	71,506	75,401
Sales & Rentals	25,500	17,492	38,955
Investments	62,500	73,841	74,909
Gain on Disposal of Capital Assets	-	2,853	3,024
Total Other Revenue	97,840	165,692	192,289
TOTAL REVENUE FOR THE YEAR	19,281,376	20,639,783	19,213,466

Christ the Teacher Roman Catholic Separate School Division No. 212
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2016

	2016 Budget	2016 Actual	2015 Actual
Governance Expense			
Board Members Expense	57,404	47,739	52,379
Professional Development- Board Members	115,000	53,197	53,643
Advisory Committees	9,500	15,558	20,968
Elections	-	731	-
Other Governance Expenses	71,825	91,776	97,038
Total Governance Expense	253,729	209,001	224,028
Administration Expense			
Salaries	930,953	903,627	942,213
Benefits	74,452	77,968	82,319
Supplies & Services	100,996	105,639	109,009
Non-Capital Furniture & Equipment	20,800	7,200	12,839
Building Operating Expenses	38,010	21,884	26,309
Communications	42,000	44,217	43,130
Travel	40,123	35,911	39,714
Professional Development	16,000	12,650	12,678
Amortization of Tangible Capital Assets	16,500	13,450	15,480
Total Administration Expense	1,279,834	1,222,546	1,283,691
Instruction Expense			
Instructional (Teacher Contract) Salaries	10,344,529	9,736,848	9,827,749
Instructional (Teacher Contract) Benefits	515,822	514,188	528,008
Program Support (Non-Teacher Contract) Salaries	2,060,544	1,925,531	1,865,975
Program Support (Non-Teacher Contract) Benefits	350,980	331,772	328,278
Instructional Aids	365,046	455,651	366,957
Supplies & Services	230,992	225,659	217,116
Non-Capital Furniture & Equipment	232,455	108,553	68,352
Communications	29,513	20,350	19,782
Travel	43,458	48,606	55,272
Professional Development	198,971	65,444	99,251
Student Related Expense	116,674	105,790	107,925
Amortization of Tangible Capital Assets	235,000	181,824	242,279
Total Instruction Expense	14,723,984	13,720,216	13,726,944

Christ the Teacher Roman Catholic Separate School Division No. 212
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2016

	2016 Budget	2016 Actual	2015 Actual
Plant Operation & Maintenance Expense			
Salaries	570,513	555,495	515,467
Benefits	100,743	98,274	88,936
Supplies & Services	3,500	13,933	3,118
Non-Capital Furniture & Equipment	15,400	5,191	4,968
Building Operating Expenses	1,455,128	844,334	1,049,001
Communications	1,940	1,880	1,581
Travel	19,475	22,156	25,240
Professional Development	1,500	-	-
Amortization of Tangible Capital Assets	450,000	441,957	439,626
Total Plant Operation & Maintenance Expense	2,618,199	1,983,220	2,127,937
Student Transportation Expense			
Supplies & Services	17,700	10,650	12,928
Non-Capital Furniture & Equipment	10,000	2,079	5,286
Contracted Transportation	295,000	277,172	274,841
Amortization of Tangible Capital Assets	-	12,080	12,080
Total Student Transportation Expense	322,700	301,981	305,135
Tuition and Related Fees Expense			
Tuition Fees	-	1,600	-
Total Tuition and Related Fees Expense	-	1,600	-
School Generated Funds Expense			
Academic Supplies & Services	40,000	11,117	6,317
Cost of Sales	100,000	168,833	186,911
Non-Capital Furniture & Equipment	20,000	12,011	15,836
School Fund Expenses	380,000	338,488	317,345
Amortization of Tangible Capital Assets	6,500	10,731	14,124
Total School Generated Funds Expense	546,500	541,180	540,533

Christ the Teacher Roman Catholic Separate School Division No. 212
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2016

	2016 Budget	2016 Actual	2015 Actual
Complementary Services Expense			
Administration Salaries & Benefits	5,070	-	-
Instructional (Teacher Contract) Salaries & Benefits	216,930	208,388	204,462
Program Support (Non-Teacher Contract) Salaries & Benefits	342,518	341,788	291,357
Instructional Aids	9,500	2,219	3,620
Supplies & Services	12,510	12,500	12,500
Non-Capital Furniture & Equipment	2,000	-	1,355
Building Operating Expenses	7,410	7,854	7,539
Communications	3,870	2,454	2,630
Travel	19,150	11,614	19,140
Professional Development (Non-Salary Costs)	7,702	227	2,469
Student Related Expenses	140	-	-
Contracted Transportation & Allowances	1,528	-	-
Amortization of Tangible Capital Assets	1,250	1,024	1,151
Total Complementary Services Expense	629,578	588,068	546,223
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	1,000	472	749
Interest on Capital Loans	4,902	4,722	9,574
Total Interest and Bank Charges	5,902	5,194	10,323
Loss on Disposal of Tangible Capital Assets	-	-	2,305
Total Other Expense	5,902	5,194	12,628
TOTAL EXPENSES FOR THE YEAR	20,380,426	18,573,006	18,767,119

Christ the Teacher Roman Catholic Separate School Division No. 212
Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2016

	Land		Buildings		Other	Furniture and Equipment	Computer Hardware and Audio Visual Equipment	Computer Software	Assets Under Construction	2016	2015
	Land	Improvements	Buildings	Short-Term	Vehicles	Equipment	Equipment	Software	n		
<i>Tangible Capital Assets - at Cost</i>											
Opening Balance as of September 1	620,090	15,315	24,051,697	464,334	221,301	2,242,947	2,557,228	71,075	-	30,243,987	29,779,591
Additions/Purchases	-	-	-	-	26,413	38,154	122,391	-	839,518	1,026,476	475,171
Disposals	-	-	-	-	(15,240)	-	-	-	-	(15,240)	(10,775)
Closing Balance as of August 31	620,090	15,315	24,051,697	464,334	232,474	2,281,101	2,679,619	71,075	839,518	31,255,223	30,243,987
<i>Tangible Capital Assets - Amortization</i>											
Opening Balance as of September 1	-	4,596	9,234,870	113,757	172,981	1,848,583	2,311,778	71,075	-	13,757,640	13,038,291
Amortization of the Period	-	766	411,285	19,457	17,362	79,777	132,418	-	-	661,065	724,739
Disposals	-	-	-	-	(15,240)	-	-	-	-	(15,240)	(5,390)
Closing Balance as of August 31	N/A	5,362	9,646,155	133,214	175,103	1,928,360	2,444,196	71,075	N/A	14,403,465	13,757,640
Net Book Value											
Opening Balance as of September 1	620,090	10,719	14,816,827	350,577	48,320	394,364	245,450	-	-	16,486,347	16,741,300
Closing Balance as of August 31	620,090	9,953	14,405,542	331,120	57,371	352,741	235,423	-	839,518	16,851,758	16,486,347
Change in Net Book Value	-	(766)	(411,285)	(19,457)	9,051	(41,623)	(10,027)	-	839,518	365,411	(254,953)
Disposals											
Historical Cost	-	-	-	-	15,240	-	-	-	-	15,240	10,775
Accumulated Amortization	-	-	-	-	15,240	-	-	-	-	15,240	5,390
Net Cost	-	-	-	-	-	-	-	-	-	-	5,385
Price of Sale	-	-	-	-	2,853	-	-	-	-	2,853	3,080
Gain (Loss) on Disposal	-	-	-	-	2,853	-	-	-	-	2,853	(2,305)

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Christ the Teacher Roman Catholic Separate School Division No. 212
Schedule D: Non-Cash Items Included in Surplus
for the year ended August 31, 2016

	2016	2015
Non-Cash Items Included in Surplus		
Amortization of Tangible Capital Assets (Schedule C)	661,065	724,739
Net (Gain) Loss on Disposal of Tangible Capital Assets (Schedule C)	(2,853)	2,305
Total Non-Cash Items Included in Surplus	658,212	727,044

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, 2016

	2016	2015
Net Change in Non-Cash Operating Activities		
Decrease (Increase) in Accounts Receivable	(536,036)	507,855
Increase (Decrease) in Accounts Payable and Accrued Liabilities	324,647	(349,408)
Increase in Liability for Employee Future Benefits	24,400	23,000
Increase (Decrease) in Deferred Revenue	41,217	(15,726)
Decrease (Increase) in Prepaid Expenses	(48,687)	7,860
Total Net Change in Non-Cash Operating Activities	(194,459)	173,581

Christ the Teacher Roman Catholic Separate School Division No.212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2016

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 funded mainly by grants from the Government of Saskatchewan and a levy on the property assessment included in the school division’s boundaries at mill rates determined by the provincial government and agreed to by the board of education, although separate school divisions continue to have a legislative right to set their own mill rates. The school division is exempt from income tax 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, 2016

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 \$234,100 (2015 - \$209,700) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$2,744,973 (2015 - \$2,732,098) because final tax assessments may differ from initial estimates.
- uncollectible taxes of \$62,040 (2015 - \$65,376) because actual collectability may differ from initial estimates.
- useful lives of capital assets and related amortization of \$661,065 (2015 - \$724,739) 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. 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.

Christ the Teacher Roman Catholic Separate School Division No.212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2016

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.

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.

Christ the Teacher Roman Catholic Separate School Division No.212
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2016

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.

Assets that have a historical or cultural significance, such as works of art, monuments and other cultural artifacts, are not recognized as tangible capital assets because a reasonable estimate of future benefits associated with these properties cannot be made.

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 Association membership fees, Workers' Compensation premiums, office supplies 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

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term is the present value of the minimum lease payments, excluding the portion thereof relating to executory costs.

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

Deferred Revenue from Non-government Sources represents fees or payments for services received in advance of the fee being earned or the services being performed, and other contributions for which the contributor has placed restrictions on the use of the resources. Revenue from tuition and related fees is recognized as the course is delivered; revenue from 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). In accordance with PSAB, 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.

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

i) Government Transfers (Grants)

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

iii) Fees and Services

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

iv) Interest Income

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

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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, 2016 was NIL (August 31, 2015 – NIL).

4. PORTFOLIO INVESTMENTS

	2016	2015
Portfolio investments in the cost and amortized cost category:	<u>Cost</u>	<u>Cost</u>
GICs	\$ 2,562,108	\$ 2,412,584
Total portfolio investments reported at cost and amortized cost	\$ 2,562,108	\$ 2,412,584

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5. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2016 Actual	2015 Actual
Governance	\$ 117,225	\$ 91,776	\$ -	\$ -	\$ 209,001	\$ 224,028
Administration	981,595	227,501	-	13,450	1,222,546	1,283,691
Instruction	12,508,339	1,030,053	-	181,824	13,720,216	13,726,944
Plant	653,769	887,495	-	441,956	1,983,220	2,127,937
Transportation	-	289,901	-	12,080	301,981	305,135
Tuition and Related Fees	-	1,600	-	-	1,600	-
School Generated Funds	-	530,449	-	10,731	541,180	540,533
Complementary Services	550,176	36,868	-	1,024	588,068	546,223
Other	-	472	4,722	-	5,194	12,628
TOTAL	\$ 14,811,104	\$ 3,096,115	\$ 4,722	\$ 661,065	\$ 18,573,006	\$ 18,767,119

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:

	2016			2015		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 667,371	\$ 62,040	\$ 605,331	\$ 762,732	\$ 65,376	\$ 697,356
Provincial Grants Receivable	604,636	-	604,636	4,111	-	4,111
Other Receivables	118,405	-	118,405	90,869	-	90,869
Total Accounts Receivable	\$ 1,390,412	\$ 62,040	\$ 1,328,372	\$ 857,712	\$ 65,376	\$ 792,336

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7. 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 and estimated the Liability for Employee Future Benefits as at August 31, 2016.

Details of the employee future benefits are as follows:

	2016	2015
Actuarial extrapolation date	Aug. 31, 2016	Aug. 31, 2015
Long-term assumptions used:		
Discount rate at end of period	2.10%	2.50%
Inflation and productivity rate (excluding merit and promotion)	3.20%	3.20%
Expected average remaining service life (years)	16	16

Liability for Employee Future Benefits	2016	2015
Accrued Benefit Obligation - beginning of year	\$ 309,100	\$ 230,600
Current period service cost	25,900	18,900
Interest cost	8,200	6,900
Benefit payments	(16,200)	(5,600)
Actuarial losses	16,300	58,300
Plan amendments	(21,600)	-
Accrued Benefit Obligation - end of year	321,700	309,100
Unamortized Net Actuarial (Losses)	(87,600)	(99,400)
Liability for Employee Future Benefits	\$ 234,100	\$ 209,700

Employee Future Benefits Expense	2016	2015
Current period service cost	\$ 25,900	\$ 18,900
Amortization of net actuarial loss	6,500	2,800
Benefit cost	32,400	21,700
Interest cost	8,200	6,900
Total Employee Future Benefits Expense	\$ 40,600	\$ 28,600

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8. PENSION PLANS

Multi-Employer Defined Benefit Plans

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

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

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

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

	2016			2015
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	169	1	170	175
Member contribution rate (percentage of salary)	11.30%-13.50%	6.05%-7.85%	6.05% - 13.50%	6.05%-11.30%
Member contributions for the year	\$ 1,005,579	\$ 4,188	\$ 1,009,767	\$ 988,063

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

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are not recognized in these financial statements. In accordance with the PSAB requirement, the plan is accounted for as a defined contribution plan whereby the school division's contributions are expensed when due.

Details of the MEPP are as follows:

	2016	2015
Number of active School Division members	94	97
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	\$ 246,227	\$ 242,769
School Division contributions for the year	\$ 246,227	\$ 242,769
Actuarial (extrapolation) valuation date	(Dec/31/2015)	Dec/31/2014
Plan Assets (in thousands)	\$ 2,148,676	\$ 2,006,587
Plan Liabilities (in thousands)	\$ 1,831,743	\$ 1,672,585
Plan Surplus (in thousands)	\$ 316,933	\$ 334,002

9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2016	2015
Accrued Salaries and Benefits	\$ 182,660	\$ 179,555
Supplier Payments	758,785	543,507
Other - Academic supplies, audit fees & facility costs	126,437	20,173
Total Accounts Payable and Accrued Liabilities	\$ 1,067,882	\$ 743,235

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10. LONG-TERM DEBT

Details of long-term debt are as follows:

		2016	2015
Capital Loans Payable:	Finance Acquisition of Division Office	\$ 2,442	\$ 59,402
	Lender: Bank of Montreal		
	Original Balance: \$455,000		
	Interest Rate: 5.31% Fixed Rate		
	Terms of repayment: Monthly		
	Payment Amount: \$4,895 includes principal and interest		
	Expires: September 2016		
	Finance Addition to St. Michael's School	16,724	37,679
	Lender: Bank of Montreal		
	Original Balance: \$176,000		
	Interest Rate: 4.95% Fixed Rate		
	Terms of repayment: Monthly		
	Payment Amount: \$1,862 includes principal and interest		
	Expires: May 2017		
	Finance Photocopiers	10,336	14,095
	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		
		29,502	111,176
Capital Leases:	Lease Photocopiers	2,809	13,831
	Lessor: Royal Bank of Canada		
	Minimum net lease payments: \$2,830 quarterly		
	Inherent Interest Rate: 3.12%		
	Expires: December 2016		
	Lease Photocopier	3,409	4,224
	Lessor: Concentra Financial		
	Minimum net lease payments: \$281 quarterly		
	Inherent Interest Rate: 7.82%		
	Expires: December 2019		
	Lease Photocopiers	8,149	10,368
	Lessor: Xerox Canada		
	Minimum net lease payments: \$691 quarterly		
	Inherent Interest Rate: 5.66%		
	Expires: October 2019		
		14,367	28,423
Total Long Term Debt		\$ 43,869	\$ 139,599

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Future principal repayments over the next 5 years are estimated as follows:					
	Capital Loans		Capital Leases		Total
2017	\$	22,925	\$	6,039	\$ 28,964
2018		3,759		3,438	7,197
2019		2,818		3,661	6,479
2020		-		1,229	1,229
Total	\$	29,502	\$	14,367	\$ 43,869

Principal and interest payments on the long-term debt are as follows :					
	Capital Loans		Capital Leases		
				2016	2015
Principal	\$	81,674	\$	14,056	\$ 95,730
Interest		3,571		1,151	4,722
Total	\$	85,245	\$	15,207	\$ 106,115

11. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2015	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2016
After School Activity Program	\$ 898	\$ -	\$ -	\$ 898
Property Taxation	759,423	799,640	759,423	799,640
Other	3,196	1,000	-	4,196
Total Deferred Revenue	\$ 763,517	\$ 800,640	\$ 759,423	\$ 804,734

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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 in 2016 and 2015:

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	Cognitive Disability Strategy Program	Regional Intersectoral Coordinator	Services to Teen Parents	2016	2015
Revenues:						
Operating Grants	\$ 331,800	\$ 85,030	\$ 126,835	\$ 40,113	\$ 583,778	\$ 554,985
Fees and Other Revenues	-	-	-	103	103	-
Total Revenues	331,800	85,030	126,835	40,216	583,881	554,985
Expenses:						
Salaries & Benefits	298,224	86,426	108,848	56,679	550,176	495,819
Instructional Aids	-	1,339	-	880	2,219	3,620
Supplies and Services	-	4,500	4,000	4,000	12,500	12,500
Non-Capital Equipment	-	-	-	-	-	1,355
Building Operating Expenses	-	4,389	3,465	-	7,854	7,539
Communications	-	600	1,105	749	2,454	2,630
Travel	-	5,261	6,159	194	11,614	19,140
Professional Development (Non-Salary Costs)	-	53	49	125	227	2,469
Amortization of Tangible Capital Assets	-	-	1,024	-	1,024	1,151
Total Expenses	298,224	102,568	124,650	62,627	588,068	546,223
Excess (Deficiency) of Revenues over Expenses	\$ 33,576	\$ (17,538)	\$ 2,185	\$ (22,411)	\$ (4,187)	\$ 8,762

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 Consultant is employed by the Division to support the delivery of individual support plans for people affected by cognitive disabilities.

The Regional Intersectoral Community Coordinator is employed by the Division to advance an integrated human services agenda by building partnerships among government, non-government organizations, local interagency committees and community groups.

The Services to Teen Parents program provides support and services to pregnant young women, young and new parents and their children.

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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 2015	Additions during the year	Reductions during the year	August 31 2016
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 16,486,347	\$ 1,026,476	\$ 661,065	\$ 16,851,758
Less: Debt Owning on Tangible Capital Assets	(139,599)	-	(95,730)	(43,869)
	16,346,748	1,026,476	565,335	16,807,889
PMR maintenance project allocations (1)	280,669	308,678	9,051	580,296
Internally Restricted Surplus:				
Capital projects:				
Relocatable Classroom	-	1,200,000	456,004	743,996
	-	1,200,000	456,004	743,996
Other:				
School Generated Funds	404,643	565,913	559,027	411,529
School Decentralized Budget Carryovers	144,588	-	2,502	142,086
Board Governance	52,882	-	25,350	27,532
Catholic Distintiveness	88,287	-	55,652	32,635
Technology	64,193	110,000	98,433	75,760
Academic Equipment Replacement	57,050	-	6,495	50,555
Division Office Software Upgrades	55,000	20,000	-	75,000
Maintenance	1,258,062	-	274,900	983,162
Vehicle Replacements	179,213	-	26,413	152,800
Legal	50,000	50,000	28,525	71,475
FMNE Achievement Fund	9,595	-	-	9,595
Investing in Teachers Initiative	204,238	-	41,962	162,276
Professional Development (LEADS Members Carryover)	13,050	13,000	11,630	14,420
School Community Councils (Matching Grant Carryover)	24,532	12,857	6,791	30,598
Central Textbooks	1,308	-	-	1,308
	2,606,641	771,770	1,137,680	2,240,731
Unrestricted Surplus	2,977,070	927,923	-	3,904,993
Total Accumulated Surplus	\$ 22,211,128	\$ 4,234,847	\$ 2,168,070	\$ 24,277,905

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- (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 are in progress at the end of the 2015-16 fiscal year.

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 25% of each school's annual budget allocation.

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

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.

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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 allows each school community council to carryover unused matching grants for the current and one additional school year.

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 8, 2015 and the Minister of Education on August 20, 2015.

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, health authorities, colleges, and crown corporations under the common control of the Government of Saskatchewan. The school division is also related to non-crown enterprises that the Government jointly controls or significantly influences. In addition, the school division is related to other non-government organizations by virtue of its economic interest in these organizations.

Related Party Transactions

Transactions with these related parties are in the normal course of operations. Amounts due to or from and the recorded amounts of transactions resulting from these transactions are included in the financial statements and the table below. They are recorded at exchange amounts which approximate prevailing market rates charged by those organizations and are settled on normal trade terms.

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The related party transactions are as follows:

	2016	2015
Revenues:		
Ministry of Education	\$ 16,766,122	\$ 15,084,002
Ministry of Economy	53,350	125,113
Ministry of Social Services	251,426	267,568
Saskatchewan Government Insurance	35,341	41,369
Saskatchewan Workers' Compensation Board	19,060	16,769
Sunrise Health Region	11,660	35,000
	\$ 17,136,959	\$ 15,569,821
Expenses:		
Good Spirit S.D No.204	\$ 107,372	\$ 62,718
Ministry of Central Services	10,729	16,477
Minister of Finance	5,502	5,366
Parkland College	4,566	-
St. Paul's RCSSD No.20	-	11,000
Saskatchewan Government Insurance	8,469	14,453
Saskatchewan Power Corporation	262,054	234,979
Saskatchewan Telecommunications Holding Corporation	26,578	29,269
Saskatchewan Workers' Compensation Board	40,480	39,153
SaskEnergy Incorporated	107,039	114,687
Southeast Cornerstone S.D No. 209	9,000	-
Sunrise Health Region	80,473	72,518
	\$ 662,262	\$ 600,620
Accounts Receivable:		
Ministry of Education	\$ 600,000	\$ 4,111
Saskatchewan Government Insurance	1,759	-
Other School Divisions	9,232	37
	\$ 610,991	\$ 4,148
Prepaid Expenses:		
Saskatchewan Workers' Compensation Board	\$ 12,626	\$ 12,407
	\$ 12,626	\$ 12,407
Accounts Payable and Accrued Liabilities:		
Good Spirit S.D No.204	\$ 58,265	\$ 52,243
Ministry of Central Services	350	1,250
Minister of Finance	5,502	6,488
SaskEnergy Incorporated	1,080	142
Saskatchewan Power Corporation	11,935	-
Saskatchewan Telecommunications Holding Corporation	2,579	2,157
Sunrise Health Region	-	1,031
	\$ 79,711	\$ 63,311

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

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

Other transactions with related parties and amounts due to/from them are described separately in the financial statements or notes thereto.

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 Donation		Scholarships		Total	Total
	<u>2016</u>	<u>2015</u>	<u>2016</u>	<u>2015</u>	<u>2016</u>	<u>2015</u>
Cash and short-term investments	\$ 181,314	\$ 179,118	\$ 81,143	\$ 80,362	\$ 262,457	\$ 259,480
Total Assets	181,314	179,118	81,143	80,362	262,457	259,480
Revenues						
Contributions and donations	-	-	11,250	18,760	11,250	18,760
Interest on investments	2,196	3,516	931	678	3,127	4,194
	2,196	3,516	12,181	19,438	14,377	22,954
Expenses						
Materials and supplies	-	39,613	-	-	-	39,613
Scholarships	-	-	11,400	16,450	11,400	16,450
	-	39,613	11,400	16,450	11,400	56,063
Excess (Deficiency) of Revenues over Expenses	2,196	(36,097)	781	2,988	2,977	(33,109)
Trust Fund Balance, Beginning of Year	179,118	215,215	80,362	77,374	259,480	292,589
Trust Fund Balance, End of Year	\$ 181,314	\$ 179,118	\$ 81,143	\$ 80,362	\$ 262,457	\$ 259,480

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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, 2017.
- The school division has entered into an agreement with Good Spirit School Division No. 204 for the provision of student transportation services for areas outside the cities of Yorkton and Melville. Good Spirit School Division No. 204 provides these services on a cost recovery basis, plus an administration fee. The cost to Good Spirit School Division No. 204 of providing the services and the administration fee is determined annually based on a formula agreed upon between the two school divisions, taking into account transportation grants received directly by Good Spirit School Division No. 204.
- Capital lease obligations, as follows:

	Copier Leases
Future minimum lease payments:	
2017	\$ 6,039
2018	3,438
2019	3,661
2020	1,229
	14,367
Interest and executory costs	(1,336)
Total Lease Obligations	\$ 13,031

18. COMPARATIVE INFORMATION

Certain comparative figures have been reclassified to conform to the current year's presentation.

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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, 2016 was:

	August 31, 2016					
	Total	Current	0-30 days	30-60 days	60-90 days	Over 90 days
Grants Receivable	\$ 604,636	\$ 604,636	\$ -	\$ -	\$ -	\$ -
Other Receivables	48,838	46,738	-	-	-	2,100
Gross Receivables	653,474	651,374	-	-	-	2,100
Allowance for Doubtful Accounts	-	-	-	-	-	-
Net Receivables	\$ 653,474	\$ 651,374	\$ -	\$ -	\$ -	\$ 2,100

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.

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

August 31, 2016				
	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 1,067,882	\$ -	\$ -	\$ -
Long-term debt	22,905	11,242	9,722	-
Total	\$ 1,090,787	\$ 11,242	\$ 9,722	\$ -

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%. 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, 2016.

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