



THE BOARD OF EDUCATION OF THE SASKATOON PUBLIC SCHOOL DIVISION #13 OF SASKATCHEWAN

(SASKATOON PUBLIC SCHOOLS)

2021-22 ANNUAL REPORT



Saskatoon Public Schools
Inspiring Learning

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School Division Contact Information



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Letter of Transmittal

Honourable Dustin Duncan
Minister of Education

Dear Minister Duncan:

The Board of Education of Saskatoon Public School Division #13 is pleased to provide you and the residents of the school division with the 2021-22 annual report. This report presents an overview of Saskatoon Public Schools' goals, activities and results for the fiscal year September 1, 2021 to August 31, 2022. It provides financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

A handwritten signature in cursive script that reads "Colleen MacPherson".

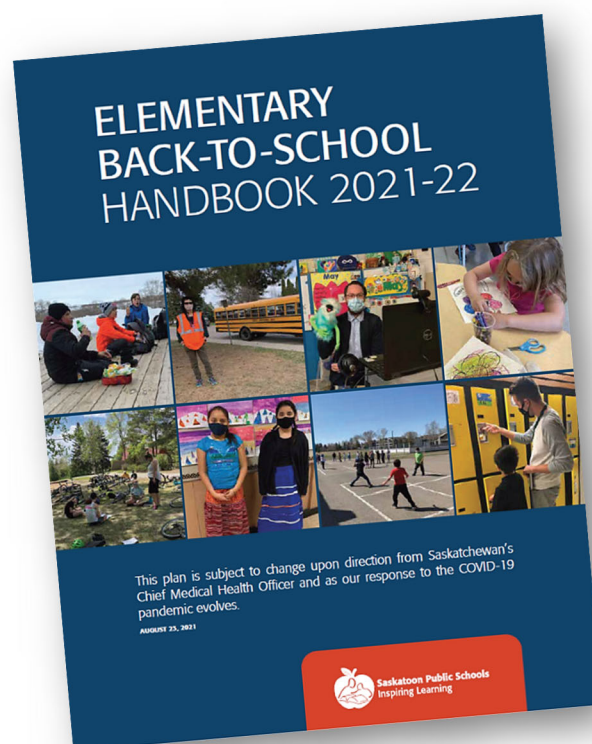
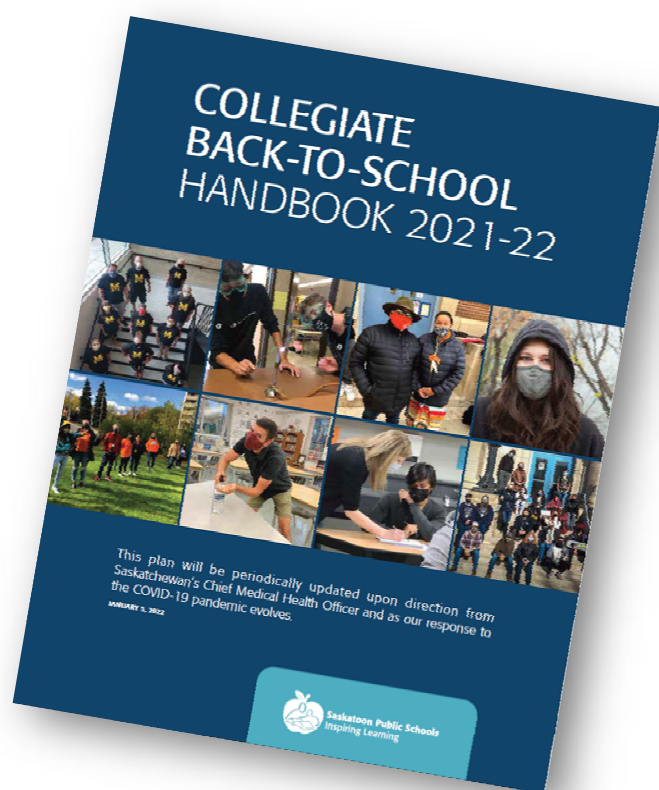
Colleen MacPherson, Board Chairperson

Introduction

This report provides information about Saskatoon Public School Division (Saskatoon Public Schools) in the 2021-22 fiscal year, including governance structures, students, staff, partnerships, programs, infrastructure and finances. In addition to detailing the school division's goals, activities and performance, this report outlines how the division actualized the interim provincial education plan in relation to its school division plan.

The 2021-22 school year prioritized the importance of maintaining in-class learning whenever possible. As many students returned to in-class learning, there was a decrease in the number of students who were learning from home for all or part of the year.

COVID-19 pandemic conditions in 2021-22 required well-planned and supported responses to ensure the safety and well-being of students and staff, and the continuation of learning. This report will include details of actions undertaken in accordance with the school division's *Safe School Plan* for 2021-22 which was supported by additional provincial funding.



Governance

The Board of Education

Saskatoon Public Schools is governed by a ten-person elected Board of Education. *The Education Act, 1995* gives the Board of Education the authority to govern the school division.

The school division is organized into 10 wards for the 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 student.

The current Board of Education was elected on November 9, 2020 to serve a four-year term. Board of Education members as of August 31, 2022 were:

Ward 1	Michael Pidwerbeski
Ward 2	Vernon Linklater
Ward 3	Donna Banks
Ward 4	Kim Stranden
Ward 5	Colleen MacPherson (Board Chair)
Ward 6	Kathleen Brannen
Ward 7	Ross Tait
Ward 8	Suzanne Zwarych
Ward 9	Charmaine Bellamy
Ward 10	Angela Arneson

School Community Councils

Fifty-seven of the sixty-one schools in Saskatoon Public Schools established School Community Councils in 2021-22. Two of the schools, Royal West Campus and Nutana Collegiate did not establish a School Community Council, as their student demographic consists of adult learners. The two associate/alliance schools, Saskatoon Misbah School and Charles Red Hawk Elementary School are not required by legislation to have School Community Councils although both schools have parent/community governance structures such as boards of directors or chief and council.

The Education Regulations, 2019 require school divisions to undertake orientation, training, development and networking opportunities for their School Community Council members. In 2021-22, Saskatoon Public Schools conducted three city wide virtual School Community Council assembly meetings for these purposes.

The Board of Education provided funding of \$1,992 to each School Community Council with an overall allocation of \$113,544 for the 2021-22 school year. School Community Councils used this funding in a variety of ways, including covering meeting expenses, sponsoring surveys of school parents to gain input to school-level actions and supporting guest speakers at school events for parents/caregivers.

School Community Councils enable the community to participate in educational planning, decision making and promote shared responsibility for learning among community members, students and educators.

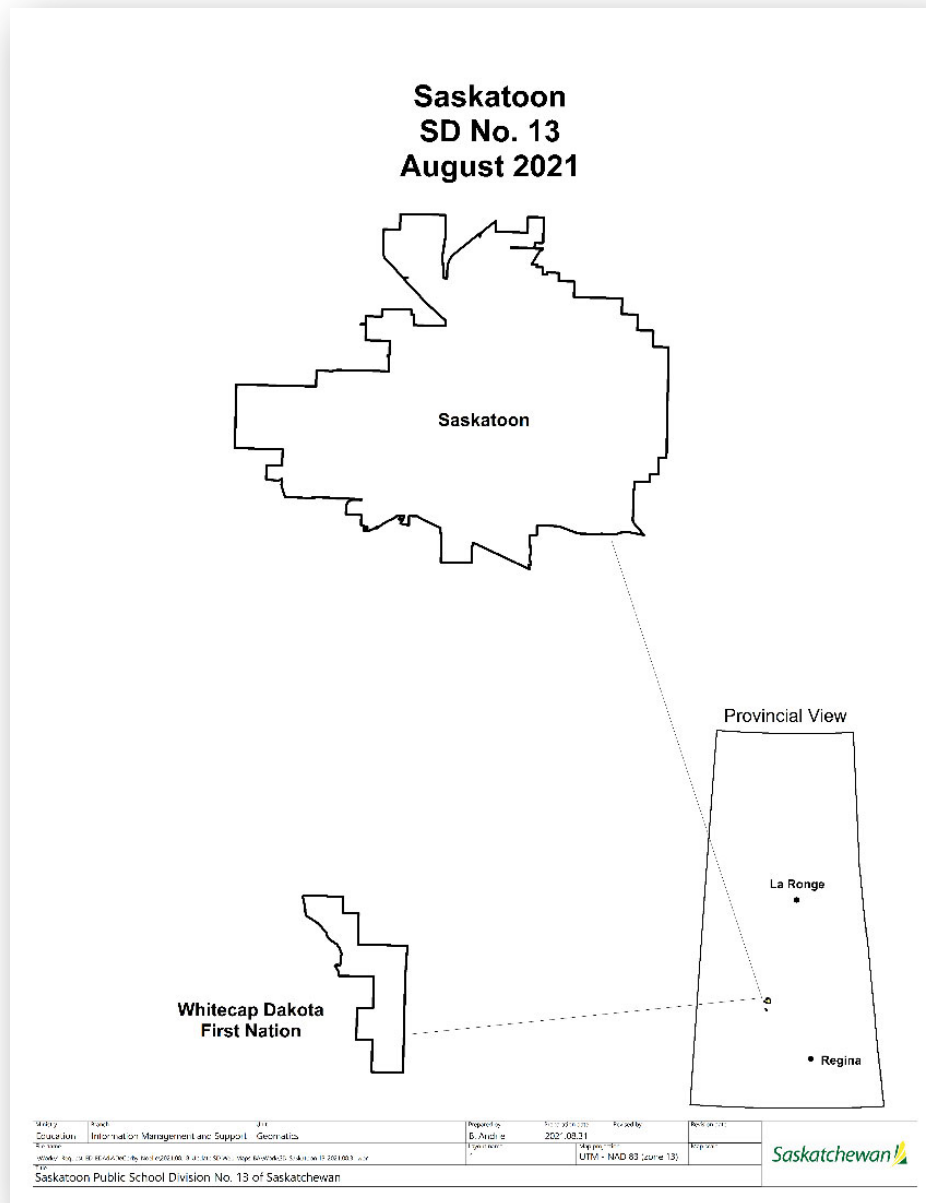
The School Community Councils give the Board of Education advice about a range of issues including policies, programs and educational service delivery. At the school level, School Community Councils provide advice related to the school's project plan, programs, as well as other topics related to the learning, well-being and needs of students.

Recruitment and retention of School Community Council members remains a challenge. Occasionally prospective members are approached by the principal or the School Community Council chair, while others seek involvement after seeing meeting advertisements. However, due to meetings being held virtually in 2021-22 there was been an increase in attendance.

School Division Profile

School Division in Context

Saskatoon Public School Division No. 13 is in Saskatoon and includes Whitecap Dakota First Nation. The school division is located on Treaty 6 territory, the home of the Cree, Dakota, Dené, Lakota, Nakota, Saulteaux, Métis and Michif peoples. It is the largest school division in the province, educating over 26,000 students in 48 elementary schools, 10 collegiates, one associate school, one alliance school, one grades 1 to 12 school and a variety of off-site educational programs.



Saskatoon Public Schools **STRATEGIC PLAN**

OUR VISION

Every Student is
Known • Valued • Believed In



ACADEMIC EXCELLENCE

Students will
achieve success in
their learning goals



CHARACTER

Students will
demonstrate respect,
responsibility, and
perseverance



ENGAGEMENT

Students will actively
participate in relevant
and meaningful
learning



WELL-BEING

Students will develop
the skills to make
healthy choices

OUR COMMITMENT

We will create learning experiences that inspire
all students to reach their potential.



Saskatoon Public Schools
Inspiring Learning

Saskatoon Public Schools **STRATEGIC PLAN**

FULFILLING OUR COMMITMENT

RELATIONSHIPS

We will

- foster caring and supportive relationships
- honour diversity
- create welcoming and joyful spaces
- develop and grow community partnerships

EQUITY

We will

- be open to all
- maintain high expectations for all
- enact anti-racist/anti-oppressive practices
- pursue a representative workforce

ACCOUNTABILITY

We will

- respond to student needs through evidence-based practices
- focus on Indigenous student success
- pursue continuous improvement
- ensure safe, caring, and accepting environments



Saskatoon Public Schools
Inspiring Learning

Community Partnerships

At Saskatoon Public Schools, our vision is that every student is known, valued and believed in. To achieve our vision, we commit to being an integral part of our community in building partnerships that allow division staff to best serve our students, families and communities.

To date, Saskatoon Public Schools has established over 40 formal and informal partnerships in support of our division's strategic plan. Partnerships strengthen our student learning outcomes, equity initiatives and health and wellness strategies to ensure that students' school experiences are positive and successful.

Each year, Saskatoon Public Schools creates a partnership report that details each partnership including goal setting, strategies and impacts. For more information, please visit our division website at: <https://www.spsd.sk.ca/division/reportsandpublications/Documents/SPS%20Partners%202021-22.pdf>



Strategic Direction and Reporting

Education Sector - Strategic Planning

In November 2019, the collaboration of education sector partners culminated in the release of the *Framework for the Provincial Education Plan 2020-2030*. Central to the framework are the student-centred goals of the education sector:

The four guiding areas of focus of the framework, which support the achievement of these goals, are:

- skills and knowledge for future life, learning and participation in society;
- mental health and well-being;
- connections among people and relationships between systems and structures; and
- inclusive, safe and welcoming learning environments.



The framework guides the education sector in collaborative work to develop a provincial education plan for Saskatchewan students to 2030. To respond to pressures experienced by school systems resulting from the COVID-19 pandemic, the Provincial Education Plan Implementation Team (PEPIT) focused its initial work on creating an interim plan for the 2021-22 school year. The interim plan includes key actions to meet the needs of all students in the areas of mental health and well-being, reading, numeracy and engagement. School divisions have used this plan to guide the development of their own plans, creating local actions that cascade from the provincial-level plan in support of their students. In early 2022, the interim plan was extended to also guide priorities in the 2022-23 school year.

Provincial Education Plan - Interim Plan Priorities 2021-22

Reading

This priority area addresses students' reading needs given that some students' reading skill development was interrupted during the past two years due to the COVID-19 pandemic.

Learning Response

This priority area addresses students' learning needs given that students have experienced significant academic learning interruptions as well as widely varied contextual and personal experiences because of the COVID-19 pandemic.

Mental Health and Well-Being

This priority area addresses the mental health and well-being of students and education staff in response to how the COVID-19 pandemic has intensified mental health concerns.

Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework

Education sector partners in Saskatchewan continue to work together to implement [Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework](#). Its vision is a provincial prekindergarten to grade 12 education system where Indigenous knowledge systems, cultures and languages are foundational to ensuring an equitable and inclusive system that benefits all learners. This umbrella policy provides a framework for the development of First Nations and Métis education plans provincially and at the school division level.

Inspiring Success guides and informs planning and implementation of initiatives aimed at improving outcomes for First Nations, Métis and Inuit students.

The goals of *Inspiring Success* are:

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

School Division Programs and Strategic Activity

School division actions taken during the 2021-22 school year in support of the Reading priority:

- In 2020-21, the Saskatoon Public Schools' *Comprehensive Literacy Plan* was implemented. This multi-year plan focuses on improving literacy outcomes by strengthening instructional practice in oral language, reading and writing. The plan supports teachers in enacting instruction that focuses on scaffolded language development, explicit instruction of foundational reading skills and writing activities to build automaticity.
- The *Comprehensive Literacy Plan* is centered around four essential elements: strengthening collaborative instructional leadership, developing professional educators, enacting effective evidence-based instruction and intervention and using assessment to guide decision making.
- *Evidence-based instructional guides* for prekindergarten to grade 3 and grades 4-8 were developed in accordance with scientific literacy research. The guides provide teachers and leaders with instructional targets for evidence-based literacy practice. Additionally, the guides helped to inform school improvement planning and provide guidance for building teacher capacity in literacy instruction.
- School-based data teams were re-activated to enhance data driven decision making and strengthen responsive instructional practices. Data teams were comprised of school-based administrators, resource room teachers and literacy lead teachers. Staff development led three half days of professional learning for school-based data teams. School-based data teams analyzed literacy assessments to inform classroom instruction and identify required literacy interventions.
- Teachers from each school were identified as "*literacy leads*" across grade bands from grades 1-3 and grades 4-8. These *literacy leads* attended professional learning and supported school-based data teams in enacting the comprehensive literacy plan.
- With the support of pandemic funding, the division implemented the *embedded literacy* intervention with the support of 10 *learning support teachers* (LST). The goal of the intervention was to implement a targeted *embedded literacy intervention* to strengthen students' foundational reading skills (phonological awareness, phonics, fluency) and to increase teacher efficacy in evidence-based literacy practices. Learning Support Teachers were embedded in 40 grades 1-3 classrooms in 13 schools. Learning Support Teachers collaborated and co-taught alongside the classroom teacher and other school-based supports to provide 100 minutes of daily reading instruction. In addition to direct classroom support, LST teachers provided instructional coaching to the classroom teacher, school-based leaders and staff.
- As part of the embedded literacy model, an assessment pilot was initiated. All classrooms involved in the embedded literacy model utilized a new universal screener and progress monitoring tool called *Acadience Reading* which is otherwise known as an *oral reading fluency*

(ORF) measure. This pilot was initiated in anticipation of a 2022-23 implementation across grades 1-8. As a result of the pilot, resources and professional development were offered in the spring of 2022 to support full implementation in the fall of 2022.

- Teachers continued to administer a range of recommended formative assessments in literacy and mathematics from grades 1-8 in addition to required ministry assessments. These formative assessments were collected by classroom teachers to inform instruction and intervention planning. They were examined at the school level to guide school-based professional learning. The 2021-22 formative assessments included alphabet sound and letter recognition (English and French), phonological awareness quick screeners (PAQS/DRCP), words their way (WTW)/les mots en marche and the Saskatoon Public Schools' mathematics quick screeners.
- The *Early Learner Tutor Program* is a literacy intervention that is supported through the Saskatoon Public Schools Foundation *Early Learning Equal Start* campaign. This initiative connects grade 1-3 students who require additional reading supports with literacy tutors. In 2021-22, the tutor program was expanded to include an average of 54 programs in the fall, winter and spring sessions. The tutor program provides reading instruction in two tutor models: *one to one* and *online*. The program reached 492 students in 38 schools.
- In conjunction with the Saskatoon Public Schools Foundation *Early Learning Equal Start* campaign, Saskatoon Public Schools offered the 10th annual summer reading camps rebranded as *Camp Brain Power*. Camp programming focused on literacy, physical literacy and well-being activities. Camps were hosted from 9:00 a.m. – 3:00 p.m. between August 8-12, 2022. A total of 337 students attended 18 host schools. Each of the 18 reading camps consisted of approximately 24 students, one teacher, one assistant and where possible a volunteer.

School division actions taken during the 2021-22 school year in support of the Learning Response priority:

- K-12 Online Learning Centre continued to provide full-time and part-time learning opportunities for students in Saskatoon Public Schools. This program accommodated families who chose an online or at-home learning experience for their student. Online programming was provided through both synchronous (the teacher online with the students at the same time) and asynchronous (students access course content on their own at any time with the support of a teacher when necessary) delivery systems.
- Literacy Support Teachers provided targeted embedded literacy interventions for students who needed additional support in 40 grades 1-3 classrooms in 13 schools.
- Six outreach workers were hired to support student well-being and to re-engage youth who had inconsistent attendance. Schools that received support were identified by division attendance data. The outreach workers supported eight high schools, 12 elementary schools

and Saskatoon Public Schools' online students. Schools that did not have an outreach worker could complete a referral to access outreach support. Over the course of the year schools referred 2,827 students to the outreach team. The outreach team worked with school teams to create well-being initiatives in the schools they supported. Initiatives were identified based on the needs schools were experiencing with their student population. Forty well-being initiatives were created. Community partnerships were also strengthened and developed because of the role of the outreach worker and their interactions with different organizations.

- Implemented the digital communication platform called Edsby. The platform allows for parents and caregivers to follow their child's progress at school. In 2021-22, teachers were focused on communicating with caregivers using features like the English language arts gradebook and learning story.
- With the implementation of Edsby, professional development enhanced teacher knowledge about assessment and was a new tool that strengthened the credit recovery process.
- The First Nations, Inuit and Métis Unit provided the Indigenous Resilience & Well-Being Program within several collegiates. The motivational speakers shared their own live experiences around responsibility, perseverance and making healthy choices. The program provided stories, locating self and utilized Indigenous ways of movement, ice breakers and interactive activities.
- Asynchronous and synchronous professional learning opportunities were offered targeting literacy, assessment and equity practices.
- To support the health and safety of students and staff members, all collegiates adopted a quarter schedule for 2021-22.

School division actions taken during the 2021-22 school year in support of the Mental Health and Well-Being priority:

Professional Development and Learning

- Professional development initiatives in 2021-22 included Violence Threat Risk Assessment (VTRA) Levels 1 and 2, Traumatic Event Systems (TES), safeTALK (suicide-alert training) and Applied Suicide Intervention Skills Training (ASIST).
- Saskatoon Public Schools worked in partnership with the Ministry of Education to achieve the goal of having at least one staff member with Mental Health First Aid Training in each school. This opportunity led to 61 school staff members receiving training in the fall of 2021, bringing the total number of staff trained across the division to 114.
- School counsellors brought a variety of trauma-informed practices to their work in schools, including providing responsive professional development to build staff capacity. Counsellors also made presentations to parents, caregivers and to students.

- Safe, Caring and Accepting team members engaged in a variety of responsive professional learning for staff, students and School Community Councils. Examples included trauma-informed professional learning such as Safe and Sound, the Brain Architecture Game, book-based professional learning and staff and student well-being.
- Through partnership with Saskatoon Industry Education Council, Saskatoon Public Schools contributed to funding for youth mental health education coordinators who oversaw *Mind Over Matters*. This initiative provided leaders and classroom teachers with professional learning throughout the school year. *Mind Over Matters* also distributed resources and lessons to classroom teachers; students were also provided with opportunities to participate in several virtual events related to mental health and well-being.

Classroom and Student Supports

Saskatoon Public Schools ensures that all students receive foundational universal classroom supports, including a focus on strong relationships, calm classrooms and achieving curricular outcomes related to well-being. Based on a Multi-Tiered Systems of Support (MTSS) framework, these universal or tier 1 supports are provided to all students and meet the needs of most students. For students who need more individualized supports (i.e., tier 2/3 in addition to universal supports), Saskatoon Public Schools ensures responses that are increasingly intensive and individualized according to assessment of student need.

- Positive Behaviour Intervention and Support (PBIS) plans captured school teams' collaborative plans for any student who required a more intensive level of behavioural support.
- Safety plans were created for students when there was a risk of harm to self or others. These plans outlined steps to be taken in emergent situations to reduce risk of harm.
- Counsellors worked with students, staff, families and community partners to provide individualized support related to students educational, social and emotional needs.
- Outreach was a new initiative in 2021-22, funded with pandemic funding. Outreach workers supported schools in re-connecting with students and their families. They also connected families with community supports to remove barriers related to well-being.

Community Collaboration

Saskatoon Public Schools collaborated with families as well as partners in policing, social services, health and other community partners to ensure the safety and well-being of students and staff in 2021-22.

- I'm the Boss of Me is a program related to personal safety and well-being that was delivered to all grade 4 students. This was part of an ongoing partnership with the Saskatoon Sexual Assault and Information Centre.

- OUTSaskatoon is an important community partner and resource. In 2021-22, Saskatoon Public Schools staff consulted with OUTSaskatoon on multiple issues related to LGSBT2S+ and gender and sexual diversity. OUTSaskatoon also provided important professional learning for school teams that was accessed by many of our schools.
- The Warrior Within was a new initiative for the 2021-22 school year that is a result of our partnering with Catholic Family Services of Saskatoon. This program featured in-school sessions for grade 4 students experiencing anxiety that interfered with engagement and learning and incorporated the school team as well as the family.
- Violence Threat Risk Assessment (VTRA) Level 1 and Level 2 intervention plans are multi-agency support plans that reduce risk and enhance safety. Saskatoon Public Schools administrative and counsellor teams worked closely with policing, social services, health and other partners to complete, enact and review VTRA intervention plans.
- Suicide Risk Assessment Safety Plans were developed as required for students and were specific plans led by counsellors with Applied Suicide Intervention Skills Training (ASIST). They included an assessment of risk and related plans for mediating that risk.
- No is a Full Sentence is a program related to preventing sexualized violence and increasing skills for healthy relationships that was delivered to four pilot schools in 2021-22. This was part of the partnership with the Saskatoon Sexual Assault and Information Centre.

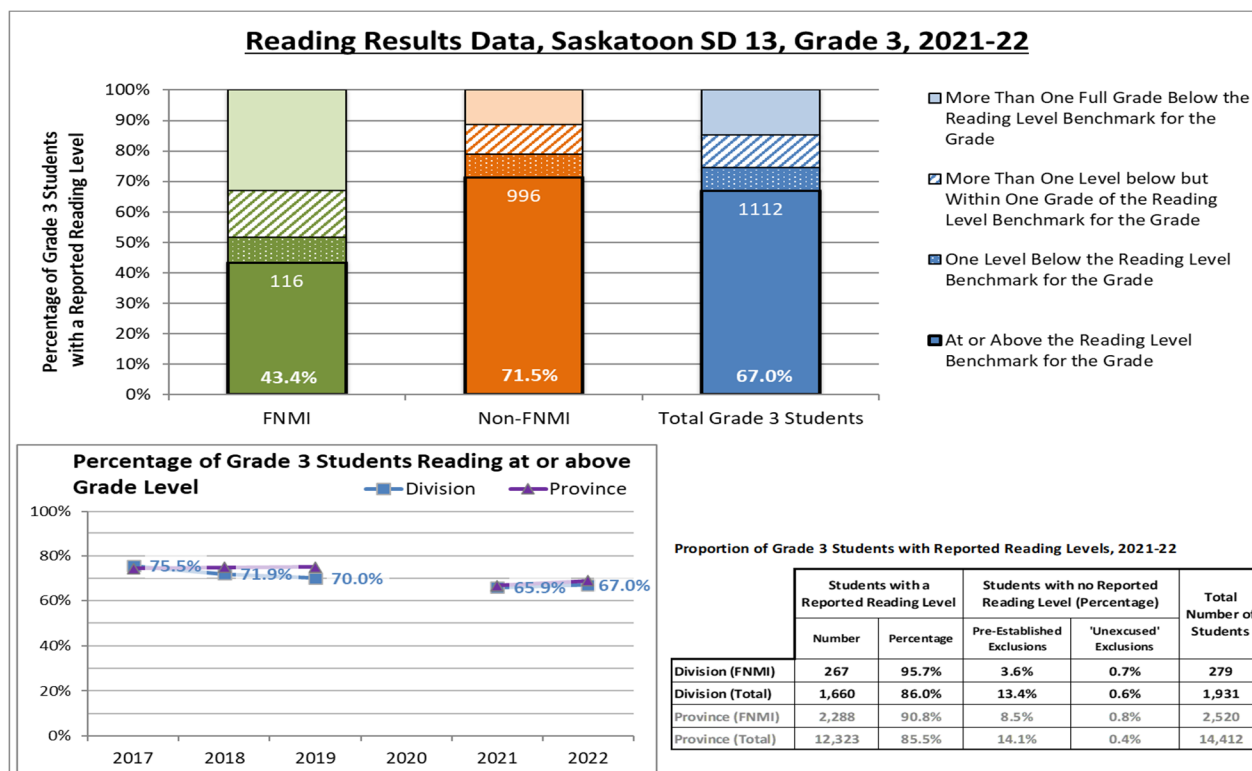
Measures of Progress for the Provincial Education Plan Interim Priorities

Proportion of Grade 3 Students Reading At or Above Grade Level

Grade 3 reading levels are considered a leading indicator of future student performance. A high proportion of students reading at grade level in grade 3 means that more students are ready to learn in grade 4 and beyond.

Grade 3 reading levels have been tracked using provincially developed benchmarks since 2014. The Reading priority plan was developed to address students' reading needs given that some students' reading skill development was interrupted during the past two years due to the COVID-19 pandemic.

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



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

Source: Ministry of Education, 2022

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

Saskatoon Public Schools' 2021-22 reading data indicates an increase in grade 3 reading levels for the first time since 2017. In comparison to the previous year's data, 2021-22 grade 3 reading results indicate that 67.0% are reading at or above grade level which is an improvement by 1.1% for all students and 6.7% for First Nations, Inuit and Métis students. These promising trends affirm the commitment and strength of the division's comprehensive literacy plan. Likewise, the reading data reaffirms Saskatoon Public Schools' strategic commitment to Indigenous student success. The increased reading results bring the division's level of achievement in closer proximity to the provincial levels of achievement sitting at 68.9% overall. In addition to an overall increase in achievement, the 2021-22 data indicates that Saskatoon Public Schools has consistently higher rates for "students with reported reading levels" when compared to provincial percentages. Saskatoon Public Schools boasts a rate of 95.7% for First Nations, Inuit and Métis grade 3 students with reported reading levels which is 4.9% above provincial levels.

Additionally, the reading data affirms the division's commitment to strengthening early learning programming such as the Saskatoon Public Schools Foundation's full-day prekindergarten and kindergarten and highlights the importance of oral language development among early learners and second language learners. Saskatoon Public Schools is well positioned in research, practice and programming to strategically move forward in addressing our current literacy achievement.

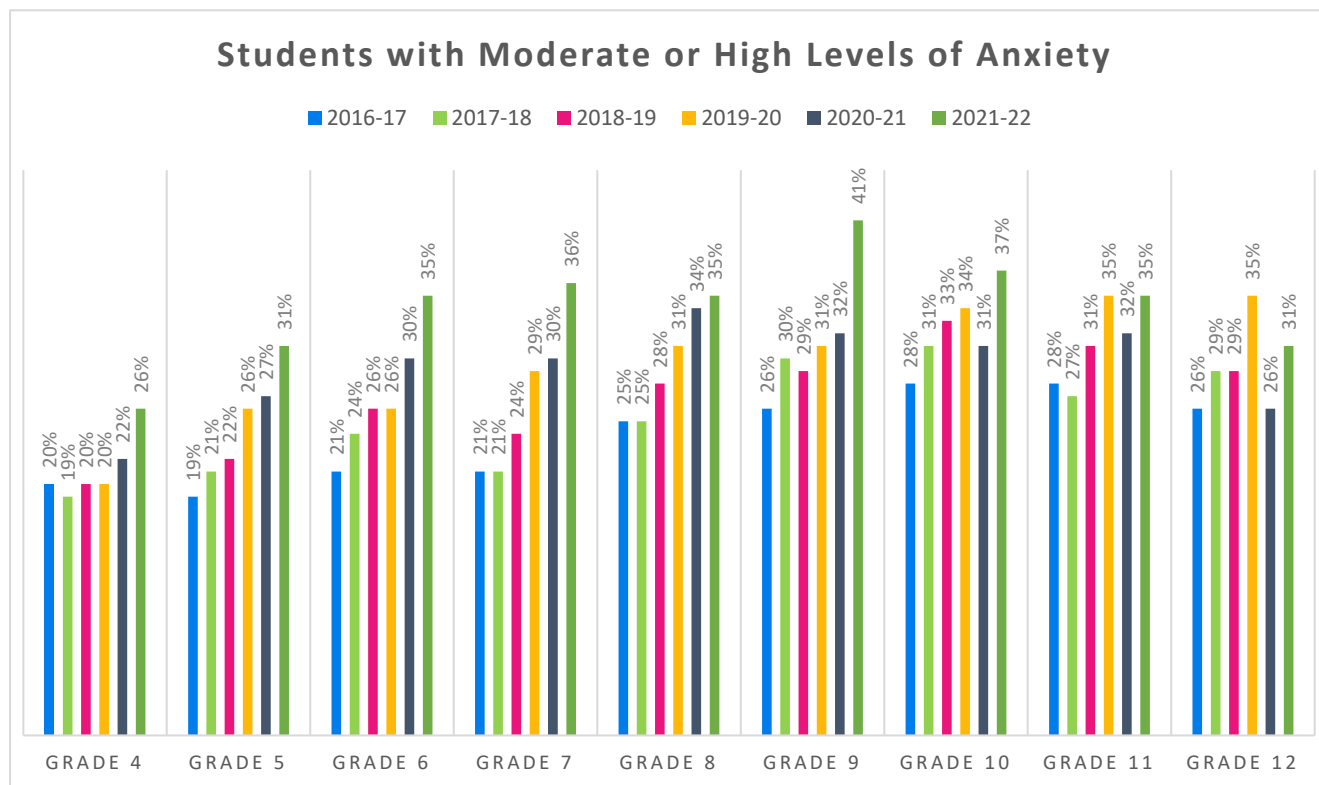
Mental Health and Well-Being

The mental health and well-being of Saskatchewan students and education staff has been a key area of focus for some time, and especially in response to the COVID-19 pandemic. Monitoring student perception and experiences helps school divisions in improving school environments to support good mental health and well-being.

School Division Selected Measure for Monitoring Mental Health and Well-Being

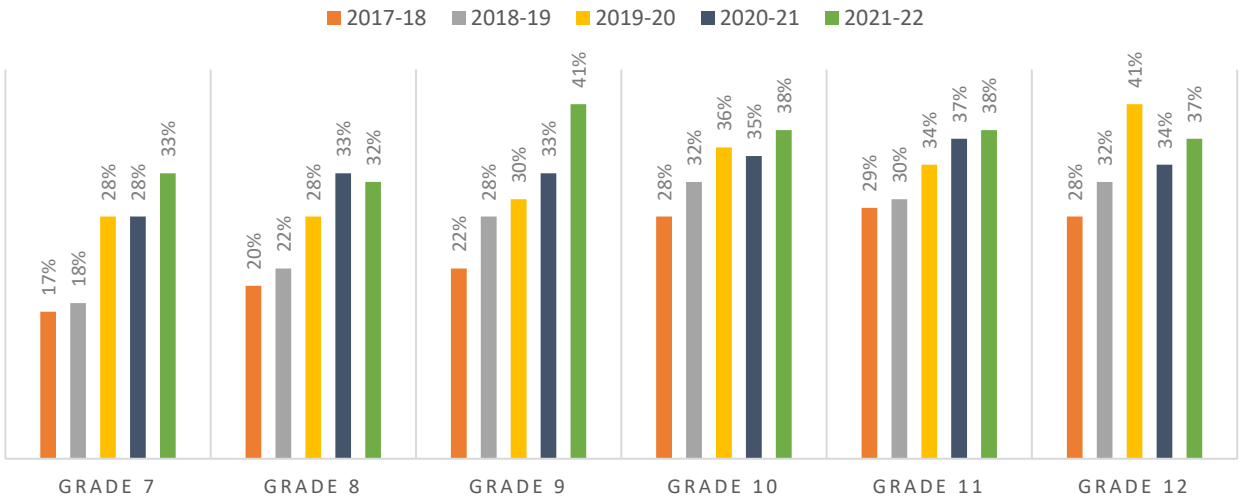
Saskatoon Public Schools' staff used curricula and individualized planning to teach skills to students that help keep them safe and develop skills to cultivate and maintain well-being. To determine if Saskatoon Public Schools' initiatives are making a difference for student well-being, four consistent measures from the OurSCHOOL survey have been selected.

- **Student Anxiety.** Students respond to how often they worry about a variety of items including how their peers and adults perceive them. A student with moderate to high anxiety would report greater worry in their responses to the questions (e.g., 'I worry about what other students think about me; I worry more than most kids').



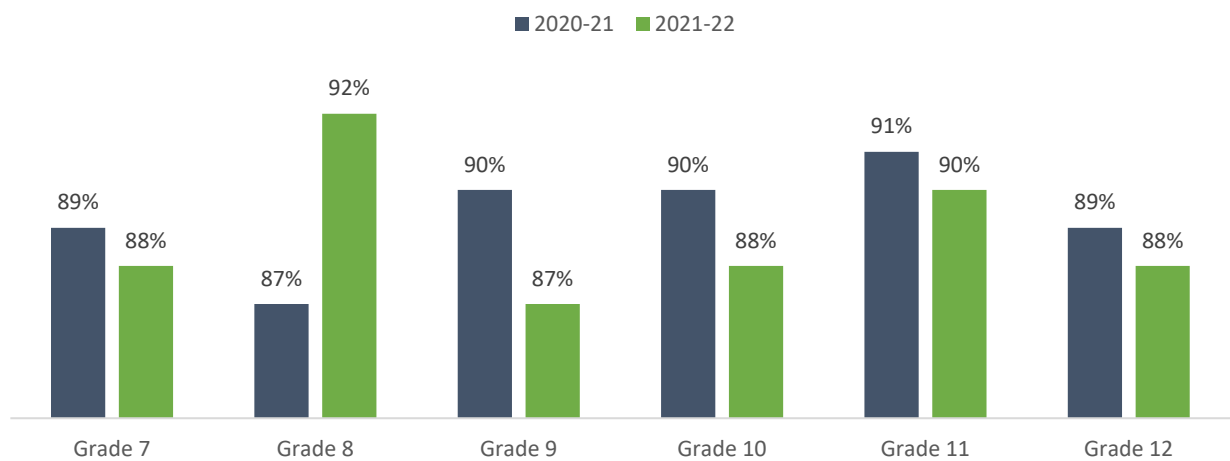
- **Student Depression.** Students respond to items about how often they feel sad and lonely. A student with moderate to high depression will report greater impact from these feelings through their responses to the questions (e.g., 'I have trouble falling asleep at night; other students seem to have more fun than me').

Students with Moderate or High levels of Depression



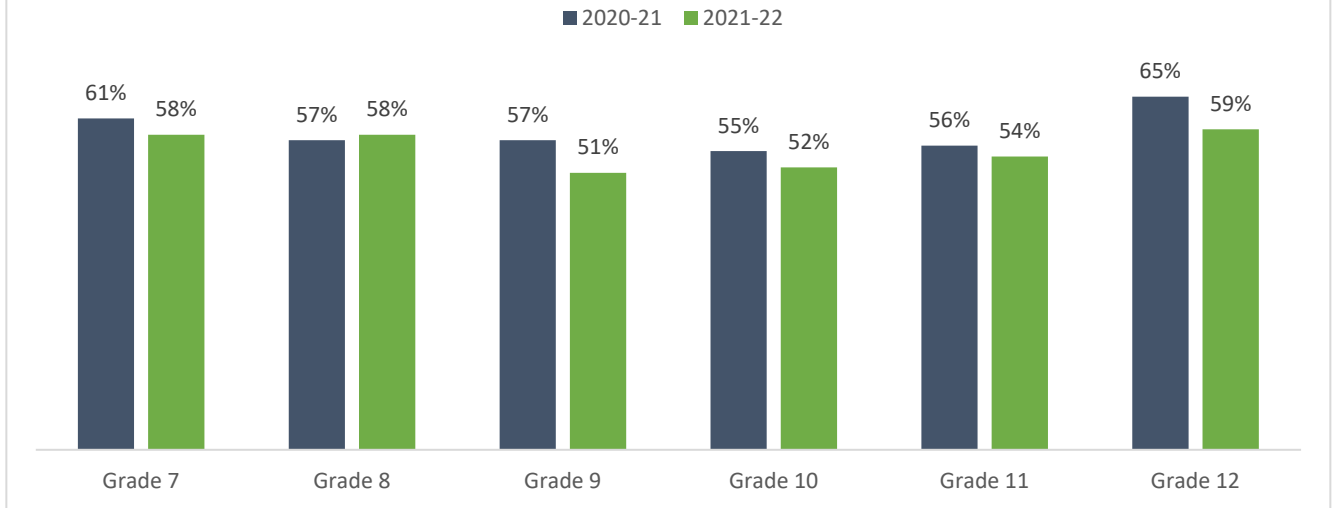
- **Well-Being.** Student orientation to well-being distinguishes between hedonic and eudaimonic. The scores on the scale can be treated as a general measure of well-being as both hedonic and eudaimonic measures are correlated with general life satisfaction. The combination of the two measures yields a stronger overall measure.
- **Hedonic Well-Being.** This measure includes hedonic items pertaining to values and behaviours, and the pursuit of activities that are pleasurable (e.g., 'I prefer to spend my time doing activities that are fun; I like doing things that are exciting').

Positive Hedonic Well-Being



- **Eudaimonic Well-Being.** This measure includes eudaimonic items about engagement in personally expressive goals (e.g., 'I spend time developing skills that will further my goals') and eudaimonic items about whether students have a sense of purpose in life (e.g., 'I feel I know who I really am; I can help make the world a better place').

Positive Eudamonic Well-Being



Analysis of Results – Mental Health and Well-Being Measure

Rationale and Analysis

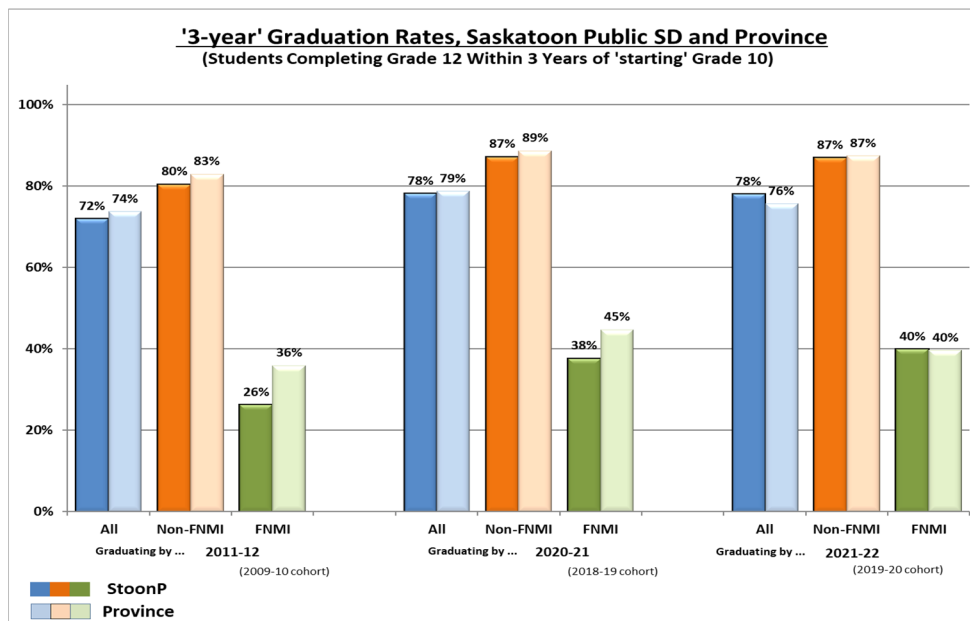
Anxiety and depression are significant public health concerns around the world. As the data available over the past five years indicates, anxiety and depression have been on the rise for students in Saskatoon Public Schools. While some of the more recent increase can certainly be attributed to the effects of the pandemic, mental health and well-being are significant factors that always impact student learning. Some key points to highlight and interpret include the following:

- Grade 9 anxiety increased in 2021-22. This may have been related to differences in ability to engage in transitions without in-person meetings and visits.
- Grade 6, 7 and 8 student anxiety also increased in 2021-22. Given the increased significance of peer-to-peer interaction in the middle-years, pandemic limitations on normative peer interactions and subsequent use of technology and social media may have played a role.
- Student well-being generally decreased in 2021-22, except for grade 8 students. This can be attributed to the pandemic and less opportunity for pleasurable activities due to pandemic restrictions.
- The pandemic may have exacerbated mental health trends. It is appropriate that addressing mental health and well-being is one of the goals emphasized in the Saskatoon Public Schools' strategic plan and the Provincial Education Plan.

Three-Year Graduation Rate

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

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



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

Source: Ministry of Education, 2022

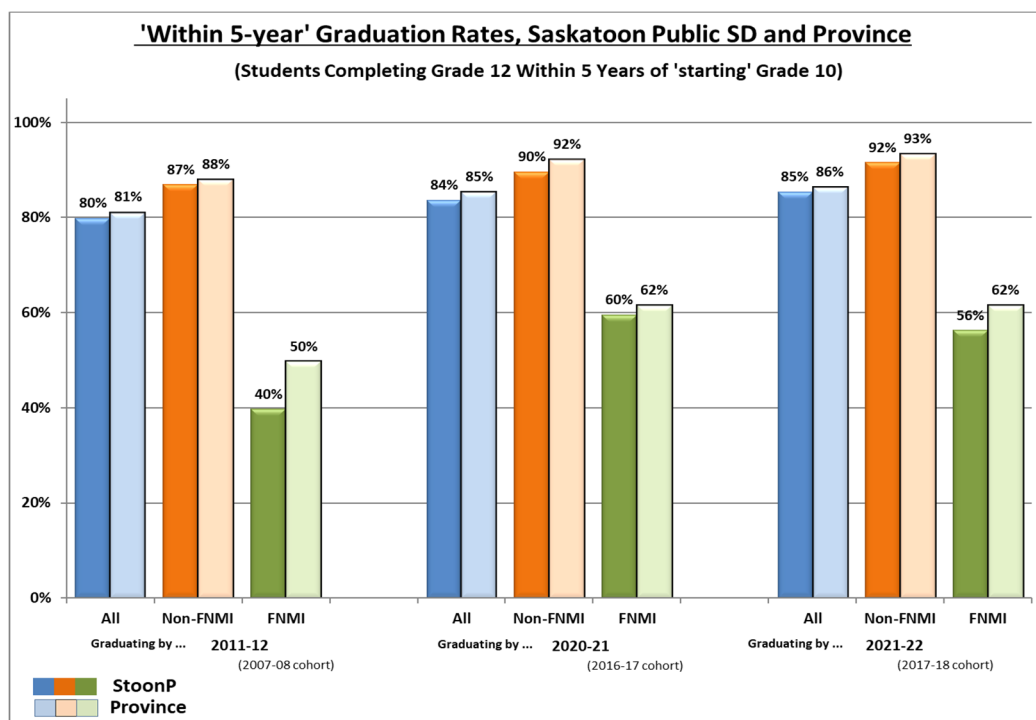
Analysis of Results – Three-Year Graduation Rates

The three-year graduation rate remained at 78% from the previous year. Typically, Saskatoon Public Schools has been lower than the overall provincial average; however, this marks the first time that the percentage is above the province average of 76%. This also marks the highest graduation rate for Indigenous students in Saskatoon Public Schools in the last eight years. While there was an increase in both areas, the gap in graduation rates between First Nation, Inuit, and Métis and non-First Nation, Inuit, and Métis is a continued area of focus. Data continues to be analyzed and interventions described above for their impact to identify better where additional support and resources could be allocated to provide learners engaging opportunities to attain credits. It should be noted that the school system responded to many challenges due to the pandemic conditions within the 2021-22 school year which was structured on the quarter system.

Grade 12 Graduation Rate: Within Five Years

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

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



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

Source: Ministry of Education, 2022

Analysis of Results – Graduation Rates Within Five Years

For the 2021-22 school year, the overall extended-time graduation rate for SPS (85%) increased by 1% from the previous year. This remains 1% below the provincial average that also increased to 86% in 2021-22. The extended graduation rates increased by 2% (90% to 92%) for Non-First Nation, Inuit, and Métis students; however, the extended time graduation rates for First Nation, Inuit, and Métis students decreased from 60% to 56%. The effectiveness of continued supports for First Nation, Inuit, and Métis students who need additional time to graduate is continually being analyzed and monitored. Identified effective practices will be shared to continue increased success in this area.

Ongoing Measures of Progress

The collection of data for local monitoring and reporting on student progress to support improvement efforts is well established and continues within the provincial education plan context as is evident above. Knowing how students are doing with respect to key educational outcomes informs the actions needed to ensure more students can achieve desired outcomes each year to achieve the Framework for the Provincial Education Plan 2020-2030 goal: I am learning what I need for my future.

While there was some suspension of provincial data collection due to the COVID-19 pandemic again in 2021-22, the following indicators are included to provide comparative information for consideration in monitoring how students are doing from school entry to school completion.

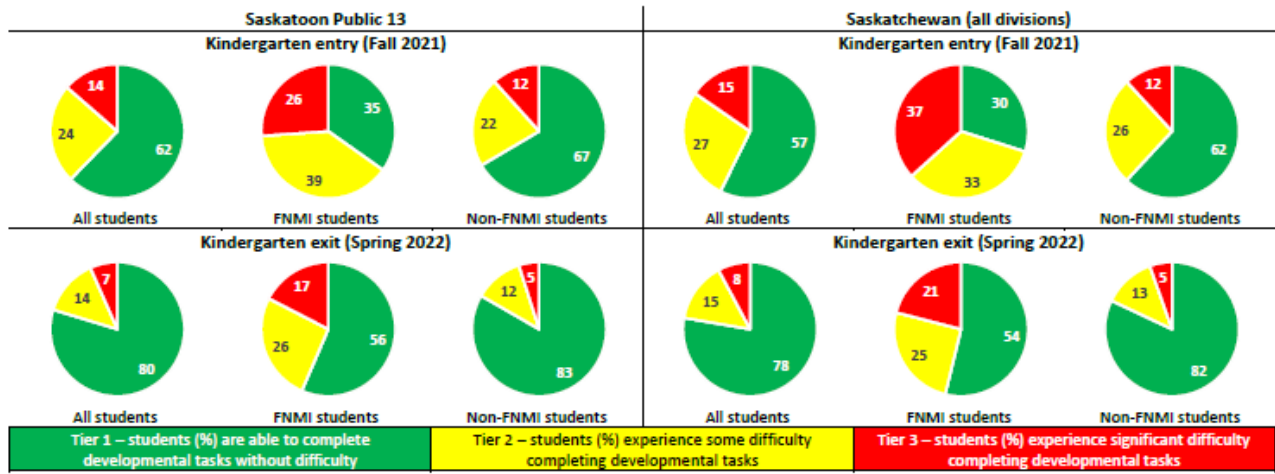
Early Years Evaluation

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 the students most likely to require extra support during the kindergarten year, based on their levels of skill development in five key domains at school entry. In addition to results for specific domains, children are also assigned a comprehensive score known as a Responsive Tiered Instruction level. Responsive Tiered Instruction is a preventive approach that allows educators, school teams and divisions to allocate resources early and continuously, rather than waiting until a student experiences failure before providing a response.

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

The following charts display the percentage of students (all, non-FNMI and FNMI) who were assessed as Tier 1 at kindergarten entry and after the kindergarten year at exit for the school division and the province. The chart below the graph shows the percentage of kindergarten students assessed as Tier 1 relative to the province since the baseline (2014-15).

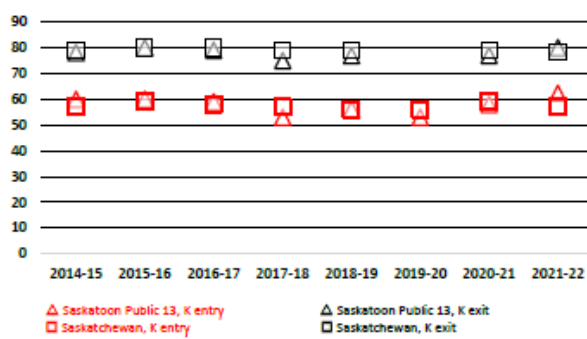
As a result of the COVID-19 pandemic response, spring 2020 EYE data are unavailable. In 2020-21, a notably smaller percentage of kindergarten-eligible students in school divisions participated in the EYE assessment for learning due to both lower than expected kindergarten enrolments and difficulties in appropriately assessing the enrolled kindergarten students who were learning from home in increased numbers. These factors should be considered when comparing 2020-21 EYE results with results from previous years.



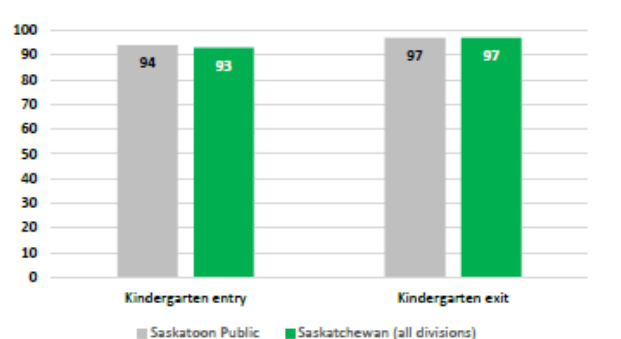
Tier 1 – students (%) are able to complete developmental tasks without difficulty
 Tier 2 – students (%) experience some difficulty completing developmental tasks
 Tier 3 – students (%) experience significant difficulty completing developmental tasks

*totals may not add to 100 due to rounding

Kindergarten students (%) assessed as Tier 1 at Kindergarten entry / exit since baseline (all students with valid EYE results)



Percentage of Kindergarten students* with a valid EYE result at Kindergarten entry / exit, 2020-21



*against Official & Reconciled Kindergarten Enrolments (Sept. 30 2021)

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

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

Source: Ministry of Education, Early Years Branch, 2022

Analysis of Results – Early Years Evaluation

In the fall of 2021-22, Saskatoon Public Schools' student readiness for school was 62%, higher than the provincial results of 57%. The 2021-22 results showed an increase of 4% from the fall of 2020-21. In that school year 58% of our students completed developmental tasks without difficulty.

In the fall of 2021-22, Saskatoon Public Schools' First Nation, Inuit and Métis student readiness for school was 35%. Higher than the provincial results of 30%. The 2020-21 results showed an increase of 2% from the fall of 2020-21 and in that school year 33% of our First Nation, Inuit and Métis students completed developmental tasks without difficulty.

In the spring of 2021-22, Saskatoon Public School student readiness for school increased to 80%, 2% higher than the 78% provincial equivalent. First Nation, Inuit and Métis student readiness increased to 56%, 2% higher than the provincial equivalent.

Saskatoon Public Schools is proud of the increase in our EYE data from the 2020-21 school year. Even in a year which presented challenges due to COVID-19 and related restrictions, students demonstrated an increase in school readiness. Saskatoon Public Schools, through funding from the Saskatoon Public Schools Foundation, increased the number of full-day prekindergarten and kindergarten programs from five schools to full-day prekindergarten programs in 13 schools and full-day kindergarten in 14 schools.

In response to low utilization rates, Saskatoon Public Schools examined the following: EYE data, provincial reading benchmark data, Baragar data, alphabet data, attendance and OurSCHOOL data to determine relocation of six prekindergarten sections. The decision to move these programs impacted the overall number of students who were able to access and attend.

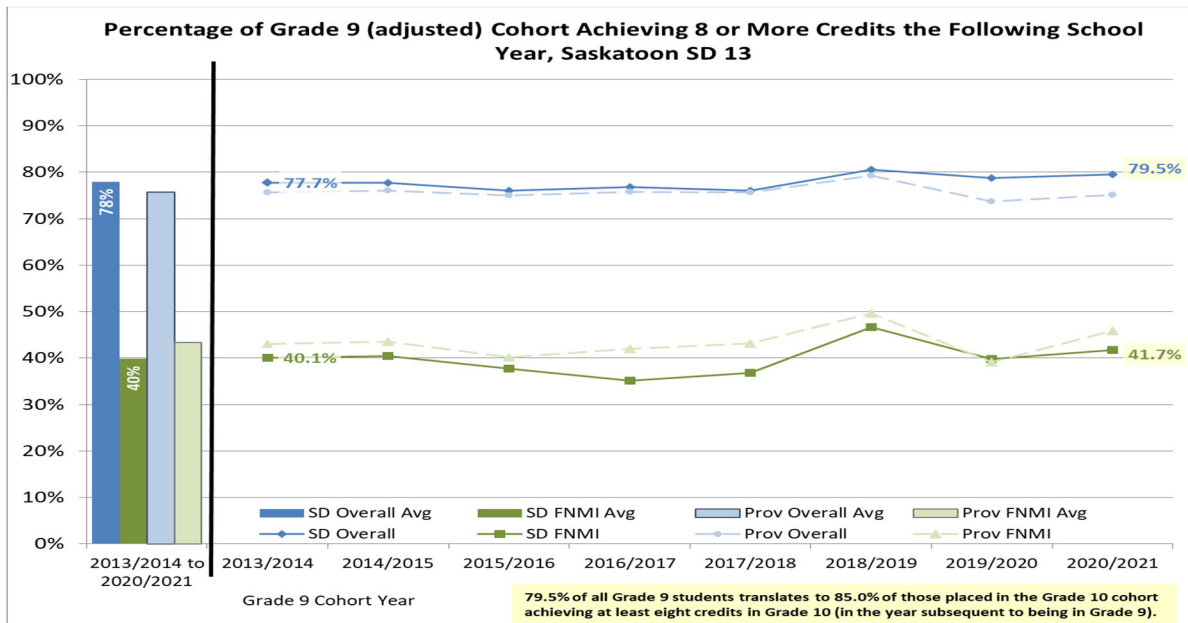
A partnership with the Métis Nation provided additional support for a full-day prekindergarten and kindergarten program in one school. Saskatoon Public Schools offered further support to extend half-day prekindergarten and a half-day kindergarten program to full days in the Nêhiyâwiwin Cree Language and Culture Program. Access to full-day prekindergarten and kindergarten for First Nation, Inuit and Métis students and non-First Nation, Inuit and Métis students provides more opportunities and time to develop their social-emotional, physical, spiritual and intellectual well-being.

The Saskatoon Public Schools' EYE data shows growth for First Nation, Inuit and Métis students in the school division, but progress remains a concern and targeted goals will be developed to help address this disparity. Building on the accelerated growth of our First Nation, Inuit and Métis students in kindergarten programs was an area of focus. Teachers explored, researched and implemented strategies that holistically, culturally and educationally engage First Nation, Inuit and Métis students. This work occurred in both our kindergarten and prekindergarten teacher learning communities. These communities focused on strengthening teacher's culturally responsive instruction through enhanced assessment practices focused on the whole child and their learning story. Equitable learning experiences were a primary focus of professional development opportunities. Documentation will be a vital tool in this learning. Partnerships will continue between division experts in literacy and numeracy, First Nation, Inuit and Métis ways of knowing and speech and language to support this work.

Grade 9 to 10 Transition

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

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



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

Source: Ministry of Education, 2022

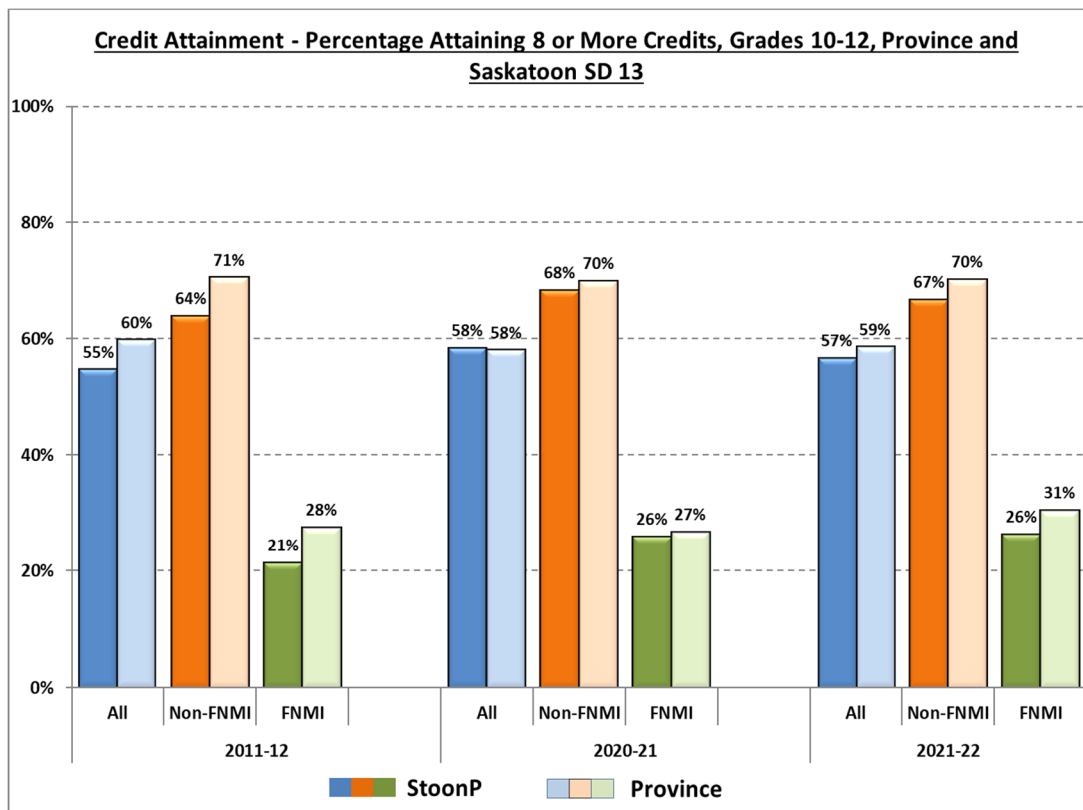
Analysis of Results – Grade 9 to 10 Transition

Saskatoon Public Schools' percentage of students achieving eight or more credits as they transition into and through grade 10 continues to be slightly above the eight-year provincial average of 75.8%. The overall percentage for Saskatoon Public Schools' students increased to 79.5%. The percentage of First Nation, Inuit, and Métis students who achieved eight or more credits as they transition into and through grade 10 increased to 41.7% and remains higher than the eight-year Saskatoon Public Schools' average (40%). This number continues to be below the provincial result for this subpopulation of student's overtime (43%). Saskatoon Public Schools' collegiates continue to gain a better understanding of the barriers that students experience when entering grade 10 and collaborate with all stakeholders in the development of opportunities for student engagement and success.

Credit Attainment

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

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



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

Source: Ministry of Education, 2022

Analysis of Results – Credit Attainment

Credit attainment results for Saskatoon Public Schools overall decreased slightly from 58% to 57%. Non-First Nation Inuit, and Métis credit attainment increased one percentage point from the previous year. First Nation, Inuit, and Métis students remained at 26% however fell behind by five percentage points behind provincial data (26% compared to 31%). Credit attainment continues to be an area of focus for all students and is tracked and monitored at the collegiate level. Students who are at risk of not earning a credit and need additional supports are identified early and strategies are put in place to promote success.

Demographics

Students

In 2021-22, 26,148 students were enrolled with Saskatoon Public Schools (including prekindergarten students). This was an increase from the previous year, which was due to the community being at a stage of the pandemic where families were able to and comfortable with sending their children to school. The level of comfort with returning to in-person learning also resulted in the demand for grades k-12 full-time online education decreasing dramatically. In 2020-21, Saskatoon Public Schools enrolled 2,244 full-time grades k-8 students and 895 full-time students at grades 9-12. In 2021-22, there were 456 full-time online k-8 students and 539 full-time students at grades 9-12.

Grade	2017-18	2018-19	2019-20	2020-21	2021-22	Subpopulation Enrolments	Grades	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	1,898	1,844	1,919	1,822	1,835	Self-Identified First Nations, Métis, or Inuit	K to 3	1,183	1,147	1,195	1,047	1,082
1	1,855	1,939	1,933	1,954	1,971		4 to 6	896	973	1,030	995	939
2	1,901	1,850	1,954	1,897	1,910		7 to 9	1,023	1,060	1,041	994	1,021
3	1,849	1,912	1,892	1,933	1,879		10 to 12	1,581	1,514	1,628	1,546	1,690
4	1,803	1,842	1,939	1,838	1,943		Total	4,683	4,694	4,894	4,582	4,732
5	1,805	1,835	1,909	1,878	1,865	English as an Additional Language	1 to 3	746	852	838	857	488
6	1,703	1,827	1,886	1,863	1,851		4 to 6	762	773	745	706	606
7	1,634	1,746	1,849	1,835	1,831		7 to 9	549	605	621	569	440
8	1,713	1,659	1,772	1,831	1,822		10 to 12	626	606	598	602	580
9	1,781	1,879	1,740	1,819	1,954		Total	2,683	2,836	2,802	2,734	2,114
10	1,873	1,894	1,964	1,766	1,926	French Immersion	K to 3	1,163	1,223	1,240	1,247	1,185
11	1,904	1,803	1,867	1,878	1,822		4 to 6	654	695	728	696	709
12	3,085	3,071	3,112	2,899	3,062		7 to 9	393	448	500	553	539
Total	24,804	25,101	25,736	25,213	25,671		10 to 12	316	298	326	323	338
							Total	2,526	2,664	2,794	2,819	2,771
						Cree/Dene Immersion	K to 3	157	152	167	107	154
PreK	550	558	544	336	477		4 to 6	74	87	93	79	105
							7 to 9	23	28	34	35	58
							10 to 12	-	-	-	-	-
							Total	254	267	294	221	317

Notes:

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

Source: Ministry of Education, 2021

Staff

Job Category	FTEs
Classroom teachers	1404.2
Principals, vice principals	120.0
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists	782.5
Administrative and financial staff – e.g., chief financial officers, accountants, information technology people, supervisors, managers, administrative assistants, clerks	41.5
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors, managers	206.4
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors, managers	0.0
League of Educational Administrators, Directors, and Superintendents (LEADS) – e.g., director of education, superintendents	10.0
Total Full-Time Equivalent (FTE) Staff	2564.6

Notes:

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

Source: Saskatoon Public Schools, Human Resources Department, 2022

Senior Management Team

The Director of Education, Shane Skjerven reports directly to the Board of Education. Deputy Directors, Brent Hills and Charlene Scrimshaw oversee education council and report to the director of education. The Chief Financial Officer, Daniel Burke, reports to the director of education and oversees business council. Six superintendents of education are responsible for teaching, learning and curriculum. Each superintendent of education is responsible for eight or nine assigned schools from the various neighbourhoods in Saskatoon.

Education Council – Superintendents of Education

- Nicola Bishop-Yong
- Paul Janzen
- Mitch Kachur
- Dean Newton
- Colleen Norris
- Trish Reeve

Business Council

- Daniel Burke, Chief Financial Officer
- Jason Dunk, Chief Technology Officer
- Stan Laba, Superintendent of Facilities
- Renee LaPlante, HR Superintendent

Administrative Council Members



S. Skjerven
Director



B. Hills
Deputy Director



C. Scrimshaw
Deputy Director



N. Bishop-Yong
Superintendent of Education



P. Janzen
Superintendent of Education



M. Kachur
Superintendent of Education



D. Newton
Superintendent of Education



C. Norris
Superintendent of Education



T. Reeve
Superintendent of Education



D. Burke
Chief Financial Officer



J. Dunk
Chief Technology



S. Laba
Superintendent of Facilities



R. LaPlante
H.R. Superintendent

Infrastructure and Transportation

School	Grades	Location
Aden Bowman Collegiate	9-12	Queen Elizabeth
Alvin Buckwold Elementary	k-8	Eastview
Bedford Road Collegiate	9-12	Caswell Hill
Brevoort Park Elementary	k-8	Brevoort Park
Brownell Elementary	k-8	Silverwood Heights
Brunskill Elementary	k-8	Varsity View
Buena Vista Elementary	Prek-8	Buena Vista
Caroline Robins Elementary	Prek-8	Westview Heights
Caswell Elementary	Prek-8	Caswell Hill
Centennial Collegiate	9-12	University Heights Suburban Centre
Charles Red Hawk Elementary	Prek-4	Whitecap Dakota First Nation
Chief Whitecap Elementary	k-8	Stonebridge
City Park School	1-12	City Park
Colette Bourgonje Elementary	k-8	Rosewood
College Park Elementary	k-8	Lakewood
Dr. John G. Egnatoff Elementary	k-8	Erindale
Dundonald Elementary	k-8	Dundonald
Ernest Lindner Elementary	k-8	Hampton Village
Evan Hardy Collegiate	9-12	College Park
Fairhaven Elementary	Prek-8	Fairhaven
Forest Grove Elementary	Prek-8	Forest Grove
Greystone Heights Elementary	k-8	Greystone Heights
Henry Kelsey Elementary	k-8	Hudson Bay Park
Holliston Elementary	k-8	Holliston
Howard Coad Elementary	Prek-8	Mount Royal
Hugh Cairns V.C.	k-8	Adelaide/Churchill
James L. Alexander Elementary	k-8	Parkridge
John Dolan	k-12	Eastview
John Lake Elementary	k-8	Avalon
King George Elementary	Prek-8	King George
Lakeridge Elementary	k-8	Lakeridge
Lakeview Elementary	Prek-8	Lakeview
Lawson Heights Elementary	Prek-8	Lawson Heights
Lester B. Pearson Elementary	Prek-8	Pacific Heights
Marion M. Graham Collegiate	k-12	Silverwood Heights
Mayfair Elementary	Prek-8	Mayfair
Montgomery Elementary	k-8	Montgomery
Mount Royal Collegiate	9-12	Mount Royal
North Park Wilson Elementary	k-8	North Park

School	Grades	Location
Nutana Collegiate	9-12	Nutana
Pleasant Hill Elementary	Prek-8	Pleasant Hill
Prince Philip Elementary	k-8	Nutana Park
Princess Alexandra Elementary	Prek-8	Riversdale
Queen Elizabeth Elementary	k-8	Queen Elizabeth
River Heights Elementary	k-8	River Heights
Roland Michener Elementary	k-8	College Park
Royal West Campus	9-12	Mount Royal
Saskatoon Misbah School	k-8	Grosvenor Park
Silverspring Elementary	k-8	Silverspring
Silverwood Heights Elementary	k-8	Silverwood Heights
Sutherland Elementary	Prek-8	Sutherland
Sylvia Fedoruk Elementary	k-8	Evergreen
Tommy Douglas Collegiate	9-12	Blairmore
Victoria Elementary	k-8	Nutana
Vincent Massey Elementary	Prek-8	Massey Place
wâhkôhtowin School	Prek-8	Confederation Park
Walter Murray Collegiate	9-12	Nutana Suburban Centre
Westmount Elementary	Prek-8	Westmount
Wildwood Elementary	k-8	Wildwood
Willowgrove Elementary	k-8	Willowgrove
W.P. Bate Elementary	Prek-8	Meadowgreen



Infrastructure Projects

From Capital Projects

Infrastructure Projects 2021-22 Expenditures Over \$200,000			
School	Project	Details	2021-22 Cost
Evan Hardy	Roofing	Roof replacement section #7, 15, 19, 20 & 21	515,005
Aden Bowman	Upgrades	Various Upgrades - Rear façade and asbestos removal	1,404,790
Walter Murray	Upgrades	Various Upgrades - washroom, changeroom, partial electrical replacement	284,782
Greystone Heights	Windows	Window replacement	420,082
Evan Hardy	Upgrades	Various Upgrades - Changeroom/ washroom upgrades and asbestos removal	380,074
Portables	P3 Portables	Sylvia Fedoruk Portable Confirmation	1,237,623
WP Bate	Childcare Facility	Spadina Childcare Facility Project	535,281
City Centre	School	City Centre School	306,429
Various Schools	Air Purification	Safe Return to Class Funds	319,497
Total			5,403,563

From PMR Projects

Infrastructure Projects 2021-22 Over \$200,000			
School	Project	Details	2021-22 Cost
Aden Bowman	Roofing	Roof replacement section #3, 4 & 5	234,965
Various Schools	Electrical	LED upgrade	1,066,042
Alvin Buckwold	Windows	Window replacement phase II	252,054
Brunskill	Roofing	Roof replacement section #3 & 5	238,931
Hugh Cairns	Upgrades	Various Upgrades - Exterior boards, washroom, curtain wall, and carpet removal	233,645
Mount Royal	Roofing	Roof replacement section #3, 12 & 13	410,615
Henry Kelsey	Roofing	Roof replacement section #4	245,093
Dr. John G. Egnatoff	Roofing	Roof replacement section #9, 10, 11, 12A & 18	349,956
Holliston	Boiler Replacement	Boiler replacement	202,524
Total			3,233,825

Transportation

During the 2021-22 school year, Saskatoon Public Schools contracted transportation with three bus companies, a taxi company and two wheelchair service providers to provide transportation for students.

Due to the pandemic, the 2021-22 school year started with significant pressure on transportation contractors due to driver shortages. This made timely delivery of service a challenge and negatively impacted school communities.

Continued budget pressures led to more routes being doubled between schools, which required changes in elementary school class start and dismissal times. The change reduced the availability of charter services for out of school opportunities, both curricular and extra-curricular.

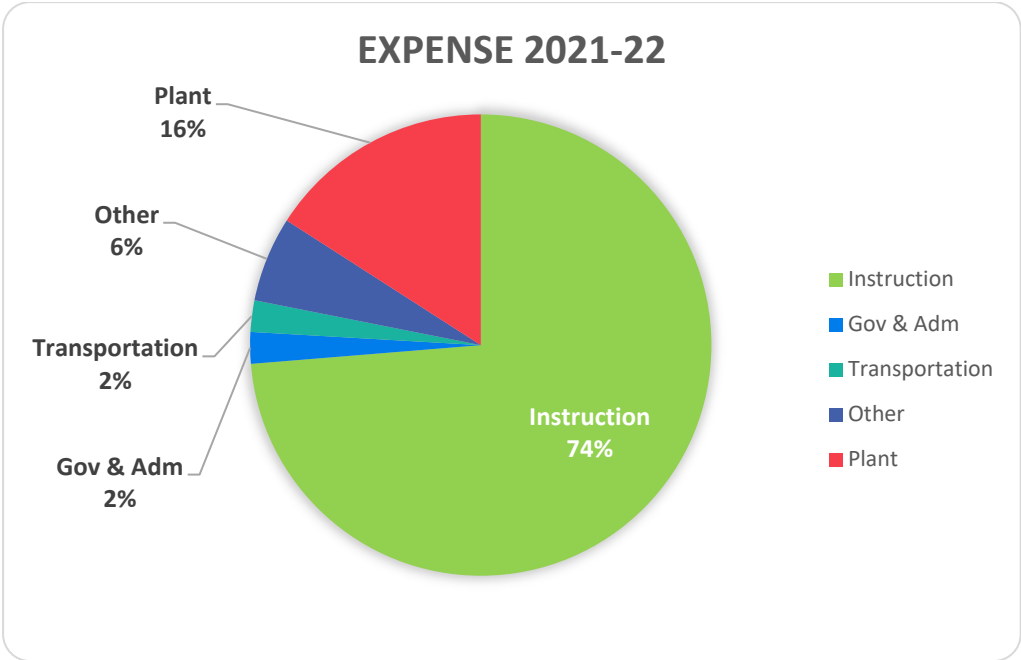
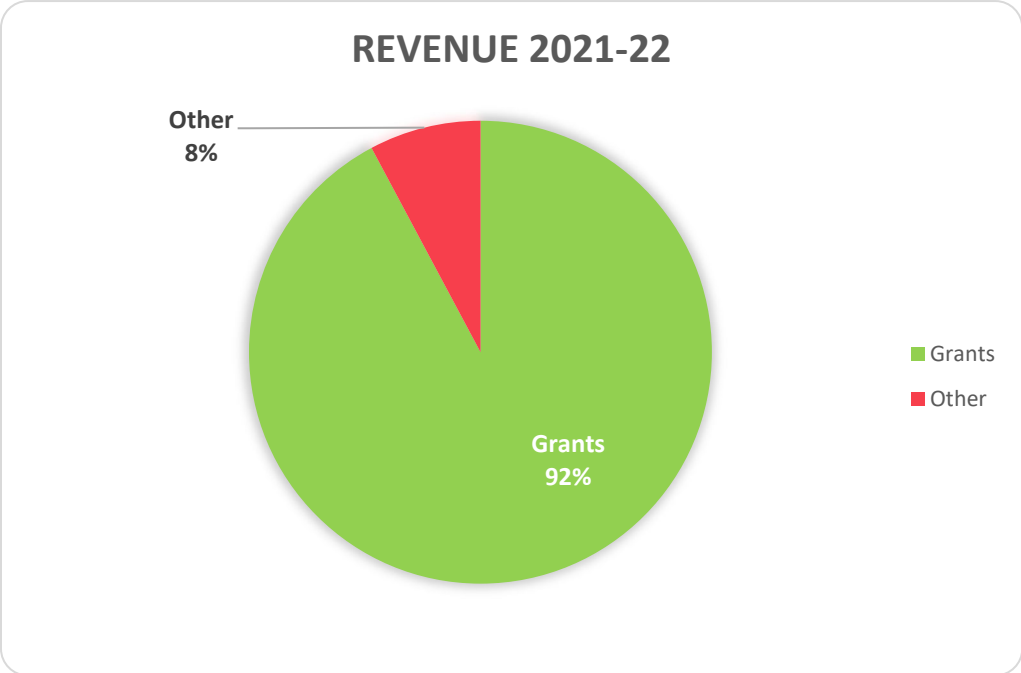
The number of students with intensive needs who required transportation continued to grow during the 2021-22 school year. The complexity of student needs created challenges to safe student transportation.

Students at the secondary level were encouraged to ride Saskatoon Transit to and from school. To facilitate this, collegiates continued to offer students the opportunity to purchase Transit passes at schools.



Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2022	2022	2021	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES			(Restated)			
Grants	259,032,460	256,200,951	262,927,250	(2,831,509)	-1%	
Tuition and Related Fees	1,462,478	1,415,251	1,590,046	(47,227)	-3%	
School Generated Funds	4,955,000	3,038,090	1,351,849	(1,916,910)	-39%	1
Complementary Services	6,288,815	4,596,437	4,699,257	(1,692,378)	-27%	2
External Services	8,159,080	11,179,299	5,319,694	3,020,219	37%	3
Other	1,570,506	1,438,708	1,061,683	(131,798)	-8%	4
Total Revenues	281,468,339	277,868,736	276,949,779	(3,599,603)	-1%	
EXPENSES						
Governance	722,955	650,495	928,084	(72,460)	-10%	5
Administration	7,173,671	5,467,568	8,257,414	(1,706,103)	-24%	6
Instruction	209,078,486	203,701,856	209,205,663	(5,376,630)	-3%	
Plant	43,217,840	43,982,383	43,894,617	764,543	2%	
Transportation	6,873,304	6,080,288	6,157,492	(793,016)	-12%	7
Tuition and Related Fees	391,982	673,050	450,584	281,068	72%	8
School Generated Funds	4,955,000	3,338,354	1,455,518	(1,616,646)	-33%	9
Complementary Services	6,341,440	4,058,480	4,531,669	(2,282,960)	-36%	10
External Services	8,662,895	7,904,076	5,222,821	(758,819)	-9%	11
Other Expenses	292,973	530,245	597,405	237,272	81%	12
Total Expenses	287,710,546	276,386,795	280,701,267	(11,323,751)	-4%	
Surplus (Deficit) for the Year	(6,242,207)	1,481,941	(3,751,488)			

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

Note	Explanation
1	School generated funds revenues are lower than budget due to reduced school activity related to the pandemic. This corresponds with lower school generated funds expenses.
2	Complementary services revenues are lower than budget due to the reclassification of Jordan's Principle program revenues to grant revenues.
3	External services revenues are higher than budget due to additional revenues related to the Following Their Voices program.
4	Other revenues are lower than budget primarily due to lower rental revenues related to the pandemic.
5	Governance expenses are lower than budget primarily due to the reclassification of school community council expenses to school generated funds.
6	Administration expenses are lower than budget primarily due to lower expenses related to COVID-19 supplies and lower expenses for pension benefits related to the actuarial valuation.
7	Transportation expenses are lower than budget due to savings related to transportation routes resulting in reduced student transportation expenses.
8	Tuition and related fees expenses are higher than budget due to additional tuition expense from a higher number of SPSD students attending a partner regional college.
9	School generated funds expenses are lower than budget due to reduced school activity related to the pandemic. This corresponds with lower school generated funds revenues.
10	Complementary services expenses are lower than budget due to the reclassification of Jordan's Principle program revenues to instruction expenses.
11	External services expenses are lower than budget primarily due to lower expenses related to Saskatoon Public Schools Foundation.
12	Other expenses are higher than budget due to accretion expense related to the asset retirement obligation.

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
Pidwerbeski, Michael	33,343	-	-	1,826	-	-	35,169
Linklater, Vernon	32,143	-	-	239	-	81	32,463
Banks, Donna	33,040	-	-	-	-	299	33,339
Stranden, Kim	34,303	-	-	-	-	227	34,530
MacPherson, Colleen*	41,981	-	-	-	-	1,002	42,984
Brannen, Kathleen	33,888	-	-	-	-	290	34,177
Tait, Ross	34,927	-	-	2,632	-	183	37,743
Zwarych, Suzanne	33,343	-	-	2,632	-	188	36,163
Bellamy, Charmaine	33,357	-	-	239	-	310	33,906
Arneson, Angela	33,343	-	-	1,826	-	-	35,169

*Board Chair

Personal Services

Salary information is available on request. Please contact Renee Laplante, Superintendent of Human Resources.

Transfers

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

Name	Amount
Saskatoon Misbah School	\$362,668
Saskatoon Secondary Schools Athletic Directorate	99,223
St. Paul's R.C.S.S.D. #20	162,323
Whitecap Dakota First Nation	51,121

Supplier Payments

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

Name	Amount
3Twenty Solutions Inc.	\$128,736
Ainsworth Inc.	462,704
Al Anderson's Source For Sport	111,570
Allmar Inc.	65,364
Amazon Marketplace	256,311
Amazon.ca	168,076
AODBT Architects Ltd	78,543
AON Canada Inc.	1,137,222
Apple Canada Inc	106,252
Aquifer Distribution Ltd	51,043
Baragar Enterprises Ltd	79,065
Bayshore Healthcare Ltd	144,579
BCL Consulting Group Inc	102,959
Benchmark Site Services Inc	193,540
Bersch Consulting Ltd	77,574
BTY Consultancy Group Inc	51,702
Camp Kadesh	66,389
Carmont Construction Ltd	894,140
Centaur Products Inc	229,428
Century Roofing & Sheet Metal	200,444
Charter Telecom Inc	347,969
CHEP Good Food Inc	140,133
City Of Saskatoon	3,967,393
Clark Roofing (1964) Ltd	68,908
Colliers Mcclocklin International	108,925
Con-Tech General Contractors Ltd	271,442
Corefour Inc.	191,866
Costco Wholesale (Canada)	78,026
CP Distributors Ltd	210,804
Custom Snow Removal	89,571
Cypress Sales Partnership	237,351
D2 Construction Ltd	456,165
Daniels Wingerak Engineering Ltd	51,551
Dell Canada Inc	268,546

Name	Amount
Deloitte Management Services LP	69,302
Denson Commercial Food Equipment	70,600
Dollarama	66,247
Dumont Technical Institute	95,481
EMCO Corporation	59,106
Federated Co-operatives Ltd	124,670
FirstCanada ULC	2,963,143
Flynn Canada Ltd	778,843
Follett School Solutions, Inc	61,391
Haid Roofing Ltd	136,645
HDH Architects	119,023
Hertz Northern Bus	2,653,376
IB Global Center	74,987
Ideasource Recognition & Rewards Inc	63,978
Imperial Parking Canada Corp	263,574
Inland Audio Visual Ltd (Wpg)	79,880
Interwest Mechanical Ltd	171,690
Intrado Canada, Inc.	101,580
iON United Inc	104,128
Johnson Controls Ltd	280,538
Kev Software Inc	90,173
Key West Engineering Ltd	68,187
Kindrachuk Agrey Architects Ltd	526,635
Levitt Safety Limited	146,024
Loblaw Companies Limited	68,121
Loraas Disposal Services Ltd	133,950
LP3 Transportation Solutions	274,215
M.N.S Ltd	56,636
McNally Robinson Booksellers	135,203

Name	Amount
Miners Construction Co Ltd	85,973
Motion LP-Saskatoon Faithful	145,701
Motion Specialties Saskatoon	116,476
Northern Strands Co Ltd	72,715
P. Machibroda Engineering Ltd	58,033
Pace Solutions Corp.	72,587
PC Express Delivery	75,881
PC Hotline	67,492
Peak Mechanical Ltd	98,450
Pinnacle Distribution Inc	434,363
Powerland Computers	117,615
Quorex Construction Ltd	1,468,466
Radiance Energy Corporation	1,033,617
Ranch Ehrlo Society	199,900
Real Canadian Wholesale Club	94,628
Real Cdn Superstore #1	58,194
Rely-Ex Contracting	121,178
Riide Holdings Inc	606,789
Roof Management & Inspection Services	51,410
Saskatchewan Polytechnic	210,656
Saskatchewan Professional Teachers Regulatory Board	195,242
Saskatchewan Power Corporation	1,315,719

Name	Amount
Saskatchewan School Boards Association	198,577
Saskatoon Downtown Youth Centre	60,107
Saskatoon Fire & Flood	1,254,726
Saskatoon Soccer Centre Inc	131,698
Saskenergy	1,500,395
Sasktel	257,405
Saskwest Mechanical Ltd	264,856
Sepw Architecture Inc	50,788
Shaw Business	64,602
St John's Music	106,375
Supreme Office Products Ltd	623,472
Swish Kemsol	55,456
Sysco	121,104
Technologies Humanware Canada	51,993
Theraplay Pediatric Occupation	326,247
Thorpe Industries Ltd	917,961
TM Designs	108,502
Toronto Dominion Bank	235,748
Trade West Equipment Ltd	198,154
Vipond Fire Protection	54,081
Wal-Mart Supercenter	71,403
Wallace Klypak Architects Ltd	115,886
Waterford Technologies	155,067
Wells Interiors Inc	330,599

Other Expenditures

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

Name	Amount
Canadian Union of Public Employees Local 8443	675,524

Name	Amount
CIBC Mellon	7,483,360

Name	Amount
Co-operators	3,122,328
Minister Of Finance	72,456
Minister Of Revenue	86,543
Receiver General for Canada	59,574,655
Saskatchewan Teachers' Federation	18,683,461

Name	Amount
Saskatoon Teachers' Association	202,046
Teachers Superannuation Commission	298,367
Workers' Compensation Board	873,837

Appendix B – Management Report and Audited Financial Statements