



**THE BOARD OF EDUCATION OF THE SASKATOON
PUBLIC SCHOOL DIVISION #13 OF SASKATCHEWAN
(SASKATOON PUBLIC SCHOOLS)**

2024-25 ANNUAL REPORT



Saskatoon Public Schools
Inspiring Learning

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School Division Contact Information



The Board of Education of the Saskatoon Public S.D. #13 of Saskatchewan
310 – 21st Street East | Saskatoon, SK | S7K 1M7

Phone: (306) 683-8200

Website: www.spsd.sk.ca

Email: spsdinfo@spsd.sk.ca

All board of education annual reports are available on the Government of Saskatchewan website at [Publications Centre Education](#).



Letter of Transmittal

Honourable Everett Hindley
Minister of Education

Dear Minister Hindley:

The Board of Education of Saskatoon Public School Division #13 is pleased to provide you and the residents of the school division with the 2024-25 annual report. This report presents an overview of Saskatoon Public Schools' goals, activities and results for the fiscal year September 1, 2024 to August 31, 2025. It provides financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Kim Stranden". The signature is fluid and cursive.

Kim Stranden, Board Chairperson

Introduction

This annual report provides information about Saskatoon Public School Division (Saskatoon Public Schools) in its 2024-25 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 provincial education plan in relation to its school division plan and the progress made toward achieving the provincial level targets.

This report will include details of actions undertaken in accordance with the school division's priorities and goals for the 2024-25 academic year.

Governance

The Board of Education

Saskatoon Public Schools is governed by a 10-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 13, 2024 to serve a four-year term. Board of Education members as of August 31, 2025 were:

- Ward 1 Tanya Napper
- Ward 2 Vernon Linklater
- Ward 3 Donna Banks
- Ward 4 Kim Stranden (Board Chair)
- Ward 5 Jennifer Scherman
- Ward 6 Kirk Jones
- Ward 7 Ross Tait
- Ward 8 Anne-Marie Rollo
- Ward 9 Kevin Schmidt
- Ward 10 Angela Arneson



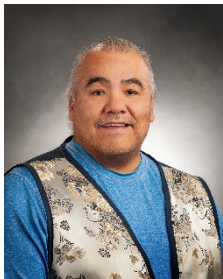
Angela Arneson



Donna Banks



Kirk Jones



Vernon Linklater



Tanya Napper



Anne-Marie Rollo



Kim Stranden



Jennifer Scherman



Kevin Schmidt



Ross Tait

School Community Councils

In 2024-25, 55 of 58 schools established School Community Councils (SCCs). Nutana Collegiate did not establish an SCC, as its student demographic consists of adult learners. Estey School did not have an active SCC, despite annual outreach efforts to families and community partners. Charles Red Hawk School on the Whitecap Dakota Nation is not required by legislation to have an SCC, as it operates under a governance structure led by a community Chief and Council.

The Education Regulations, 2019 require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. In 2024-2025, Saskatoon Public Schools conducted three city-wide assembly meetings, including one virtual SCC assembly, to meet these requirements. Featured topics during these meetings included students' mental health and well-being, budget discussions and the impact of AI on students' school experiences.

The Board of Education provided funding of \$2,007 to each SCC with an overall allocation of \$110,385 for the 2024-25 school year. SCCs used this funding in a variety of ways, including covering meeting expenses, sponsoring surveys of school parents to inform school-level initiatives and supporting guest speakers at school events for parents/caregivers.

SCCs play a vital role in involving the community in educational planning and decision-making while fostering shared responsibility for learning among students, educators and community members. Recruiting and retaining members can be challenging; however, those who participate are eager to learn, contribute to the school division's strategic initiatives and may join either through outreach from the principal or SCC chair or after seeing meeting advertisements.

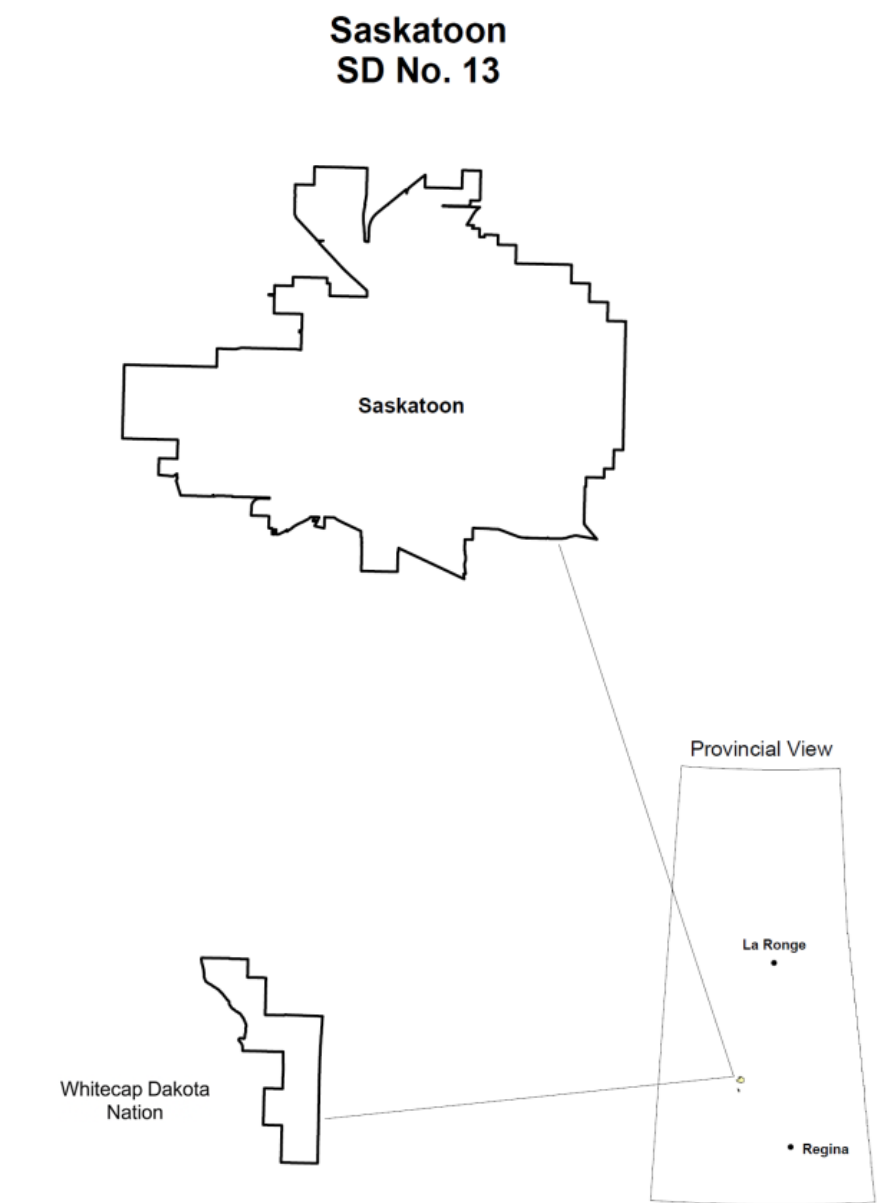
Many schools hosted SCC-sponsored community evenings on subjects such as literacy, math, and science, as well as events designed to bring communities together through suppers, BINGO nights and cultural activities. Additionally, the Edsby SCC page continues to support collaboration among SCC members across the division, with positive feedback from users.

SCCs provide the Board of Education with advice on a wide range of issues, including policies, programs and educational service delivery. At the school level, SCCs offer guidance on the school's project plans, programs and other topics related to student learning, well-being and needs. The contributions of SCC members are invaluable. Their commitment, insights and collaboration strengthen our schools and foster a vibrant, connected and supportive learning community for all students.

School Division Profile

School Division in Context

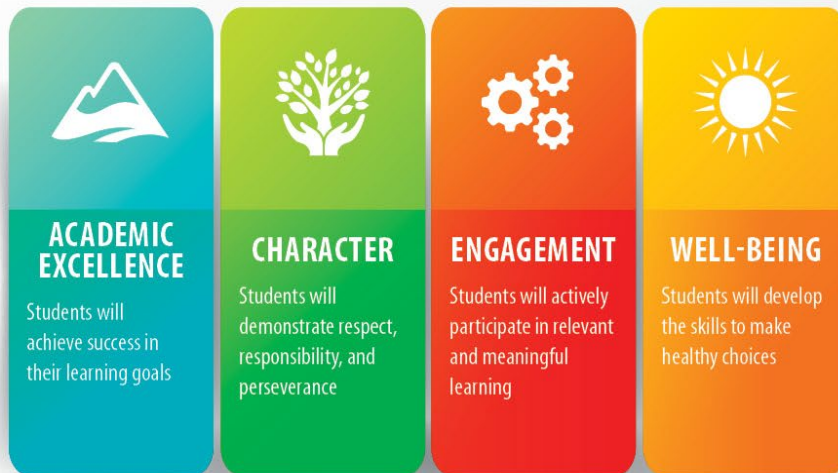
Saskatoon Public Schools encompasses the city of Saskatoon, including Whitecap Dakota Nation. The school division is located on Treaty 6 territory, the home of the Cree, Dakota, Dené, Lakota, Nakota, Saulteaux, Métis and Michif peoples. As the largest school division in Saskatchewan, it provides education to over 28,000 students across 47 elementary schools, nine collegiates, one grades 6–12 school, one partnership school with Whitecap Dakota Nation, and a range of off-site educational programs.



Saskatoon Public Schools **STRATEGIC PLAN**

OUR VISION

Every Student is
Known • Valued • Believed In



OUR COMMITMENT

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

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

Demographics

Students

In 2024-25, 28,822 students were enrolled in Saskatoon Public Schools (including Prekindergarten students), an increase of 633 students from the previous year. Immigration was a significant driver of enrolment growth.

Saskatoon SD13						
Grade	2020-21	2021-22	2022-23	2023-24	2024-25	
Kindergarten	1,822	1,835	1,932	2,043	1,999	
1	1,954	1,971	2,049	2,086	2,109	
2	1,897	1,910	2,056	2,133	2,128	
3	1,933	1,879	2,010	2,130	2,133	
4	1,838	1,943	1,946	2,075	2,158	
5	1,878	1,865	2,015	2,024	2,091	
6	1,863	1,851	1,898	2,100	2,034	
7	1,835	1,831	1,948	1,970	2,151	
8	1,831	1,822	1,939	2,011	2,020	
9	1,819	1,954	2,001	2,099	2,124	
10	1,766	1,926	1,999	2,101	2,129	
11	1,878	1,822	1,992	2,099	2,191	
12	2,899	3,062	2,750	2,738	2,968	
Total	25,213	25,671	26,535	27,609	28,235	
Pre K	336	477	598	580	587	

Subpopulation Enrolments	Grades	2020-21	2021-22	2022-23	2023-24	2024-25
Self-Identified First Nations, Métis, or Inuit	K to 3	1,047	1,082	1,099	1,025	955
	4 to 6	995	939	920	895	845
	7 to 9	994	1,021	1,040	1,040	981
	10 to 12	1,546	1,690	1,597	1,488	1,484
	Total	4,582	4,732	4,656	4,448	4,265
English as an Additional Language	1 to 3	857	488	605	668	585
	4 to 6	706	606	763	919	935
	7 to 9	569	440	456	626	748
	10 to 12	602	580	674	864	922
	Total	2,734	2,114	2,498	3,077	3,190
French Immersion	K to 3	1,247	1,185	1,209	1,152	1,136
	4 to 6	696	709	692	686	720
	7 to 9	553	539	545	524	560
	10 to 12	323	338	397	450	385
	Total	2,819	2,771	2,843	2,812	2,801
Cree/Dene Immersion	K to 3	107	154	166	161	162
	4 to 6	79	105	113	105	112
	7 to 9	35	58	63	73	75
	10 to 12	-	-	-	-	-
	Total	221	317	342	339	349

Notes:

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

Source: Ministry of Education, 2024

Staff

Job Category	FTEs
Classroom teachers	1553.7
Principals, vice-principals	118.8
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists, resource centre staff, information technology staff, school clerical staff and other instructional employees	1010.7
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	47.7
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	187.5
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	0.0
League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents	9.0
Total Full-Time Equivalent (FTE) Staff	2927.4

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, 2025

Senior Management Team

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

Administrative Council Members



Shane Skjerven
Director of
Education



Brent Hills
Deputy Director of
Education



Charlene Scrimshaw
Deputy Director of
Education



Daniel Burke
Chief Financial
Officer



Nicola Bishop-Yong
Superintendent of
Education



Jennifer Haywood
Superintendent of
Education



Paul Janzen
Superintendent of
Education



Mitch Kachur
Superintendent of
Education



Colleen Norris
Superintendent of
Education



Trish Reeve
Superintendent of
Education



Marnie Ross
Superintendent of
Education



Jason Dunk
Chief Technology
Officer



Stan Laba
Superintendent of
Facilities



Michelle Leith
Superintendent of
Human Resources

Education Council

Deputy Directors of Education:

- Brent Hills
- Charlene Scrimshaw

Superintendents of Education:

- Nicola Bishop-Yong
- Jennifer Haywood
- Paul Janzen
- Mitch Kachur
- Colleen Norris
- Trish Reeve
- Marnie Ross

Business Council

- Daniel Burke, Chief Financial Officer
- Jason Dunk, Chief Technology Officer
- Stan Laba, Superintendent of Facilities
- Michelle Leith, Superintendent of Human Resources

Strategic Direction and Reporting

Provincial Education Plan

Saskatchewan's provincial education plan represents a commitment to Saskatchewan students and their families. The focus of the plan is to support students for their future, and to ensure students feel safe and supported.

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

Saskatchewan's education sector is foundational in contributing to the goals of Saskatchewan's *Growth Plan – The Next Decade of Growth 2020-2030* and securing a better quality of life for Saskatchewan people. The provincial education plan actions build resiliency in students and the foundational skills, knowledge and competencies they will need for their future.

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

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

Provincial Education Plan – Priority Actions

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

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

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

Provincial Education Plan – Provincial-Level Targets

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

Over the life of the plan:

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

Progress in 2024-25: Targets and Measures

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

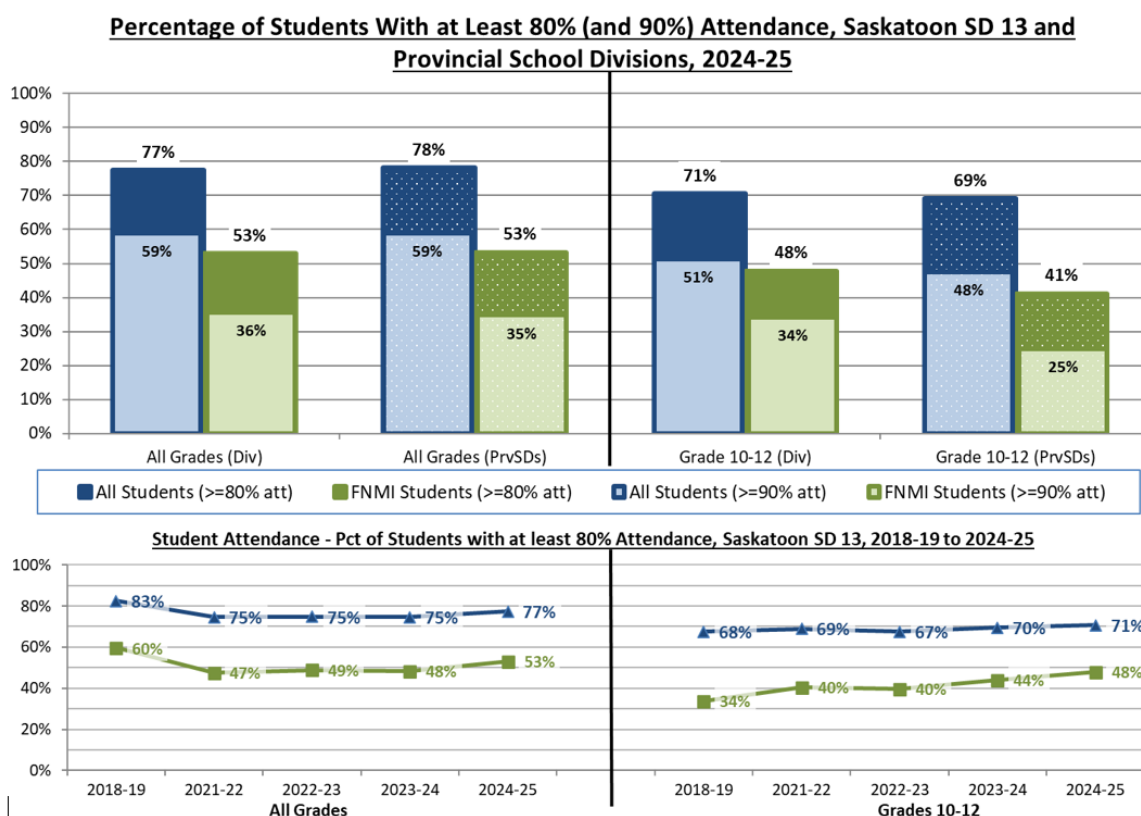
Target: Student attendance will improve annually.

Measures:

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

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

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



Notes: Percentages represent all attendance that occurred in the school division in the years reported. This includes all reported attendance for students attending the division during that year, whether or not they are currently enrolled in that division but only includes attendance data while students were enrolled in the school division. Each percentage is a weighted average of the monthly percentages of students enrolled in the division with at least 80% and at least 90% attendance. Results for populations of fewer than ten have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2025

Analysis of Results – Attendance

In 2024-25, 77% of all students in all grades in Saskatoon Public Schools attended 80% of the time or more, while 59% attended 90% of the time or more. For Indigenous students (labeled FNMI in the graphic), 53% attended at least 80% of the time and 36% attended at least 90% of the time. These numbers are comparable to provincial averages.

For grades 10-12, Saskatoon Public Schools surpassed the provincial average by 2 percentage points for those attending 80% of the time or more and also surpassed the average for those attending 90% of the time or more by 3 percentage points. For Indigenous students, the division was also above the provincial averages for both students who attended at least 80% of the time (48% compared to 41%) and students who attended at least 90% (34% compared to 25%).

Over the past five years, the percentage of students with at least 80% attendance across grades has leveled at 75% following the COVID-19 pandemic and this is the first year there has been an increase since 2021-22. The largest increases were in the Indigenous student attendance with an increase of 5 percentage points for all grades and 4 percentage points in grades 10-12 for those attending 80% of the time or more. The division's ongoing focus on student engagement, such as making learning relevant, collaborative and meaningful in every school may be a contributing factor to this positive trend.

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

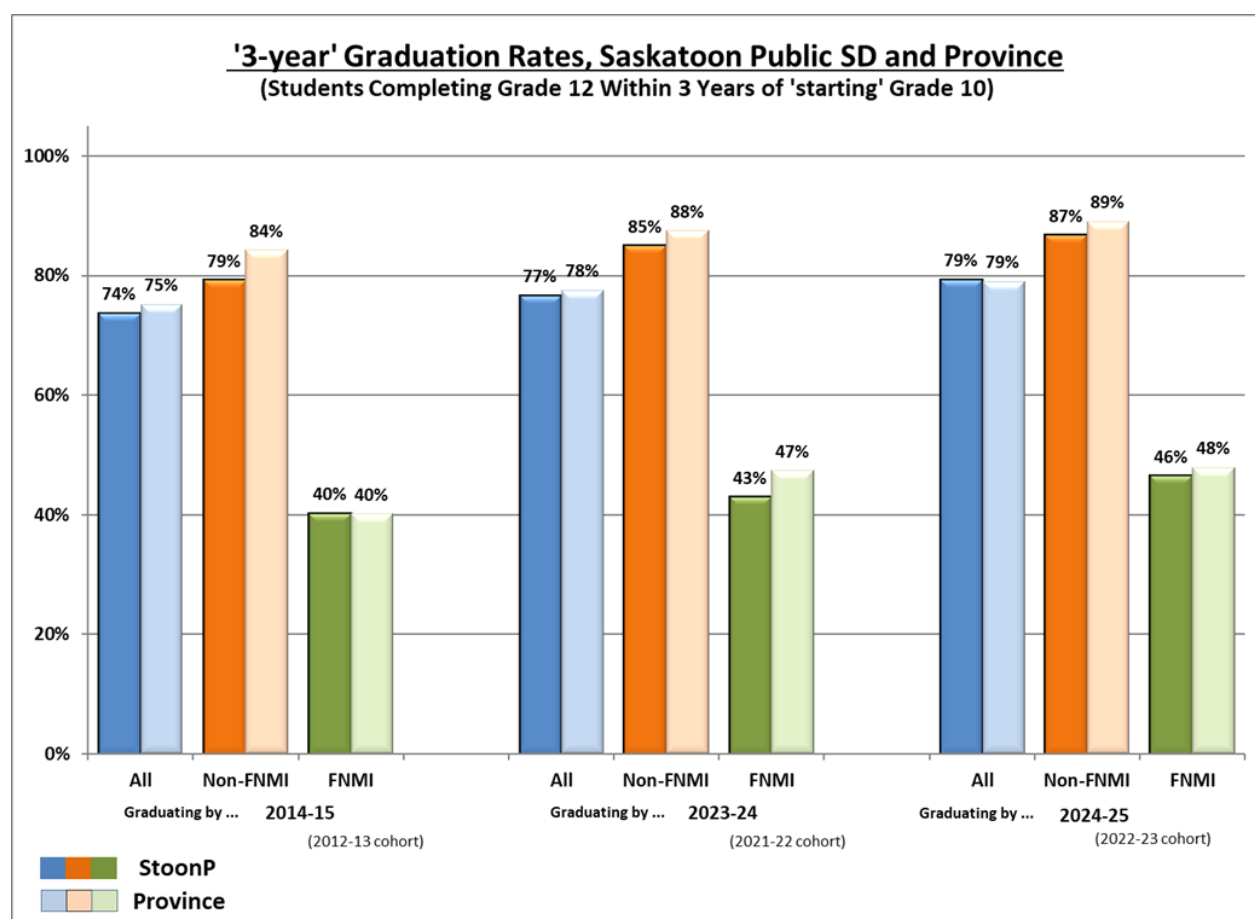
Measure

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

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

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

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



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

Source: Ministry of Education, 2025

Analysis of Results – Three-Year Graduation Rates

The three-year graduation rate in Saskatoon Public Schools increased by 2 percentage points from 77% to 79%. In comparison, the provincial average increased by 1 percentage point, from 78% to 79%. The Indigenous three-year graduation rate in Saskatoon Public Schools increased by 3 percentage points (from 43% to 46%). The provincial average increased from 47% to 48% for Indigenous three-year graduation rates.

While Saskatoon Public Schools graduation rates increased, the focus remains on decreasing the gap between non-Indigenous and Indigenous graduation rates. Saskatoon Public Schools remains committed to early identification of students needing additional support, providing timely interventions, fostering

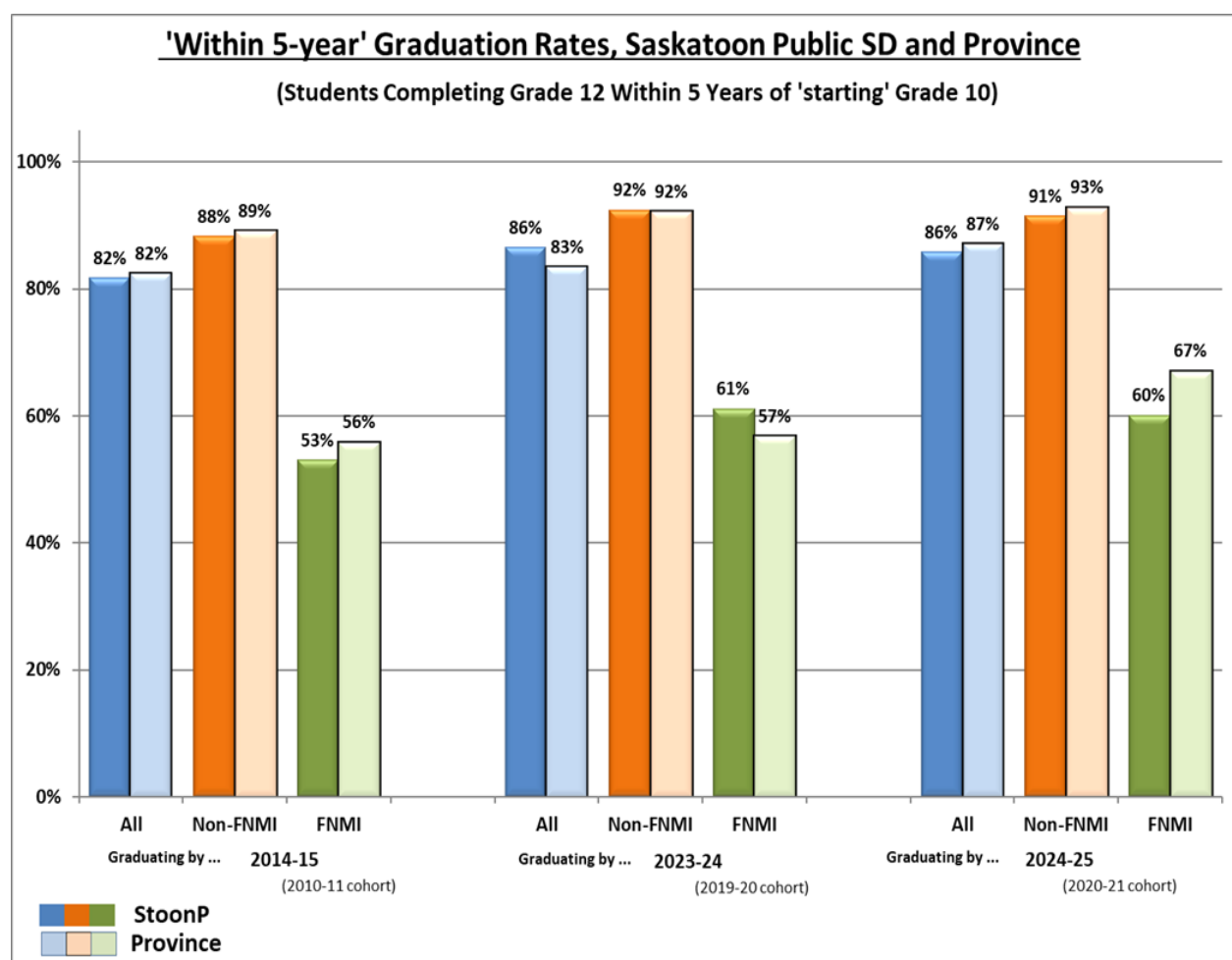
rigorous and relevant learning and building strong relationships within schools. Data continues to be analyzed, and interventions described above for their impact, to identify better where additional support and resources could be allocated to provide learners with diverse opportunities to attain credits.

Measure

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

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

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



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

FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2025

Analysis of Results – Graduation Rates Within Five Years

For the 2024-25 school year, the overall five-year graduation rate for Saskatoon Public Schools remained steady at 86%, unchanged from the 2023-24 school year while the provincial average increased by 4 percentage points to 87%. Five-year graduation rates for non-Indigenous students decreased to 91%. The five-year graduation rates for Indigenous students decreased from 61% to 60%. The provincial average increased by 10 percentage points from 57% to 67%.

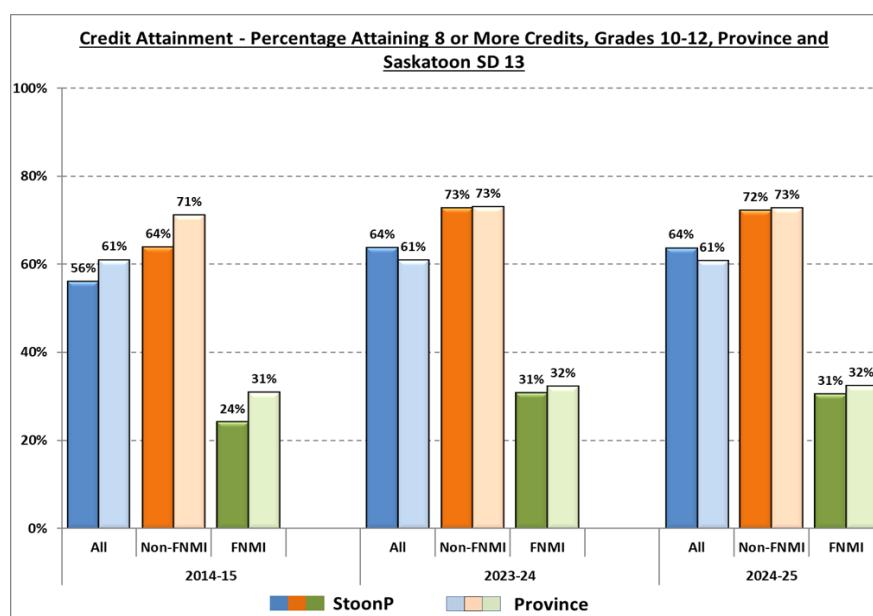
The effectiveness of ongoing supports for Indigenous students who require additional time to graduate is continually being analyzed and monitored. The programming at Nutana Collegiate and Royal Adult Campus continues to offer opportunities for students needing additional time to complete their Grade 12 requirements. Identified effective practices will be shared to continue increased success in this area.

Measure

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

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

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



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

Source: Ministry of Education, 2025

Analysis of Results – Credit Attainment

In 2024-25 the percentage of students in Saskatoon Public Schools who earned eight or more credits remained at 64%. This remains 3 percentage points higher than the provincial average of 61%. Saskatoon Public Schools experienced a 1 percentage point decrease for non-Indigenous students (73% to 72%) while Indigenous students remained at 31%. In comparison, the province saw no change in the data for non-Indigenous students and for Indigenous students.

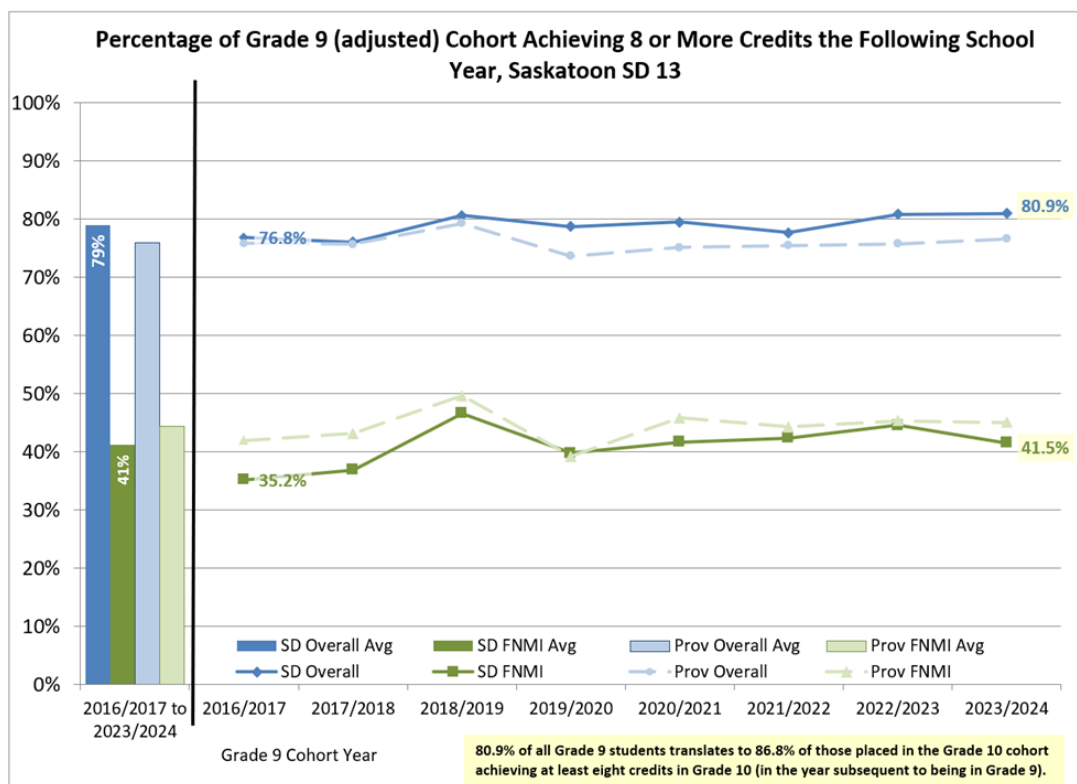
School teams prioritized early identification and intervention focusing on attendance data, achievement data and anecdotal data (such as behaviour/engagement). Strategies to support students in earning credits continue to be explored, with successful practices being shared among collegiates to promote improved outcomes.

Measure:

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

The transition from Grade 9 to 10 can be difficult for some students for many different reasons, including not having reached all outcomes from each subject area in the elementary and middle grades. This measure is intended to show how well Grade 9 students adjust in the transition to Grade 10. Achieving eight or more credits in their Grade 10 year indicates a smooth transition to secondary school and a strong start towards three-year graduation.

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



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

Source: Ministry of Education, 2025

Analysis of Results – Grade 9 to 10 Transition

Saskatoon Public Schools' percentage of students achieving eight or more credits as they transition into and through Grade 10 continues to be above the provincial average. The overall percentage for Saskatoon Public Schools' students achieving eight or more credits is 80.9%. The percentage of Indigenous students who achieved eight or more credits as they transition into and through Grade 10 decreased to 41.5% and remains higher than the eight-year Saskatoon Public Schools' average of 41%. This is below the provincial average.

Saskatoon Public Schools' collegiates (high schools) continue to address the barriers that students may experience when entering Grade 10 such as academic and social challenges and collaborate with all stakeholders in the development of opportunities for student engagement and success. These opportunities include a focus on well-being, rigorous, relevant learning experiences and flexible learning options.

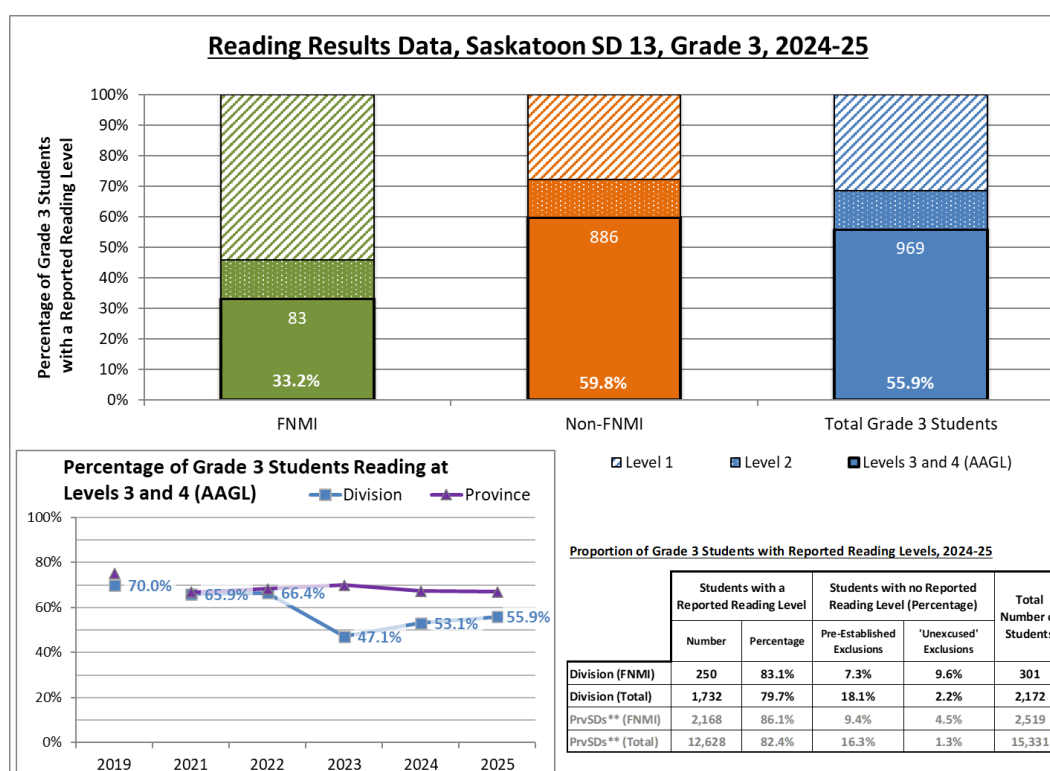
Target: Student literacy and numeracy outcomes will increase year over year.

Measure:

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

Grade 3 reading levels are considered a leading indicator of future student performance. A high proportion of students reading at or above grade level in Grade 3 means that more students are ready to learn in Grade 4 and beyond. Longitudinal data for Saskatchewan shows students' early-grade good reading proficiency provides continued benefit at least through to Grade 10 credit attainment results. Saskatchewan students who read at or above the benchmark in Grade 3 had a 24-percentage point advantage in achieving eight or more credits in Grade 10 over those who read below the benchmark.

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



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

Source: Ministry of Education, 2025

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

Saskatoon Public Schools' Comprehensive Literacy Plan, established in 2021, was developed in response to student literacy needs and current research on effective instruction and equity. Grounded in structured literacy and aligned with the Right to Read (Ontario, 2022), Equitable Education for Students with Reading Disabilities (Saskatchewan, 2023) and the Right to Read Anniversary Update (Ontario, 2023), the plan reflects the division's shift from balanced literacy and three-cueing toward science of reading and structured literacy evidence-based, explicit instruction in oral language, reading and writing informed by the science of reading and structured literacy approaches.

Implementation began in 2022-23 with *Acadience Reading* (Grades 1–8 English) as the division's universal reading assessment, providing standardized data on oral reading fluency and reading proficiency. In 2023-24, Saskatoon Public Schools continued to implement the reading assessments *Acadience Reading* for English students in grades 1-8 and the *Indicateurs dynamiques d'habiletés précoces en lecture* pilot (IDAPEL) for French students grades 1-5.

In 2024-25, continued use of *Acadience Reading* (Grades 1-8 English) and use of *Acadience Reading Français* (Grades 1-5, formerly IDAPEL). In that same year, Grade 1 and 2 *Acadience Reading Français* benchmarks were fully implemented and Grade 3-5 *Acadience Reading Français* benchmarks remained in pilot. *Acadience* assessments are empirically derived, criterion-referenced and normed to measure adequate reading proficiency for each grade and time of year. Aligned with Saskatchewan's English Language Arts curriculum, these tools provide reliable insight into student progress, guide instructional planning and help identify students requiring intervention or enrichment. These norm-referenced assessments provide valuable insight into students' reading development and their likelihood of meeting grade-level benchmarks.

In 2024–25, Saskatoon Public Schools continued to advance its Comprehensive Literacy Plan and strengthen assessment practices to enhance teaching, learning and communication of student achievement. This work grounded in structured literacy, multi-tiered systems of support (MTSS) and equity reflect the division's commitment to ensuring that all students are known, valued and believed in as learners. Saskatoon Public Schools' leadership in literacy was recognized nationally with the 2024 Dyslexia Canada Educational Excellence Award, acknowledging sustained alignment of instruction, intervention and assessment across all schools.

2024-25 reading results show continued positive trends in the percentage of Grades 1-3 students reading at or above grade level (AAGL) compared with the previous year. In Grade 1, the percentage of students meeting or exceeding grade-level expectations increased from 43.5% in 2023–2024 to 45.2% in 2024–25, a 1.7 percentage point improvement. Grade 2 results rose from 49.8% to 51.9%, a 2.1 percentage point increase, while Grade 3 (reported above) showed the strongest growth, increasing from 53.1% to 55.9%, a 2.8 percentage point increase. When viewed over a three-year period 2022-23 to 2024-25, the growth is even more pronounced: Grade 1 increased by 6 percentage points, Grade 2 by 5 percentage points and Grade 3 by 9 percentage points. These results meet the division's target of a 2% annual increase in Grades 1-3 students reading at or above grade level, confirming the positive impact of structured literacy, early diagnostics, targeted interventions and data-informed instruction.

Among Indigenous students, results also improved. The percentage reading at or above grade level increased from 19% to 23% in Grade 1 and from 30% to 34% in Grade 3, while Grade 2 remained stable. Notably, these gains were comparable to or greater than overall division increases, demonstrating

meaningful progress in closing achievement gaps. These outcomes reflect the success of evidence-based literacy instruction, culturally responsive practices and focused intervention supports.

Saskatoon Public Schools is proud of the sustained upward trend in early literacy achievement and the narrowing of gaps between Indigenous and non-Indigenous students. These results affirm that division-wide efforts including professional learning in the Science of Reading, implementation of structured literacy within a multi-tiered system of support and data-driven collaboration through school-based teams are producing measurable results.

While progress is strong, the division recognizes the ongoing need to accelerate growth for all learners, particularly those not yet meeting grade-level expectations. Continued investment in early intervention, targeted professional learning and evidence-based instructional practice, anchored in equity and inclusion, remains essential to achieving long-term literacy goals and ensuring success for every student.

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

Measure:

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

Students experiencing safe, caring and accepting learning environments will be more engaged in learning. Continuing to monitor OurSCHOOL survey results will help the school division ensure students continue to feel known, valued and believed in.

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

To determine if Saskatoon Public Schools initiatives are making a difference in student well-being, four consistent measures were selected that all inform levels of student well-being.

Student Anxiety: Students respond to how often they worry about a variety of items including how peers and adults perceive them. A student with moderate to high anxiety reports 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). The graph below shows the percentage of students with moderate or high levels of anxiety from the OurSCHOOL survey for the past six years.

Overall, average reported anxiety decreased by two percentage points from 2022 to 2024. Most significantly, grades 8, 9 and 10 saw decreasing levels of reported anxiety. In Grade 6, students reported higher than usual levels of anxiety in the spring of 2024; in the fall of 2024, Grade 6 students were back to 2022-23 reported levels. Importantly, average anxiety is below the Canadian norm of 32% reported in the OurSCHOOL secondary survey.

Students with Moderate or High Levels of Anxiety				
	2022-2023	2023-2024	2024-2025	Change from Fall 2022 to Fall 2024
Grade 6	34%	38%	34%	0%
Grade 8	35%	31%	30%	-5%

Grade 9	34%	34%	31%	-3%
Grade 10	35%	31%	30%	-5%
Grade 11	32%	32%	32%	0%
Grade 12	29%	29%	30%	1%
Average	33%	33%	31%	-2%

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). The graph below shows the percentage of students with moderate or high levels of depression by grade from OurSCHOOL survey for the past six years.

Students with Moderate or High Levels of Depression				
	2022-2023	2023-2024	2024-2025	Change from Fall 2022 to Fall 2024
Grade 8	31%	26%	27%	-4%
Grade 9	32%	29%	26%	-6%
Grade 10	36%	31%	31%	-5%
Grade 11	33%	31%	33%	0%
Grade 12	38%	35%	34%	-4%
Average	34%	30%	30%	-4%

Overall, average reported depression decreased by four percentage points from 2022 to 2024. All grades except for Grade 11 decreased significantly. Importantly, average depression in Saskatoon Public Schools is below the Canadian norm of 32% reported in the OurSCHOOL secondary survey. Most importantly, reported depression is lower than pre-pandemic levels across all grades.

Relationships: Relationships are an important marker of well-being. There are two OurSCHOOL measures that capture student-teacher relationships: Advocacy at School and Positive Student-Teacher Relations.

Advocacy at School is a measurement of the number of students who feel that they have an advocate at school who is a consistent provider of support and advice. For this measure, students are asked questions about whether their teacher shows an interest in how they are doing, encourages them, and if they are asked if they are having difficulties at school. Students respond on a likert scale, and the data are scored and reported on a ten-point scale.

Although the Advocacy at School score has not increased since 2022-23 and has remained fairly stable since 2019-20, a celebration is that Saskatoon Public Schools exceeds, with an average of 3.8, the OurSCHOOL secondary survey Canadian norm of 2.9 in this category.

Advocacy at School				
	2022-2023	2023-2024	2024-2025	Change from Fall 2022 to Fall 2024
Grade 6	6.2	5.9	6.1	-0.1
Grade 8	3.9	3.6	4	0.1
Grade 9	3.2	3	3.4	0.2
Grade 10	3	3	3	0
Grade 11	3.2	3	3.1	-0.1
Grade 12	3.1	3.2	3.3	0.2
Average	3.8	3.6	3.8	0.05

Positive Student-Teacher Relations is a measurement of the number of students who feel teachers are responsive to their needs and encourage independence with a democratic approach. Students are asked questions about whether their teachers treat them fairly, provide extra help and support and whether their teachers show interest and care. The data are scaled on a ten-point scale and the results are reported as the average score for positive teacher-student relations.

Positive Student-Teacher Relations				
	2022-2023	2023-2024	2024-2025	Change from Fall 2022 to Fall 2024
Grade 6	7.9	7.4	7.6	-0.3
Grade 8	6.9	6.6	6.9	0
Grade 9	6.5	6.4	6.7	0.2
Grade 10	6.2	6.3	6.3	0.1
Grade 11	6.4	6.3	6.2	-0.2
Grade 12	6.6	6.5	6.5	-0.1
Average	6.8	6.6	6.7	-0.05

Although Positive Student-Teacher Relations have not increased since 2022-23, Saskatoon Public Schools, with an average of 6.7, exceeds the OurSCHOOL secondary survey Canadian norm of 6.3 in this category by a significant margin.

Analysis of Results

Anxiety and depression are significant public health concerns around the world. As the data available over the past six years indicates, anxiety and depression spiked in year two of the pandemic in 2021-22. Since that year, reported anxiety and depression have been declining and are now essentially at pre-pandemic levels. Overall, initiatives have improved results with decreases in depression and anxiety. Advocacy in School and Positive Teacher-Student Relations remain at similar levels to prior years; however, Saskatoon Public Schools remains above the Canadian norms in all three of these measures.

Some key points to highlight related to the data available and presented above are as follows:

In Saskatoon Public Schools, 40% of the female students and 19% of male students had moderate to high levels of anxiety. The Canadian norm for female students is 46% and for males it is 18%. Although there are overall decreases in anxiety and depression, drilling into the data further reveals that males currently in grades 8 and 9 report higher than normal rates in these measures. This finding underscores the importance of ensuring that future initiatives are responsive to the needs of this group.

Indigenous Students report much higher levels of anxiety than non-Indigenous students. The gap is larger in earlier grades. For example, in Grade 8, the gap is 17 percentage points with 26% of non-Indigenous students and 43% of Indigenous students reporting anxiety. However, in Grade 12, the gap shrinks to 6 percentage points with 28% of non-Indigenous students and 34% of Indigenous students reporting anxiety. Also of note is that the reporting gap between female non-Indigenous and Indigenous students is larger at 28 percentage points in the secondary OurSCHOOL survey while the male gap between Indigenous and non-Indigenous is 9 percentage points. The data on anxiety mirrors the data for depression with larger gaps occurring in the earlier grades and narrowing by the Grade 12 year, as well as more Indigenous females reporting levels of depression than males.. This suggests a continued area of focus for future initiatives aimed at improving mental health outcomes for Indigenous students.

In Saskatoon Public Schools, female students rated Advocacy in School at 3.4 out of 10 and males rated it 3.6 out of 10. The Canadian norm for females is 2.8 and for males it is 3. Further drilling into the data does not show concerns for male or female students at any particular grade. Indigenous students rated Advocacy in School at 3.5 compared to 3.4 in the secondary OurSCHOOL survey. Supports such as Indigenous Student Advocates, Counsellors and the Following Their Voices model could all be contributing to this sense of having an advocate at school.

In Saskatoon Public Schools, female students rated Positive Teacher-Student Relations 6.5 out of 10 and males rated it 6.7 out of 10. The Canadian norm for females is 6.2 and for males it is 6.3. Further drilling into the data does not show concerns for male or female students at any particular grade. However, there is a discrepancy between Indigenous and non-Indigenous students between 0.4 and 0.5 with Indigenous students rating positive teacher student relations lower except for Grade 12, where both Indigenous and Non-Indigenous Students rate positive teacher student relations at 6.5. Conversations and celebrations around graduation and preparation for post-secondary or employment might be one reason for improved relations at the Grade 12 level.

Overall, data would suggest that a continued focus on reducing anxiety and depression and improving relationships within schools is essential to student success and well-being.

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

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

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

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

2024-25 EYE-TA results figures show results for self-declared First Nations, Métis or Inuit/Inuk children (FNMI) and for those who do not identify as FNMI (non-FNMI), provided both comparison groups consist of a minimum of 10 children. It should be noted that the non-FNMI group may include FNMI students who choose not to self-identify, or who have yet to self-identify.

Source: Ministry of Education, Early Years Branch, 2025

Analysis of Results – Early Years Evaluation

In the fall of 2024-25, Saskatoon Public Schools reported an overall school readiness rate of 58.5%, exceeding the provincial average of 56.5%. Readiness among First Nations, Inuit and Métis students was 36.9%, also higher than the provincial result of 31.4%. Compared to the previous fall (2023-24), this represents a slight decrease of 0.5 percentage points, when 59% of all Saskatoon Public Schools' students completed developmental tasks without difficulty.

By the spring of 2024-25, student readiness in Saskatoon Public Schools rose to 81.1%, surpassing the provincial average of 78.8%. Readiness among First Nations, Inuit, and Métis students also increased to 59.5%, exceeding the provincial result by 1.8 percentage points. Effectiveness measures show that 76% of students identified as Tier 2 in the fall moved to Tier 1, an increase from 75% in spring 2024 and above the provincial average of 74%. In addition, 26% of fall-identified Tier 3 students advanced to Tier 1, reflecting continued growth compared to 25% the previous year.

Saskatoon Public Schools is encouraged by the growth shown in the 2024-25 EYE-TA results. The increase in school readiness from fall to spring reflects our commitment to responding to student needs at both the classroom and divisional level. Alongside 41 prekindergarten programs, Saskatoon Public Schools also maintained full-day Kindergarten in 29 programs across 25 schools, supported through funding from the Saskatoon Public Schools Foundation.

A partnership with the Métis Nation-Saskatchewan provided additional support for a full-day prekindergarten and Kindergarten program at Westmount School also extended Kindergarten to full-day programming in the Nêhiyâwiwin Cree Language and Culture Program. Expanding access to full-day early learning for both First Nations, Inuit and Métis students and non-Indigenous students created more opportunities to strengthen their social-emotional, physical, spiritual, and intellectual development.

Professional learning opportunities supported prekindergarten and Kindergarten teachers in addressing the diverse needs of students and fostering school readiness. This collaborative work emphasized building a strong understanding of anti-racist and anti-oppressive practices, strengthening early literacy

and numeracy development, enhancing social-emotional learning and refining assessment approaches to improve student outcomes.

Saskatoon Public Schools continues to monitor early learning outcomes to ensure all students are well supported. The Early Years Evaluation (EYE) results show encouraging growth for First Nations, Métis/Michif and Inuit students; however, an achievement gap remains when compared to the broader Kindergarten population. To respond, the Early Learning team collaborated with other Saskatoon Public Schools departments (i.e., Anti-Racist/Anti-Oppressive, First Nations Métis/Michif Inuit Unit and the Saskatoon Public Schools Foundation) to review a range of data sources and refine programming for 2024-25. This work included setting targeted goals aimed at advancing equity and improving success for all learners.

Saskatoon Public Schools' Kindergarten initiatives for the 2024-25 school year included:

- **Professional Development:** Opportunities included learning focused on trauma-informed practices, nature-based education, responding to Early Years Evaluation data, and supporting early language and literacy growth (i.e., alphabet knowledge, phonological awareness, phonics and print skills).
- **Ministry Early Learning Site visits:** Professional learning opportunities for teachers, early childhood educators, educational assistants and support staff working with children up to age six. Visitors from across the province toured programs that modelled high-quality practices.
- **Inspired learning opportunities:** A series of sessions offered throughout the year on topics such as literacy, assessment, reporting and classroom routines. Educators also engaged in classroom visits, collaborated with colleagues and worked alongside mentor teachers to enhance instructional strategies and student engagement.
- **Literacy screening assessments:** Division-wide tools were used to identify students' literacy strengths and needs in Kindergarten classrooms. Screening data guided instructional practices, supported early interventions and informed targeted strategies to improve student learning outcomes.

Summary:

Saskatoon Public Schools is dedicated to providing equitable and inclusive early learning opportunities for children aged three to six. By expanding programming, enhancing teacher capacity, and partnering with families and communities, we are creating environments that support literacy, social-emotional growth and cultural identity. While progress has been made, our ongoing commitment is to ensure that all children enter school prepared for success and supported in their learning journey.

Progress in 2024-25: School Division Targets and Measures

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

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

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

The “SPS Partners 2024–25” report presents a comprehensive overview of the collaborations and strategic partnerships driving innovation and success across the Saskatoon Public School Division. Through detailed profiles, performance highlights, and future-focused initiatives, this document showcases how Saskatoon Public Schools aligns resources and relationships to enhance student outcomes, community engagement, and operational excellence. It invites stakeholders — educators, parents, community agencies, and funders — to reflect on past achievements, examine current projects, and contribute to the shared vision guiding the division forward.

The booklet can be found at the following link:

<https://media.spsd.sk.ca/media/Default/medialib/sps-partners-2024-25.4c05751311.pdf>

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

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

Professional Learning

All members of Safe, Caring and Accepting Schools (SCAS) contribute to building capacity within our schools and communities.

Several key ongoing initiatives include 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 staff who are VTRA trainers worked collaboratively with training partners from Greater Saskatoon Catholic Schools, Prairie Spirit School Division, Saskatoon Police Services, Ministry of Social Services and Saskatoon Health Region to deliver VTRA to staff from various Community Threat Assessment Protocol (CTASP) partners this year. Staff also had access to LivingWorks Start, an online suicide awareness training opportunity made available by the Ministry of Education. Nearly 300 Saskatoon Public Employees were able to benefit from the training in 2023-24, and another 300 completed by the end of the 2024-25 school year. Other community partners such as Egadz and the City of Saskatoon have been included in safeTALK and ASIST training delivered by SCAS team members.

SCAS team members continue to work in partnership with the Ministry of Education to achieve the goal of having at least one staff member with Mental Health First Aid (MHFA) Training in each school. Due to teacher and other staff moves that take place each year, some new training is typically needed and two additional staff members were trained this year.

SCAS team members have engaged in a variety of other responsive professional learning for staff. For example, vice principals had the opportunity to attend a session on Therapeutic Crisis Intervention in schools. The SCAS behaviour consultant also provided learning about Trauma-Informed Practices in Education at a division staff meeting. Many staff also benefitted from consultant and counsellor staff meeting presentations throughout the year.

Partnership with Saskatoon Industry Education Council

SCAS team members worked in partnership with the Saskatoon Industry Education Council (SIEC) Mind Over Matters team to continue to bring Social and Emotional Learning (SEL) resources to schools. The Mind Over Matters team has also engaged with specific schools to provide support and professional learning to school staff. These SEL resources include Elementary Mental Health Literacy, grades 6-8 SEL resources created through a collaboration with Saskatoon Industry Education Council, Greater Saskatoon Catholic Schools and Saskatoon Public Schools. New initiatives this year include a weekly mental health tip for school staff featuring strategies like self-care and mindfulness.

SCAS team members provide resources to all Saskatoon Public Schools staff through the Staff Well-Being website, focused particularly on emotional and physical well-being. This information is also often shared across platforms using the SCAS Instagram account. They also worked in partnership with SIEC to plan the Mind Over Matters: Connecting Minds, Inspiring Wellness Mental Health Conference, which featured topics of neurodecolonization and Indigenous mindfulness, maximizing the benefits and minimizing the risks of AI and technology, and understanding the developing nervous system.

Individualized Planning

Based on a Multi-Tiered Systems of Support framework, universal or tier 1 supports are provided to all students and these meet the needs of most students. A focus on strong relationships, calm classrooms, and achieving curricular outcomes related to well-being are supportive for all students. For students who need more individualized supports (i.e., tier 2/3 in addition to universal supports), increasingly intensive and individualized intervention is necessary.

Student Incident Reports were introduced in 2022-23. In completing these documents, administrators are expected to document incidents, and the corresponding intervention(s) employed to ensure student safety and learning. In 2024-25 school administrators received additional professional development evaluating incidents to determine appropriate documentation and responses.

Positive Behaviour Intervention and Support Plans capture the team's collaborative plan for any student who requires a more intensive level of behavioural support. Individualized planning supports the student's well-being and decreases concerning behaviour. Consultation from the SCAS Behaviour Consultant also increases the capacity of staff to handle challenges, lowers anxiety and promotes well-being across the system.

Safety Plans are created for students when there is a significant risk of harm to self or others. These plans outline steps to be taken in emergent situations to reduce the risk of harm. In some cases, students require a suicide risk assessment and safety planning. Counsellors supporting students in this

way support students and families through crises. Subsequent planning and support can help reduce depressive symptoms and increase overall safety.

Case Planning refers to the ongoing work of counsellors, working with students, staff, families and community partners to provide individualized support for educational, social and emotional needs that encourages student well-being. This work is essential to identifying and providing the assistance and intervention in a way that is individualized to the needs of the student.

Safety

Saskatoon Public Schools collaborates 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.

I'm the Boss of Me (ITBOM) is a program for Grade 4 students that is the result of an ongoing partnership with the Saskatoon Sexual Assault and Information Centre (SSAIC). Prior to the implementation of Bill 137, nearly all Grade 4 classrooms received this presentation related to personal safety. As no third-party presenters have been permitted to present in schools since 2023-24, the SSAIC created opportunities within the community for families and their children to attend. Saskatoon Public Schools ensured families were supported in accessing this opportunity by sending information to schools to share with families of students in the relevant grades. ITBOM was presented 10 times between January and March 2025, reaching 383 students. This included 194 Saskatoon Public Schools students from 27 schools (162 of the 383 students did not disclose their school division and the remaining students were from Greater Saskatoon Catholic Schools) and 336 caregivers.

Finding the Warrior Within features in-school sessions for groups of grade 3-4 students and groups of grade 5-6 students experiencing anxiety that interferes with engagement and learning. In 2023-24 this program reached 10 groups of students, while 18 groups of students benefitted in 2024-25. This partnership with Navera Community Connections also includes Steps: From Anxiety to Resilience which worked with six groups of students in three collegiates and one elementary school, and Survivor 101 which benefitted three groups of students at one elementary school and one collegiate.

No is a Full Sentence (NIAFS) is a program for Grade 8 students that focuses on safe and healthy relationships. As no third-party presenters have been permitted to present in schools since 2023-24, the SSAIC created opportunities within the community for families and their children to attend. Saskatoon Public Schools ensured families were supported in accessing this opportunity by sending information to schools to share with families of students in the relevant grades. NIAFS was presented eight times between September to December 2024, reaching 131 youth and 130 caregivers. Saskatoon Public Schools attendees included 92 elementary students and 39 collegiate students.

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 work closely with policing, social services, health, the SCAS teams, and other partners to complete, enact, and review VTRA intervention plans. In the summer of 2024, VTRA Level 1 and Level 2 intervention plan forms were updated.

Suicide Risk Assessment Safety Plans are specific plans led by counsellors with Applied Suicide Intervention Skills Training (ASIST) and include an assessment of risk and related plans for mediating that risk.

Mental Health Capacity Building

Saskatoon Public Schools submitted an application and was selected by the Ministries of Education and Health for the expansion of the Mental Health Capacity Building (MHCB) program at Bedford Road Collegiate for the 2025-26 school year. The initiative will strengthen mental health promotion and enhance the capacity of staff and students to foster positive mental health and well-being. At the end of the 2024-25 school year, the MHCB coordinator and wellness promoter, were hired.

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

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

The five goals of *Inspiring Success* are:

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

In 2024-25 Saskatoon Public Schools continued to take a systems-level approach to actualizing the vision and goals of Inspiring Success: First Nations and Métis PreK–12 Education Policy Framework. We strive to embed Indigenous ways of knowing, honor Indigenous voices, and integrate Indigenous perspectives across all areas of our work. This approach supports all the goals outlined in Inspiring Success and provides clear evidence of Goal 1, as our division demonstrates a commitment to valuing and supporting First Nations and Métis languages and cultures, with a particular focus on advancing the academic achievement of Indigenous learners.

In actualizing the vision and goals of Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework, our school division priorities included:

Indigenous Grade 12 Graduation Recognition

All collegiates partnered with the First Nation, Inuit & Métis Education Unit to honor self-declared Indigenous students through Indigenous Grade 12 Graduation Recognition. Students wore custom graduation stoles, with some schools adding beaded honor cords or hosting in-school recognition ceremonies with graduates and families. This work supports the goals of Inspiring Success by ensuring First Nations and Métis languages and cultures are valued and supported and promoting equitable opportunities and outcomes for Indigenous learners.

Indigenous Advisory

The Indigenous Advisory continued to guide the division, meeting with the school board three times in 2024-25 to explore the needs of Indigenous learners, discuss Indigenous education, and plan collaborative learning for the following school year. This engagement provides support by fostering respectful relationships and equitable partnerships with First Nations and Métis peoples at both the provincial and local levels.

Land-Based Learning

Brightwater Science, Environmental, and Indigenous Learning Center provides interdisciplinary, land-based programs for middle and high school students, led by educators, Elders, and traditional knowledge keepers. This year, traditional knowledge keepers, including Tim Eashappie, helped develop winter camp activities and collaborated with Brightwater staff to create land-based curriculum. This work demonstrated the commitment to valuing and supporting First Nations and Métis languages and cultures and helping all learners understand the worldviews and historical impact of First Nations and the Métis Nation.

Indigenous Partnerships

The division continues to nurture Indigenous partnerships, including new collaborations in 2024-25 such as the Future Stars Nîkânîwin program with Big Brothers Big Sisters of Saskatoon and the Team Sask North American Indigenous Games Partnership with Sask Sport, the Federation of Sovereign Indigenous Nations, and Métis Nation-Saskatchewan. Nîkânîwin combines sport with Medicine Wheel teachings, where youth develop key relational skills, and program leaders gain leadership and interpersonal skills to positively impact their communities. This work supports the goals of ensuring respectful relationships and equitable partnerships, and deepening learners' understanding of Indigenous worldviews and histories.

Indigenous Languages

In 2024-25, Saskatoon Public Schools continued to incorporate Indigenous Languages into learning programs. Indigenous languages continue to be intentionally woven into daily learning experiences at both Westmount Community School and wâhkôhtowin school through support of staff, Elders, Lii Vyeu and traditional knowledge keepers. Students engage with Indigenous language through classroom instruction, storytelling, songs, and cultural activities, allowing them to develop both language learning and cultural understanding. Language learning is integrated across subjects, connecting literacy, history, and community practices, while Elders and knowledge keepers often participate to provide authentic guidance. These programs foster a sense of identity, pride, and belonging, ensuring that Indigenous languages are not only preserved but actively lived within the school community. This work continues to grow and develop with the ongoing support of the First Nation, Inuit and Métis Education Unit and Partners that support this work.

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

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

Elementary Literacy Assessment Plan (2024–25)

Since 2022-23, Saskatoon Public Schools has implemented a comprehensive system of literacy assessments including universal screening, diagnostics and progress monitoring within a multi-tiered system of support to inform instruction and guide intervention.

- **Universal Screening** (*Continuing, Maintained*)
In 2024-25 Saskatoon Public Schools continued with Acadience Reading (Grades 1-8 English) and continued the use of Acadience Reading Français (Grades 1-5, formerly IDAPEL). In 2024-25, Grade 1 and 2 benchmarks were implemented and Grade 3-5 benchmarks continued in pilot development. These norm-referenced assessments provide valuable insight into students' reading development and their likelihood of meeting grade-level benchmarks. Results from Acadience's universal screening are used by school staff, leaders and school teams to inform instruction, guide targeted interventions and monitor student growth.
- **Diagnostics** (*Continuing, Maintained*)
Continued use of diagnostic assessments including social emotional rubric and alphabet recognition in early grades. Teachers administered several literacy diagnostics such as the Phonological Awareness Quick Screener (PAQS), Quick Phonics Screener (QPS) and Words Their Way (WTW), with parallel tools in French Immersion to identify foundational literacy skills requiring targeted support. Literacy flowcharts guided teachers in determining which students needed further assessment and focused instruction.
- **Progress Monitoring** (*Continuing, Maintained*)
Strengthened progress monitoring through frequent, targeted assessments of reading and foundational literacy skills, enabling timely instructional adjustments.
- **Multi-tiered system of support** (*Continuing, Adjusted*)
Saskatoon Public Schools advanced its work on a multi-tiered system of support by developing Tier 2 Guidelines to accompany the Instructional Look-Fors, aligning practices with the Equity Self-Reflection Guide and ensuring centralized support for Tier 1 and Tier 2 instruction and intervention to ensure equitable, responsive learning for all students. Ongoing consultation with Dr. Stephanie Stollar, founder of The Reading Science Academy, provided expertise in the science of reading and multi-tiered systems of support, informing refinement of the division's Comprehensive Literacy Plan.

Elementary Data-Informed Decision Making

- **Data Teams** (*Continuing, Adjusted*)
School-based data teams continued their work in 2024-25 with support from centrally coordinated professional learning. These teams comprised of school administrators, resource teachers and literacy leads received targeted training and support to strengthen effective data-driven decision-making. Schools were also provided with a Data Team Activation Guide, professional learning facilitations and additional support outlining how teams could collect, analyze and respond to data using the division's continuous improvement model of analyze, implement, measure & monitor and reassess & refine. School teams made use of three half-day opportunities to focus on analyzing student evidence, aligning instruction to identified needs and monitoring the impact of interventions.
- **SPS Data Dashboard** (*Continuing, Adjusted*)
Expanded the SPS Data Dashboard in collaboration with the Information Services Department. The dashboard now includes English literacy diagnostics (QPS, PAQS, PAST), Acadience Français, Kindergarten and Grade 1 alphabet data, social-emotional learning data and Grades 1-8 reading results providing accessible, accurate data for instructional planning. In addition, professional

learning and resources were provided to help teachers and school leaders analyze data to inform instruction and intervention. Data fidelity tools were also developed to ensure accuracy and consistency across schools.

- **School Supports** (*Continuing, Adjusted*)

In addition to professional learning, staff development provided resources to help teachers and school leaders analyze data to inform instruction and intervention. Data fidelity tools were developed to ensure accuracy and consistency across schools.

Building Instructional Capacity in Elementary Schools

- **Professional Learning Anchor** (*Continuing, Adjusted*)

In 2024-25, Saskatoon Public Schools continued to strengthen instructional capacity through coordinated, evidence-based professional learning in both English and French programs. Division-wide learning opened the year with a focus on the Science of Reading, where Grades 1-8 ELA teachers explored the reading-writing connection through sessions with Joan Sedita, Natalie Wexler and Dr. Sonia Cabell. Their work, *The Writing Rope*, *The Writing Revolution* and *Strive-for-Five Conversations*, was integrated throughout the year to deepen classroom practice. The Second Annual French Immersion Conference, featuring Marie-Josée Morneau, supported all French Immersion teachers in planning for language and literacy outcomes across subjects, complemented by a three-part in-class professional learning series for Grades 3-8. Early years professional learning introduced the Inspired Learning Opportunities model for new Prekindergarten-Grade 3 teachers, including Grade 1 French Immersion teachers, providing sustained mentorship and classroom-based learning from fall to January. Grade 1 teachers and literacy leads focused on the reading-writing connection and syntax, while Grades 2-3 literacy leads extended this work through collaborative sessions. Grades 4-8 Literacy Leads engaged in professional learning on explicit writing instruction, using *The Writing Rope* and *The Writing Revolution* as foundational texts to strengthen writing integration across all subject areas.

- **Assessment Conference** (*New*)

Hosted the first *Elevating Assessment Conference* featuring keynote Katie White, Saskatchewan educator and author of *Softening the Edges* and *Unlocking the Door to Assessment*. The conference brought together teachers, administrators, Ministry representatives highlighting the *Supporting Student Assessment in Saskatchewan* resource and teacher leaders to explore evidence-based assessment practices, responsive literacy assessment, differentiated approaches and effective gradebook use.

- **Edsby Expectations** (*New*)

Edsby continued to support clear and consistent communication of student learning. In 2024–2025, the division developed Edsby Expectations: A Guide to Meaningful Communication through Gradebook for 2025-26 implementation, aligning reporting and assessment practices while strengthening teacher consistency in gradebook use and communication of student learning across all schools.

Secondary Division-Level Common Assessments and Assessment Practices

- **Triangulation of Evidence** (*Continuing, Adjusted*)

This continued from 2023-24, but with greater emphasis on conversations/observations and classroom applications in Learning Coordinator sessions and the *Inquiry Cycle Workshop Series*

- **Accreditation Support** (*Continuing, Maintained*)

Saskatchewan Teachers' Federation sessions to support accreditation were maintained as a necessary component of assessment consistency.

- **Inquiry Cycles: Equity Through Assessment** (*Continuing, Adjusted*)
Built on the *Equitable Assessment Working Group* model from 2023-24
- **Assessment Approaches** (*Continuing, Adjusted*)
Professional development worked on percentages, scales, and outcomes continued from last year but expanded into division-wide conversations in the Secondary Assessment Committee. It also developed in the area of teacher clarity using Clarify-Ed web-based AI “Clarity Pack” tools, including formative assessment practices with “Student Check-in” tool within Following Their Voices collegiates.
- **Financial Literacy Assessments** (*New*)
New in 2024–25, assessment tools and rubrics were created for Financial Literacy 10 and supported by Saskatchewan Industry Education Council. Pilot teachers also engaged in Saskatchewan Teachers Federation professional development and the Ministry’s provincial pilot initiative, ensuring alignment across the division and province.
- **Cross-Collegiate Collaboration** (*Continuing, Adjusted*)
Common Department Meetings and *ALL Learning Council sessions* continued from last year but were refined to include more structured calibration and sharing of products.
- **Anti-Racism and Assessment Connections** (*Continuing, Adjusted*)
Anti-racism as a consideration in equitable assessment practices.

Secondary Use of Division-Level Assessment Data

- **Learning Councils** (*Continuing, Adjusted*)
Learning Councils continued as a driver for departmental planning in 2024–25. Learning Council retreats focused on analyzing school-based data and refining next steps. School-based Following Their Voices teams reviewed school-level data with a focus on First Nations, Métis, and Inuit student achievement. Use of Clarify-Ed web-based AI “Peer Observation” tool supported this work, collaboratively. Clarify-Ed data, gradebook data, and attendance data were reviewed regularly during each semester. As well, at semester turnaround, credits attempted vs credits attained data is analyzed.
- **Professional Learning Design** (*Continuing, Adjusted*)
Assessment data continued to shape professional learning, adjusted to expand offerings such as Triangulation of Evidence and extended Inquiry Cycle Workshops. School-based professional learning, in Following Their Voices buildings, is designed responsively using school-wide student achievement data, teacher goal-setting data (including Clarity Packs), and student check in data (aggregated and disaggregated by self-declared Indigenous and non).
- **Secondary Assessment Committee** (*Continuing, Maintained*)
Supported secondary assessment practices and division policy with respect to recording and reporting of achievement.

Secondary Use of the Supporting Student Assessment in Saskatchewan Resource

- **Secondary Professional Learning Anchor** (*Continuing, Adjusted*)
Embedded in professional development in 2023-24, but adjusted in 2024-25 to explicitly frame *New Teacher Orientation*, *New LC Orientation*, *ALL LC sessions*, *Anti-Racism: Awareness to Action*, *Curriculum Release for Financial Literacy* (with Saskatoon Industry Education Council and pilot teachers), the *Inquiry Cycle Workshop Series*, and the *Secondary Assessment Committee*.

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	Prek-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	k-8	City Park
Colette Bourgonje Elementary	k-8	Rosewood
College Park Elementary	Prek-8	Lakewood
Dr. John G. Egnatoff Elementary	k-8	Erindale
Dundonald Elementary	k-8	Dundonald
Ernest Lindner Elementary	k-8	Hampton Village
Estey School (Flexible Schedule Blended Learning)	6-12	Mount Royal
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. Elementary	k-8	Adelaide/Churchill
James L. Alexander Elementary	Prek-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	9-12	Silverwood Heights
Mayfair Elementary	Prek-8	Mayfair

School	Grades	Location
Montgomery Elementary	k-8	Montgomery
Mount Royal Collegiate	9-12	Mount Royal
North Park Wilson Elementary	k-8	North Park
Nutana Collegiate	9-12	Nutana
Prince Philip Elementary	k-8	Nutana Park
Queen Elizabeth Elementary	k-8	Queen Elizabeth
River Heights Elementary	k-8	River Heights
Roland Michener Elementary	k-8	College Park
Royal Adult Campus	9-12	Mount Royal
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	Prek-8	Wildwood
Willowgrove Elementary	k-8	Willowgrove
W.P. Bate Elementary	Prek-8	Meadowgreen

Infrastructure Projects

Infrastructure Projects 2024-25 Over \$200,000			
School	Project	Details	2024-25 Cost
City Centre School	New School	Planning and design of new city centre school	\$673,553
City Centre School	New School	Construction of new city centre school	2,651,192
Holmwood Design and Construction	New School	Planning and design of joint-use secondary school in Holmwood	\$559,733
Centennial/Aden Bowman	Relocatables	Construction of relocatable classrooms	\$793,418
Centennial/Aden Bowman	Relocatables	Construction of relocatable classrooms	\$404,581
Brunskill/John G. Egnatoff/North Park Wilson	Relocatables	Construction of relocatable classrooms	\$6,117,089
Various	Special Tech Aids	Classroom Technical Aids	\$258,291
Various	Computer Upgrades	Computer Refresh and Student Computer Refresh	\$3,739,568
Total			\$15,197,425

From PMR Projects

Infrastructure Projects 2024-25 Over \$200,000			
School	Project	Details	2024-25 Cost
Aden Bowman	Repairs	Roof replacement section #9	\$834,751
Bedford Road	Repairs	Roof replacement section 1/1A	549,954
Evan Hardy	Repairs	Upgrades to home economics room	628,908
Lakeview	Repairs	Flooring replacement	319,931
Prince Philip	Repairs	Window replacement	686,259
Silverwood	Repairs	Washroom upgrade	217,970
Various Schools	Security	Unified Security Platform and Fire Alarm	231,019
Various Schools	Upgrades	Metasys upgrade	258,079
Various Schools	Repairs	Roof inspections and repairs	807,155
Total			\$4,534,026

Transportation

During the 2024-25 school year, Saskatoon Public Schools contracted transportation with two bus companies, a taxi company and two wheelchair service providers to provide transportation for students.

Higher division enrolment resulted in increased numbers of students transported for the 2024-25 school year compared to the prior year. The greater student numbers resulted in the need for additional bus and taxi resources.

The complexity of student transportation needs resulted in additional challenges. The division continues to work on specialized transportation plans to best serve students with intensive needs to ensure student safety and transport in a cost-effective manner.

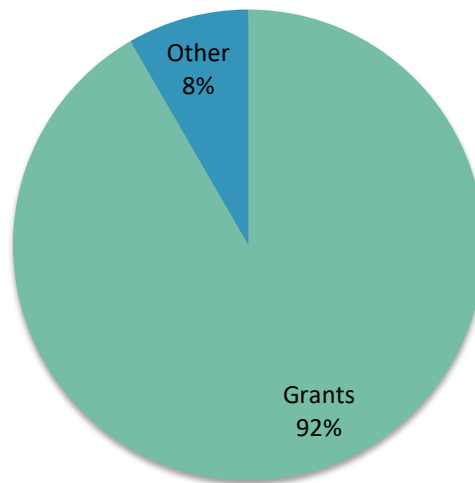
To address increasing transportation costs, the school division increased the number of bus routes that doubled between schools, which resulted in required changes in elementary school class start and dismissal times. Saskatoon Public Schools also continues to have doubled routes with Greater Saskatoon Catholic Schools to help with cost savings, but this brings additional challenges with coordination during non-teaching days that differ between divisions.

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.

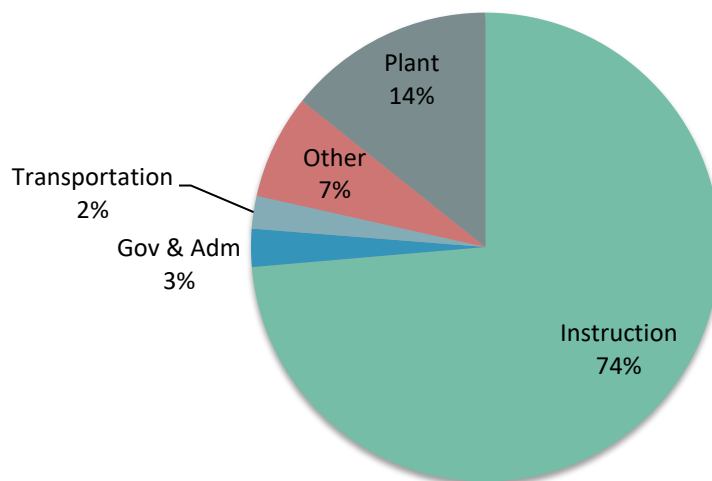
Financial Overview

Summary of Revenue and Expenses

Revenue 2024-25



Expense 2024-25



Budget to Actual Revenue, Expenses and Variances

	2025	2025	2024	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES						
Grants	327,176,683	317,639,554	300,626,861	(9,537,129)	-3%	
Tuition and Related Fees	2,249,869	2,697,624	2,211,364	447,755	20%	1
School Generated Funds	5,155,000	5,640,546	4,698,382	485,546	9%	2
Complementary Services	5,710,408	5,803,147	6,578,523	92,739	2%	
External Services	9,724,058	9,926,735	12,800,811	202,677	2%	
Other	3,851,312	4,770,666	4,719,225	919,354	24%	3
Total Revenues	353,867,330	346,478,272	331,635,166	(7,389,058)	-2%	
EXPENSES						
Governance	1,279,081	1,181,862	632,828	(97,219)	-8%	4
Administration	7,649,979	7,840,916	7,291,254	190,937	2%	
Instruction	253,202,555	254,216,480	234,617,421	1,013,925	0%	
Plant	52,782,923	49,321,123	45,280,460	(3,461,800)	-7%	5
Transportation	8,422,717	7,795,189	7,452,511	(627,528)	-7%	6
Tuition and Related Fees	812,825	471,465	667,080	(341,360)	-42%	7
School Generated Funds	5,267,392	5,649,624	4,822,629	382,232	7%	8
Complementary Services	5,828,498	6,406,786	5,381,163	578,288	10%	9
External Services	10,446,884	11,569,236	13,355,770	1,122,352	11%	10
Other Expenses	877,255	781,349	2,847,852	(95,906)	-11%	11
Total Expenses	346,570,109	345,234,030	322,348,968	(1,336,079)	0%	
Surplus (Deficit) for the Year	7,297,221	1,244,242	9,286,198			

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

Note	Explanation
1	Tuition fee revenues are higher than budget primarily due to increased tuitions from higher student enrolments compared to budget for Saskatoon International Education.
2	School generated revenues are higher than budget due to increased student activities and grants and the school level. This is also consistent with an increase in school generated expenses.
3	Other revenues are higher than budget primarily due to additional investment income revenues.
4	Governance expenses are lower than budget due to actual election costs being lower than the budgeted estimate.
5	Plant expenses are lower than budget primarily due to lower amortization expense compared to the budgeted estimate.
6	Transportation expenses are lower than budget due to contract cost savings from double looping routes and cold weather days.
7	Tuition and related fees expenses are lower than budget due to lower tuition expense from Saskatoon Public School Division students attending a partner regional college.
8	School generated expenses are higher than budget due to increased student activities and grants and the school level. This is also consistent with an increase in school generated revenues.
9	Complementary expenses are higher than budgeted estimates due to increased instruction and program support salaries for programs such as early learning intensive supports, french second language, specialized support classrooms and students in hospital/students in custody.
10	External services expenses are higher than budget primarily due to additional expenses related to Saskatoon Public Schools Foundation compared to budgeted estimates.
11	Other expenses are lower than budget due to lower accretion expense related to the asset retirement obligation for asbestos.

Appendix A – Payee List

Board Remuneration

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

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
PIDWERBESKI, MICHAEL***	\$7,401	-	-	-	-	-	\$7,401
LINKLATER, VERNON**	36,076	295	-	73	-	1,700	38,144
BANKS, DONNA**	35,339	35	-	319	-	643	36,336
STRANDEN, KIM•**	46,367	990	-	736	-	3,769	51,862
MACPHERSON, COLLEEN***	7,401	-	-	-	-	48	7,449
BRANNEN, KATHLEEN***	7,401	-	-	-	-	-	7,401
TAIT, ROSS**	38,088	286	-	-	-	2,007	40,381
ZWARYCH, SUZANNE***	7,457	-	-	-	-	-	7,457
BELLAMY, CHARMAINE***	7,401	-	-	-	-	-	7,401
ARNESON, ANGELA**	35,930	-	-	-	-	601	36,531
NAPPER, TANYA**	28,938	140	-	3,986	-	3,027	36,091
SCHERMAN, JENNIFER**	28,910	35	-	2,579	-	1,050	32,574
JONES, KIRK**	28,918	35	-	412	-	2,438	31,803
ROLLO, ANNE-MARIE**	28,955	27	-	1,098	-	2,949	33,029
SCHMIDT, KEVIN**	29,614	1,073	-	3,189	-	4,663	38,539

•Board Chair

**Board members who were elected to the Board on November 14, 2024.

***Board members who were no longer on the Board as of November 14, 2024.

Personal Services

Salary Information is available on request. Please contact Michelle Leith, Superintendent of Human Resources.

Transfers

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

Name	Amount
LIGHT OF CHRIST RCSSD #16	\$57,482
LIVING SKY SCHOOL DIVISION #20	89,152
NORTHWEST SCHOOL DIVISION 203	173,210
REGINA PUBLIC SCHOOLS	81,067
REGINA ROMAN CATHOLIC SCHOOL DIVISION	162,019

Name	Amount
SASKATCHEWAN RIVERS SCHOOL DIVISION	180,559
SASKATOON MISBAH SCHOOL	240,131
SASKATOON SECONDARY SCHOOLS ATHLETIC DIRECTORATE	128,122
ST. PAUL'S R.C.S.S.D.#20	233,239
WHITECAP DAKOTA FIRST NATION	115,599

Supplier Payments

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

Name	Amount
(CIRA) CANADIAN INTERNET	\$52,868
3TWENTY SOLUTIONS INC.	407,650
ACARA GLASS & ALUMINUM LTD	61,381
ACE ASPHALT SERVICES	58,164
ACKLANDS-GRAINGER INC.	53,764
ADERO ARCHITECTURE	337,945
AINSWORTH INC.	158,495
AL ANDERSON'S SOURCE FOR SPORT	200,565
ALLMAR INC.	60,204
AMAZON MARKETPLACE	434,046
AMAZON.CA	201,979
AND ARCHITECTURE INC.	129,545

Name	Amount
AODBT ARCHITECTS LTD	221,561
AON CANADA INC.	1,182,784
AQUIFER DISTRIBUTION LTD	87,155
ARCTIQ CANADA INC	244,887
ASTORIA COUNSELLING AND ASSESSMENT LTD	56,000
ATLAS-APEX ROOFING (SASKATCHEWAN) INC.	348,437
BANFF MUSIC RETREATS	53,324
BAYSHORE HEALTHCARE LTD	199,900
BERSCH CONSULTING LTD	78,524
BOLDT MASONRY LTD	92,816
BOLT SUPPLY HOUSE LTD	62,511

Name	Amount
BTY CONSULTANCY GROUP INC	115,343
BUNZL CLEANING & HYGIENE	549,378
C & F INSTALLATIONS CO (1984)	66,686
CAMP KADESH	92,349
CANDORBUILD CONSTRUCTION CORP	116,085
CENTAUR PRODUCTS INC	98,416
CHARLIE'S CHARTERS LTD	57,494
CHARTER TELECOM INC	400,129
CHEP GOOD FOOD INC	205,028
CITY OF SASKATOON	4,279,289
CLARK ROOFING (1964) LTD	222,616
COLLEGE BOARD	64,403
COMPUGEN INC	79,098
CON-TECH GENERAL CONTRACTORS LTD	657,828
CONCEPT INTERACTIVE INC.	78,585
CONCEPT PLUS ARCHITECTURE	77,218
COREFOUR INC.	254,003
COSTCO WHOLESALE (CANADA)	171,249
CP DISTRIBUTORS LTD	97,337
CROSIER KILGOUR AND PARTNERS	70,061
CUSTOM SNOW REMOVAL	55,290
CYBER DEFENCE QCD CORPORATION	53,548
CYPRESS SALES PARTNERSHIP	151,138
D2 CONSTRUCTION LTD	1,002,363
DEBBIE & JOHANNA PICHLER	90,388

Name	Amount
DELL CANADA INC	5,286,576
DGL CONTRACTING LTD.	342,706
DOLLARAMA	82,363
EMCO CORPORATION	65,184
FEDERATED CO-OPERATIVES LTD	138,613
FIRSTCANADA ULC	3,038,054
FLYNN CANADA LTD	471,643
FOLLETT SOFTWARE, LLC	68,854
FRIESENS CORPORATION	115,306
FUNCTIONAL DRIVER TRAINING SOLUTIONS	83,500
GEANEL RESTAURANT SUPPLIES LTD	89,704
GFL ENVIRONMENTAL SERVICES INC	69,181
GOLDEN TRANSIT SERVICES	132,516
GORDIE HOWE SPORTS COMPLEX	55,049
GORDON FOOD SERVICE CANADA LTD	132,108
GROUP2 ARCHITECTURE INTERIOR DESIGN LTD	84,926
HAPPYFOX INC	51,237
HBI OFFICE PLUS INC.	148,275
HERTZ NORTHERN BUS	4,861,192
HOME DEPOT	56,300
HORIZON COMPUTER SOLUTIONS INC	124,756
IB GLOBAL CENTER	115,707
IMPERIAL DADE CANADA INC.	110,968
IMPERIAL PARKING CANADA CORP	304,084
INLAND AUDIO VISUAL LTD (WPG)	104,506
INTERWEST MECHANICAL LTD	114,719

Name	Amount
JIM PATTISON LEASE	55,523
JOHNSON CONTROLS LTD	325,104
JPH CONSULTING LTD	125,710
KEV SOFTWARE INC	115,640
KINDRACHUK AGREY ARCHITECTS LTD	1,230,804
KLASSEN DRIVING SCHOOL	59,600
KONICA MINOLTA BUSINESS SOLUTIONS	510,940
KPMG LLP, T4348	61,050
LAMBERT DISTRIBUTING INC	57,179
LOBLAW COMPANIES LIMITED	56,387
LORAAS DISPOSAL SERVICES LTD	157,502
M.N.S LTD	231,769
MAGNUS CONSTRUCTION SERVICES INC	59,940
MOTION LP-SASKATOON FAITHFULL	58,326
NORTHERN STRANDS CO LTD	56,900
PACE SOLUTIONS CORP.	88,225
PAYPAL	52,665
PC EXPRESS DELIVERY	120,883
PEAK MECHANICAL LTD	189,765
PEARSON CANADA INC	62,715
PERFECTION PLUMBING AND DRAIN CLEANING	72,470
POWERSCHOOL CANADA ULC (SRB)	316,036
PRINCE ALBERT NORTHERN BUS	180,810
PROFESSIONAL AUDIO VISUAL LTD	73,865
QUOREX CONSTRUCTION LTD	2,464,375

Name	Amount
RADIANCE ENERGY CORPORATION	866,536
REAL CANADIAN WHOLESALE CLUB	160,081
RIIDE HOLDINGS INC	511,954
SASKATCHEWAN DISTANCE LEARNING	2,841,300
SASKATCHEWAN POLYTECHNIC	160,875
SASKATCHEWAN POWER CORP	1,213,687
SASKATOON DOWNTOWN YOUTH CENTRE	60,435
SASKATOON FIRE & FLOOD	1,991,602
SASKATOON SOCCER CENTRE INC	137,152
SASKATOON STUDENT CHILD CARE	61,783
SASKATOON TRUCK CENTRE	276,945
SASKENERGY	1,991,672
SASKTEL	253,144
SCHOLASTIC CANADA LTD	160,887
SCHWINGHAMMER'S TREE SERVICE LTD	50,055
SCIENCE INTERACTIVE	84,476
SEAL IT UP ROOFING	1,179,612
SHADOW INTEGRATED SYSTEMS LTD	408,057
SHAW BUSINESS	64,602
SPACES INC.	402,283
SPICERS	56,616
SASKATCHEWAN PROFESSIONAL TEACHERS REGULATORY BOARD	227,006
SASKATCHEWAN SCHOOL BOARD ASSOCIATION	232,006

Name	Amount
ST JOHN'S MUSIC	78,756
SUPREME OFFICE SUPPLIES	418,864
SWISH KEMSOL	84,175
SYSCO	82,329
T LITZEN SPORTS LTD	65,230
TABLE MOUNTAIN REGIONAL PARK	53,531
THE CANADA HOMESTAY NETWORK SOCIETY	90,456
THERAPLAY PEDIATRIC OCCUPATION	268,550
THORPE INDUSTRIES LTD	207,683
TIMBERWOOD INNOVATIONS	334,280
TM2 SPORTS LIMITED	69,180
TORONTO DOMINION BANK	138,385
TRADE WEST EQUIPMENT LTD	256,139

Name	Amount
TREATY SIX EDUCATION COUNCIL	164,752
UNITED LIBRARY SERVICES INC	350,876
VCM CONSTRUCTION LTD	7,734,630
VERSO LEARNING PTY LTD	646,400
WAL-MART SUPERCENTER	100,142
WATERFORD TECHNOLOGIES	210,763
WELLS CONSTRUCTION INC	332,977
WESTERN CAMPUS RESOURCES INC	61,525
WESTJET	62,618
WILD ROSE SPORTS FLOORING LTD	177,317
XEROX CANADA LTD	248,287
ZU.COM COMMUNICATIONS INC.	231,173

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	\$848,039
CIBC MELLON	9,300,037
CO-OPERATORS	4,455,031
MINISTER OF FINANCE	74,970
MINISTER OF REVENUE	145,163
RECEIVER GENERAL FOR CANADA	74,416,530

Name	Amount
SASKATCHEWAN TEACHERS' FEDERATION	21,879,963
SASKATOON TEACHERS' ASSOCIATION	222,403
TEACHERS SUPERANNUATION COMMISSION	295,729
WORKERS' COMPENSATION BOARD	1,075,691

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

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

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

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

Classroom Supports Categories	2024-25 Funding Allocation	Description of how the MFA classroom support resources were used in 2024-25
Targeted Supports	\$3,829,398	<ul style="list-style-type: none"> Targeted Supports funding was primarily used to staff the following positions and provided funding to support professional learning: <ul style="list-style-type: none"> Classroom teachers Educational assistants Resource teachers English and an additional language (EAL) teachers Special education program teachers Counsellors Special education consultant Professional development These positions supported learning outcomes in the classroom and supports for students with intensive needs.
Specialized Support Classrooms	\$350,606	<ul style="list-style-type: none"> For the 2024-25 school year, the school division had one specialized support classrooms as a pilot project at King George School. Funding for this program was used to staff these classrooms with:

		<ul style="list-style-type: none"> ○ Teachers ○ Educational assistant ○ Embedded in-class support (i.e., co-teaching, classroom observations, Positive Behaviour Intervention Support - PBIS plans) ○ Targeted social-emotional learning lessons ● It was also used to fund full implementation for staff with Therapeutic Crisis Intervention for Schools (TCIS) training
Teacher Innovation Support Fund	\$249,246	<ul style="list-style-type: none"> ● The school division had 12 projects approved through this fund in 2024-25: <ul style="list-style-type: none"> ○ High School Carpentry Apprenticeship Program (HCAP) at Mount Royal Collegiate ○ interSTELLAR Loan Project (Montgomery School) ○ Nutrition and Land-Based Learning Initiative Project (King George School) ○ Sensory rooms (Brunskill School and Lester B. Pearson School) ○ Implementing Therapeutic Crisis Intervention for Schools (TCIS) ○ Universal Design for Trauma Informed Learning (wâhkôhtowin) ○ iPads and Interactive Digital Language Learning (Alvin Buckwold School) ○ 30 and 30 - Renewable Energy Connecting Saskatchewan Youth (Tommy Douglas Collegiate) ○ Motion Capture Arts Project (Centennial Collegiate) ○ Emergency Services Simulation Equipment (Marion M. Graham Collegiate)

		<ul style="list-style-type: none"> ○ Shoot Tables Project (Walter Murray Collegiate) ○ SPARK Lab - Shaping Paths for Action, Reconciliation, and Knowledge (Buena Vista School)
Supports for Learning	\$43,665,919	<ul style="list-style-type: none"> • Funding in this area was used to support students that require intensive supports and need individualized plans to meet their learning and behaviour needs. • Funding was used primarily to support instructional salaries and resources for special education including: <ul style="list-style-type: none"> ○ Educational assistants ○ Community school coordinators ○ School counsellors ○ Resource and special program teachers ○ Speech language pathologists ○ Educational psychologists ○ Special education coordinators, consultants and other professional staff ○ English as an additional language teachers ○ Instructional aids • It was also used to fund nutrition workers and supplies

Appendix C – Management Report and Audited Financial Statements

Consolidated Audited Financial Statements

Of the The Board of Education of the Saskatoon School Division No. 13

School Division No. 4150000

For the Period Ending: August 31, 2025

Daniel Burke, CPA, CA

Chief Financial Officer

KPMG LLP

Auditor

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

Saskatchewan 

Management's Responsibility for the Consolidated Financial Statements

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

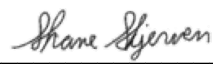
The school division's management maintains a system of accounting and administrative controls to ensure that accurate and reliable consolidated financial statements are prepared and to provide reasonable assurance that transactions are authorized, assets are safeguarded, and financial records are properly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

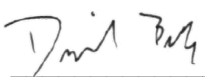
The Board of Education is comprised of elected officials who are not employees of the school division. The Board is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control, and for approving the consolidated financial statements. The Board is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

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

On behalf of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan:


Board Chair


CEO/Director of Education


Chief Financial Officer

December 16, 2025



KPMG LLP

500-475 2nd Avenue South
Saskatoon Saskatchewan S7K 1P4
Canada
Telephone (306) 934-6200
Fax (306) 934-6233

INDEPENDENT AUDITOR'S REPORT

To the Trustees of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan

Opinion

We have audited the consolidated financial statements of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan (the Entity), which comprise:

- the consolidated statement of financial position as at August 31, 2025
- the consolidated statement of operations and accumulated surplus from operations for the year then ended
- the consolidated statement of remeasurement gains and losses for the year then ended
- the consolidated statement of changes in net financial assets for the year then ended
- the consolidated statement of cash flows for the year then ended
- and notes to the consolidated financial statements, including a summary of significant accounting policies

(Hereinafter referred to as the "financial statements").

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

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "***Auditor's Responsibilities for the Audit of the Financial Statements***" section of our auditor's report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

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



Other Information

Management is responsible for the other information. Other information comprises:

- the information, other than the financial statements and the auditor's report thereon, included in the Annual Report.

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

In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit and remain alert for indications that the other information appears to be materially misstated.

We obtained the information, other than the financial statements and the auditor's report thereon, included in Annual Report as at the date of this auditor's report.

If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in the auditor's report.

We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

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

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

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



We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.
- Plan and perform the group audit to obtain sufficient appropriate audit evidence regarding the financial information of the entities or business units within the group as a basis for forming an opinion on the group financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

A handwritten signature in black ink that reads 'KPMG LLP' with a long horizontal line underneath.

Saskatoon, Canada
December 16, 2025

The Board of Education of the Saskatoon School Division No. 13

Consolidated Statement of Financial Position

as at August 31, 2025

	2025	2024
	\$	\$
Financial Assets		
Cash and Cash Equivalents	51,137,433	39,444,988
Accounts Receivable (Note 7)	10,997,987	9,611,170
Portfolio Investments (Note 3)	2,847,165	30,817,720
Total Financial Assets	64,982,585	79,873,878
Liabilities		
Accounts Payable and Accrued Liabilities (Note 8)	30,721,294	35,209,539
Long-Term Debt (Note 9)	4,038,992	5,412,837
Liability for Employee Future Benefits (Note 5)	7,389,900	7,358,000
Deferred Revenue (Note 10)	5,346,055	13,955,247
Total Liabilities	47,496,241	61,935,623
Net Financial Assets	17,486,344	17,938,255
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	258,329,416	256,395,011
Prepaid Expenses	2,980,113	3,105,395
Total Non-Financial Assets	261,309,529	259,500,406
Accumulated Surplus (Note 13)	278,795,873	277,438,661
Accumulated Surplus is Comprised of:		
Accumulated Surplus from Operations	278,655,126	277,410,884
Accumulated Remeasurement Gains	140,747	27,777
Total Accumulated Surplus (Note 13)	278,795,873	277,438,661

Unrecognized Assets (Note 15)
 Contractual Rights (Note 16)
 Contingent Liabilities (Note 17)
 Contractual Obligations (Note 18)

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

Approved by the Board:

 Chairperson

 Chief Financial Officer

The Board of Education of the Saskatoon School Division No. 13
Consolidated Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
REVENUES	(Note 14)		
Grants	327,176,683	317,639,554	300,626,861
Tuition and Related Fees	2,249,869	2,697,624	2,211,364
School Generated Funds	5,155,000	5,640,546	4,698,382
Complementary Services (Note 11)	5,710,408	5,803,147	6,578,523
External Services (Note 12)	9,724,058	9,926,735	12,800,811
Other	3,851,312	4,770,666	4,719,225
Total Revenues (Schedule A)	353,867,330	346,478,272	331,635,166
EXPENSES			
Governance	1,279,081	1,181,862	632,828
Administration	7,649,979	7,840,916	7,291,254
Instruction	253,202,555	254,216,480	234,617,421
Plant Operation & Maintenance	52,782,923	49,321,123	45,280,460
Student Transportation	8,422,717	7,795,189	7,452,511
Tuition and Related Fees	812,825	471,465	667,080
School Generated Funds	5,267,392	5,649,624	4,822,629
Complementary Services (Note 11)	5,828,498	6,406,786	5,381,163
External Services (Note 12)	10,446,884	11,569,236	13,355,770
Other	877,255	781,349	2,847,852
Total Expenses (Schedule B)	346,570,109	345,234,030	322,348,968
Operating Surplus for the Year	7,297,221	1,244,242	9,286,198
Accumulated Surplus from Operations, Beginning of Year	277,410,884	277,410,884	280,620,191
Accounting Changes (Note 2j)	-	-	(12,495,505)
Accumulated Surplus from Operations, Beginning of Year Adjusted	277,410,884	277,410,884	268,124,686
Accumulated Surplus from Operations, End of Year	284,708,105	278,655,126	277,410,884

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

The Board of Education of the Saskatoon School Division No. 13
Consolidated Statement of Remeasurement Gains and Losses
as at August 31, 2025

	2025	2024
	\$	\$
Accumulated Remeasurement Gains (Losses), Beginning of Year	27,777	(152,067)
Unrealized gains attributable to:		
Portfolio investments	140,287	5,301
Amounts reclassified to the statement of operations:		
Portfolio investments	(27,317)	174,543
Net remeasurement gains for the year	112,970	179,844
Accumulated Remeasurement Gains, End of Year	140,747	27,777

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

The Board of Education of the Saskatoon School Division No. 13
Consolidated Statement of Changes in Net Financial Assets
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$ (Note 14)	\$	\$
Net Financial Assets, Beginning of Year	17,938,255	17,938,255	17,058,454
Changes During the Year			
Operating Surplus, for the Year	7,297,221	1,244,242	9,286,198
Acquisition of Tangible Capital Assets (Schedule C)	(31,060,000)	(16,614,259)	(24,261,338)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	72,100	106,250
Net (Gain) Loss on Disposal of Capital Assets (Schedule C)	-	(72,100)	1,866,852
Write-Down of Tangible Capital Assets (Schedule C)	-	-	692,500
Amortization of Tangible Capital Assets (Schedule C)	18,030,000	14,679,854	14,295,437
Net Change in Other Non-Financial Assets	-	125,282	(1,285,942)
	(5,732,779)	(564,881)	699,957
Net remeasurement Gains	-	112,970	179,844
Change in Net Financial Assets	(5,732,779)	(451,911)	879,801
Net Financial Assets, End of Year	12,205,476	17,486,344	17,938,255

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

The Board of Education of the Saskatoon School Division No. 13
Consolidated Statement of Cash Flows
for the year ended August 31, 2025

	2025	2024
	\$	\$
OPERATING ACTIVITIES		
Operating Surplus for the Year	1,244,242	9,286,198
Add Non-Cash Items Included in Surplus (Schedule D)	14,325,366	7,357,763
Net Change in Non-Cash Operating Activities (Schedule E)	(14,876,211)	8,784,225
Cash Provided by Operating Activities	693,397	25,428,186
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets*	(15,839,960)	(15,294,232)
Proceeds on Disposal of Tangible Capital Assets	72,100	106,250
Cash Used in Capital Activities	(15,767,860)	(15,187,982)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(5,470,894)	(29,300,596)
Proceeds on Disposal of Portfolio Investments	33,611,647	39,289,916
Cash Provided by Investing Activities	28,140,753	9,989,320
FINANCING ACTIVITIES		
Repayment of Long-Term Debt	(1,373,845)	(1,734,392)
Cash Used in Financing Activities	(1,373,845)	(1,734,392)
INCREASE IN CASH AND CASH EQUIVALENTS	11,692,445	18,495,132
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	39,444,988	20,949,856
CASH AND CASH EQUIVALENTS, END OF YEAR	51,137,433	39,444,988

*This amount does not include in-kind grants for Joint-Use Schools Project of \$774,299 (2024-\$7,365,755)

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

The Board of Education of the Saskatoon School Division No. 13
Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
Grants	(Note 14)		
Operating Grants			
Ministry of Education Grants			
Operating Grant	283,028,355	289,180,501	263,159,310
Operating Grant PMR	6,200,000	7,916,381	6,199,526
Other Ministry Grants	3,046,540	4,430,001	2,305,770
Total Ministry Grants	292,274,895	301,526,883	271,664,606
Federal Grants	8,789,788	7,058,372	10,220,000
Total Operating Grants	301,064,683	308,585,255	281,884,606
Capital Grants			
Ministry of Education Capital Grants	26,112,000	9,054,299	18,742,255
Total Capital Grants	26,112,000	9,054,299	18,742,255
Total Grants	327,176,683	317,639,554	300,626,861

The Board of Education of the Saskatoon School Division No. 13
Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
Tuition and Related Fees Revenue	(Note 14)		
Operating Fees			
Tuition Fees			
Federal Government and First Nations	1,169,414	1,059,340	1,169,416
Individuals and Other	1,080,455	1,638,284	1,041,948
Total Tuition Fees	2,249,869	2,697,624	2,211,364
Total Operating Tuition and Related Fees	2,249,869	2,697,624	2,211,364
Total Tuition and Related Fees Revenue	2,249,869	2,697,624	2,211,364
School Generated Funds Revenue			
Curricular			
Student Fees	-	516,144	1,176,295
Total Curricular Fees	-	516,144	1,176,295
Non-Curricular Fees			
Commercial Sales - GST	-	52,932	68,674
Grants and Partnerships	-	265,266	326,169
Students Fees	-	553,645	423,735
Other	5,155,000	4,252,559	2,703,509
Total Non-Curricular Fees	5,155,000	5,124,402	3,522,087
Total School Generated Funds Revenue	5,155,000	5,640,546	4,698,382
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	2,757,016	2,824,630	2,799,054
Other Ministry Grants	2,616,789	2,792,534	3,536,310
Federal Grants	-	82,017	83,711
Other Grants	336,603	-	157,916
Total Operating Grants	5,710,408	5,699,181	6,576,991
Capital Grants			
Other Capital Grants	-	187,586	-
Total Capital Grants	-	187,586	-
Fees and Other Revenue			
Tuition and Related Fees	-	823	-
Other Revenue	-	(84,443)	1,532
Total Fees and Other Revenue	-	(83,620)	1,532
Total Complementary Services Revenue	5,710,408	5,803,147	6,578,523

The Board of Education of the Saskatoon School Division No. 13
Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
External Services	(Note 14)		
Operating Grants			
Ministry of Education Grants			
Operating Grant	67,614	67,614	1,861,928
Other Ministry Grants	2,365,000	2,777,300	2,335,000
Other Provincial Grants	-	121,158	147,297
Other Grants	1,351,116	1,386,270	1,089,698
Total Operating Grants	3,783,730	4,352,342	5,433,923
Fees and Other Revenue			
Tuition and Related Fees	1,070,328	912,120	987,646
Other Revenue	4,870,000	4,662,273	6,379,242
Total Fees and Other Revenue	5,940,328	5,574,393	7,366,888
Total External Services Revenue	9,724,058	9,926,735	12,800,811
Other Revenue			
Miscellaneous Revenue*	1,022,594	1,030,879	1,004,688
Sales & Rentals	1,640,718	1,714,536	1,338,330
Investments	1,188,000	1,953,151	2,269,957
Gain on Disposal of Capital Assets	-	72,100	106,250
Total Other Revenue	3,851,312	4,770,666	4,719,225
TOTAL REVENUE FOR THE YEAR	353,867,330	346,478,272	331,635,166
Miscellaneous Revenue*	2025	2025	2024
	Budget (\$)	Actual (\$)	Actual (\$)
Lunch hour supervision	861,888	836,723	789,942
Arts Education	30,706	34,314	36,637
Other	130,000	159,842	178,109
	1,022,594	1,030,879	1,004,688

The Board of Education of the Saskatoon School Division No. 13
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
Governance Expense	(Note 14)		
Board Members Expense	412,807	400,007	372,137
Professional Development - Board Members	20,800	12,392	10,256
Elections	550,000	426,347	-
Other Governance Expenses	295,474	343,116	250,435
Total Governance Expense	1,279,081	1,181,862	632,828
Administration Expense			
Salaries	5,484,909	5,827,597	5,296,479
Benefits	1,120,181	1,153,359	1,105,417
Supplies & Services	365,681	317,294	311,334
Non-Capital Furniture & Equipment	47,097	19,774	54,436
Building Operating Expenses	257,375	217,302	245,741
Communications	75,710	51,188	39,524
Travel	10,000	10,784	10,342
Professional Development	109,026	88,110	59,197
Amortization of Tangible Capital Assets	180,000	155,508	168,784
Total Administration Expense	7,649,979	7,840,916	7,291,254
Instruction Expense			
Instructional (Teacher Contract) Salaries	168,591,264	169,443,389	154,035,119
Instructional (Teacher Contract) Benefits	11,218,810	11,730,570	9,399,826
Program Support (Non-Teacher Contract) Salaries	40,566,967	47,755,543	48,515,460
Program Support (Non-Teacher Contract) Benefits	7,123,129	6,717,575	5,920,470
Instructional Aids	4,987,540	5,724,445	4,784,123
Supplies & Services	14,032,517	5,084,657	4,544,948
Non-Capital Furniture & Equipment	653,354	819,893	720,642
Communications	634,378	649,468	592,404
Travel	290,019	227,789	177,269
Professional Development	673,428	804,838	610,175
Student Related Expense	1,131,149	1,067,858	1,028,725
Amortization of Tangible Capital Assets	3,300,000	4,190,455	4,288,260
Total Instruction Expense	253,202,555	254,216,480	234,617,421

The Board of Education of the Saskatoon School Division No. 13
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense	(Note 14)		
Salaries	12,975,046	12,121,030	11,724,488
Benefits	3,949,874	3,434,448	3,407,538
Supplies & Services	9,500	9,146	-
Non-Capital Furniture & Equipment	125,208	135,219	145,259
Building Operating Expenses	20,878,127	23,034,737	19,823,874
Communications	36,840	36,483	36,628
Travel	192,941	175,063	242,603
Professional Development	65,387	47,005	67,576
Amortization of Tangible Capital Assets	14,500,000	10,272,875	9,777,377
Amortization of Tangible Capital Assets ARO	50,000	55,117	55,117
Total Plant Operation & Maintenance Expense	52,782,923	49,321,123	45,280,460
Student Transportation Expense			
Contracted Transportation	8,422,717	7,795,189	7,452,511
Total Student Transportation Expense	8,422,717	7,795,189	7,452,511
Tuition and Related Fees Expense			
Tuition Fees	462,825	164,435	327,271
Other Fees	350,000	307,030	339,809
Total Tuition and Related Fees Expense	812,825	471,465	667,080
School Generated Funds Expense			
Academic Supplies & Services	-	1,559,352	1,288,751
Cost of Sales	-	66,390	53,275
School Fund Expenses	5,267,392	4,023,882	3,480,603
Total School Generated Funds Expense	5,267,392	5,649,624	4,822,629

The Board of Education of the Saskatoon School Division No. 13
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
Complementary Services Expense	(Note 14)		
Instructional (Teacher Contract) Salaries & Benefits	3,002,894	3,458,616	2,743,588
Program Support (Non-Teacher Contract) Salaries & Benefits	1,167,030	2,189,443	2,155,768
Instructional Aids	139,361	355,148	335,779
Supplies & Services	1,429,573	190,898	10,258
Non-Capital Furniture & Equipment	-	89,807	909
Building Operating Expenses	-	7,725	-
Professional Development (Non-Salary Costs)	14,640	4,031	14,348
Student Related Expenses	-	-	866
Contracted Transportation & Allowances	75,000	111,118	119,647
Total Complementary Services Expense	5,828,498	6,406,786	5,381,163
External Service Expense			
Grant Transfers	1,237,971	1,295,435	1,306,323
Other Fees	54,481	25,924	679,610
Administration Salaries & Benefits	295,000	475,146	431,587
Instructional (Teacher Contract) Salaries & Benefits	967,962	1,011,745	2,288,509
Program Support (Non-Teacher Contract) Salaries & Benefits	1,633,970	1,552,658	1,442,182
Instructional Aids	4,724,613	4,693,767	4,686,059
Supplies & Services	1,216,709	1,942,420	2,223,117
Non-Capital Furniture & Equipment	139,774	108,045	76,034
Building Operating Expenses	21,478	21,797	22,374
Communications	-	419,601	179,147
Travel	20,000	-	-
Professional Development (Non-Salary Costs)	134,926	550	1,007
Student Related Expenses	-	16,249	13,922
Amortization of Tangible Capital Assets	-	5,899	5,899
Total External Services Expense	10,446,884	11,569,236	13,355,770

The Board of Education of the Saskatoon School Division No. 13
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
	(Note 14)		
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	30,000	42,055	35,642
Interest on Capital Loans	189,255	140,070	223,576
Total Interest and Bank Charges	219,255	232,210	259,218
Accretion	658,000	549,139	615,532
Write-Down of Tangible Capital Assets	-	-	1,973,102
Total Other Expense	877,255	781,349	2,847,852
TOTAL EXPENSES FOR THE YEAR	346,570,109	345,234,030	322,348,968

The Board of Education of the Saskatoon School Division No. 13
Schedule C - Consolidated Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2025

	Land		Buildings	Buildings	Other	Furniture and	Computer	Computer	Assets			
	Land	Improvements	Buildings	Short-Term	ARO	Vehicles	Equipment	Hardware and Audio Visual Equipment	Software	Construction	2025	2024
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Tangible Capital Assets - at Cost												
Opening Balance as of September 1	12,505,753	2,149,882	409,368,237	39,394,924	3,163,958	563,823	12,836,674	14,548,250	64,685	8,277,511	502,873,697	502,435,968
Additions/Purchases	-	-	-	6,138,878	-	253,492	507,099	3,822,110	-	5,892,680	16,614,259	24,261,338
Disposals	-	-	-	-	-	(28,405)	(1,549,798)	(3,850,551)	(870)	-	(5,429,624)	(2,949,055)
PS3160 adjustment Note 2(j)	-	-	-	-	-	-	-	-	-	-	-	(14,199,438)
Write-Downs	-	-	-	-	-	-	-	-	-	-	-	(6,675,116)
Transfers to (from)	-	-	-	5,564,335	-	-	-	-	-	(5,564,335)	-	-
Closing Balance as of August 31	12,505,753	2,149,882	409,368,237	51,098,137	3,163,958	788,910	11,793,975	14,519,809	63,815	8,605,856	514,058,332	502,873,697
Tangible Capital Assets - Amortization												
Opening Balance as of September 1	-	794,831	215,934,785	11,804,852	2,142,706	288,520	8,456,835	7,004,235	51,922	-	246,478,686	240,845,751
Amortization of the Period	-	107,453	7,622,754	2,546,292	55,117	157,782	1,080,625	3,097,068	12,763	-	14,679,854	14,295,437
Disposals	-	-	-	-	-	(28,405)	(1,549,798)	(3,850,551)	(870)	-	(5,429,624)	(2,949,055)
PS3160 adjustment Note 2(j)	-	-	-	-	-	-	-	-	-	-	-	(1,703,933)
Write-Downs	-	-	-	-	-	-	-	-	-	-	-	(4,009,514)
Closing Balance as of August 31	N/A	902,284	223,557,539	14,351,144	2,197,823	417,897	7,987,662	6,250,752	63,815	N/A	255,728,916	246,478,686
Net Book Value												
Opening Balance as of September 1	12,505,753	1,355,051	193,433,452	27,590,072	1,021,252	275,303	4,379,839	7,544,015	12,763	8,277,511	256,395,011	261,590,217
Closing Balance as of August 31	12,505,753	1,247,598	185,810,698	36,746,993	966,135	371,013	3,806,313	8,269,057	-	8,605,856	258,329,416	256,395,011
Change in Net Book Value	-	(107,453)	(7,622,754)	9,156,921	(55,117)	95,710	(573,526)	725,042	(12,763)	328,345	1,934,405	(5,195,206)
Disposals												
Historical Cost	-	-	-	-	-	28,405	1,549,798	3,850,551	870	-	5,429,624	8,931,671
Accumulated Amortization	-	-	-	-	-	28,405	1,549,798	3,850,551	870	-	5,429,624	6,958,569
Net Cost	-	-	-	-	-	-	-	-	-	-	-	1,973,102
Price of Sale	-	-	-	-	-	-	-	72,100	-	-	72,100	106,250
Gain (Loss) on Disposal	-	-	-	-	-	-	-	72,100	-	-	72,100	(1,866,852)

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Closing costs of leased tangible capital assets of \$952,810 (2024 - \$952,810) in Furniture and Equipment. Accumulated amortization of \$381,124 (2024 - \$190,562) has been recorded on these assets. Buildings with a net book value of \$35,955,497 (2024-\$39,107,598) include an asset retirement obligation for the removal and disposal of asbestos (Note 8).

The Board of Education of the Saskatoon School Division No. 13
Schedule D: Consolidated Non-Cash Items Included in Surplus
for the year ended August 31, 2025

	2025	2024
	\$	\$
Non-Cash Items Included in Surplus		
Amortization of Tangible Capital Assets (Schedule C)	14,679,854	14,295,437
Accretion of Asset Retirement Obligation (Schedule B)	549,139	615,532
In-Kind Ministry of Education Capital Grants for Joint-Use Schools Project included in Surplus	(774,299)	(7,365,755)
Net (Gain) Loss on Disposal of Tangible Capital Assets (Schedule C)	(72,100)	1,866,852
Write-Down of Tangible Capital Assets (Schedule C)	-	692,500
Donation of investments	(29,911)	(1,579)
Realized (gain) loss on portfolio investments	(27,317)	174,543
Gain on derecognition of Asset Retirement Obligation	-	(2,919,767)
Total Non-Cash Items Included in Surplus	14,325,366	7,357,763

The Board of Education of the Saskatoon School Division No. 13
Schedule E: Consolidated Net Change in Non-Cash Operating Activities
for the year ended August 31, 2025

	2025	2024
	\$	\$
Net Change in Non-Cash Operating Activities		
Increase in Accounts Receivable	(1,386,817)	(3,557,302)
(Decrease) Increase in Accounts Payable and Accrued Liabilities	(5,037,384)	9,349,100
Increase in Liability for Employee Future Benefits	31,900	102,300
(Decrease) Increase in Deferred Revenue	(8,609,192)	4,176,069
Decrease (Increase) in Prepaid Expenses	125,282	(1,285,942)
Total Net Change in Non-Cash Operating Activities	(14,876,211)	8,784,225

The Board of Education of the Saskatoon School Division No. 13

**Schedule F: Consolidated Detail of Designated Assets
for the year ended August 31, 2025**

	August 31 2024	Additions during the year	Reductions during the year	August 31 2025
	\$	\$	\$	\$
				(Note 13)
External Sources				
Contractual Agreements				
Alternate Funds	678,923	583,146	1,109,708	152,361
Total Contractual Agreements	678,923	583,146	1,109,708	152,361
Jointly Administered Funds				
School generated funds	3,143,940	6,540,009	6,495,901	3,188,048
Saskatoon Public School Foundation Corp.	1,477,682	297,138	1,669,774	105,046
Mount Royal facility partnership	169,486	-	-	169,486
Qualified Donee	429,335	138,387	138,798	428,924
Whitecap Pre-K	35,705	67,614	57,540	45,779
Whitecap Literacy	-	92,300	92,300	-
Whitecap K-5 school	(9,047)	814,349	810,408	(5,106)
Total Jointly Administered Funds	5,247,101	7,949,797	9,264,721	3,932,177
Ministry of Education				
Designated for tangible capital asset expenditures	9,666,997	3,975,133	5,614,501	8,027,629
PMR maintenance project allocations	3,581,848	7,916,381	6,387,219	5,111,010
Early Learning Intensive Support Pilot	45,432	885,000	680,071	250,361
French Second Language	377,249	330,247	382,611	324,885
Specialized Support Class Pilot	350,606	-	350,606	-
Teacher support and innovation grants	199,151	249,246	196,568	251,829
Following Their Voices	2,217,758	2,685,000	2,229,404	2,673,354
Total Ministry of Education	16,439,041	16,041,007	15,840,980	16,639,068
Total	22,365,065	24,573,950	26,215,409	20,723,606
Internal Sources				
Board governance				
Governance	43,000	8,408	-	51,408
Total Board governance	43,000	8,408	-	51,408
Curriculum and student learning				
Curriculum Renewal	131,265	3,107	-	134,372
First Nations, Métis, Inuit Education Unit	90,554	-	-	90,554
International Baccalaureate	117,368	-	63,941	53,427
Library	112,595	335,500	373,464	74,631
School budget carryovers	1,248,632	170,112	-	1,418,744
Total curriculum and student learning	1,700,414	508,719	437,405	1,771,728
Facilities				
Facilities repairs related to rentals	102,124	-	10,789	91,335
Facility operating	1,445,817	1,679,142	2,293,022	831,937
Facilities furniture	-	450,000	127,573	322,427
Facilities relocatable moves	-	2,325,000	1,026,895	1,298,105
Department funded projects	-	252,000	136,833	115,167
Facility capital	1,173,927	-	967,801	206,126
Pleasant Hill relocation	636,000	-	-	636,000
Total facilities	3,357,868	4,706,142	4,562,913	3,501,097
Furniture and equipment				
Designated for tangible capital asset expenditures	3,563,536	5,530,000	3,270,558	5,822,978
Total furniture and equipment	3,563,536	5,530,000	3,270,558	5,822,978
Information technology				
Technology replacement	4,443,620	-	4,305,339	138,281
Security camera	50,000	-	-	50,000
Total information technology	4,493,620	-	4,305,339	188,281

The Board of Education of the Saskatoon School Division No. 13
Schedule F: Consolidated Detail of Designated Assets
for the year ended August 31, 2025

	August 31 2024	Additions during the year	Reductions during the year	August 31 2025
	\$	\$	\$	\$ (Note 13)
Total	13,158,438	10,753,269	12,576,215	11,335,492
Total Designated Assets	35,523,503	35,327,219	38,791,624	32,059,098

THE BOARD OF EDUCATION OF THE SASKATOON SCHOOL DIVISION NO. 13
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2025

1. AUTHORITY AND PURPOSE

The school division operates under the authority of *The Education Act, 1995* of Saskatchewan as a corporation under the name of “The Board of Education of the Saskatoon School Division No. 13 of Saskatchewan” and operates as “Saskatoon Public Schools”. The school division provides education services to residents within its geographic region and is governed by an elected board of trustees. The school division is exempt from income tax and is a qualified donee for charity purposes under the *Income Tax Act*.

2. SIGNIFICANT ACCOUNTING POLICIES

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

a) Basis of Accounting

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

b) Reporting Entity and Consolidation

The school division reporting entity is comprised of all the organizations which are controlled by the school division.

Controlled Entities

Control is defined as the power to govern the financial and operating policies of another organization with the expected benefits or risk of loss to the school division. Control exists so long as the school division has the power to govern, regardless of whether the school division chooses to exercise this power.

All of the assets, liabilities, revenues, and expenses of controlled organizations are consolidated line-by-line after adjusting the accounting policies to a basis consistent with the accounting policies of the school division. Inter-organizational transactions and balances have been eliminated.

- Saskatoon Public School Foundation Corp. (the “Foundation”) is incorporated under *the Saskatchewan Non-Profit Corporations Act, 1995* and was established to carry on activities which are for the charitable purpose of the advancement of education and enhancement of the quality of education offered by the school division. The Foundation has registered charity status.

THE BOARD OF EDUCATION OF THE SASKATOON SCHOOL DIVISION NO. 13
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2025

c) 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 consolidated financial statements, and the reported amounts of revenues and expenses during the year.

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

- the liability for employee future benefits of \$7,389,900 (2024 - \$7,358,000) because actual experience may differ significantly from actuarial estimations.
- useful lives of capital assets and related accumulated amortization of \$255,728,916 (2024 - \$246,478,686) because the actual useful lives of the capital assets may differ from their estimated economic lives.
- the net pension asset of \$nil (2024 - \$nil) because actual experience may differ significantly from actuarial assumptions.
- estimated discounted asset retirement obligation of \$14,553,065 (2024 - \$14,136,424) because actual expense may differ significantly from valuation estimates.
- estimated accrued salaries of \$nil (2024 - \$4,802,123) related to the settlement of a provincial teacher collective bargaining agreement with retroactive application to September 1, 2023.

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

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

d) Financial Instruments

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

Financial instruments are assigned to one of the two measurement categories: fair value, or cost or amortized cost.

THE BOARD OF EDUCATION OF THE SASKATOON SCHOOL DIVISION NO. 13
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2025

i) Fair Value

Fair value measurement applies to portfolio investments in equity instruments that are quoted in an active market.

Any associated transaction costs are expensed upon initial recognition. Unrealized changes in fair value are recognized in the consolidated statement of remeasurement gains and losses until they are realized, at which time they are transferred to the consolidated statement of operations and accumulated surplus from operations.

Fair value is determined by quoted prices (unadjusted) in active markets for identical assets or liabilities.

When a decline in fair value is determined to be other than temporary, the amount of the loss is removed from any accumulated remeasurement gains and reported in the consolidated statement of operations and accumulated surplus from operations.

ii) Cost or Amortized Cost

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

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

Foreign currency transactions are translated at the exchange rate prevailing at the date of the transactions. Financial assets and liabilities, and non-monetary items included in the fair value measurement category denominated in foreign currencies, are translated into Canadian dollars at the exchange rate prevailing at the consolidated financial statement date. The school division believes that it is not subject to significant unrealized foreign exchange translation gains and losses arising from its financial instruments.

e) Financial Assets

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

THE BOARD OF EDUCATION OF THE SASKATOON SCHOOL DIVISION NO. 13
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2025

Cash and Cash Equivalents consist of cash, bank deposits and highly liquid investments with 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 provincial grants receivable, treaty land entitlement receivable, and other receivables. Provincial grants receivable represent operating and capital, 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 and there are no stipulations strong enough to create a liability.

Treaty land entitlement receivable and other receivables are recorded at cost less valuation allowances. These allowances are recorded where collectability is considered doubtful.

Portfolio Investments consist of term deposits made to obtain a return on a temporary basis with maturity terms between three months and one year and equity instruments quoted in an active market. The school division values its portfolio investments in accordance with its policy for financial instruments, as described in Note 2(d).

f) Non-Financial Assets

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

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

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

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

Land improvements (pavement, fencing, lighting, etc.)	20 years
Buildings*	50 years
Buildings – short-term	20 years
Other vehicles – passenger	5 years
Furniture and equipment	10 years
Computer hardware and audio-visual equipment	5 years

THE BOARD OF EDUCATION OF THE SASKATOON SCHOOL DIVISION NO. 13
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2025

Computer software	5 years
Leased capital assets	Lease term

*Buildings that include asbestos and are fully and/or nearly fully amortized have had their useful life reassessed and increased by 2-47 years.

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

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

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

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

g) Liabilities

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

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

Asset Retirement Obligation (ARO) consists of building assets that contain asbestos. The school division recognizes the fair value of an ARO in the period in which it incurs a legal obligation associated with the retirement of a tangible capital asset. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs capitalized as part of the related tangible capital asset and amortized on the same basis as the underlying asset. In subsequent periods, the liability is adjusted for accretion and any changes in the amount or timing of the underlying future cash flows and accretion expense is included in the Statement of Operations.

THE BOARD OF EDUCATION OF THE SASKATOON SCHOOL DIVISION NO. 13
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2025

Long-Term Debt is comprised of capital loans with initial maturities of more than one year and are incurred for the purpose of financing capital expenses in accordance with the provisions of *The Education Act, 1995*.

Long-term debt also includes capital lease obligations where substantially all of the benefits and risks incident to ownership are transferred to the school division without necessarily transferring legal ownership. The amount of the lease liability recorded at the beginning of the lease term is the present value of the minimum lease payments, excluding the portion thereof relating to executory costs.

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

h) Employee Pension Plans

Employees of the school division participate in the following pension plans:

Multi-Employer Defined Benefit Plans

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.

Defined Benefit Plan Administered by the School Division

The school division administers a defined benefit plan to employees who are not eligible to participate in the teachers' pension plan described above.

The cost of pension benefits earned by employees is actuarially determined using the projected benefit method pro-rated on service and using assumptions including the pension plan's expected investment yields, discount rates, inflation, salary escalations, mortality of members, terminations and the ages at which members will retire. Actuarial gains and losses are changes in the value of the accrued benefit obligation and the pension fund assets resulting from the difference between the actual and expected results or resulting from changes in actuarial assumptions. Actuarial gains and losses are deferred and amortized over the average remaining service life of the related employee groups.

THE BOARD OF EDUCATION OF THE SASKATOON SCHOOL DIVISION NO. 13
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2025

i) Revenue Recognition

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

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

i) Government Transfers (Grants)

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

ii) Fees and Services

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

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

iii) Interest Income

Interest is recognized as revenue when it is earned.

THE BOARD OF EDUCATION OF THE SASKATOON SCHOOL DIVISION NO. 13
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2025

iv) Other (Non-Government Transfer) Contributions

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

j) Accounting Changes

As at September 1, 2023 the School Division implemented a new accounting policy to conform to the new Public Sector Accounting standard for Public Private Partnerships (PS 3160) for tangible capital assets previously granted to the school division by the Ministry of Education. The standard has been accounted for using the retroactive application without restatement of prior period comparative amounts. The impact on the school division's consolidated financial statements is summarized as follows:

	Adjustment applied September 1, 2023
Tangible Capital Assets Cost	(14,199,438)
Tangible Capital Assets Accumulated Amortization	(1,703,933)
Accumulated Surplus from Operations, Beginning of Year	(12,495,505)

k) Accounting Standard Not Yet in Effect

The Public Sector Accounting Board has issued a new conceptual framework and reporting model. A conceptual framework is a coherent set of interrelated concepts underlying accounting and financial reporting standards. It prescribes the nature, function and limits of financial accounting and reporting. A reporting model establishes guidance on the presentation of general-purpose financial statements. The transitional provisions require that comparative information should be restated to conform to any changes to presentation as a result of adopting the new standards.

The school division will adopt both the conceptual framework and reporting model on September 1, 2026, and is in the process of evaluating the impact this will have on these financial statements.

3. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

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	2025		2024	
Portfolio investments in the cost or amortized cost category:	<u>Cost</u>		<u>Cost</u>	
GIC, interest of 5.46%, due Dec. 4, 2024	\$	-	\$	9,000,000
GIC, interest of 5.44%, due Feb. 4, 2025		-		5,000,000
GIC, interest of 5.41%, due Mar. 4, 2025		-		5,000,000
GIC, interest of 5.39%, due Apr. 2, 2025		-		5,000,000
GIC, interest of 4.73%, due May 8, 2025		-		5,000,000
Total portfolio investments reported at cost or amortized cost		-		29,000,000
Portfolio investments in the fair value category:	<u>Cost</u>	<u>Fair Value</u>	<u>Cost</u>	<u>Fair Value</u>
Equity investments in active market	2,706,418	2,847,165	1,789,943	1,817,720
Total portfolio investments reported at fair value	2,706,418	2,847,165	1,789,943	1,817,720
Total portfolio investments	\$ 2,847,165		\$ 30,817,720	

4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Accretion of ARO	Amortization of TCA	2025 Actual	2024 Actual
Governance	\$ 374,197	\$ 807,665	\$ -	\$ -	\$ -	\$ 1,181,862	\$ 632,828
Administration	6,980,956	704,452	-	-	155,508	7,840,916	7,291,254
Instruction	235,647,077	14,378,948	-	-	4,190,455	254,216,480	234,617,421
Plant Operation & Maintenance	15,555,478	23,437,653	-	-	10,327,992	49,321,123	45,280,460
Student Transportation	-	7,795,189	-	-	-	7,795,189	7,452,511
Tuition and Related Fees	-	471,465	-	-	-	471,465	667,080
School Generated Funds	-	5,649,624	-	-	-	5,649,624	4,822,629
Complementary Services	5,648,059	758,727	-	-	-	6,406,786	5,381,163
External Services	3,039,549	8,523,788	-	-	5,899	11,569,236	13,355,770
Other	-	42,055	190,155	549,139	-	781,349	2,847,852
TOTAL	\$267,245,316	\$ 62,569,566	\$ 190,155	\$ 549,139	\$ 14,679,854	\$345,234,030	\$ 322,348,968

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5. EMPLOYEE FUTURE BENEFITS

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

Details of the employee future benefits are as follows:

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

Liability for Employee Future Benefits	2025	2024
Accrued Benefit Obligation - beginning of year	\$ 7,108,200	\$ 5,643,400
Current period service cost	552,400	473,200
Interest cost	290,400	257,600
Benefit payments	(802,700)	(523,400)
Actuarial (gains) losses	(129,200)	1,257,400
Accrued Benefit Obligation - end of year	7,019,100	7,108,200
Unamortized net actuarial gains	370,800	249,800
Liability for Employee Future Benefits	\$ 7,389,900	\$ 7,358,000

Employee Future Benefits Expense	2025	2024
Current period service cost	\$ 552,400	\$ 473,200
Amortization of net actuarial gains	(8,200)	(105,100)
Benefit cost	544,200	368,100
Interest cost	290,400	257,600
Total Employee Future Benefits Expense	\$ 834,600	\$ 625,700

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6. PENSION PLANS

Multi-Employer Defined Benefit Plans

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

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

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

The STRP and STSP are funded by contributions by the participating employee members and the Government of Saskatchewan. The school division's obligation to the STRP and STSP is limited to collecting and remitting contributions of the employees at rates determined by the plans. Accordingly, these consolidated financial statements do not include any expense for employer contributions to these plans. Net pension assets or liabilities for these plans are not reflected in these consolidated financial statements as ultimate responsibility for retirement benefits rests with the Saskatchewan Teachers' Federation for the STRP and with the Government of Saskatchewan for the STSP.

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

	2025			2024
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	2,572	1	2,573	2,435
Member contribution rate (percentage of salary)	10.00%	6.05% / 7.85%	6.05% / 10.00%	6.05% / 11.70%
Member contributions for the year	\$ 18,033,930	\$ 588	\$ 18,034,518	\$ 15,861,605

Defined Benefit Plan Administered by the School Division

The school division administers a defined benefit plan to employees who are not eligible to participate in the teachers' pension plan which provides benefits based on length of service and pensionable earnings. The net pension asset represents accrued pension benefits less the fair value of related pension assets and the balance of unamortized experience gains and losses and is reflected in these consolidated financial statements as accounts receivable as the school division is ultimately responsible for the funding of these pension obligations.

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Actuarial valuations for accounting purposes are performed at least triennially using the projected accrued benefit actuarial cost method. The most recent valuation was prepared by AON Consulting, an actuarial services firm, as at December 31, 2024. The accrued benefit obligation reported in the tables below is based on the extrapolation as at August 31, 2025 of the December 31, 2024 valuation.

The market value of pension plan assets reported in the tables is done in accordance with the methodology used for the December 31, 2024 actuarial valuation report for the plan, which is market value.

Details of the plan are as follows:

	2025	2024
Number of active School Division members	1,265	1,126
Number of former members, superannuates and surviving spouses	731	701
Member contribution rate (percentage of salary)	8.05%	8.05%
School Division contribution rate (percentage of salary)	9.12%	9.12%
Member contributions	\$ 4,623,000	\$ 3,945,000
School Division contributions	\$ 4,981,000	\$ 4,422,000
Benefits paid	\$ (10,746,000)	\$ (10,615,000)
Actuarial valuation date	Aug/31/2025	Aug/31/2024
Long-term assumptions used:		
Salary escalation rate-Beginning of year	3.25%	3.25%
Salary escalation rate-End of year	3.25%	3.25%
Expected rate of return on plan assets-Beginning of year	6.60%	5.75%
Expected rate of return on plan assets-End of year	6.30%	6.60%
Discount rate-Beginning of year	6.30%	6.60%
Discount rate-End of year	6.30%	6.30%
Inflation rate-Beginning of year	2.25%	2.25%
Inflation rate-End of year	2.25%	2.25%
Expected average remaining service life (years)	12	12

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Net Pension Liability / Asset	2025	2024
Accrued Benefit Obligation - beginning of year	\$ 164,281,000	\$ 154,520,000
Current period benefit cost	7,859,000	6,361,000
Interest cost	10,259,000	10,058,000
Benefit payments	(10,746,000)	(10,615,000)
Experience losses / (gains)	(1,451,000)	3,957,000
Accrued Benefit Obligation - end of year	170,202,000	164,281,000
Pension Plan Assets at market value - beginning of year	183,982,000	166,753,000
Employer contributions	4,981,000	4,422,000
Employee contributions	4,623,000	3,945,000
Return on plan assets	11,555,000	10,932,000
Actuarial gains / losses	1,469,000	8,545,000
Benefit payments	(10,746,000)	(10,615,000)
Pension Plan Assets at market value - end of year (1)	195,864,000	183,982,000
Funded Status - Pension Plan Surplus	25,662,000	19,701,000
Unamortized net actuarial gains	(9,381,000)	(7,509,000)
Valuation allowance adjustment	(16,281,000)	(12,192,000)
Net Pension Liability / Asset	\$ -	\$ -

(1) Pension plan assets consist of:	2025	2024
Fixed income securities	21.0%	21.5%
Equity investments	58.0%	55.9%
Mortgage	9.8%	9.3%
Real Estate	11.2%	13.3%
	100.0%	100.0%

Pension Expense	2025	2024
Current period benefit cost	\$ 7,859,000	\$ 6,361,000
Amortization of net actuarial gain / loss	(1,048,000)	(159,000)
Employee contributions	(4,623,000)	(3,945,000)
Pension Cost	2,188,000	2,257,000
Interest cost on the average accrued benefit obligation	10,259,000	10,058,000
Expected return on average pension plan assets	(11,555,000)	(10,932,000)
Net Interest Cost / Income	(1,296,000)	(874,000)
Valuation allowance adjustment	4,089,000	3,039,000
Total Pension Expense	\$ 4,981,000	\$ 4,422,000

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7. ACCOUNTS RECEIVABLE

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

	2025	2024
Provincial Grants Receivable	\$ 7,836,971	\$ 6,180,246
Treaty Land Entitlement Receivable	205,845	406,690
Other Receivables	2,955,171	3,024,234
Total Accounts Receivable	\$ 10,997,987	\$ 9,611,170

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2025	2024
Accrued Salaries and Benefits	\$ 5,323,918	\$ 10,002,596
Supplier Payments - Operating	10,160,230	8,461,930
Supplier Payments - Capital	684,081	2,607,892
Liability for Asset Retirement Obligation	14,553,065	14,136,424
Accrued Interest Payable	-	697
Total Accounts Payable and Accrued Liabilities	\$ 30,721,294	\$ 35,209,539

The school division recognized an estimated liability for asset retirement obligation of \$14,553,065 (2024 - \$14,136,424) for the removal and disposal of asbestos. The nature of the liability is related to asbestos containing materials within several of the school division's facilities that will be required to be properly disposed of when the building is disposed of, or remediation work is undertaken. The assumptions used in estimating the liability include various types of asbestos containing materials within each of the school division's buildings, along with the standard of work that will be required to safely remove the asbestos containing materials. Additionally, assumptions were made around the remaining useful life of all school division building that contain asbestos materials to determine amortization of the asset and when remediation costs may be incurred. The school division has settled liabilities for the asset retirement obligation based on remediation work performed.

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	2025	2024
Long-term assumptions used:		
Discount rate at end of period	4.01%	4.01%
Inflation rate	2.25%	2.25%
Estimated timing of settlement (years)	1-46 years	2-47 years

Liability of Asset Retirement Obligations	2025	2024
Asset Retirement Obligations, beginning of year	\$ 14,136,424	\$ 15,792,118
Liabilities Settled - Remediation	(132,498)	(2,919,767)
Revisions in estimated cash flows	-	648,541
Accretion Expenses	549,139	615,532
Asset Retirement Obligations, end of year	\$ 14,553,065	\$ 14,136,424

9. LONG-TERM DEBT

Details of long-term debt are as follows:

	2025	2024
Capital Loans:		
(a) Monthly payments of principal and interest combined of \$42,044, interest rate of 3.68%; due on the last day of each month through May 30, 2033 (TD-Willowgrove Construction Loan)	\$ 3,399,612	\$ 3,771,581
(b) Monthly payments of principal and interest combined of \$24,354, interest rate of 2.47%; due on the last day of each month through to April 30, 2025 (CPCI repurpose Loan - BMO)	-	193,121
(c) Monthly payments of principal and interest combined of \$63,527, interest rate of 1.675%; due on the 7th day of each month through to June 7, 2025 (Tech Loan - TD)	-	633,127
	3,399,612	4,597,829
Capital Lease:		
Photocopier Lease - Quarterly payments of principal and interest combined of \$56,428, interest rate of 6.68%; final payment due October 2028 (Konica Minolta)	639,380	815,008
	639,380	815,008
Total Long-Term Debt	\$ 4,038,992	\$ 5,412,837

Future principal and interest repayments over the next 5 years are estimated as follows:				
	Capital Loans	Capital Lease	Total	
2026	\$ 504,530	\$ 225,713	\$	730,243
2027	504,530	225,713		730,243
2028	504,530	225,713		730,243
2029	504,530	37,619		542,149
2030	504,530	-		504,530
Thereafter	1,390,673	-		1,390,673
Total	3,913,323	714,758		4,628,081
Less: Interest and executory cost	513,711	75,378		589,089
Total future principal repayments	\$ 3,399,612	\$ 639,380	\$	4,038,992

Principal and interest payments on the long-term debt are as follows:				
	Capital Loans	Capital Lease	2025	2024
Principal	\$ 1,198,217	\$ 175,628	\$ 1,373,845	\$ 1,734,392
Interest	140,070	50,085	190,155	223,576
Total	\$ 1,338,287	\$ 225,713	\$ 1,564,000	\$ 1,957,968

10. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at August 31, 2024	Additions during the Year	Revenue recognized in the Year	Balance as at August 31, 2025
Non-Capital deferred revenue:				
Student International Education tuition	\$ 1,578,607	\$ 1,637,192	\$ 1,596,879	\$ 1,618,920
Multi-space agreement	710,498	-	45,351	665,147
Jordan's principle	6,467,739	45,500	6,513,239	-
Public Health Agency of Canada	359,614	-	297,138	62,476
Foundation deferred donations	4,838,789	1,709,222	3,548,499	2,999,512
Total Deferred Revenue	\$ 13,955,247	\$ 3,391,914	\$ 12,001,106	\$ 5,346,055

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11. COMPLEMENTARY SERVICES

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

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

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	Early Learning Intensive Supports	French Second Language	Specialized Classroom Supports	Students in Hospital/Custody	Other Programs	2025	2024
Revenues:								
Operating Grants	\$ 2,824,630	\$ 1,025,000	\$ 330,247	\$ -	\$ 882,287	\$ 637,017	\$ 5,699,181	\$ 6,576,991
Fees and Other Revenues / Capital Grants	-	-	-	-	-	103,966	103,966	1,532
Total Revenues	2,824,630	1,025,000	330,247	-	882,287	740,983	5,803,147	6,578,523
Expenses:								
Salaries & Benefits	2,920,491	680,071	165,154	341,348	655,256	885,739	5,648,059	4,899,356
Instructional Aids	40,130	-	217,457	199	60,161	37,201	355,148	335,779
Supplies and Services	-	-	-	-	-	190,898	190,898	10,258
Non-Capital Equipment	-	-	-	9,059	-	80,748	89,807	909
Building Operating Expenses	-	-	-	-	-	7,725	7,725	-
Professional Development (Non-Salary Costs)	1,944	-	-	-	-	2,087	4,031	14,348
Student Related Expenses	-	-	-	-	-	-	-	866
Contracted Transportation & Allowances	-	-	-	-	16,668	94,450	111,118	119,647
Total Expenses	2,962,565	680,071	382,611	350,606	732,085	1,298,848	6,406,786	5,381,163
Excess (Deficiency) of Revenues over Expenses	\$ (137,935)	\$ 344,929	\$ (52,364)	\$ (350,606)	\$ 150,202	\$ (557,865)	\$ (603,639)	\$ 1,197,360

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12. EXTERNAL SERVICES

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

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

Summary of External Services Revenues and Expenses, by Program	Cafeteria	Qualified Donee & Foundation	Whitecap	Driver Education	Following Their Voices	Other Programs	2025	2024*
Revenues:								
Operating Grants	\$ -	\$ -	\$ 159,913	\$ 1,507,429	\$ 2,685,000	\$ -	\$ 4,352,342	\$ 5,433,923
Fees and Other Revenues	198,500	4,456,533	814,350	-	-	105,010	5,574,393	7,366,888
Total Revenues	198,500	4,456,533	974,263	1,507,429	2,685,000	105,010	9,926,735	12,800,811
Expenses:								
Grant Transfers	-	-	-	-	1,295,435	-	1,295,435	1,306,323
Tuition & Other Related Fees	-	-	25,924	-	-	-	25,924	679,610
Salaries & Benefits	273,964	438,858	906,204	1,163,013	108,457	149,053	3,039,549	4,162,278
Instructional Aids	-	4,664,953	28,121	-	-	693	4,693,767	4,686,059
Supplies and Services	184,540	571,484	-	248,936	937,298	162	1,942,420	2,223,117
Non-Capital Equipment	-	12,510	-	95,535	-	-	108,045	76,034
Building Operating Expenses	-	-	-	-	-	21,797	21,797	22,374
Communications	-	419,601	-	-	-	-	419,601	179,147
Professional Development	-	-	-	550	-	-	550	1,007
Student Related Expenses	-	16,249	-	-	-	-	16,249	13,922
Amortization of Tangible Capital Assets	-	5,899	-	-	-	-	5,899	5,899
Total Expenses	458,504	6,129,554	960,249	1,508,034	2,341,190	171,705	11,569,236	13,355,770
Excess (Deficiency) of Revenues over Expenses	\$ (260,004)	\$ (1,673,021)	\$ 14,014	\$ (605)	\$ 343,810	\$ (66,695)	\$ (1,642,501)	\$ (554,959)

Associate Schools - see table below for details of revenues and expenses by school

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Summary of Associate School Revenues and Expenses, Details by School	2025	2024
Revenues:		
Operating Grants	\$ -	\$ 1,794,926
Total Revenues	-	1,794,926
Expenses:		
Tuition & Other Related Fees	-	650,159
Salaries & Benefits	-	1,144,767
Total Expenses	-	1,794,926
Excess (Deficiency) of Revenues over Expenses	\$ -	\$ -

13. ACCUMULATED SURPLUS

Accumulated surplus represents the financial assets and non-financial assets of the school division less liabilities. Accumulated surplus is comprised of the following two amounts:

- i) Accumulated surplus from operations which represents the accumulated balance of net surplus arising from the operations of the school division and school generated funds as detailed in the table below; and
- ii) Accumulated remeasurement gains and losses which represent the unrealized gains and losses associated with changes in the value of financial instruments recorded at fair value as detailed in the consolidated statement of remeasurement gains and losses.

Certain amounts of the accumulated surplus from operations, as approved by the board of education, have been designated for specific future purposes and are included in the accumulated surplus from operations presented in the consolidated statement of financial position. The school division does not maintain separate bank accounts for designated assets.

Details of accumulated surplus are as follows:

	August 31, 2024	Additions during the year	Reductions during the year	August 31, 2025
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 256,395,011	\$ 16,614,259	\$ 14,679,854	\$ 258,329,416
Less: Liability for Asset Retirement Obligation	(14,136,424)	(549,139)	(132,498)	(14,553,065)
Less: Debt owing on Tangible Capital Assets	(5,412,837)	-	(1,373,845)	(4,038,992)
	236,845,750	16,065,120	13,173,511	239,737,359
Designated Assets (Schedule F)	35,523,503	35,327,219	38,791,624	32,059,098
Unrestricted Surplus	5,041,631	9,361,331	7,544,293	6,858,669
Total Accumulated Surplus from Operations	277,410,884	60,753,670	59,509,428	278,655,126
Accumulated Remeasurement Gain	27,777	140,287	27,317	140,747
Total Accumulated Surplus	\$ 277,438,661	\$ 60,893,957	\$ 59,536,745	\$ 278,795,873

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14. BUDGET FIGURES

Budget figures included in the consolidated financial statements were approved by the board of education on June 18, 2024 and the Minister of Education on August 29, 2024.

15. UNRECOGNIZED ASSETS

The school division has works of art that are not recognized because a reasonable estimate cannot be made because the costs, benefits, and economic value of such items cannot be reasonably and verifiably quantified using existing methods.

16. CONTRACTUAL RIGHTS

Significant contractual rights of the school division are as follows:

- Mount Royal shared cost agreement of \$219,280 annually with no expiration, unless by notice of termination

	Mount Royal Cost Share Agreement
2026	\$ 219,280
2027	219,280
2028	219,280
2029	219,280
2030	219,280
Thereafter	indefinite

17. CONTINGENT LIABILITIES

The school division has been named as a defendant in certain legal actions in which damages have been sought. The outcome of these actions is not determinable as at the date of reporting and accordingly, no provision has been made in these consolidated financial statements for any liability that may result. The school division's share of settlement, if any, will be charged to expenses in the year in which the amount is determinable.

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18. CONTRACTUAL OBLIGATIONS

Significant contractual obligations of the school division are as follows:

	Estimated Completion Date	Amount
Evan Hardy Upgrades	2026	\$ 227,789
wâhkôhtowin Cultural Room Upgrades	2026	102,159
LED Upgrades	2026	246,393
Fire Alarm Upgrades	2026	1,250,316
City Centre School	2028	31,340,655
Holmwood School	2029	7,588,105
Theatre Upgrades	2026	270,792
Brighton School	2029	391,556
Prince Philip Exterior Upgrades	2026	113,059
Relocatables - Various School	2026	5,293,772
Personal Care Washroom Upgrades	2026	182,263
Total Facility and Technology Contractual Obligations		\$ 47,006,859

The school division has ongoing service commitments for transportation, energy, warehouse, and parking. Other contracts and service commitments are as follows:

	Bussing	Taxis	Energy	Warehouse	Parking	Total
2025-26	\$ 8,059,200	\$ 916,790	\$ 1,241,975	\$ 80,000	\$ 273,923	\$ 10,571,888
2026-27	5,561,654	-	-	80,000	281,958	5,923,612
2027-28	5,728,504	-	-	60,000	282,688	6,071,192
2028-29	5,900,359	-	-	-	282,688	6,183,047
2029-30	-	-	-	-	282,688	282,688
Thereafter	-	-	-	-	23,557	23,557
Total Service Commitments	\$ 25,249,717	\$ 916,790	\$ 1,241,975	\$ 220,000	\$ 1,427,502	\$ 29,055,984

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, foreign exchange risk and other price risk.

i) Credit Risk

Credit risk is the risk to the school division from potential non-payment of accounts receivable. The credit risk related to the school division's receivables from the provincial government, federal government and their agencies are considered to be minimal. For other receivables, the school division has adopted credit policies which include implementation of credit limits and close monitoring of overdue accounts.

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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, 2025, was:

August 31, 2025					
	Total	0-30 days	31-60 days	61-90 days	Over 90 days
Grants Receivable	\$ 7,836,971	\$ 672,234	\$ -	\$ -	\$ 7,164,737
Other Receivables	1,842,409	930,918	108,620	71,165	731,706
Net Receivables	\$ 9,679,380	\$ 1,603,152	\$ 108,620	\$ 71,165	\$ 7,896,443

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

ii) Liquidity Risk

Liquidity risk is the risk that the school division will not be able to meet its financial obligations as they come due. The school division manages liquidity risk by maintaining adequate cash balances, budget practices and monitoring, and cash flow forecasts.

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

August 31, 2025					
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 30,721,294	\$ 15,930,500	\$ 29,500	\$ 154,873	\$ 14,606,421
Long-term debt	4,038,992	285,219	288,325	2,608,666	856,782
Total	\$ 34,760,286	\$ 16,215,719	\$ 317,825	\$ 2,763,539	\$ 15,463,203

iii) Market Risk

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

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The school division's interest rate exposure relates to cash and cash equivalents.

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The school division also has an authorized bank line of credit of \$ 20,000,000 with interest payable monthly at a rate of prime minus 1.00% per annum. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2025.

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 bank line of credit
- managing its interest rate risk on long-term debt through the exclusive use of fixed rate terms for its long-term debt

Foreign Currency Risk

Foreign currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The school division is exposed to currency risk on purchases denominated in U.S. dollars for which the related accounts payable balances are subject to exchange rate fluctuations; however, the school division believes that it is not subject to significant foreign exchange risk from its financial instruments.

Other Price Risk

The school division's other price risk exposure relates to portfolio investments, specifically equity investments in active markets that are measured at fair value. The school division minimizes other price risk through use of an investment policy that is intended to balance the portfolio and use of a professional investment advisor. There have been no changes in the exposure of the school division to other price risk or how the school division manages its exposure to other price risk since the previous period. If there were to be a 10% increase or decrease in the market value of the portfolio investments that are measured at fair value, the accumulated remeasurement gains(losses) as at August 31, 2025 would increase or decrease by \$ 284,716 (August 31, 2024 - \$181,772). The sensitivity is higher as at August 31, 2025 than at August 31, 2024 because of an increase in the amount of portfolio investments in active markets measured at fair value.