



**Holy Family Roman Catholic Separate School**  
**Division #140**  
**2024-25 Annual Report**

## Table of Contents

Contact Information.....	2
Letter of Transmittal .....	3
Introduction .....	4
Governance.....	5
School Division Profile.....	7
Demographics .....	8
Strategic Direction and Reporting .....	12
Infrastructure and Transportation.....	37
Financial Overview .....	39
Appendix A – Payee List.....	41
Appendix B – Multi-year Funding Agreement and Classroom Support Resources .....	44
Appendix C – Management Report and Audited Financial Statements.....	45

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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 Holy Family Roman Catholic Separate School Division #140 is pleased to provide you and the residents of the school division with the 2024-25 annual report. This report presents an overview of Holy Family Roman Catholic Separate School Division's goals, activities and results for the fiscal year September 1, 2024 to August 31, 2025. It provides financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

A handwritten signature in blue ink that reads "Bruno Tuchscherer". The signature is written in a cursive style with a large initial 'B'.

Bruno Tuchscherer  
Chairperson

## Introduction

This annual report provides information about Holy Family Roman Catholic Separate School Division for its 2024-25 fiscal year, its governance structures, students, staff, partnerships, strategic activity and progress, infrastructure, and finances. In addition to describing the school division's goals, activities and performance, the report details how the division implemented the provincial education plan in relation to its school division plan and the progress that has been made towards achieving the provincial level targets.



# Governance

## The Board of Education

The Board of Education provides policy governance for Holy Family RCSSD as a whole and School Community Councils (SCCs) provide advice to individual schools.

Holy Family RCSSD is governed by a nine-person elected Board of Education. *The Education Act, 1995* gives the Board of Education authority to govern the school division. Holy Family RCSSD is organized into five subdivisions for purpose of elections, but once elected the members of the Board of Education represent all students in Holy Family RCSSD and are committed to providing the best education for each and every student. Board of Education members as of August 31, 2025 were:

Subdivision 2 .....	Teresa Vandesype
Subdivision 3 .....	Kristy Phillips
Subdivision 4 .....	Rocky Sidloski
Subdivision 5 .....	Kathleen Yanko
Subdivision 6 .....	Kathleen MacLean
City of Weyburn (Members at Large).....	Bruno Tuchscherer (Chairperson); Jerome Sidloski (Vice-Chairperson)
City of Estevan (Members at Large).....	Karen Melle; Gil Sotto

## School Community Councils

In 2024-25, each of five elementary schools in Holy Family RCSSD maintained an operational School Community Council (SCC) with the required membership. While primarily working in an advisory capacity to the administration of the school, SCCs actively supported their schools, in a variety of fashions, in both academic and non-academic priorities, contributing to staff and student wellness initiatives. Working in close partnership with school administration, SCCs focused on student and staff overarching support for Catholic distinctiveness, well-being, increased family engagement & connection with the school, and supporting the literacy and numeracy goals as identified in the school's learning plan all of which aligned with the division's strategic priorities and the Provincial Education Plan.

Key successes included funding literacy and numeracy resources such as the *Read and Feed* program, literacy reading evenings, funding to purchase of *One Book, One School* books for all students, and base funding for individual classrooms to augment classroom library resources. Some SCCs provided funding for supporting *Dare to Care* programs in schools and for hosting presenters such as *Face-to-Face Ministries* to lead retreats, benefiting both student and staff well-being and finally funding to bring in *Indigenous Hoop Dancers*. Additionally, some SCCs planned and assisted in the orchestration of *Back-to-School BBQs* and literacy evenings. These community events strengthened the connection between school, families, and the broader community. SCCs promoted the learning plans of the school and achievements through various media platforms, increasing awareness of their impact and promoting involvement in the recruitment and retention of volunteer members.

The Director of Education maintained regular communication with SCC presidents and attended a number of SCC meetings in various school communities throughout the year. Principals and administrators discussed SCC engagement strategies at administrative meetings. While not the case in all of our schools, one challenge in particular is recruitment and retention of council members. Holy Family RCSSD encourages broad and inclusive SCC participation, reflecting the diversity of its families, which includes approximately two dozen first languages that are not English. Although Holy Family RCSSD has a very small Indigenous population and no on-reserve students, all families are welcomed to serve on SCCs.

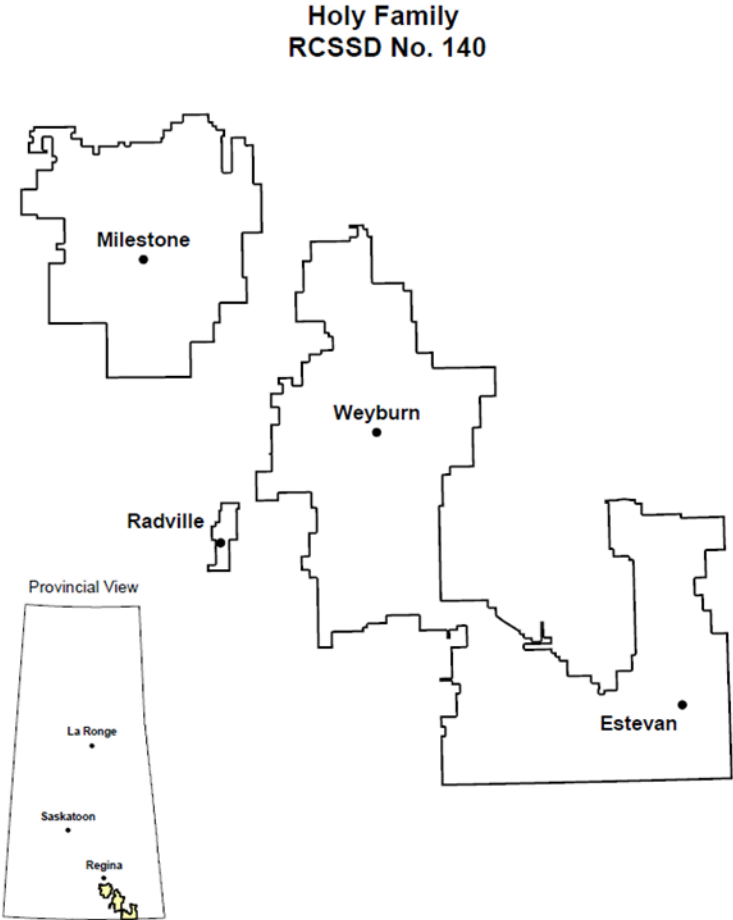
SCCs receive a small operational grant and are informed of provincial SCC opportunities throughout the year. Holy Family RCSSD values the positive, trusting relationships it enjoys with SCCs at both the school and system level, recognizing the essential role these councils play in fostering vibrant, goal-focused school communities.

# School Division Profile

## School Division in Context

Holy Family RCSSD is an urban and rural elementary school division with five schools located in four communities. The division is in southeastern Saskatchewan. It spans a geographic area from Estevan in the south, Wilcox in the north, Radville in the west, and Weyburn in the center. The map below shows the geographic location of Holy Family RCSSD. Holy Family RCSSD is divided into five subdivisions and two urban centers for purposes of board representation. For a more detailed map showing the five subdivisions, the cities and the other major towns and highways, please visit [www.holyfamilyrcssd.ca](http://www.holyfamilyrcssd.ca).

Much of Holy Family RCSSD is rural, punctuated by a few large towns and two cities: Weyburn, where the school division head office is located, and Estevan, in the southeast area of the division. The economy of the Holy Family RCSSD area is mixed. Oil, agriculture and manufacturing are key areas of work.



## **Division Philosophical Foundation**

### **Mission Statement**

To prepare our students to be successful in the economies of the 21<sup>st</sup> century guided by Catholic values and principles.

### **Vision Statement**

To provide relevant, global, high quality Early Learning – Grade 12 Catholic education to children in our community.

### **Guiding Principles**

1. We value the uniqueness of all God’s children.
2. We live our faith by modelling Christ’s teachings.
3. We value a safe, caring, inclusive learning environment respecting diversity.
4. We value walking together in reconciliation.
5. We value permeation of Catholic faith in our curriculum.
6. We value individual academic excellence.
7. We value deep learning and innovation.
8. We value research based decision making.
9. We value family, parish and community engagement.
10. We value and celebrate the success of our students and staff.

## **Demographics**

### **Students**

In 2024-25, 1352 full-time equivalent students were enrolled K-9 in Holy Family RCSSD on September 30<sup>th</sup>, 2024. The ELIS program continued to be part of the Prekindergarten programming in 2024-25. The population of students in Kindergarten is lower to the number of students graduating. An increase in registrations from grade 1 to grade 9 has still resulted in enrolment growth. There also continues to be a downward trend in migration of some students who transition early into a 7-12 high school which is not operated by Holy Family RCSSD because there are no high schools in Holy Family RCSSD. This has further helped increase in student enrollment. Holy Family RCSSD continues to have a small population of self-identified First Nation, Metis and Inuit students. There is a high population of English as Additional Language (EAL) students with two schools having over 30% of their populations consisting of EAL students.

<b>Holy Family RCSSD 140</b>					
<b>Grade</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
<b>Kindergarten</b>	130	121	94	158	127
<b>1</b>	155	124	134	98	162
<b>2</b>	131	148	122	146	118
<b>3</b>	158	129	156	135	163
<b>4</b>	147	160	137	160	144
<b>5</b>	150	154	158	143	167
<b>6</b>	162	161	155	152	150
<b>7</b>	121	138	129	136	140
<b>8</b>	95	113	142	121	140
<b>9</b>	43	20	40	48	41
<b>10</b>	-	-	-	-	-
<b>11</b>	-	-	-	-	-
<b>12</b>	-	-	-	-	-
<b>Total</b>	<b>1,292</b>	<b>1,268</b>	<b>1,267</b>	<b>1,297</b>	<b>1,352</b>
<b>PreK</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>52</b>	<b>51</b>

- 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

<b>Job Category</b>	<b>FTEs</b>
<b>Classroom teachers</b>	75.2
<b>Principals, vice-principals</b>	5.9
<b>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</b>	102.3
<b>Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees</b>	4.5
<b>Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers</b>	9.4
<b>Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers</b>	9.5
<b>League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents</b>	3.0
<b>Total Full-Time Equivalent (FTE) Staff</b>	<b>209.8</b>

Notes:

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

Source: Holy Family RCSSD, 2025

## Senior Management Team

- The Director of Education/CEO, Ken Sampson, reports directly to the Board of Education. The Holy Family RCSSD policy governance model outlines the key roles of the Director of Education which includes the responsibility for leadership in Catholic education, direct supervision of all administrators and curriculum and religion coordinator, and accountability for all Board approved goals. The Director manages oversight of SCC, major external system communications and system linkages. The Director is also the system Attendance Counselor.
- The Superintendent of School Operations and Research, Chad Fingler, is responsible for the activities related to the daily operations of the schools, transportation, facilities and technology.
- The Superintendent of Student Services and Assessment, Terry Jordens, is responsible for the activities related to Student Services, Early Learning, Indigenous Education, English as an Additional Language, and assessment data in Holy Family RCSSD.
- The Chief Financial Officer, Georgia Hanwell, is responsible for activities related to finance. The Chief Financial Officer is also the Board's secretary treasurer.
- Human resources responsibilities are shared between the Director of Education/CEO, Ken Sampson, and the Superintendent of School Operations and Research, Chad Fingler.

# 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.

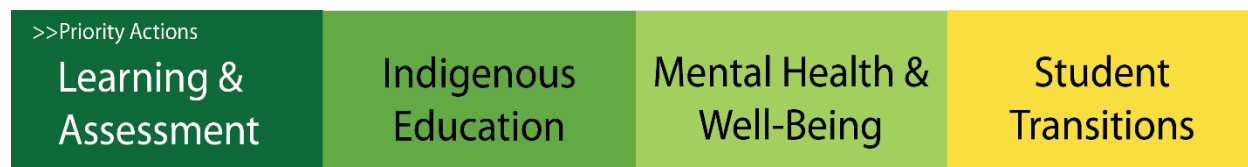
Saskatchewan's education sector is foundational in contributing to the goals of Saskatchewan's *Growth Plan – The Next Decade of Growth 2020-2030* and securing a better quality of life for Saskatchewan people. The provincial education plan actions build resiliency in students and the foundational skills,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

Central to the plan are the student-centered 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.



- 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.**

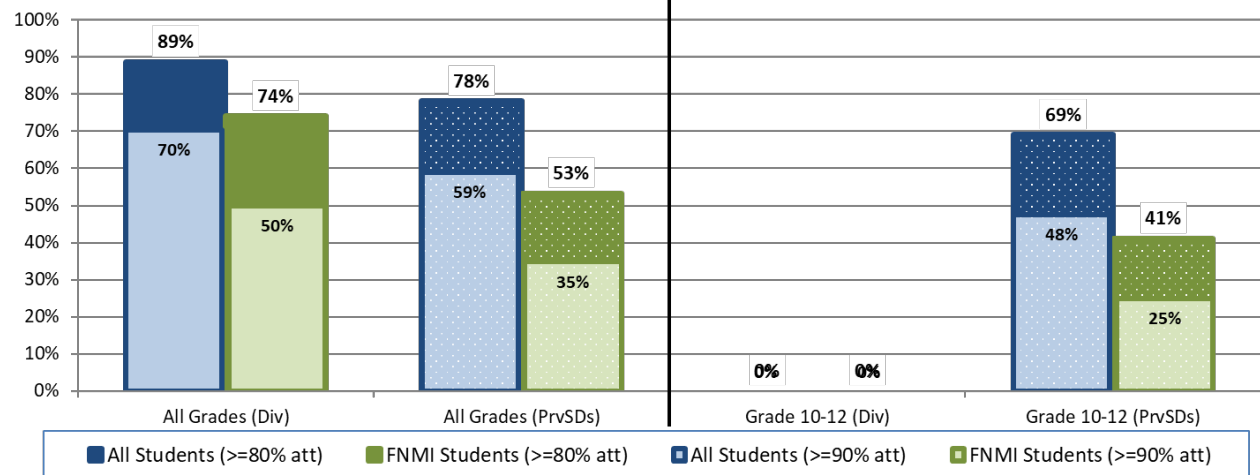
**Measures:**

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

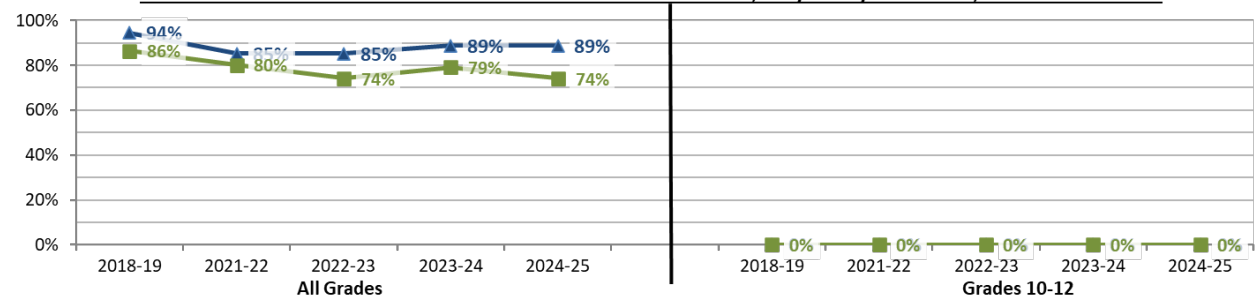
Attendance is an important indicator with a strong correlation to measures of student achievement. Students with at least 80% attendance are much more likely to achieve higher educational outcomes than students with lower than 80% attendance. In general, students with at least 90% attendance have even 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 PreK-12 and grades 10-12, along with provincial results for each category. The line graph shows the percentage of students in the school division in the past five years who have at least 80% attendance for the specified year, with a specific look at grades 10-12.

**Percentage of Students With at Least 80% (and 90%) Attendance, Holy Family RCSSD 140 and Provincial School Divisions, 2024-25**



**Student Attendance - Pct of Students with at least 80% Attendance, Holy Family RCSSD 140, 2018-19 to 2024-25**



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

Source: Ministry of Education, 2025

### Analysis of Results – Attendance

Holy Family RCSSD is proud of their attendance rates as they have remained strong since 2017-18. For 2024-25, 89% of all Holy Family RCSSD students attended school at least 80% of the time and 70% of all students attended school at least 90% of the time. In Holy Family RCSSD, 74% of First Nation, Métis and Inuit students attended school at least 80% of the time and 50% attended school at least 90% of the time. Holy Family RCSSD's student attendance is above the provincial average in all areas. All student attendance is 11 percentage points higher than the provincial average for students with 80% attendance and 11 percentage points higher for students with 90% attendance. First Nation, Metis and Inuit attendance is 21 percentage points higher than the provincial average for 80% attendance and 15 percentage points higher for 90% attendance.

Holy Family RCSSD continues to place a high priority on monitoring student attendance and using the Response to Intervention (RTI) teams to intervene early when student attendance appears to be a concern. These interventions include teachers meeting with students, parents and potentially colleagues to try and understand the reason for absenteeism so they can provide appropriate plans, accommodations or support. If attendance concerns persist, teachers then refer the concern to the school administration to follow up with communication as to the importance of attendance as well as seeking to understand the root causes; school level administration and the school level RTI teams then plan appropriate interventions with respect to attendance. Key focuses are ensuring the student and family feel welcome, safe, and a sense of belonging. Additional supports may include appropriate instructional accommodations, as well as referral to addition internal or external services. Should attendance issues persist, Holy Family's senior administration, including our attendance counselor, become involved in planning, communicating and providing appropriate support.

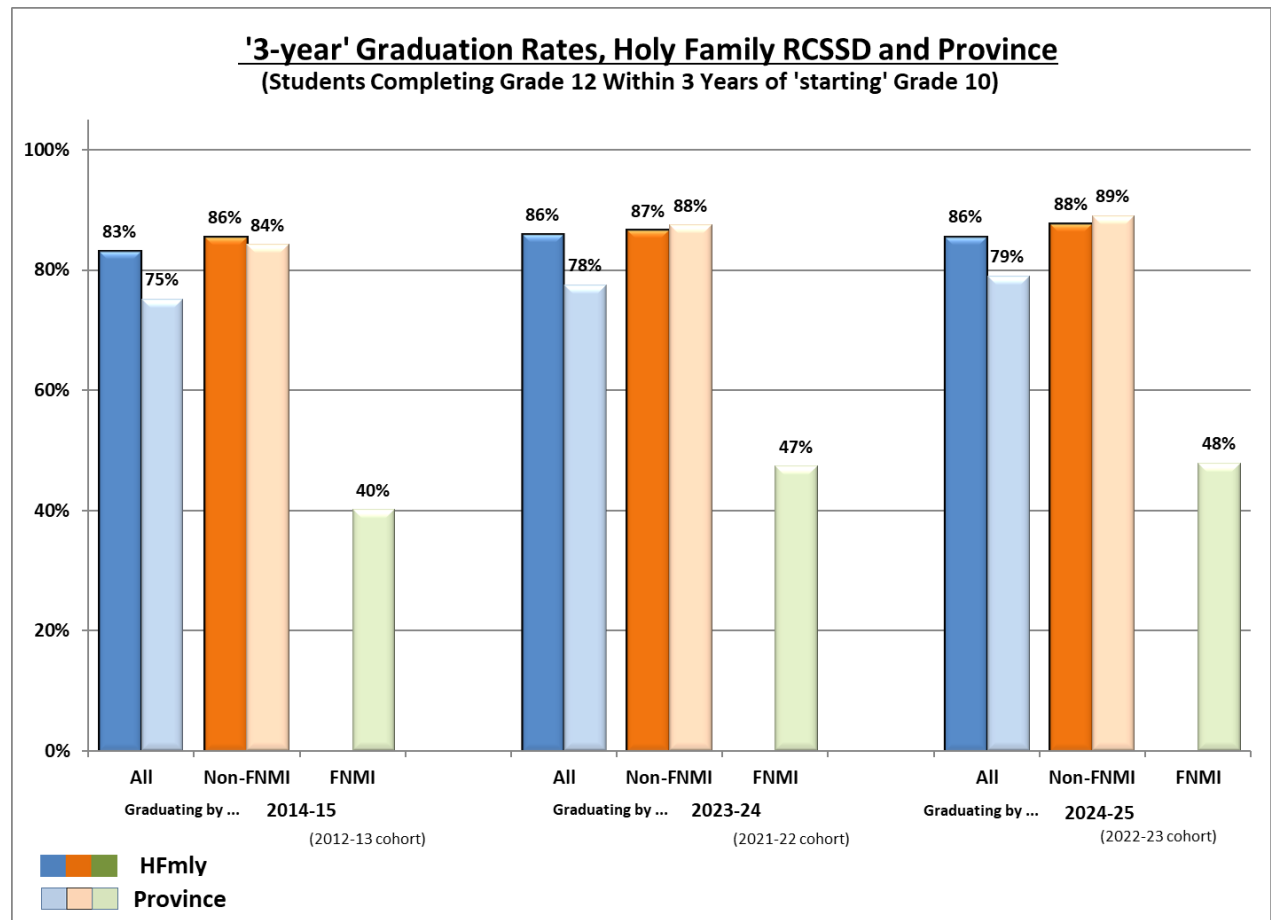
**Target: Overall graduation rates will increase annually with a focus on improved outcomes for Indigenous students.**

#### 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.

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



Notes: Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.  
Source: Ministry of Education, 2025

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

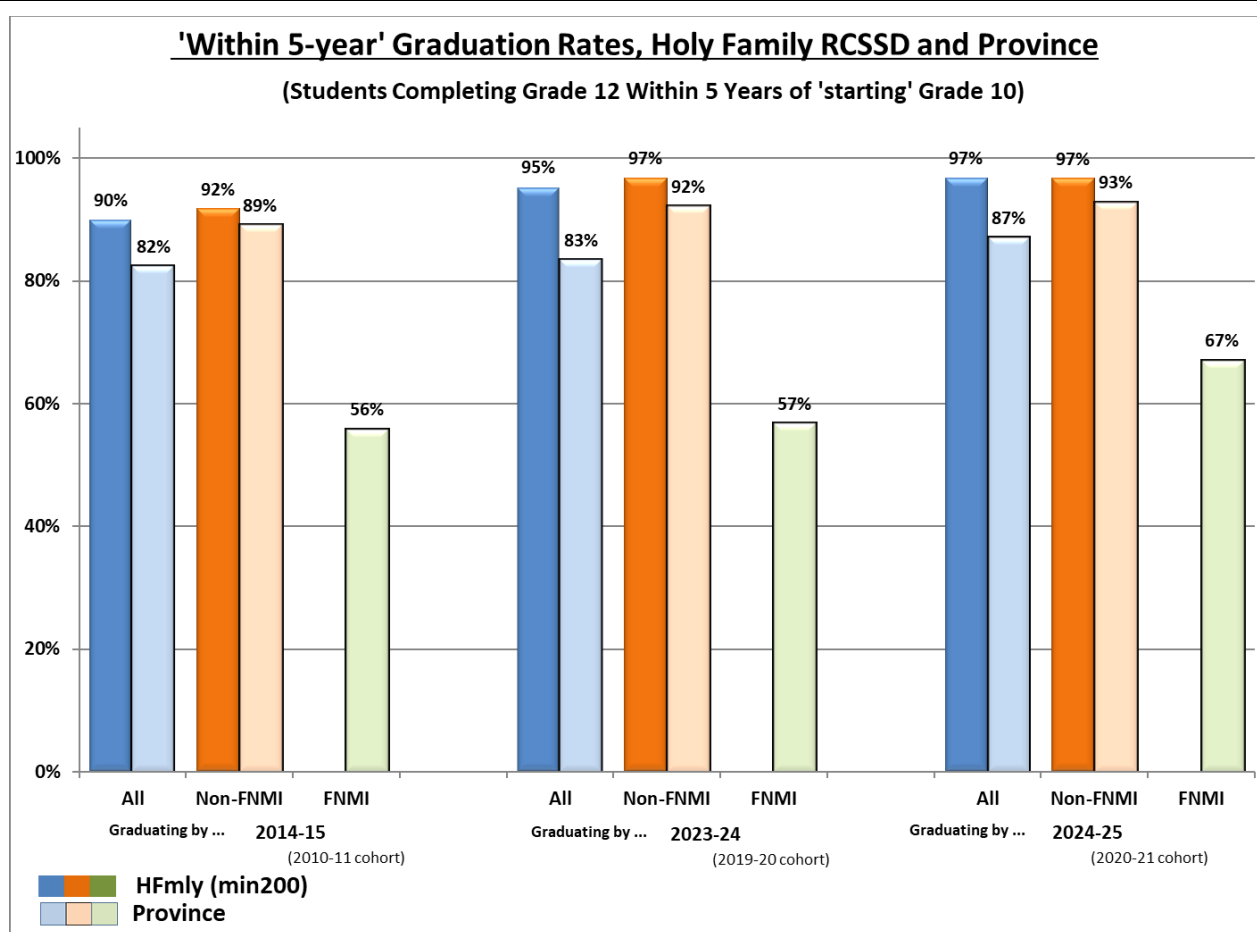
In June 2024, 86% of former Holy Family RCSSD students (who have attended at least 200 calendar days at any point in their academic career in Holy Family RCSSD) graduated within three years of entering Grade 10, as did 88% of non-First Nations, Métis and Inuit students. The results are identical to 2023-24 for all students and 1 percentage point higher for non-First Nations, Metis and Inuit students compared to last year's results. Holy Family RCSSD is 7 percentage points higher than the provincial average for all students (79%) and 1 percentage point lower than the provincial average for non-First Nation, Metis and Inuit students (89%).

**Measure**

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

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

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



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

Source: Ministry of Education, 2025

## Analysis of Results – Graduation Rates Within Five Years

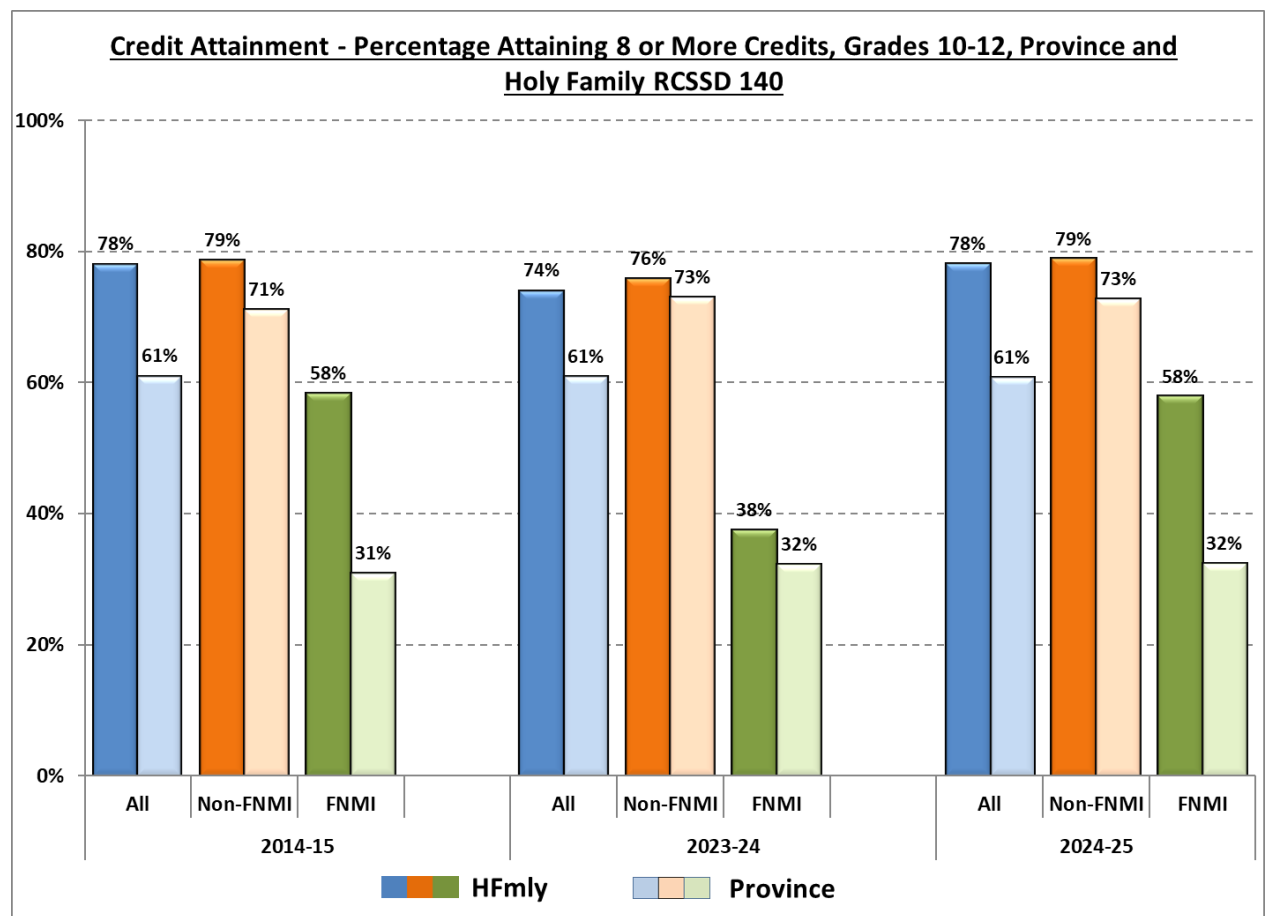
In June 2025, 97% of former Holy Family RCSSD students (who have attended at least 200 calendar days at any point in their academic career in Holy Family RCSSD) and 97% of non-First Nation, Métis and Inuit students who had entered Grade 10 five years previously had graduated. Holy Family RCSSD’s results are 10 percentage points higher than the provincial rate for all students (87%) and 4 percentage points higher than the provincial average for non-First Nation, Métis and Inuit students (93%).

### 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**

Holy Family RCSSD students are defined as any students who have attended at least 200 calendar days at any point in their academic career in Holy Family RCSSD. Holy Family RCSSD’s result for 2024-25 was that 78% of all students received eight or more credits yearly which is well above the provincial results of 61% for all students. Holy Family RCSSD results were that 58% of First Nation, Métis and Inuit students received eight or more credits yearly which was higher than the provincial result of 31%.

#### **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.

### **Analysis of Results – Grade 9 to 10 Transition**

**Transitions to High School Plan** – Holy Family RCSSD result for 2024-25 was that 93.6% of all Grade 9 students (from 2023-24) received eight or more credits in the following year which is above the provincial results of 76% for all students. From 2015/2016 to 2023/2024 on average 90% of Holy Family RCSSD Grade 9 students have earned eight or more credits the following school year.

Holy Family RCSSD is very satisfied with the 2024-25 results of 93.6% and satisfied overall with the long-term results within our school division given the 8-year average of 90%. Holy Family RCSSD understands that year to year fluctuations are more likely for smaller populations. This result shows that the actions identified in support of students transitioning into high school from Grade 9 in Holy Family RCSSD schools are generally effective. Holy Family middle years’ student services team continues to collaborate with the high school student services teams in our communities in the spring annually to review and revamp a transition process for students leaving middle school and going into high school. This work continues to have a specific focus on details for students with intensive needs. This collaborative approach includes an information sharing process regarding student academic, social, physical, and emotional needs.

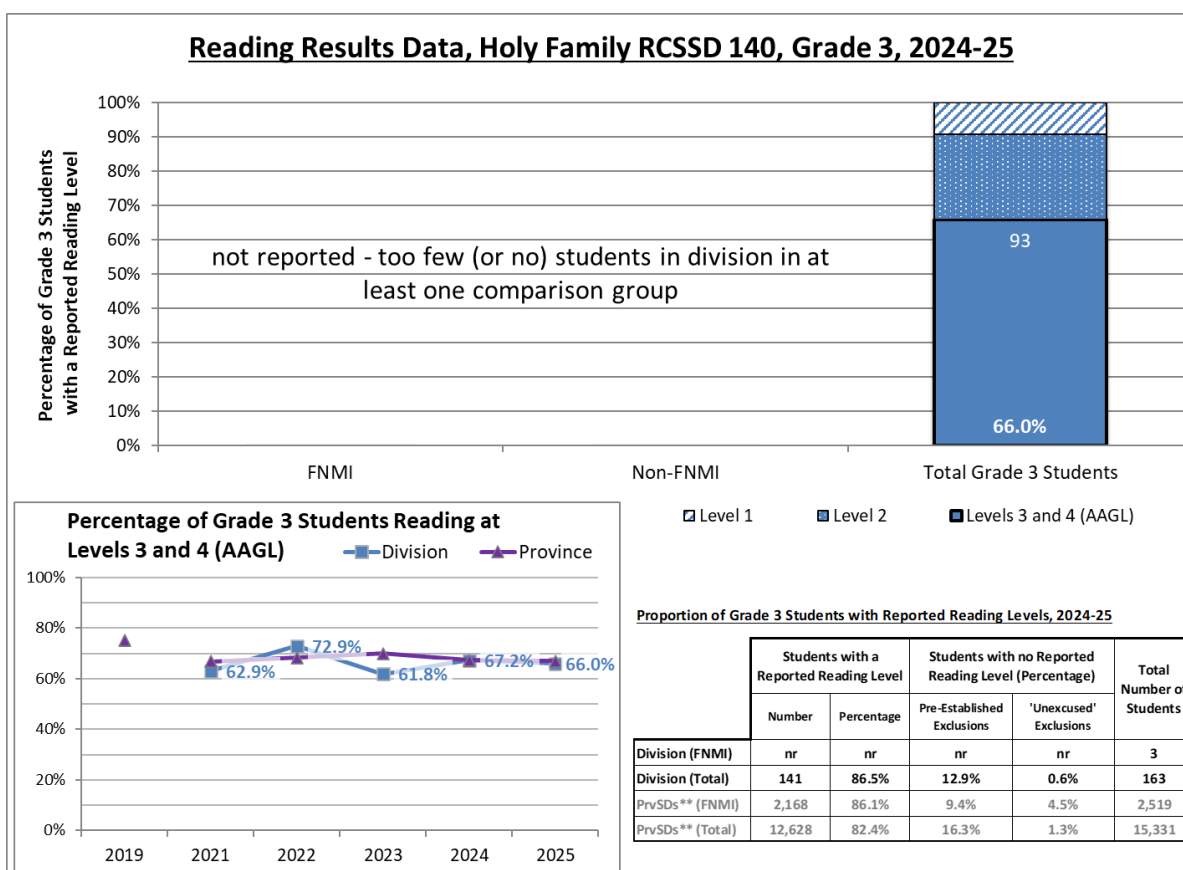
**Target: Student literacy and numeracy outcomes will increase year over year.**

**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**

Reading results for Holy Family RCSSD in 2024–25 show encouraging progress, particularly in the early years where interventions have been most concentrated. In 2024–25, 66% of Grade 3 students achieved grade-level reading expectations. While this is lower than the results of the previous two years, strong recovery is evident at the earlier grades. Grade 1 students increased from 52.4% in 2023–24 to 70.0% in 2024–25, and Grade 2 students also showed improvement. These gains suggest that recent early years interventions and targeted literacy supports such as Response To Intervention teams, Levelled Literacy Intervention groups, Amira online reading intervention, University of Florida phonics programs, fluency book camps and family literacy initiatives are beginning to make a measurable impact.

The division is proud of its Grade 3 results, which held steady at 66.0% despite ongoing challenges related to attendance, exemptions, and students requiring intensive supports. This stability points to the effectiveness of focused strategies such as early identification, intervention supports, and professional learning for teachers in maintaining outcomes during a time of recovery.

Overall, the results suggest that Holy Family RCSSD's actions are beginning to stabilize Grade 3 reading while building strong foundations in the early years. The upward shift at Grade 1 is especially encouraging and points to the potential long-term impact of sustained literacy interventions as these students advance through the primary grades.

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

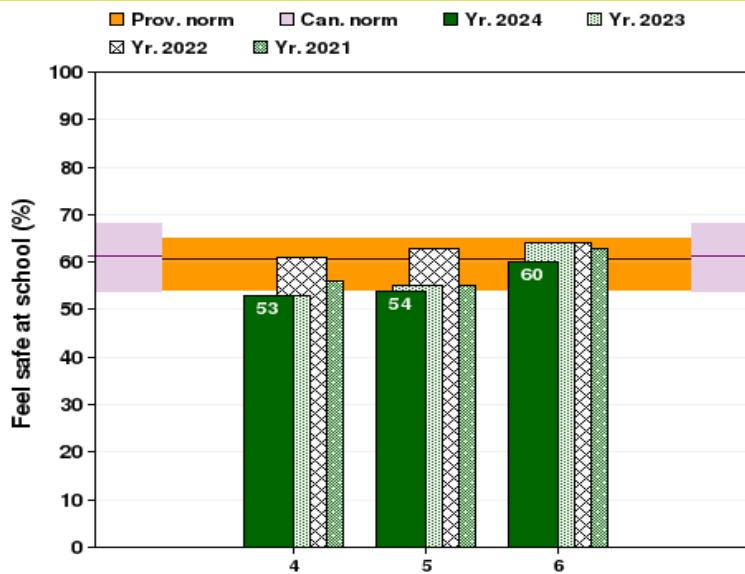
**Measure:**

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

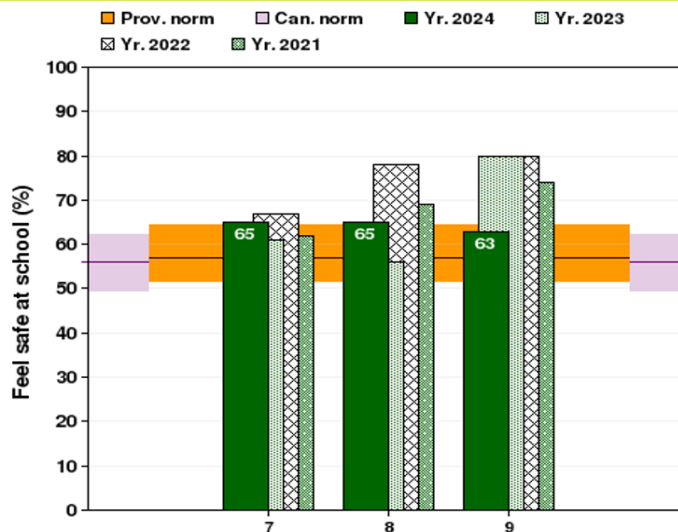
When students feel connected to and safe in school, they will be more engaged in learning. Monitoring and responding to student perception and experiences helps school divisions to improve school environments to support learning, engagement, and mental health and well-being.

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

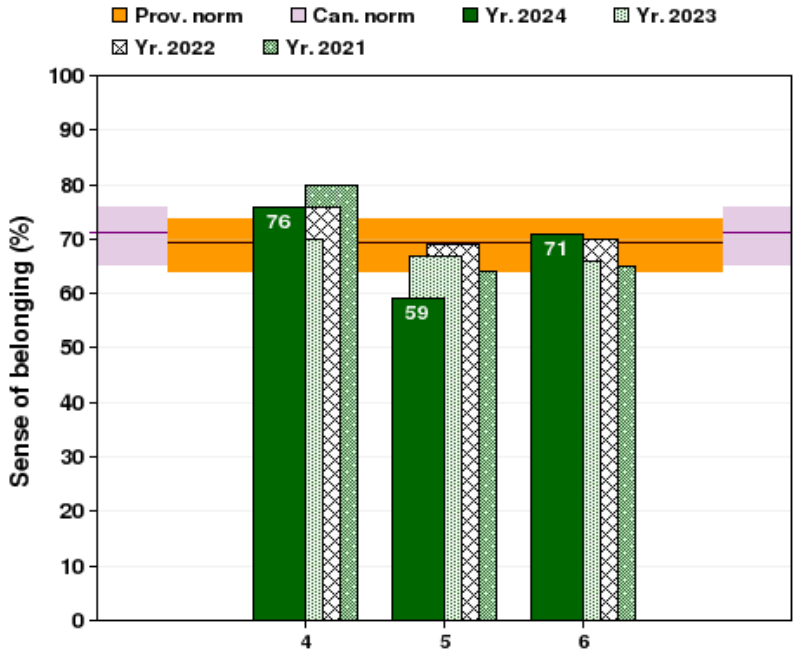
**SK Holy Family RCSSD #140: Feel safe at school**  
Default



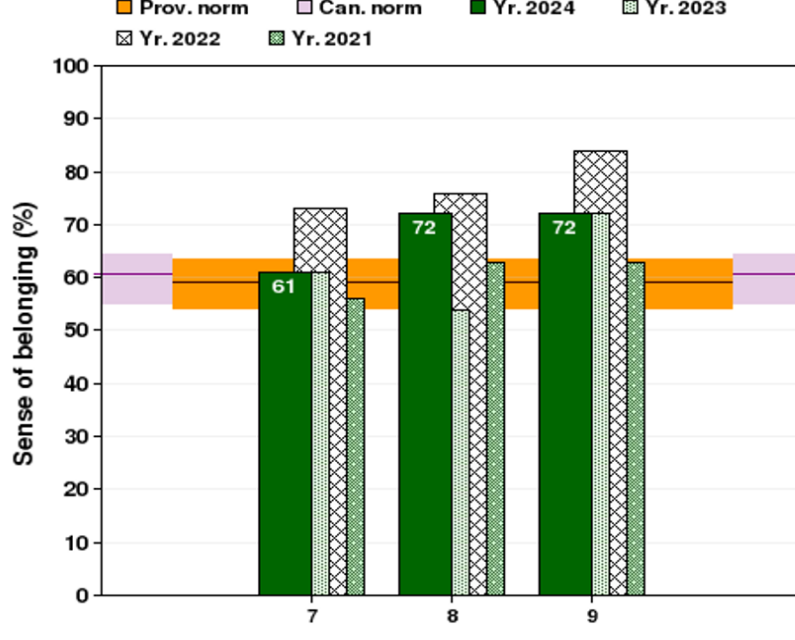
**SK Holy Family RCSSD #140: Feel safe at school**  
Default



**SK Holy Family RCSSD #140: Sense of belonging**  
Default



**SK Holy Family RCSSD #140: Sense of belonging**  
Default



Notes: Sense of belonging and safety in school data is collected using a student perceptual survey, called the OurSchool survey. OurSchool is an anonymous online survey that is used to collect student voice and conducted with Holy Family RCSSD Grade 4-9 students in November annually.  
Source: The Learning Bar, OurSchool Survey November, 2024

**Analysis of Results**

The 2024 OurSchool results across Grades 4–9 show a complex but encouraging picture of student well-being in Holy Family RCSSD.

Among Grade 4–6 students, perceptions of safety ranged from 53% to 60%, remaining below provincial and Canadian norms but improving slightly with age. Sense of belonging was notably stronger, with 76% of Grade 4 and 71% of Grade 6 students reporting a positive sense of belonging, exceeding national benchmarks. Grade 5 students, however, showed a dip to 59%, suggesting a need for additional support and connection during this transition year.

For Grades 7–9, results remained steady overall, with belonging and safety largely consistent with or above provincial and national norms. In 2024, Grade 8 and 9 students reported belonging at 72%, while Grade 7 results declined to 61%, indicating challenges during the move into middle years. Student perceptions of safety were aligned with provincial norms but declined from stronger results seen in 2021–22.

Across all grades, Holy Family RCSSD continues to demonstrate a strong sense of community and student voice, supported by caring relationships, safe learning environments, and ongoing work to strengthen belonging and safety.

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

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

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

Student readiness for learning by the end of Kindergarten sets the foundation for future learning and success in school.

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

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

The following charts display the percentage of students (all, non-FNMI and FNMI) who were assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit for the school division and the province.

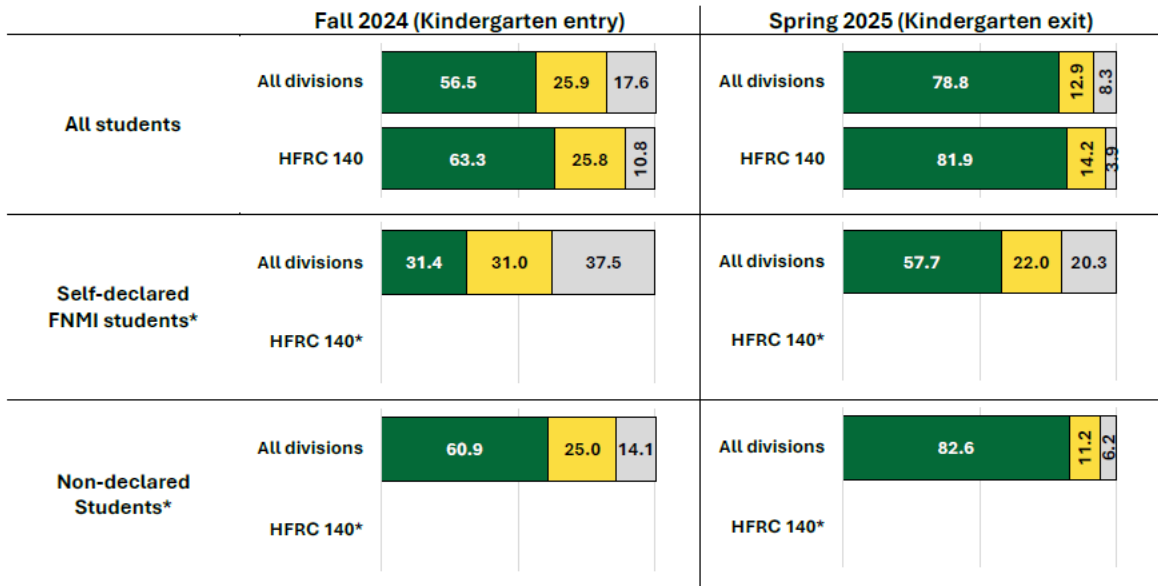
**2024 – 2025 EYE-TA results** displays the percentage of students (all, non-FNMI and FNMI) by their responsive instruction tier (1, 2 or 3) at Kindergarten entry (left side) and after the Kindergarten year at exit (right side) for the school division and the province (all divisions).

**Effectiveness metrics** show the percentage of Fall-identified Tier 2 and 3 students who improved to Tier 1, as well as the percentage of fall-identified Tier 3 students who improved to Tier 2 during the Kindergarten year. Effectiveness metrics are shown for both the province (all divisions) and the school division for the previous school year (left side columns) and the current school year (right side columns).

**Students (%) assessed as Tier I at Kindergarten entry / exit** charts the share of students assessed as Tier I at both Kindergarten entry and exit for the school division ( $\Delta$ ) relative to the province (all divisions) ( $\square$ ) for the baseline (2014-15), as well as the most recent five cycles. Due to school closures in response to the COVID-19 pandemic, there are no Kindergarten exit results for the 2019-20 (\*) school year.

**Percentage of students with valid EYE result at Kindergarten entry / exit** compares the percentage of enrolled students who were validly assessed with EYE-TA at both Kindergarten entry and exit for the school division with the percentages for the province (all divisions). The EYE-TA has been used as a universal assessment for learning (every student, every classroom) in provincial Kindergarten programs since 2014-15. These figures are the percentage of students validly assessed against September 30<sup>th</sup> *Official & Reconciled Kindergarten Enrolments* (\*).

2024-25 EYE-TA results – Holy Family RCSSD 140 (HFRC 140)

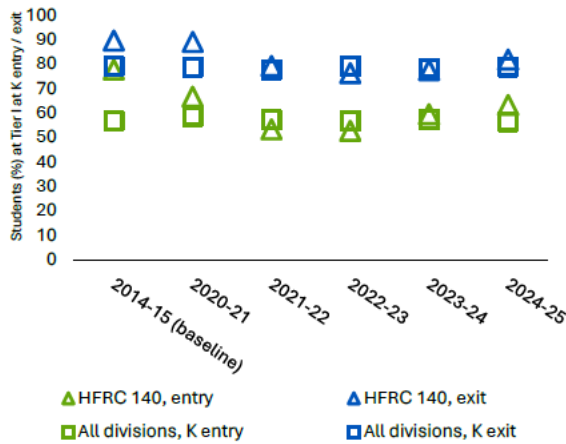


Tier I – Students (%) complete developmental tasks without difficulty      Tier II – Students (%) experience some difficulty completing developmental tasks      Tier III – Students (%) experience significant difficulty completing developmental tasks

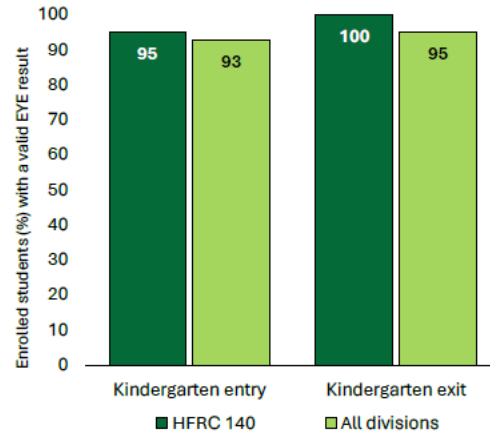
\*results for self-declared FNMI & non-declared students are not shown due to too few (or no) students in at least one comparison group.

Effectiveness metrics	2023-24 (previous year)		2024-25 (latest)	
	HFRC 140	All divisions	HFRC 140	All divisions
Fall-identified Tier 2 students (%) who improved to Tier I	62%	72%	63%	74%
Fall-identified Tier 3 students (%) who improved to Tier 2	50%	37%	46%	36%
Fall-identified Tier 3 students (%) who improved to Tier I	0	22%	15%	24%

Students (%) assessed as Tier I at Kindergarten entry / exit, baseline and most recent five years



Percentage of students\* with a valid EYE result at Kindergarten entry / exit, 2024-25



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

Notes: Research shows that early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading challenges. The primary role of EYE is to help inform educational practice. EYE screening at Kindergarten entry is used by classroom teachers and school

divisions to identify children who experience difficulties with important skills when they arrive in Kindergarten, and who may need closer monitoring or further assessment during the year. Children who have difficulty with important skills at Kindergarten entry are also re-assessed before the end of the Kindergarten year, allowing school divisions to measure the impact of their supports and responses. Children assigned Tier I RTIs can complete developmental tasks without difficulty. These children have a high probability of reading at grade level by Grade 3 - an important predictor of school success, including Grade 12 graduation.

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

Source: Ministry of Education, Early Years Branch, 2025

### **Analysis of Results – Early Years Evaluation**

Holy Family RCSSD Kindergarten EYE-TA results in 2024–25 demonstrated strong readiness outcomes, with 63.3% of students entering as Tier I (above the provincial 56.5%) and 81.9% exiting at Tier I, exceeding the provincial 78.8%. Student growth over the year was strong, as 63% of Tier 2 students improved to Tier 1, closely aligned with provincial averages.

Holy Family RCSSD is encouraged that our students consistently outperformed provincial results at both entry and exit, reflecting the impact of early identification and intervention strategies. The division attests this to close partnerships with the Early Childhood Intervention Program and our local Early Years Family Resource Centres. In addition to these partnerships, Holy Family Early Years Community Coordinator acts as a bridge between Holy Family RCSSD and our local childcare facilities in Weyburn. Regular visits, meetings and communications take place in order to support early years transitions.

Areas of concern remained with Tier 3 students, where only 15% moved to Tier 1 compared to 24% provincially, underscoring the need for continued intensive supports for the division’s most vulnerable learners. At Holy Family RCSSD, these intensive supports include small-group or one-to-one instruction with specialized staff, individual education plans, and collaboration with Learning Facilitators, School Counsellors and sometimes community agencies. These lower gains for Tier 3 highlighted the need for targeted transition supports to improve Grade 1 readiness.

## ***Progress in 2024-25: School Division Targets and Measures***

**Target: Students demonstrate Catholic values in their lives. The following key actions were undertaken by the school division during the 2024-25 school year in support of this local priority.**

**Measure:**

- Percentage of students reporting that they take responsibility for learning which is consistent with values of the Catholic Church
- Percentage of students who demonstrate Christian Citizenship
- Percentage of students who report positive behaviour consistent with personal health and well-being

The essence of the accomplishment of Holy Family RCSSD is successful student outcomes demonstrating Catholic values. This means the “application” of Catholic values, not just the “knowledge” of them. This demonstration should permeate our students’ lives beyond the school walls.

**School division actions taken during the school year to support local priority area**

1. Students participated in social justice issues at the community and global level.
2. Students demonstrated behaviors consistent with the stewardship values of the Catholic Church.
3. Students were taught about and participated in the sacraments, gospel and liturgical seasons.
4. Students had opportunities to attend and participate in Mass.
5. Students demonstrated the ability to develop respectful and compassionate relationships with others.
6. Students demonstrated Catholic attitudes and behaviors consistent with personal health and well-being.

1. Holy Family RCSSD students participated in approximately 47 social justice and mission issues at a community and global level across the division.
2. 85% of students in Holy Family RCSSD are achieving a grade of 3 or a 4 (top mark being 4) on key student outcomes in stewardship and responsibility for learning thus providing evidence that student behaviors are consistent with the stewardship values of the Catholic Church.
3. Students demonstrated faith-filled participation by serving in leadership roles during gospel assemblies and liturgical season celebrations. Age-appropriate students participated in age appropriate sacramental preparation and initiation in First Eucharist (56 students), Confirmation (55 students), and Reconciliation (91 students).
4. Students in each school attend and participate in Mass throughout the school year. Students receive the gospel message and a reflection opportunity weekly in student-led assemblies.
5. Christian Citizenship, as measured on Holy Family RCSSD’s report cards, indicates that 94% of students achieved a grade of 3 or 4 (4 being the highest grade) on the progress report. Christian citizenship includes the following: demonstrated by showing respect for self and others: being compassionate, respecting diversity, and displaying a positive personal well-being.
6. 89% of students achieved a grade of 3 or 4 (4 being the highest grade) on the progress report in Catholic attitudes and behaviors consistent with personal health and well-being

## Analysis of Results

The results show that Holy Family RCSSD continues to demonstrate strong performance in faith-based outcomes, with 85-94% of students achieving at the highest levels in stewardship, Christian citizenship, and Catholic attitudes toward personal health and well-being. Students are deeply engaged in social justice, with 47 initiatives completed across the division, and participate actively in sacramental preparation, liturgical celebrations, and Mass, reflecting the lived expression of Catholic values.

The division has identified implementation of the Saskatchewan Catholic School Boards Association (SCSBA) Indigenous Leadership Team recommendations as an area of growth, ensuring continued progress in meeting the needs of all learners. Overall, the evidence indicates that the division's intentional actions are successfully shaping students' character and faith, resulting in outcomes that extend beyond knowledge to meaningful application in daily life.

## ***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.**

### **Community Partnerships**

- In 2024-25, Holy Family RCSSD deepened its long-standing partnerships with both the Weyburn Early Years Family Resource Centre/The Family Place and Estevan Early Years Family Resource Centre, strengthening communication, trust, and supports for local families.
- A Holy Family RCSSD Speech-Language Pathologist offered parent sessions at the Weyburn Family Place, promoting early engagement and home strategies for children’s speech and language development.
- These collective efforts of partnerships and personnel within them ensure families are connected to services before school entry and will remain a priority in the next planning cycle.

### **Early Childhood Intervention Program (ECIP)**

- The Early Childhood Intervention Program provided home-based support for children from birth to age six and their families across all communities.
- Appointing a certified social worker to oversee the program strengthened programming and eased transitions to Pre-Kindergarten and Kindergarten.
- In 2024-25, ECIP continued to have a strong positive impact on early learning readiness and aligns with the Provincial Education Plan. Evidence of this impact can be seen in the increasing caseload where Holy Family ECIP reached 55 households in 2024-2025. Parent voice was collected in an annual ECIP survey conducted by The Ministry of Education, and results shared with Holy Family were very positive from our local families.

### **OurSchool Survey**

- In November 2024, students in Grades 4– 6 completed the OurSchool Survey, which informs planning to improve student engagement.
- Results in 2024 were strong, with *expectations for success* and *teacher–student relationships* meeting or exceeding provincial and Canadian norms. These results reflected the division’s continued strength in fostering high expectations and strong connections between students and teachers. *Positive learning climate* results aligned with provincial norms but trailed other measures, with slight declines noted in Grades 5 and 6. Overall, the data indicated that Holy Family’s actions to promote student success and supportive relationships had a positive impact, while highlighting the need for ongoing attention to sustaining positive classroom climates and strong connections as students transitioned into the middle years.
- These findings guide Holy Family RCSSD strategies for 2025-26 and support provincial education priorities.

### **Transitions to High School**

- Successful transition to Grade 10 is critical; earning eight or more credits per year predicts on-time graduation.

- In 2024-25, 93.6% of Holy Family RCSSD students from the previous Grade 9 cohort reached this benchmark, increasing the eight-year average to 90%, which is well above the provincial average.
- Ongoing credit monitoring and early interventions remain key supports.

**Graduation Rates**

- Graduation remains a Holy Family RCSSD strength: 86% of students graduated within three years of entering Grade 10 in June 2025, 7 percentage points higher than the provincial rate.
- Over the past decade, Holy Family RCSSD graduation rates have consistently ranged from the mid-80s to mid-90s, significantly higher than provincial averages, reflecting strong academic supports and alignment with the Provincial Education Plan.

**Summary**

- These results highlight the Holy Family RCSSD's steady progress toward provincial goals in early learning, student engagement, and high school completion.
- Through community partnerships, targeted early interventions, and data-driven planning, the Holy Family RCSSD continues to build a strong pathway for every learner's success.

**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.**

In 2024–25, Holy Family RCSSD strengthened student and staff mental health capacity through a balance of new resources, expanded leadership opportunities, trauma-informed practice, and community-supported events. Results from student surveys and feedback indicated that students increasingly felt supported, safe, and connected. The following are the key actions taken by Holy Family RCSSD:

**1. HeadStrong Summit and Student Voice**

New activity: The division hosted a virtual [HeadStrong Mental Health Summit](#), engaging student leaders and reaching over 150 students through school-based projects.

Impact: Students built awareness around stigma, language, and daily wellness habits. Small, peer-led activities often had the greatest impact. Created stronger connections between staff and students, and raised visibility of school and community resources

Partnerships: Supported by the Mental Health Commission of Canada, staff, and division grants which also brought in keynote speaker Tyler Smith.

**2. Student Leadership and Peer Support**

Continuing, adjusted activity: Leadership teams expanded their role, introducing initiatives such as Guardian Angels peer mentoring, student councils organizing art shows, intramurals, and the “Sader Cart” snack team.

Impact: Built a culture of student agency and caring connections across grades. These initiatives consistently supported belonging and were well-received by students.

Partnerships: Local sports teams (Notre Dame Jr. A, Hockey Canada Skills Academy) and community volunteers provided models of leadership.

**3. Social-Emotional Learning Resources**

New activity: Staff explored the *Everyday Speech SEL* and communication curriculum to provide classroom-ready lessons, videos, and strategies.

Impact: Offered structured resources for teachers to address communication, relationships, and regulation, especially for students who could not access counselling supports regularly.

Next steps: School Community Councils were approached to support subscription funding, ensuring sustainability.

**4. Professional Development and Trauma-Informed Practice**

Continuing, expanded activity: Teachers and administrators deepened use of trauma-informed and culturally responsive teaching practices, with strategies learned at the *Innovative School Summit* applied locally.

Impact: Strengthened staff capacity to support vulnerable students, address behaviour challenges, and wrap around families in need.

Partnerships: Holy Family RCSSD internal staff such as the Behaviour Consultant, School Counsellors, and Traditional Knowledge Keeper worked with schools to embed supports consistently.

**5. Community and Division-Wide Wellness Initiatives**

Continuing and new blended activity: Division-wide events (Pink Shirt Day, Gospel Assemblies, Francofievre, Tyler Smith keynote, Hoop Dancer presentation) highlighted mental health awareness and kindness.

Impact: Promoted inclusion, student safety, and celebration of identity. Students and staff reported stronger connections and increased awareness of how daily actions affect others.

Partnerships: Canadian Mental Health Association, Settlement Workers In Schools, Big Brothers Big Sisters, local Early Years Family Resource Centres, and local parishes supported activities and extended reach into the community.

**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.

Holy Family RCSSD advanced all five *Inspiring Success* goals in 2024–25 through a balance of student experiences, staff professional development, visible cultural representation, and authentic partnerships with Traditional Knowledge Keepers and Knowledge Carriers. These efforts built understanding, respect, and connection across the division, while weaving Indigenous and Catholic perspectives into daily practice. The following information outlines actions taken under each of the *Inspiring Success* goals:

**1. First Nations and Métis Languages and Cultures Valued and Supported**

Holy Family continued to honour Indigenous identity through long-standing cultural learning and visible representation in schools. Students engaged in First Nations storytelling with the division’s Traditional Knowledge Keeper, continuing a valued practice from past years that supports oral tradition as a foundational way of learning. Tipi teachings, ceremonies, and Project Heart were maintained and expanded to provide authentic, hands-on exploration of Indigenous culture. Schools displayed FNMI artifacts, Treaty Flags, and Medicine Wheels to ensure representation and visible respect for Indigenous identity.

**2. Equitable Opportunities and Outcomes for First Nations and Métis Learners**

Ongoing efforts to promote cultural inclusion were evident through individualized land and treaty recognition statements delivered through a Catholic lens, now embedded in Gospel Assemblies and school events. Division-wide activities such as the Blanket Exercise, Tipi set-up, and Orange Shirt Day continued as core learning experiences. Schools used the Indigenous Education Responsibility Framework (IERF) to monitor progress, ensuring that supports were equitable and responsive to student needs.

**3. Shared Management of Education through Respectful Relationships and Partnerships**

Partnerships with Traditional Knowledge Keepers remained central to learning, guiding activities such as Tipi teachings, storytelling, and cultural ceremonies. Long-standing collaborations were strengthened through ongoing engagement in provincial Indigenous Education initiatives led by SSBA and SCSBA, including the creation of a provincial video for Catholic Education Week.

- New for 2024–2025, staff participated in a “Learning from the Land” professional day to deepen relationships and shared understanding with Indigenous partners.

**4. Culturally Appropriate and Authentic Assessment Measures**

Staff continued professional learning using the Indigenous and Catholic Faith Handbook, companion to the IERF, which was sustained from previous years to ensure consistent and authentic integration of Indigenous perspectives. Teachers identified master teachers and leaders to share grade-alike strategies for embedding

Indigenous content, while classroom-based projects, such as student-written Land Recognitions, provided opportunities for authentic voice and local context.

#### **5. Learners Demonstrated Knowledge of First Nations and Métis Worldviews and History**

Students continued participating in the Blanket Exercise and Project Heart, fostering deeper understanding of residential schools and reconciliation—programs purposefully maintained due to their impact and student engagement.

- A new initiative for 2024–2025 saw Catholic Education Week activities incorporate the Seven Sacred Teachings, blending Indigenous and Catholic worldviews in shared practice. Staff learning at Wanuskewin Heritage Park provided experiential engagement in traditional games, buffalo teachings, and cultural performance, strengthening both understanding and appreciation of Indigenous worldviews.

#### **Continuing Core Practices**

Holy Family sustained division-wide practices that have become foundational to its reconciliation journey. Opening Faith Days began with a smudge and an opening blessing in Cree from the Traditional Knowledge Keeper, symbolizing unity between Catholic faith and Indigenous spirituality. Most schools continued to maintain tipis and land-based learning projects, such as Medicine Gardens, to promote experiential learning and cultural connection. Collectively, these ongoing and new initiatives demonstrate Holy Family RCSSD's continued commitment to reconciliation through authentic relationships, faith integration, and culturally responsive learning environments.

**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.**

In 2024–25, Holy Family RCSSD strengthened its assessment practices through system-wide benchmarks, targeted literacy interventions, professional learning, family engagement, and the implementation of provincial resources. These activities collectively improved reading outcomes, built staff capacity, and enhanced community partnerships to support student achievement. The following are key actions taken in 2024-25:

#### **1. Division-Level Reading Benchmarks**

Continuing, adjusted activity: All Grades 1–3 students were assessed twice using the Fountas & Pinnell benchmark tool. In 2024–25, schools emphasized consistent communication between grade-level teachers to ensure smooth transition of student learning profiles.

Impact: Reading results demonstrated strong growth, with an overall increase in reading rates compared to last year.

Partnerships: School Community Councils supported literacy initiatives, while local libraries partnered with schools for Literacy Month Challenges.

#### **2. Tiered Literacy Interventions and Technology Supports**

Continuing, expanded activity: Reading coaches, Response to Intervention teams, and Leveled Literacy Intervention groups continued to provide targeted supports. In 2024–25, new digital tools such as Amira were added in Grade 1–2 classrooms alongside phonics resources.

Impact: Student data showed that several students moved from “yellow” to “green” levels, demonstrating the effectiveness of tiered interventions. Technology (Chromebooks, iPads, Google Read & Write, Scanning Pens) supported fluency and accessibility.

Partnerships: School Community Councils sponsored programs such as Read & Feed (morning reading club) to extend literacy support beyond the classroom.

### **3. Professional Learning Communities (PLC) and Science of Reading Alignment**

New and continuing activity: A Grade 1–3 Reading PLC met to align resources with the Science of Reading. Staff professional development emphasized delivering high-quality reading instruction and using assessment data to inform instruction.

Why maintained: PLC work was consistently identified as a high-impact strategy by staff, so it was continued with refinements.

Impact: Strategic professional development and peer coaching directly supported early years reading growth.

### **4. Family and Community Engagement in Assessment and Literacy**

Continuing, expanded activity: Family literacy nights, reading clubs, and parent communication tools were maintained, while teachers increased use of technology (newsletters, digital platforms) to share assessment information and model reading strategies at home.

Impact: Parents were more engaged in supporting student practice, strengthening the home–school literacy connection.

Partnerships: Weyburn Public Library, local literacy programs, and School Community Councils provided direct supports and sponsorship.

### **5. Division Implementation of Supporting Student Assessment in Saskatchewan**

New and system-level activity: School-based administrators engaged in multiple sessions using the Supporting Student Assessment in Saskatchewan resource. Parent information was also shared division-wide to build understanding of assessment practices.

Impact: A division-level representative acted as point of contact to the provincial assessment team, supporting communication and professional development.

Why maintained: This activity ensured alignment with provincial standards and strengthened assessment literacy among leaders.

## Infrastructure and Transportation

School	Grades	Location
Sacred Heart/Sacré Coeur School	Pre K-8	Estevan
St. Augustine School	K-8	Wilcox
St. Mary's School	Pre K-8	Estevan
St. Michael School	Pre K-9	Weyburn
St. Olivier School	K-6	Radville

## Infrastructure Projects

Infrastructure Projects			
School	Project	Details	2024-25 Cost
St. Augustine School	Multi-purpose Room Upgrade	Upgrading functionality of the multipurpose room to better meet the diverse needs of the students	\$35,000
St. Olivier School	LED Lighting	Continue the replacement of LED lighting throughout the school	\$5,000
St. Mary's School	Flag Pole	Replace flag pole	\$3,500
Sacred Heart/Sacré Coeur School	Front entrance and cement work	Repair cement pad at front entrance and brick around front entrance	\$25,000
Sacred Heart/Sacré Coeur School	Washroom renovation	Complete renovation of elementary bathrooms	\$135,000
St. Michael School	Cement work	Repair/replace front cement by front entrance	\$25,000
<b>Total</b>			<b>\$228,500</b>

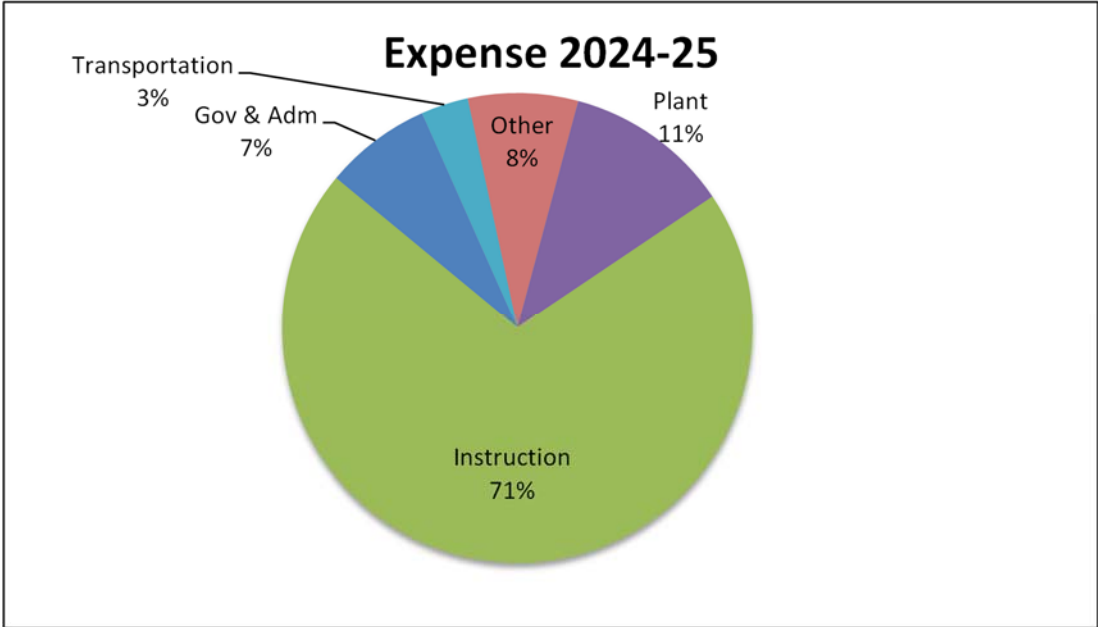
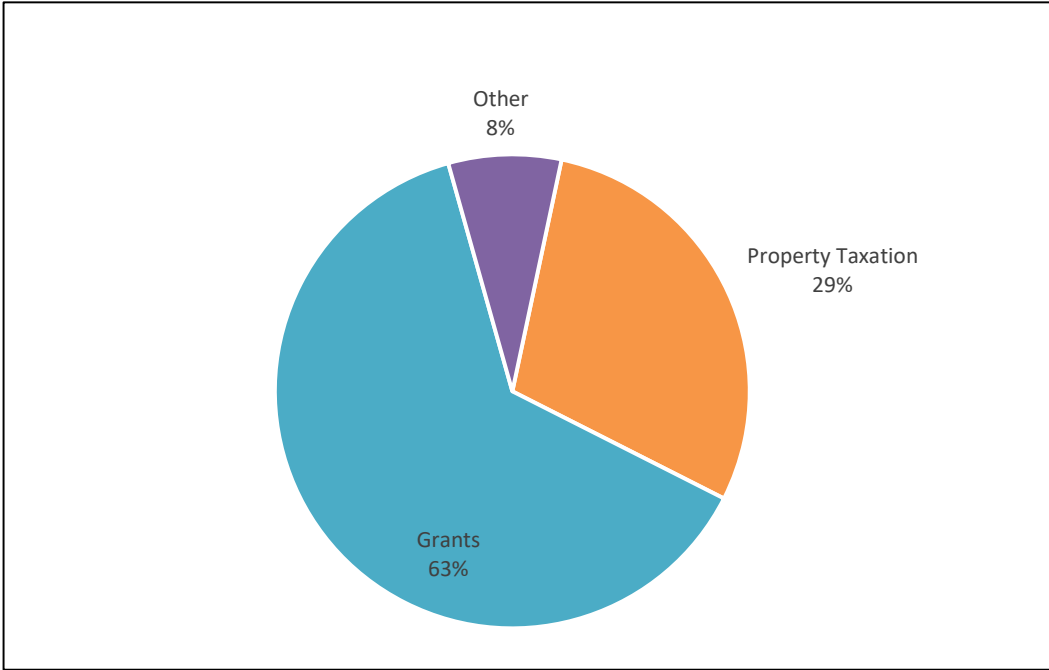
## Transportation

Holy Family RCSSD currently operates its own fleet of buses for regular student transportation and utilizes some shared services for rural transportation with South East Cornerstone School Division. Holy Family RCSSD also contracts transportation for students with diverse needs through two local service providers that operate vans that accommodate a variety of diverse needs such as wheelchairs and alternate seating.

<b>Transportation Statistics</b>	
Number of Students Transported Daily	885
In-town Students Transported	870
Number of Transportation Routes	14
Number of Buses	10
Average Age of Buses	12
Capacity Utilized on Buses	130%
Average One-way Ride	40 minutes
Longest One-way Ride	60 minutes

# Financial Overview

## Summary of Revenue and Expenses



## Budget to Actual Revenue, Expenses and Variances

	2025	2025	2024	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
<b>REVENUES</b>						
Property Taxation	5,769,155	5,368,174	5,350,000	(400,981)	-7%	1
Grants	8,832,584	11,640,948	9,188,053	2,808,364	32%	2
Tuition and Related Fees	11,963	35,889	25,148	23,926	200%	3
School Generated Funds	317,096	352,891	342,290	35,795	11%	4
Complementary Services	366,305	392,016	308,156	25,711	7%	5
External Services	400,940	506,875	285,746	105,935	26%	6
Other	140,000	128,379	174,092	(11,621)	-8%	7
<b>Total Revenues</b>	<b>15,838,043</b>	<b>18,425,172</b>	<b>15,673,485</b>	<b>2,587,129</b>	<b>16%</b>	
<b>EXPENSES</b>						
Governance	134,070	120,168	125,940	(13,902)	-10%	8
Administration	1,254,526	1,203,350	1,110,579	(51,176)	-4%	
Instruction	11,939,028	12,696,914	11,462,879	757,886	6%	9
Plant	1,936,241	2,052,631	1,969,202	116,390	6%	10
Transportation	459,220	586,254	519,712	127,034	28%	11
Tuition and Related Fees	45,500	39,114	32,550	(6,386)	-14%	12
School Generated Funds	298,854	345,194	264,745	46,340	16%	13
Complementary Services	507,413	430,172	377,062	(77,241)	-15%	14
External Services	394,879	508,777	325,801	113,898	29%	15
Other Expenses	38,898	38,676	34,727	(222)	-1%	
<b>Total Expenses</b>	<b>17,008,629</b>	<b>18,021,250</b>	<b>16,223,197</b>	<b>1,012,621</b>	<b>6%</b>	
<b>Surplus (Deficit) for the Year</b>	<b>(1,170,586)</b>	<b>403,922</b>	<b>(549,712)</b>			

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

Note	Explanation
1	Property tax revenue lower than anticipated in budget.
2	Increase in funding during the fiscal year as a result of signing the collective bargaining agreement.
3	Additional students registered from outside of province.
4	School fundraising higher than expected in budget.
5	Unbudgeted increase in Early Learning Intensive Support funding.
6	Received one-time grant for Weyburn Early Years Family Resource Centre.
7	Investment income was lower than expected due to lower interest rates than anticipated in budget.
8	Board expenses were lower than anticipated in budget.
9	Increase in costs a result of retroactive payment with signing of new collective bargaining agreement.
10	Emergent building repairs higher than anticipated.
11	Bus repairs higher than anticipated in budget.
12	Lower student enrollment than budgeted.
13	Costs of school programs were more than expected.
14	Salaries and benefits lower than budgeted.
15	Payment of one-time grant for Weyburn Early Years Family Resource Centre.

## 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		
FRANKE, BECKEY C	\$ 250	\$ 96	-	-	-	-	\$ 346
MACLEAN, KATHLEEN	3,918	178	-	193	-	380	4,669
MELLE, KAREN	5,169	381	-	2,083	-	380	8,013
PHILLIPS, KRISTY	5,197	665	-	2,785	-	380	9,027
SIDLOSKI, JEROME **	4,206	-	-	1,077	-	380	5,663
SIDLOSKI, ROCKY	4,314	-	-	1,021	-	380	5,715
SOTTO, VIRGILITO C	4,809	-	-	846	-	380	6,035
TUCHSCHERER, BRUNO*	8,347	731	-	2,999	-	380	12,457
VAN DE SYPE, TERESA	4,389	516	-	866	-	380	6,151
YANKO, KATHLEEN D	4,645	881	-	1,049	-	380	6,955

Board Chair\*

Board Vice-Chair\*\*

### Personal Services

This list is available from Holy Family RCSSD #140 upon request.

### Transfers

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

Name	Amount
THE FAMILY PLACE WEYBURN INC.	\$ 375,542

### Supplier Payments

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

Name	Amount
3TWENTY SOLUTIONS	\$ 230,104
BMO SPEND DYNAMICS	1,522,254
AON CANADA INC.	74,149
LEGACY BUS SALES LTD	94,350
REDHEAD EQUIPMENT	77,617

Name	Amount
SASKENERGY	\$ 84,865
SASKPOWER	163,051
SOUTHERN INDUSTRIAL	90,876
SOUTHERN PLAINS CO-OP	51,305
VAN BEE HOLDINGS	143,028

## Other Expenditures

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

Name	Amount
MUNICIPAL EMPLOYEE PENSION PLAN	\$ 676,523
RECEIVER GENERAL OF CANADA	3,362,398
SASKATCHEWAN SCHOOL BOARD ASSOCIATION	285,758
SASKATCHEWAN TEACHER'S FEDERATION	981,879

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

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

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

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

Classroom Supports Categories	2024-25 Funding Allocation (\$000s)	Description of how the MFA classroom support resources were used in 2024-25
<b>Targeted Supports</b>	\$198	<ul style="list-style-type: none"> <li>Targeted Supports funding was primarily used to staff additional educational associate positions</li> <li>These staff members were designated to provide individualized support to students with intensive needs, ensuring their safety, promoting wellbeing, all while helping make academic learning accessible.</li> </ul>
<b>Supports for Learning</b>	1,649	<ul style="list-style-type: none"> <li>This funding was used primarily to ensure students receive the support they need by providing staff and resources tailored to each individual student. Services include learning facilitators, speech and language support, educational psychology, learning facilitation and behavioral consulting for non-academic support.</li> <li>In addition, this funding supports students through resources such as assistive technology, adaptive equipment, and instructional aids for the classrooms.</li> <li>St. Michael’s School established the response to intervention classroom with targeted learning goals that could not be effectively addressed within the mainstream classroom. The school strategically grouped students with similar educational needs, enabling focused instructions and support.</li> </ul>

# Appendix C – Management Report and Audited Financial Statements

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## Audited Financial Statements

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Of the The Board of Education of the Holy Family Roman Catholic Separate School Division No. 140

School Division No. 1406000

For the Period Ending: August 31, 2025

Britany Burnett

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Chief Financial Officer

Virtus Group LLP

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Auditor

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

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Saskatchewan 



# HOLY FAMILY

Roman Catholic Separate School Division # 140

Located in traditional territory on Treaty 2 and Treaty 4 lands and homeland of the Métis

Dominic Place, 103 - 433 4th Street N.E., Weyburn, SK, S4H 0Y8

Ph:306-842-7025, Fax:306-842-7033, email: office.weyburn@holyfamilyrcssd.ca

## Management's Responsibility for the Financial Statements

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

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

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

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

On behalf of the Holy Family Roman Catholic Separate School Division No. 140:

Board Chair

CEO/Director of Education

Chief Financial Officer

November 19, 2025



## INDEPENDENT AUDITOR'S REPORT

**To the Board of Directors,  
Holy Family Roman Catholic School Division No. 140**

### *Opinion*

We have audited the financial statements of Holy Family Roman Catholic School Division No. 140 (the "School Division"), which comprise the statement of financial position as at August 31, 2025 and the statements of operations and accumulated surplus from operations, changes in net financial assets and cash flows for the year ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School Division as at August 31, 2025, and its financial performance and 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 *Auditors' Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the School Division in accordance with the ethical requirements that are relevant to our audit of the financial statements in Saskatchewan, 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 Matter*

The financial statements of Holy Family Roman Catholic School Division No. 140 for the year ended August 31, 2024, were audited by another auditor who expressed an unmodified opinion on those statements as of December 11, 2024.

### *Information Other than the Financial Statements and Auditor's Report Thereon*

Management is responsible for the other information. The other information comprises the information included in the annual report but does not include the financial statements and our auditor's report thereon. The annual report is expected to be made available to us after the date of this auditors' report.

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

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

When we read the annual report, if we conclude that there is a material misstatement therein, we are required to communicate the matter to those charged with governance.

### *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.

...continued

## INDEPENDENT AUDITOR'S REPORT continued

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

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

### *Auditor's Responsibilities for the Audit of the 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 these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional scepticism 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 School Division's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School Division's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' 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 auditors' report. However, future events or conditions may cause the School Division to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

November 19, 2025  
Regina, Saskatchewan

VIRTUS GROUP LP  
Chartered Professional Accountants

**The Board of Education of the Holy Family Roman Catholic Separate School Division No. 140**  
**Statement of Financial Position**  
**as at August 31, 2025**

	2025	2024
	\$	\$
<b>Financial Assets</b>		
Cash and Cash Equivalents	2,405,968	3,422,364
Accounts Receivable (Note 7)	3,342,671	2,402,459
Portfolio Investments (Note 3)	3,253	3,205
<b>Total Financial Assets</b>	<b>5,751,892</b>	<b>5,828,028</b>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities (Note 8)	575,875	716,874
Long-Term Debt (Note 9)	946,171	1,047,960
Liability for Employee Future Benefits (Note 5)	398,800	404,700
Deferred Revenue (Note 10)	273,496	526,365
<b>Total Liabilities</b>	<b>2,194,342</b>	<b>2,695,899</b>
<b>Net Financial Assets</b>	<b>3,557,550</b>	<b>3,132,129</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets (Schedule C)	9,829,198	9,943,342
Prepaid Expenses	198,553	105,908
<b>Total Non-Financial Assets</b>	<b>10,027,751</b>	<b>10,049,250</b>
<b>Accumulated Surplus (Note 13)</b>	<b>13,585,301</b>	<b>13,181,379</b>

Contingent Liabilities (Note 15)  
 Contractual Obligations (Note 16)

*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 Holy Family Roman Catholic Separate School Division No. 140**  
**Statement of Operations and Accumulated Surplus from Operations**  
**for the year ended August 31, 2025**

	<b>2025</b>	<b>2025</b>	<b>2024</b>
	<b>Budget</b>	<b>Actual</b>	<b>Actual</b>
	\$	\$	\$
<b>REVENUES</b>	(Note 14)		
Property Taxes and Other Related	5,769,155	5,368,174	5,350,000
Grants	8,832,584	11,640,948	9,188,053
Tuition and Related Fees	11,963	35,889	25,148
School Generated Funds	317,096	352,891	342,290
Complementary Services (Note 11)	366,305	392,016	308,156
External Services (Note 12)	400,940	506,875	285,746
Other	140,000	128,379	174,092
<b>Total Revenues (Schedule A)</b>	<b>15,838,043</b>	<b>18,425,172</b>	<b>15,673,485</b>
<b>EXPENSES</b>			
Governance	134,070	120,168	125,940
Administration	1,254,526	1,203,350	1,110,579
Instruction	11,939,028	12,696,914	11,462,879
Plant Operation & Maintenance	1,936,241	2,052,631	1,969,202
Student Transportation	459,220	586,254	519,712
Tuition and Related Fees	45,500	39,114	32,550
School Generated Funds	298,854	345,194	264,745
Complementary Services (Note 11)	507,413	430,172	377,062
External Services (Note 12)	394,879	508,777	325,801
Other	38,898	38,676	34,727
<b>Total Expenses (Schedule B)</b>	<b>17,008,629</b>	<b>18,021,250</b>	<b>16,223,197</b>
<b>Operating Surplus (Deficit) for the Year</b>	<b>(1,170,586)</b>	<b>403,922</b>	<b>(549,712)</b>
<b>Accumulated Surplus from Operations, Beginning of Year</b>	<b>13,181,379</b>	<b>13,181,379</b>	<b>13,731,091</b>
<b>Accumulated Surplus from Operations, End of Year</b>	<b>12,010,793</b>	<b>13,585,301</b>	<b>13,181,379</b>

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

**The Board of Education of the Holy Family Roman Catholic Separate School Division No. 140**  
**Statement of Changes in Net Financial Assets**  
**for the year ended August 31, 2025**

	<b>2025 Budget</b>	<b>2025 Actual</b>	<b>2024 Actual</b>
	\$	\$	\$
	(Note 14)		
<b>Net Financial Assets, Beginning of Year</b>	<b>3,132,129</b>	<b>3,132,129</b>	<b>3,223,108</b>
<b>Changes During the Year</b>			
Operating Surplus (Deficit), for the Year	(1,170,586)	403,922	(549,712)
Acquisition of Tangible Capital Assets (Schedule C)	(95,000)	(425,762)	(82,949)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	1,500	-
Net Gain on Disposal of Capital Assets (Schedule C)	-	(1,500)	-
Amortization of Tangible Capital Assets (Schedule C)	631,907	539,906	535,420
Net Change in Other Non-Financial Assets	-	(92,645)	6,262
<b>Change in Net Financial Assets</b>	<b>(633,679)</b>	<b>425,421</b>	<b>(90,979)</b>
<b>Net Financial Assets, End of Year</b>	<b>2,498,450</b>	<b>3,557,550</b>	<b>3,132,129</b>

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

## The Board of Education of the Holy Family Roman Catholic Separate School Division No. 140

Statement of Cash Flows  
for the year ended August 31, 2025

	2025	2024
	\$	\$
<b>OPERATING ACTIVITIES</b>		
Operating Surplus (Deficit) for the Year	403,922	(549,712)
Add Non-Cash Items Included in Surplus / Deficit (Schedule D)	538,406	535,420
Net Change in Non-Cash Operating Activities (Schedule E)	(1,432,625)	67,798
<b>Cash (Used in) Provided by Operating Activities</b>	<b>(490,297)</b>	<b>53,506</b>
<b>CAPITAL ACTIVITIES</b>		
Cash Used to Acquire Tangible Capital Assets	(425,762)	(82,949)
Proceeds on Disposal of Tangible Capital Assets	1,500	-
<b>Cash Used in Capital Activities</b>	<b>(424,262)</b>	<b>(82,949)</b>
<b>INVESTING ACTIVITIES</b>		
Cash Used to Acquire Portfolio Investments	(48)	-
<b>Cash Used in Investing Activities</b>	<b>(48)</b>	<b>-</b>
<b>FINANCING ACTIVITIES</b>		
Repayment of Long-Term Debt	(101,789)	(97,917)
<b>Cash Used in Financing Activities</b>	<b>(101,789)</b>	<b>(97,917)</b>
<b>DECREASE IN CASH AND CASH EQUIVALENTS</b>	<b>(1,016,396)</b>	<b>(127,360)</b>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<b>3,422,364</b>	<b>3,549,724</b>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<b>2,405,968</b>	<b>3,422,364</b>

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

**The Board of Education of the Holy Family Roman Catholic Separate School Division No. 140**  
**Schedule A: Supplementary Details of Revenues**  
**for the year ended August 31, 2025**

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
<b>Property Taxes and Other Related Revenue</b>	(Note 14)		
<b>Tax Levy Revenue</b>			
Property Tax Levy Revenue	5,681,800	5,279,846	5,276,821
Revenue from Supplemental Levies	-	(35)	1,663
<b>Total Property Tax Revenue</b>	<b>5,681,800</b>	<b>5,279,811</b>	<b>5,278,484</b>
<b>Grants in Lieu of Taxes</b>			
Federal Government	-	3,114	2,386
Provincial Government	-	40,340	27,067
Other	-	26,640	26,812
<b>Total Grants in Lieu of Taxes</b>	<b>-</b>	<b>70,094</b>	<b>56,265</b>
<b>Other Tax Revenues</b>			
House Trailer Fees	87,355	5,378	5,323
<b>Total Other Tax Revenues</b>	<b>87,355</b>	<b>5,378</b>	<b>5,323</b>
<b>Additions to Levy</b>			
Penalties	-	23,055	24,460
<b>Total Additions to Levy</b>	<b>-</b>	<b>23,055</b>	<b>24,460</b>
<b>Deletions from Levy</b>			
Cancellations	-	(10,164)	(14,532)
<b>Total Deletions from Levy</b>	<b>-</b>	<b>(10,164)</b>	<b>(14,532)</b>
<b>Total Property Taxes and Other Related Revenue</b>	<b>5,769,155</b>	<b>5,368,174</b>	<b>5,350,000</b>
<b>Grants</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	8,504,629	9,531,645	8,834,755
Operating Grant PMR	254,000	336,511	253,744
Other Ministry Grants	45,955	36,818	99,000
<b>Total Ministry Grants</b>	<b>8,804,584</b>	<b>9,904,974</b>	<b>9,187,499</b>
Other Provincial Grants	28,000	10,974	554
<b>Total Operating Grants</b>	<b>8,832,584</b>	<b>9,915,948</b>	<b>9,188,053</b>
<b>Capital Grants</b>			
Ministry of Education Capital Grants	-	1,725,000	-
<b>Total Capital Grants</b>	<b>-</b>	<b>1,725,000</b>	<b>-</b>
<b>Total Grants</b>	<b>8,832,584</b>	<b>11,640,948</b>	<b>9,188,053</b>

**The Board of Education of the Holy Family Roman Catholic Separate School Division No. 140**  
**Schedule A: Supplementary Details of Revenues**  
**for the year ended August 31, 2025**

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
<b>Tuition and Related Fees Revenue</b>	(Note 14)		
<b>Operating Fees</b>			
Tuition Fees			
Individuals and Other	11,963	35,889	25,148
<b>Total Tuition Fees</b>	<u>11,963</u>	<u>35,889</u>	<u>25,148</u>
<b>Total Operating Tuition and Related Fees</b>	<u>11,963</u>	<u>35,889</u>	<u>25,148</u>
<b>Total Tuition and Related Fees Revenue</b>	<b>11,963</b>	<b>35,889</b>	<b>25,148</b>
<b>School Generated Funds Revenue</b>			
<b>Non-Curricular Fees</b>			
Commercial Sales - GST	90,000	65,184	37,394
Commercial Sales - Non-GST	-	30,209	-
Fundraising	35,000	106,016	74,931
Grants and Partnerships	7,500	2,649	20,029
Students Fees	2,500	41,637	39,701
Other	182,096	107,196	170,235
<b>Total Non-Curricular Fees</b>	<u>317,096</u>	<u>352,891</u>	<u>342,290</u>
<b>Total School Generated Funds Revenue</b>	<b>317,096</b>	<b>352,891</b>	<b>342,290</b>
<b>Complementary Services</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	218,000	217,974	162,000
Other Ministry Grants	148,305	174,042	146,156
<b>Total Operating Grants</b>	<u>366,305</u>	<u>392,016</u>	<u>308,156</u>
<b>Total Complementary Services Revenue</b>	<b>366,305</b>	<b>392,016</b>	<b>308,156</b>

**The Board of Education of the Holy Family Roman Catholic Separate School Division No. 140**  
**Schedule A: Supplementary Details of Revenues**  
**for the year ended August 31, 2025**

	<b>2025 Budget</b>	<b>2025 Actual</b>	<b>2024 Actual</b>
	\$	\$	\$
<b>External Services</b>	(Note 14)		
<b>Operating Grants</b>			
Ministry of Education Grants			
Other Ministry Grants	383,865	479,880	264,199
Other Provincial Grants	7,075	26,995	7,249
Other Grants	10,000	-	14,298
<b>Total Operating Grants</b>	<b>400,940</b>	<b>506,875</b>	<b>285,746</b>
<b>Fees and Other Revenue</b>			
<b>Total External Services Revenue</b>	<b>400,940</b>	<b>506,875</b>	<b>285,746</b>
<b>Other Revenue</b>			
Miscellaneous Revenue	-	11,515	11,034
Sales & Rentals	-	-	400
Investments	140,000	115,364	162,658
Gain on Disposal of Capital Assets	-	1,500	-
<b>Total Other Revenue</b>	<b>140,000</b>	<b>128,379</b>	<b>174,092</b>
<b>TOTAL REVENUE FOR THE YEAR</b>	<b>15,838,043</b>	<b>18,425,172</b>	<b>15,673,485</b>

**The Board of Education of the Holy Family Roman Catholic Separate School Division No. 140**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2025**

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
<b>Governance Expense</b>	(Note 14)		
Board Members Expense	54,000	52,112	55,821
Professional Development - Board Members	20,208	12,919	15,510
Grants to School Community Councils	3,500	-	126
Elections	4,500	4,215	-
Other Governance Expenses	51,862	50,922	54,483
<b>Total Governance Expense</b>	<b>134,070</b>	<b>120,168</b>	<b>125,940</b>
<b>Administration Expense</b>			
Salaries	846,592	836,660	760,227
Benefits	111,742	94,304	77,860
Supplies & Services	91,705	92,028	81,629
Non-Capital Furniture & Equipment	8,500	1,885	2,378
Building Operating Expenses	105,684	105,684	110,996
Communications	12,004	10,842	10,525
Travel	12,217	11,589	5,717
Professional Development	42,800	31,175	43,687
Amortization of Tangible Capital Assets	23,282	19,183	17,560
<b>Total Administration Expense</b>	<b>1,254,526</b>	<b>1,203,350</b>	<b>1,110,579</b>
<b>Instruction Expense</b>			
Instructional (Teacher Contract) Salaries	7,747,411	7,952,963	7,239,411
Instructional (Teacher Contract) Benefits	466,822	746,906	644,002
Program Support (Non-Teacher Contract) Salaries	2,133,297	2,415,987	2,131,780
Program Support (Non-Teacher Contract) Benefits	525,798	569,613	494,160
Instructional Aids	434,491	410,012	437,762
Supplies & Services	212,187	224,237	182,198
Non-Capital Furniture & Equipment	98,150	135,088	105,217
Communications	29,700	28,305	29,852
Travel	27,611	41,778	32,519
Professional Development	88,250	77,931	89,625
Student Related Expense	46,305	43,318	23,899
Amortization of Tangible Capital Assets	129,006	50,776	52,454
<b>Total Instruction Expense</b>	<b>11,939,028</b>	<b>12,696,914</b>	<b>11,462,879</b>

**The Board of Education of the Holy Family Roman Catholic Separate School Division No. 140**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2025**

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
<b>Plant Operation &amp; Maintenance Expense</b>	(Note 14)		
Salaries	531,747	559,373	530,252
Benefits	122,717	124,714	122,937
Supplies & Services	26,165	44,047	14,201
Non-Capital Furniture & Equipment	8,000	11,149	12,340
Building Operating Expenses	809,406	886,998	855,866
Communications	7,500	6,129	6,137
Travel	16,731	14,062	16,919
Professional Development	6,000	2,004	6,912
Amortization of Tangible Capital Assets	403,997	400,177	399,660
Amortization of Tangible Capital Assets ARO	3,978	3,978	3,978
<b>Total Plant Operation &amp; Maintenance Expense</b>	<b>1,936,241</b>	<b>2,052,631</b>	<b>1,969,202</b>
<b>Student Transportation Expense</b>			
Salaries	204,444	220,814	220,661
Benefits	54,537	52,014	52,096
Supplies & Services	72,615	70,976	74,568
Non-Capital Furniture & Equipment	38,660	175,287	109,020
Communications	3,500	2,835	2,745
Contracted Transportation	34,250	13,184	16,675
Amortization of Tangible Capital Assets	51,214	51,144	43,947
<b>Total Student Transportation Expense</b>	<b>459,220</b>	<b>586,254</b>	<b>519,712</b>
<b>Tuition and Related Fees Expense</b>			
Tuition Fees	45,500	39,114	32,550
<b>Total Tuition and Related Fees Expense</b>	<b>45,500</b>	<b>39,114</b>	<b>32,550</b>
<b>School Generated Funds Expense</b>			
Academic Supplies & Services	2,000	2,545	910
Cost of Sales	75,000	93,684	90,744
Non-Capital Furniture & Equipment	12,000	11,086	6,540
School Fund Expenses	190,000	223,231	148,730
Amortization of Tangible Capital Assets	19,854	14,648	17,821
<b>Total School Generated Funds Expense</b>	<b>298,854</b>	<b>345,194</b>	<b>264,745</b>

**The Board of Education of the Holy Family Roman Catholic Separate School Division No. 140**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2025**

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
<b>Complementary Services Expense</b>	(Note 14)		
Instructional (Teacher Contract) Salaries & Benefits	172,476	178,686	147,987
Program Support (Non-Teacher Contract) Salaries & Benefits	299,381	216,624	197,186
Instructional Aids	4,600	10,890	6,197
Supplies & Services	12,050	9,609	6,805
Non-Capital Furniture & Equipment	500	-	1,436
Communications	1,000	614	1,063
Travel	14,880	13,055	15,278
Professional Development (Non-Salary Costs)	1,950	694	1,110
Amortization of Tangible Capital Assets	576	-	-
<b>Total Complementary Services Expense</b>	<b>507,413</b>	<b>430,172</b>	<b>377,062</b>
<b>External Service Expense</b>			
Grant Transfers	269,672	375,542	199,904
Administration Salaries & Benefits	-	9,838	9,140
Program Support (Non-Teacher Contract) Salaries & Benefits	100,796	100,077	97,311
Instructional Aids	-	49	521
Supplies & Services	21,135	21,023	16,708
Non-Capital Furniture & Equipment	-	460	43
Communications	720	720	720
Travel	1,056	-	357
Professional Development (Non-Salary Costs)	1,500	1,068	1,097
<b>Total External Services Expense</b>	<b>394,879</b>	<b>508,777</b>	<b>325,801</b>
<b>Other Expense</b>			
<b>Interest and Bank Charges</b>			
Current Interest and Bank Charges	3,100	155	22
Interest on Capital Loans	35,798	37,440	41,679
<b>Total Interest and Bank Charges</b>	<b>38,898</b>	<b>37,595</b>	<b>41,701</b>
Provision for Uncollectable Accounts	-	1,081	(6,974)
<b>Total Other Expense</b>	<b>38,898</b>	<b>38,676</b>	<b>34,727</b>
<b>TOTAL EXPENSES FOR THE YEAR</b>	<b>17,008,629</b>	<b>18,021,250</b>	<b>16,223,197</b>

**The Board of Education of the Holy Family Roman Catholic Separate School Division No. 140**  
**Schedule C - Supplementary Details of Tangible Capital Assets**  
for the year ended August 31, 2025

	Land		Buildings	Buildings	School	Other	Furniture and	Computer Hardware and	Computer	Assets	2025	2024	
	Land	Improvements	Buildings	Short-Term	ARO	Buses	Vehicles	Equipment	Audio Visual Equipment	Software			Under Construction
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
<b>Tangible Capital Assets - at Cost</b>													
Opening Balance as of September 1	-	162,950	13,937,385	1,977,958	240,734	955,314	104,742	1,098,443	929,904	118,125	-	19,525,555	19,442,606
Additions/Purchases	-	-	-	-	-	86,360	17,526	24,703	14,431	9,652	273,090	425,762	82,949
Disposals	-	-	-	-	-	-	(18,441)	-	-	-	-	(18,441)	-
<b>Closing Balance as of August 31</b>	<b>-</b>	<b>162,950</b>	<b>13,937,385</b>	<b>1,977,958</b>	<b>240,734</b>	<b>1,041,674</b>	<b>103,827</b>	<b>1,123,146</b>	<b>944,335</b>	<b>127,777</b>	<b>273,090</b>	<b>19,932,876</b>	<b>19,525,555</b>
<b>Tangible Capital Assets - Amortization</b>													
Opening Balance as of September 1	-	52,258	5,661,807	1,028,192	184,437	777,763	104,742	791,151	877,598	104,265	-	9,582,213	9,046,793
Amortization of the Period	-	8,060	269,538	97,547	3,978	51,144	3,505	78,808	18,466	8,860	-	539,906	535,420
Disposals	-	-	-	-	-	-	(18,441)	-	-	-	-	(18,441)	-
<b>Closing Balance as of August 31</b>	<b>N/A</b>	<b>60,318</b>	<b>5,931,345</b>	<b>1,125,739</b>	<b>188,415</b>	<b>828,907</b>	<b>89,806</b>	<b>869,959</b>	<b>896,064</b>	<b>113,125</b>	<b>N/A</b>	<b>10,103,678</b>	<b>9,582,213</b>
<b>Net Book Value</b>													
Opening Balance as of September 1	-	110,692	8,275,578	949,766	56,297	177,551	-	307,292	52,306	13,860	-	9,943,342	10,395,813
Closing Balance as of August 31	-	102,632	8,006,040	852,219	52,319	212,767	14,021	253,187	48,271	14,652	273,090	9,829,198	9,943,342
<b>Change in Net Book Value</b>	<b>-</b>	<b>(8,060)</b>	<b>(269,538)</b>	<b>(97,547)</b>	<b>(3,978)</b>	<b>35,216</b>	<b>14,021</b>	<b>(54,105)</b>	<b>(4,035)</b>	<b>792</b>	<b>273,090</b>	<b>(114,144)</b>	<b>(452,471)</b>
<b>Disposals</b>													
Historical Cost	-	-	-	-	-	-	18,441	-	-	-	-	18,441	-
Accumulated Amortization	-	-	-	-	-	-	18,441	-	-	-	-	18,441	-
<b>Net Cost</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Price of Sale	-	-	-	-	-	-	1,500	-	-	-	-	1,500	-
<b>Gain on Disposal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,500</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,500</b>	<b>-</b>

Buildings with a net book value of \$3,766,487 (2024 - \$3,916,182) include an asset retirement obligation for the removal and disposal of asbestors (Note 8)

**The Board of Education of the Holy Family Roman Catholic Separate School Division No. 140**  
**Schedule D: Non-Cash Items Included in Surplus / Deficit**  
**for the year ended August 31, 2025**

	2025	2024
	\$	\$
<b>Non-Cash Items Included in Surplus / Deficit</b>		
Amortization of Tangible Capital Assets (Schedule C)	539,906	535,420
Net Gain on Disposal of Tangible Capital Assets (Schedule C)	(1,500)	-
<b>Total Non-Cash Items Included in Surplus / Deficit</b>	<b>538,406</b>	<b>535,420</b>

**The Board of Education of the Holy Family Roman Catholic Separate School Division No. 140**  
**Schedule E: Net Change in Non-Cash Operating Activities**  
**for the year ended August 31, 2025**

	2025	2024
	\$	\$
<b>Net Change in Non-Cash Operating Activities</b>		
(Increase) Decrease in Accounts Receivable	(940,212)	133,123
(Decrease) Increase in Accounts Payable and Accrued Liabilities	(140,999)	16,816
(Decrease) Increase in Liability for Employee Future Benefits	(5,900)	8,900
Decrease in Deferred Revenue	(252,869)	(97,303)
(Increase) Decrease in Prepaid Expenses	(92,645)	6,262
<b>Total Net Change in Non-Cash Operating Activities</b>	<b>(1,432,625)</b>	<b>67,798</b>

**The Board of Education of the Holy Family Roman Catholic Separate School Division No. 140**  
**Schedule F: 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)
<b>External Sources</b>				
<b>Jointly Administered Funds</b>				
School Generated Funds	205,953	352,891	334,130	224,714
Scholarships	23,500	33,000	23,500	33,000
<b>Total Jointly Administered Funds</b>	<b>229,453</b>	<b>385,891</b>	<b>357,630</b>	<b>257,714</b>
<b>Ministry of Education</b>				
Early Learning Intensive Supports	49,070	75,000	45,937	78,133
English as an Additional Language	20,496	3,154	167	23,483
Family Resource Center Consultant	57,582	479,880	521,512	15,950
Federal/Provincial French Minority Language Grant	14,318	21,173	36,910	(1,419)
French Teacher Recruitment and Retention	7,683	2,491	-	10,174
Mental Health First Aid Training	9,735	10,000	16,283	3,452
PMR Maintenance Project Allocation	375,411	336,511	293,520	418,402
Teacher Innovation Grants	24,444	-	24,444	-
Capital Grant - Relocatable	-	725,000	237,985	487,015
Capital Grant - Roof Improvement	-	1,000,000	35,105	964,895
<b>Total Ministry of Education</b>	<b>558,739</b>	<b>2,653,209</b>	<b>1,211,863</b>	<b>2,000,085</b>
<b>Total</b>	<b>788,192</b>	<b>3,039,100</b>	<b>1,569,493</b>	<b>2,257,799</b>
<b>Internal Sources</b>				
<b>Curriculum and student learning</b>				
Staffing and Operational	688,782	389,843	688,782	389,843
School Based Budget Carry Forward	22,823	8,201	22,117	8,907
<b>Include Total curriculum and student learning</b>	<b>711,605</b>	<b>398,044</b>	<b>710,899</b>	<b>398,750</b>
<b>Other</b>				
Grant Reconciliation	1,653,525	1,622,220	1,653,525	1,622,220
Joint Use	11,241	-	-	11,241
<b>Total Other</b>	<b>1,664,766</b>	<b>1,622,220</b>	<b>1,653,525</b>	<b>1,633,461</b>
<b>Professional Development</b>				
Employee Professional Development	17,660	26,000	25,079	18,581
<b>Total Professional Development</b>	<b>17,660</b>	<b>26,000</b>	<b>25,079</b>	<b>18,581</b>
<b>Total</b>	<b>2,394,031</b>	<b>2,046,264</b>	<b>2,389,503</b>	<b>2,050,792</b>
<b>Total Designated Assets</b>	<b>3,182,223</b>	<b>5,085,364</b>	<b>3,958,996</b>	<b>4,308,591</b>

**THE BOARD OF EDUCATION OF THE HOLY FAMILY ROMAN CATHOLIC  
SCHOOL DIVISION NO. 140  
NOTES TO THE FINANCIAL STATEMENTS  
As at August 31, 2025**

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## 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 Holy Family Roman Catholic Separate School Division No. 140” and operates as “the Holy Family School Division No. 140”. The school division provides education services to residents within its geographic region and is governed by an elected board of trustees. The school division is exempt from income tax and is a registered charity under the *Income Tax Act*.

## 2. SIGNIFICANT ACCOUNTING POLICIES

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

### a) Basis of Accounting

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

### b) Measurement Uncertainty and the Use of Estimates

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

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

- the liability for employee future benefits of \$398,800 (2024 - \$404,700) because actual experience may differ significantly from actuarial estimations.
- useful lives of capital assets and related accumulated amortization of \$10,103,678 (2024 - \$9,582,213) because the actual useful lives of the capital assets may differ from their estimated economic lives.
- estimated undiscounted asset retirement obligation of \$240,734 (2024 - \$240,734) because actual expense may differ significantly from valuation estimates.
- property taxation revenue of \$5,368,174 (2024 - \$5,350,000) because final tax assessments may differ from initial estimates.
- uncollectible taxes of \$17,466 (2024 - \$16,385) because actual collectability may differ from initial estimates.
- estimated accrued salaries of \$nil (2024 - \$246,325) related to the settlement of a provincial teacher collective bargaining agreement with retroactive application to September 1, 2023.

**THE BOARD OF EDUCATION OF THE HOLY FAMILY ROMAN CATHOLIC  
SCHOOL DIVISION NO. 140  
NOTES TO THE FINANCIAL STATEMENTS  
As at August 31, 2025**

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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.

**c) Financial Instruments**

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

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

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

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

**d) Financial Assets**

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

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

**THE BOARD OF EDUCATION OF THE HOLY FAMILY ROMAN CATHOLIC  
SCHOOL DIVISION NO. 140  
NOTES TO THE FINANCIAL STATEMENTS  
As at August 31, 2025**

---

**Accounts Receivable** includes taxes receivable, provincial grants receivable and other receivables. Taxes receivable represent education property taxes assessed or estimated owing to the end of the fiscal period but not yet received. The allowance for uncollected taxes is a valuation allowance used to reduce the amount reported for taxes receivable to the estimated net recoverable amount. The allowance represents management's estimate of the amount of taxes that will not be collected taking into consideration prior years' tax collections and information provided by municipalities regarding the collectability of outstanding balances. 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.

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

**Portfolio Investments** consist of patronage equity held at local co-operatives. The school division values its portfolio investments in accordance with its policy for financial instruments, as described in Note 2 (c).

**e) 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 BOARD OF EDUCATION OF THE HOLY FAMILY ROMAN CATHOLIC  
SCHOOL DIVISION NO. 140  
NOTES TO THE FINANCIAL STATEMENTS  
As at August 31, 2025**

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

Land improvements (pavement, fencing, lighting, etc.)	20 years
Buildings*	50 years
Buildings – short-term(portables, storage sheds, outbuildings, garages)	20 years
School buses	12 years
Other vehicles – passenger	5 years
Furniture and equipment	10 years
Computer hardware and audio-visual equipment	5 years
Computer software	5 years

\*Buildings that include asbestos and are fully and/or nearly fully amortized have had their useful life reassessed and increased by 10-30 years.

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

**Prepaid Expenses** are prepaid amounts for goods or services which will provide economic benefits in one or more future periods. Prepaid expenses include insurance premiums, Saskatchewan School Boards Association membership fees, software licenses.

#### **f) 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 buildings containing asbestos. The school division recognizes the fair value of an ARO in the period in which it incurs a legal obligation associated with the retirement of a tangible capital asset. The estimated fair value of an ARO is capitalized as part of the related tangible capital asset and amortized on the same basis as the underlying asset. The school division does not utilize discounting in the measurement of its ARO. The uncertainty regarding the timing and ultimate amount to settle the ARO makes it unlikely that discounting would significantly improve the measurement of the ARO.

**Long-Term Debt** is comprised of a capital loan 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*.

**THE BOARD OF EDUCATION OF THE HOLY FAMILY ROMAN CATHOLIC  
SCHOOL DIVISION NO. 140  
NOTES TO THE FINANCIAL STATEMENTS  
As at August 31, 2025**

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**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.

**g) Employee Pension Plans**

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

**Multi-Employer Defined Benefit Plans**

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

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

**h) 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 statement of operations and accumulated surplus from operations as the stipulation liabilities are settled.

**THE BOARD OF EDUCATION OF THE HOLY FAMILY ROMAN CATHOLIC  
SCHOOL DIVISION NO. 140  
NOTES TO THE FINANCIAL STATEMENTS  
As at August 31, 2025**

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**ii) Property Taxation**

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

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

**iii) Fees and Services**

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

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

**iv) Interest Income**

Interest is recognized as revenue when it is earned.

**THE BOARD OF EDUCATION OF THE HOLY FAMILY ROMAN CATHOLIC  
SCHOOL DIVISION NO. 140  
NOTES TO THE FINANCIAL STATEMENTS  
As at August 31, 2025**

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

Unrestricted contributions are recognized as revenue in the year received or in the year the funds are committed to the school division if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions are contributions for which the contributor has placed restrictions on the use of the resources. Externally restricted contributions 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.

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

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

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

**3. PORTFOLIO INVESTMENTS**

Portfolio investments are comprised of the following:

	2025	2024
<b>Portfolio investments in the cost or amortized cost category:</b>	<b><u>Cost</u></b>	<b><u>Cost</u></b>
Co-operative Corporations - equity	\$ 3,253	\$ 3,205
<b>Total portfolio investments reported at cost or amortized cost</b>	<b>\$ 3,253</b>	<b>\$ 3,205</b>

**THE BOARD OF EDUCATION OF THE HOLY FAMILY ROMAN CATHOLIC  
SCHOOL DIVISION NO. 140  
NOTES TO THE FINANCIAL STATEMENTS  
As at August 31, 2025**

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

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2025 Actual	2024 Actual
Governance	\$ 45,613	\$ 74,555	\$ -	\$ -	\$ 120,168	\$ 125,940
Administration	930,964	253,203	-	19,183	1,203,350	1,110,579
Instruction	11,685,469	960,669	-	50,776	12,696,914	11,462,879
Plant Operation & Maintenance	684,087	964,389	-	404,155	2,052,631	1,969,202
Student Transportation	272,828	262,282	-	51,144	586,254	519,712
Tuition and Related Fees	-	39,114	-	-	39,114	32,550
School Generated Funds	-	330,546	-	14,648	345,194	264,745
Complementary Services	395,310	34,862	-	-	430,172	377,062
External Services	109,915	398,862	-	-	508,777	325,801
Other	-	1,236	37,440	-	38,676	34,727
<b>TOTAL</b>	<b>\$ 14,124,186</b>	<b>\$ 3,319,718</b>	<b>\$ 37,440</b>	<b>\$ 539,906</b>	<b>\$ 18,021,250</b>	<b>\$ 16,223,197</b>

**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, 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 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

**THE BOARD OF EDUCATION OF THE HOLY FAMILY ROMAN CATHOLIC  
SCHOOL DIVISION NO. 140  
NOTES TO THE FINANCIAL STATEMENTS  
As at August 31, 2025**

<b>Liability for Employee Future Benefits</b>	<b>2025</b>	<b>2024</b>
<b>Accrued Benefit Obligation - beginning of year</b>	<b>\$ 370,500</b>	<b>\$ 299,500</b>
Current period service cost	24,800	21,200
Interest cost	15,000	13,700
Benefit payments	(42,500)	(18,300)
Actuarial (gains) losses	(7,800)	54,400
<b>Accrued Benefit Obligation - end of year</b>	<b>360,000</b>	<b>370,500</b>
Unamortized net actuarial gains	38,800	34,200
<b>Liability for Employee Future Benefits</b>	<b>\$ 398,800</b>	<b>\$ 404,700</b>

<b>Employee Future Benefits Expense</b>	<b>2025</b>	<b>2024</b>
Current period service cost	\$ 24,800	\$ 21,200
Amortization of net actuarial (gain)	(3,200)	(7,700)
<b>Benefit cost</b>	<b>21,600</b>	<b>13,500</b>
Interest cost	15,000	13,700
<b>Total Employee Future Benefits Expense</b>	<b>\$ 36,600</b>	<b>\$ 27,200</b>

## 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)

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

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

**THE BOARD OF EDUCATION OF THE HOLY FAMILY ROMAN CATHOLIC  
SCHOOL DIVISION NO. 140  
NOTES TO THE FINANCIAL STATEMENTS  
As at August 31, 2025**

Details of the contributions to this plan for the school division's employees are as follows:

	2025		2024
	STRP	TOTAL	TOTAL
Number of active School Division members	144	144	120
Member contribution rate (percentage of salary)	10.00%	10.00%	9.50% /11.70%
Member contributions for the year	\$ 823,938	\$ 823,938	\$ 705,985

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

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

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

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

Details of the MEPP are as follows:

	2025		2024
Number of active School Division members	164		167
Member contribution rate (percentage of salary)	9.00%		9.00%
School Division contribution rate (percentage of salary)	9.00%		9.00%
Member contributions for the year	\$ 338,308		\$ 303,548
School Division contributions for the year	\$ 339,148		\$ 303,548
Actuarial extrapolation date	Dec-31-2024		Dec-31-2023
Plan Assets (in thousands)	\$ 4,090,806		\$ 3,602,822
Plan Liabilities (in thousands)	\$ 2,571,158		\$ 2,441,485
Plan Surplus (in thousands)	\$ 1,519,648		\$ 1,161,337

**THE BOARD OF EDUCATION OF THE HOLY FAMILY ROMAN CATHOLIC  
SCHOOL DIVISION NO. 140  
NOTES TO THE FINANCIAL STATEMENTS  
As at August 31, 2025**

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**7. ACCOUNTS RECEIVABLE**

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

	2025			2024		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 2,182,774	\$ 17,466	\$ 2,165,308	\$ 2,335,032	\$ 16,385	\$ 2,318,647
Provincial Grants Receivable	1,052,158	-	1,052,158	-	-	-
Other Receivables	125,205	-	125,205	83,812	-	83,812
<b>Total Accounts Receivable</b>	<b>\$ 3,360,137</b>	<b>\$ 17,466</b>	<b>\$ 3,342,671</b>	<b>\$ 2,418,844</b>	<b>\$ 16,385</b>	<b>\$ 2,402,459</b>

**8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES**

Details of accounts payable and accrued liabilities are as follows:

	2025	2024
Accrued Salaries and Benefits	\$ 104,018	\$ 279,854
Supplier Payments	228,093	192,931
Liability for Asset Retirement Obligation	240,734	240,734
Accrued Interest Payable	3,030	3,355
<b>Total Accounts Payable and Accrued Liabilities</b>	<b>\$ 575,875</b>	<b>\$ 716,874</b>

The school division recognized an estimated liability for asset retirement obligation of \$240,734 (2024 - \$240,734) for the remediation and disposal of asbestos. The nature of the liability is an estimate of future costs related to the remediation of asbestos in buildings. The assumptions used in estimating the liability include estimated future costs to remediate asbestos based on material type and related risks associated with removal of the asbestos.

**THE BOARD OF EDUCATION OF THE HOLY FAMILY ROMAN CATHOLIC  
SCHOOL DIVISION NO. 140  
NOTES TO THE FINANCIAL STATEMENTS  
As at August 31, 2025**

---

**9. LONG-TERM DEBT**

Details of long-term debt are as follows:

		2025	2024
Capital Loan:	Toronto Dominion (TD) loan bearing interest at 3.77% per annum, repaying in monthly blended payments of \$11,630. The purpose of the loan is for school construction. The loan is unsecured and matures on June 1, 2033.	\$ 946,171	\$ 1,047,960
		<b>946,171</b>	<b>1,047,960</b>
<b>Total Long-Term Debt</b>		<b>\$ 946,171</b>	<b>\$ 1,047,960</b>

<b>Future principal and interest repayments over the next 5 years are estimated as follows:</b>			
	Capital Loan		Total
2026	\$ 139,554	\$	139,554
2027	139,554		139,554
2028	139,554		139,554
2029	139,554		139,554
2030	139,554		139,554
Thereafter	396,744		396,744
Total	1,094,514		1,094,514
Less: Interest and executory cost	148,343		148,343
<b>Total future principal repayments</b>	<b>\$ 946,171</b>	<b>\$</b>	<b>946,171</b>

<b>Principal and interest payments on the long-term debt are as follows:</b>					
	Capital Loan		2025		2024
Principal	\$ 101,789	\$	101,789	\$	97,917
Interest	37,440		37,440		41,679
<b>Total</b>	<b>\$ 139,229</b>	<b>\$</b>	<b>139,229</b>	<b>\$</b>	<b>139,596</b>

**THE BOARD OF EDUCATION OF THE HOLY FAMILY ROMAN CATHOLIC  
SCHOOL DIVISION NO. 140  
NOTES TO THE FINANCIAL STATEMENTS  
As at August 31, 2025**

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**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
<b>Non-Capital deferred revenue:</b>				
Education Property Tax	\$ 526,365	\$ 273,496	\$ 526,365	\$ 273,496
<b>Total Deferred Revenue</b>	<b>\$ 526,365</b>	<b>\$ 273,496</b>	<b>\$ 526,365</b>	<b>\$ 273,496</b>

**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	Early Childhood Intervention Program	2025	2024
<b>Revenues:</b>					
Operating Grants	\$ 217,974	\$ 75,000	\$ 99,042	\$ 392,016	\$ 308,156
<b>Total Revenues</b>	<b>217,974</b>	<b>75,000</b>	<b>99,042</b>	<b>392,016</b>	<b>308,156</b>
<b>Expenses:</b>					
Salaries & Benefits	238,375	32,665	124,270	395,310	345,173
Instructional Aids	4,368	5,290	1,232	10,890	6,197
Supplies and Services	1,142	7,981	486	9,609	6,805
Non-Capital Equipment	-	-	-	-	1,436
Communications	-	-	614	614	1,063
Travel	515	-	12,540	13,055	15,278
Professional Development (Non-Salary Costs)	-	-	694	694	1,110
<b>Total Expenses</b>	<b>244,400</b>	<b>45,936</b>	<b>139,836</b>	<b>430,172</b>	<b>377,062</b>
<b>Excess (Deficiency) of Revenues over Expenses</b>	<b>\$ (26,426)</b>	<b>\$ 29,064</b>	<b>\$ (40,794)</b>	<b>\$ (38,156)</b>	<b>\$ (68,906)</b>

**THE BOARD OF EDUCATION OF THE HOLY FAMILY ROMAN CATHOLIC  
SCHOOL DIVISION NO. 140  
NOTES TO THE FINANCIAL STATEMENTS  
As at August 31, 2025**

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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	Family Resource Centre	Child Family Services	Driver Training	2025	2024
<b>Revenues:</b>					
Operating Grants	\$ 479,880	\$ 7,378	\$ -	\$ 487,258	\$ 285,746
Grants from Others	-	-	19,617	19,617	-
<b>Total Revenues</b>	<b>479,880</b>	<b>7,378</b>	<b>19,617</b>	<b>506,875</b>	<b>285,746</b>
<b>Expenses:</b>					
Grant Transfers	375,542	-	-	375,542	199,904
Salaries & Benefits	97,574	12,341	-	109,915	106,451
Instructional Aids	49	-	-	49	521
Supplies and Services	1,406	-	19,617	21,023	16,708
Non-Capital Equipment	460	-	-	460	43
Communications	720	-	-	720	720
Travel	-	-	-	-	357
Professional Development	1,068	-	-	1,068	1,097
<b>Total Expenses</b>	<b>476,819</b>	<b>12,341</b>	<b>19,617</b>	<b>508,777</b>	<b>325,801</b>
<b>Excess (Deficiency) of Revenues over Expenses</b>	<b>\$ 3,061</b>	<b>\$ (4,963)</b>	<b>\$ -</b>	<b>\$ (1,902)</b>	<b>\$ (40,055)</b>

## 13. ACCUMULATED SURPLUS

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

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

**THE BOARD OF EDUCATION OF THE HOLY FAMILY ROMAN CATHOLIC  
SCHOOL DIVISION NO. 140  
NOTES TO THE FINANCIAL STATEMENTS  
As at August 31, 2025**

Details of accumulated surplus are as follows:

	August 31, 2024	Additions during the year	Reductions during the year	August 31, 2025
<b>Invested in Tangible Capital Assets:</b>				
Net Book Value of Tangible Capital Assets	\$ 9,943,342	\$ 425,762	\$ 539,906	\$ 9,829,198
Less: Liability for Asset Retirement Obligation	(240,734)	-	-	(240,734)
Less: Debt owing on Tangible Capital Assets	(1,047,960)	-	(101,789)	(946,171)
	<b>8,654,648</b>	<b>425,762</b>	<b>438,117</b>	<b>8,642,293</b>
<b>Designated Assets (Schedule F)</b>	<b>3,182,223</b>	<b>5,085,364</b>	<b>3,958,996</b>	<b>4,308,591</b>
<b>Unrestricted Surplus</b>	<b>1,344,508</b>	<b>-</b>	<b>710,091</b>	<b>634,417</b>
<b>Total Accumulated Surplus</b>	<b>\$ 13,181,379</b>	<b>\$ 5,511,126</b>	<b>\$ 5,107,204</b>	<b>\$ 13,585,301</b>

#### 14. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on June 19, 2024 and the Minister of Education on August 29, 2024.

#### 15. 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 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.

#### 16. CONTRACTUAL OBLIGATIONS

Contractual obligations of the school division are as follows:

	Operating Leases			Other - construction contracts	Total
	Office Rental	Copier Lease	Vehicle Leases		
<b>Future minimum lease payments:</b>					
2026	\$ 150,978	\$ 25,163	\$ 16,514	\$ 225,917	\$ 418,572
2027	150,978	25,163	16,514	-	192,655
2028	150,978	-	698	-	151,676
2029	150,978	-	-	-	150,978
2030	150,978	-	-	-	150,978
Thereafter	742,306	-	-	-	742,306
<b>Total Lease Obligations</b>	<b>\$ 1,497,196</b>	<b>\$ 50,326</b>	<b>\$ 33,726</b>	<b>\$ 225,917</b>	<b>\$ 1,807,165</b>

**THE BOARD OF EDUCATION OF THE HOLY FAMILY ROMAN CATHOLIC  
SCHOOL DIVISION NO. 140  
NOTES TO THE FINANCIAL STATEMENTS  
As at August 31, 2025**

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## 17. RISK MANAGEMENT

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

### i) Credit Risk

Credit risk is the risk to the school division from potential non-payment of accounts receivable. The credit risk related to the school division's receivables from the provincial government, federal government and their agencies are considered to be minimal. For other receivables, the school division has adopted credit policies which include short term accounts receivable due on demand of invoicing or contract.

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	\$ 1,052,158	\$ 189,658	\$ -	\$ -	\$ 862,500
Other Receivables	10,192	10,192	-	-	-
<b>Gross Receivables</b>	<b>1,062,350</b>	<b>199,850</b>	<b>-</b>	<b>-</b>	<b>862,500</b>
Allowance for Doubtful Accounts	-	-	-	-	-
<b>Net Receivables</b>	<b>\$ 1,062,350</b>	<b>\$ 199,850</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 862,500</b>

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

### 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 the use of monitoring and forecasts.

**THE BOARD OF EDUCATION OF THE HOLY FAMILY ROMAN CATHOLIC  
SCHOOL DIVISION NO. 140  
NOTES TO THE FINANCIAL STATEMENTS  
As at August 31, 2025**

---

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	\$ 575,875	\$ 335,141	\$ -	\$ -	\$ 240,734
Long-term debt	946,171	52,208	53,487	464,836	375,640
<b>Total</b>	<b>\$ 1,522,046</b>	<b>\$ 387,349</b>	<b>\$ 53,487</b>	<b>\$ 464,836</b>	<b>\$ 616,374</b>

### iii) Market Risk

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

#### Interest Rate Risk

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

The school division also has an authorized bank line of credit of \$1,100,000 (2024 - \$1,100,000) with interest payable monthly at a rate of prime minus 0.6% (2024 - 0.6%) 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 Co-operative corporations.
- Managing cash flows to minimize utilization of its bank line of credit.
- Managing interest rate risk on long-term debt through the exclusive use of fixed rate terms for its long-term debt.