



**Holy Family Roman Catholic Separate School
Division #140
2020-21 Annual Report**

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School Division Contact Information

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Rooted in Christ, Serving in Love

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Letter of Transmittal

Honourable Dustin Duncan
Minister of Education

Dear Minister Duncan:

The Board of Education of Holy Family RCSSD #140 School Division 140 is pleased to provide you and the residents of the school division with the 2020-21 annual report. This report presents an overview of Holy Family RCSSD #140 School Division's goals, activities and results for the fiscal year September 1, 2020 to August 31, 2021. It provides audited financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,



Bruno Tuchscherer
Chairperson

Governance

The Board of Education

The Board of Education provides policy governance for Holy Family RCSSD as a whole and School Community Councils 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 the authority to “administer and manage the educational affairs of the school division” and to “exercise general supervision and control over the schools in the school division”. 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, 2021 are:

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

School Community Councils

SCCs worked with their individual schools remotely to enhance the goals of each school in academic and non-academic areas. Given the pandemic, SCCs enhanced staff wellness supports as well.

In each school, an actively engaged School Community Council (SCC) contributes to the life of the school. SCCs work together with school administration to achieve the improvement goals established each year. School level goals are included and aligned with the Education Sector Strategic Plan. Plans in 2020-21 included improvements to facilities and grounds, well-being of students, as well as targeting the culture and climate of schools. SCCs are aware of school improvement plans and their activities help embrace school goals.

Holy Family RCSSD has an operational SCC in each of its five elementary schools, with each having the required members. Given Holy Family RCSSD’s small Indigenous population, and that there are no students living on-reserve attending division schools, there is no First Nation representation on the SCCs.

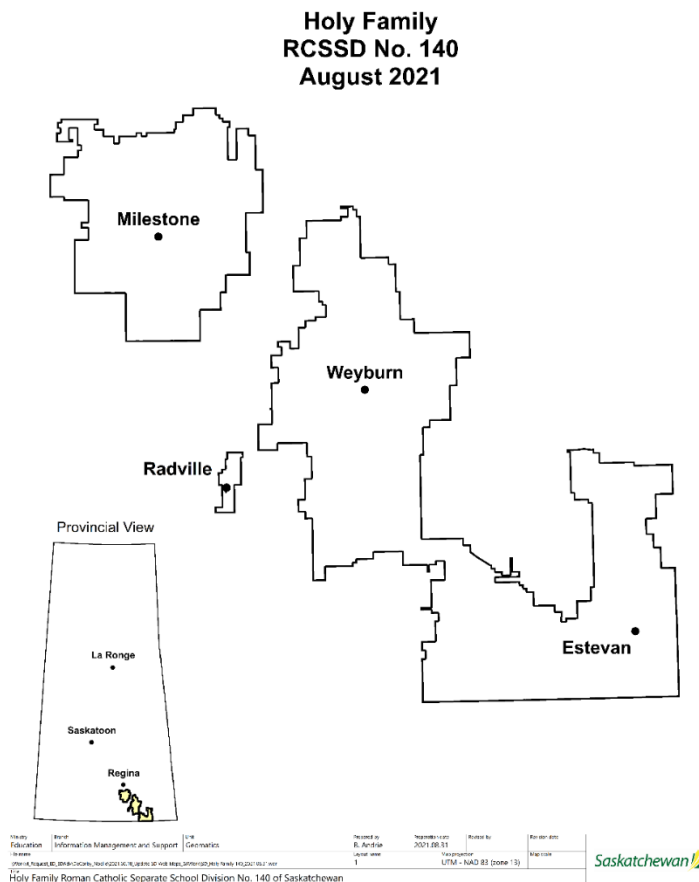
Holy Family RCSSD provides opportunity for an SCC Forum annually. The SCC Forum involves leadership from the SCC presidents. Annually, SCCs are provided a \$3500 budget to cover the annual SCC Forum and a grant to each SCC to cover operational costs. This year the SCC forum could not be held due to the COVID-19 pandemic restrictions.

School Division Profile

About Us

Holy Family RCSSD is an urban/rural elementary school division with five schools located in four communities. The division is located 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 to the right 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, our cities and the other major towns and highways, go to our website 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 21st 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 value permeation of Catholic faith in our curriculum.
3. We value family, parish and community engagement.
4. We value research based decision making.
5. We value a safe, caring, respectful learning environment.
6. We value individual academic excellence.
7. We value and celebrate the success of our students and staff.
8. We live our faith by modelling Christ's teachings.

Community Partnerships

Holy Family RCSSD and individual schools within the division have established a range of formal and informal community partnerships to promote student learning and ensure that students' school experience is positive and successful.

The division created a continuous agenda with specific linkages to international and community levels.

Holy Family Continuous Agenda 2020-21						
Month	Delegation and Linkage	Board Education	Review Schedule	Required Approvals	Monitoring Ends and Management Limitations	Self Monitoring Governance Process
			Governance Process Decisions			
September	SCSBA Board of Directors Auditor Board Chair Council		GP-11, GP-13	2020-21 Continuous Agenda 2020-21 Meeting Dates	Review monitoring timelines Auditor's Presentation Transportation - Reporting Key Risks App 1 - OP 8021 School in Review -OP 9012	Monitor meeting process
October	SCSBA AGM (virtual) Board Chair Council		GP-1, GP-9		Special Achievement Report (to replace E-3 due to COVID-19) EL-1, EL-8 EL-4 & Transp Report	Monitor meeting process
November	SSBA General Assembly (virtual) Notre Dame Agreement HFTA Teacher Liaison (virtual) Board Chair Council		GP-15, GP-16	Audited Financial Statement Annual Report	Auditor's Presentation EL-7	Monitor meeting process
December	Board Chair Council LINC Negotiations			Designation of French Immersion Program for 2020-21	EL-4 Internal & Transp Report EL-5 Internal EL-9 EL-6	Monitor meeting process
January	Board Chair Council				EL-2	Monitor meeting process
February	Teacher/Staff Appreciation Week Board Chair Council					Monitor meeting process
March	Board Chair Council			2020-21 System Calendar	EL-4 & Transp Report	Monitor meeting process
April	HFTA Teacher Liaison SSBA Spring Assembly Board Chair Council Board Meeting with Principals				E-2	Monitor meeting process
May	SCSBA Spring Seminar Awards Social Joint Board Meeting with SECPD Catholic Education Week Board Chair Council			Strat Plan 2021-22 3 year PMR Approval	EL EL-5 External EL-3	Complete Self Evaluation Survey
June	CCSTA AGM & Convention Board Chair Council			2021-22 Budget	E E-1 EL-4 & Transp Report	Review Self Evaluation Survey Results

In 2020-21 Holy Family RCSSD continued its partnership with South East Cornerstones Public School Division #209 (SECPSD) to provide high school instruction in religious studies. SECPSD was able to provide all Holy Family RCSSD rural students with busing service into Radville, Weyburn and Estevan. We partnered to maintain two system calendars so that the busing partnership could continue as well as strategically placed teacher professional development time. The two school divisions had to suspend extra-curricular opportunities in the way of league play and tournaments as a result of the pandemic, but plan to resume this as soon as it is safe to do so in an effort to reduce travel time and expenses while providing rich extra-curricular experiences for students in Holy Family RCSSD and SECPSD. System Chief Executive Officers (CEOs) meet monthly to address community needs and contractual expectations.

Partnerships exist with each of the community parishes. Holy Family RCSSD partnered with our parishes so that students were able still to engage virtually in all masses and faith based activities throughout the pandemic 2020-21. Students and staff continued to participate in ministries within masses in each community. All Holy Family RCSSD schools remained active in social justice and stewardship projects within and beyond our local communities through virtual outreach programs. One of the highlights of the year was the virtual partnerships that our students made with senior homes during the pandemic lock downs. Central office administration meets regularly with the parish priests.

Holy Family RCSSD continues to be a member of the South East Regional Mobilization Committee. This interagency group acted as the steering committee for the South East Regional Community Mobilization (HUB) committee that met weekly in an effort to proactively meet the diverse needs of individuals that need agency or multi-agency interventions. Holy Family RCSSD actively works with the South East Newcomer Services to help new families transition into their communities.

Strategic partnerships exist with provincial organizations and Holy Family RCSSD. We continue to be part of the Saskatchewan Catholic School Boards Association (SCSBA); this partnership allows for Catholic boards and administration within the province to serve Catholic education collaboratively on issues and opportunities provincially. The division also connected to the Canadian Catholic School Trustees Association (CCSTA). Holy Family RCSSD senior administration are members of the League of Educational Administrators, Directors and Superintendents of Saskatchewan (LEADS). LEADS, working through its members and with education and human service organizations, provides leadership to facilitate enhanced outcomes in the development of all students in Saskatchewan. Holy Family RCSSD is a member of the Saskatchewan School Board Association (SSBA) which provides leadership, coordination and services to member boards of education to support student achievement.

Holy Family RCSSD has a partnership with the federal government which allows for a Settlement Worker in Schools (SWIS) program. The SWIS workers support refugee and Newcomer families and students as well as work with Citizenship Canada. Holy Family RCSSD Superintendent of Student Services is part of the Working Committee for the local SWIS.

Holy Family RCSSD has national, strategic alliances with two groups in the area of innovation and 21st century leadership, C21 and New Pedagogies for Deep Learning (NPDL). EdCan was the newest national partnership focusing on wellness strategies for staff and students.

Program Overview

Holy Family RCSSD operates five schools in four communities serving 1292 students enrolled in Pre-kindergarten through Grade 9 in 2020-21.

Programming in each of the five schools includes a focus on Saskatchewan curriculum as well as the locally determined options of Religion and French. Permeation of the teachings of the Catholic faith occurs in all subject areas and all learning opportunities. Holy Family RCSSD also offers Christian Ethics instruction at three of the area high schools through a partnership with SECPD. Twenty-first Century Deep Learning for students continues to be a key priority for Holy Family ensuring students are prepared through their learning to succeed in today's global markets. Through rigorous timetabling and the hiring of qualified staff members, Holy Family RCSSD is able to demonstrate clearly its vision to provide relevant, global, high quality Early Learning to Grade 9 Catholic education to children in our community. Full service education means that not only academic development is considered, but also the development of the whole child. Programming includes:

- French Immersion
- English as an Additional Language (EAL) program
- Student Diversity
- Speech and Language Therapy
- School-based Counselling
- Twenty-first Century Deep Learning
- Early Learning
- Facilitation of First Nation, Inuit and Métis Learning and Truth and Reconciliation

Programming highlights for 2020-21 included:

French Immersion – Instruction at grade levels Kindergarten through Grade 8 is offered at Sacred Heart/Sacré Coeur School in Estevan. Students enrolled in the French Immersion classes are instructed in all provincial curricula as well as Religion and Family Life programming. Student progress reports provided to parents are outcome-based with achievement rated on a four-point scale. Resources purchased for the school are presented in both English and French.

English as an Additional Language (EAL) Programming – In the 2020-21 school year, Holy Family RCSSD experienced an increase of 29 English language learners enrolled in the school division, compared to the previous year. This increase brought EAL total population higher than it had been in the previous three years. Approximately 11% of Holy Family RCSSD's student population is identified as English language learners. The division operates under the

philosophy of inclusion and immersion and does not have specific EAL classrooms. Holy Family RCSSD teachers, with the support of school-based Learning Facilitator teachers, program for EAL students by incorporating learning strategies that focus on building English language ability regarding the Saskatchewan curriculum academic work. Holy Family RCSSD also focuses on responsive teaching practice and cultural awareness in schools and classrooms. Evidence of all students being reflected in their school environments can be seen in Holy Family RCSSD buildings. The Superintendent of Student Services & Assessment is responsible for the EAL programming, EAL assessment, and EAL resource allocation. As required, Holy Family RCSSD reports annually, the English ability score according to the Common Framework of Reference (CFR) for each English language learner in the division. The CFR level is part of the academic profile for each student and used to plan programming and resources appropriate for each student's English language ability. Holy Family RCSSD uses the student database Clevr to track and report on CFR levels so that classroom teachers and families are aware of a student's English language growth and areas of need. In order to support Newcomer families, Holy Family RCSSD along with SECPD and Southeast Newcomer Services have continued their partnership to support two Settlement Workers in Schools (SWIS) positions with funding support from the federal government. SWIS are a core support for Holy Family RCSSD schools in the area of EAL programming

Speech and Language Therapy – Holy Family RCSSD's Speech and Language Therapy program continues to be a fully utilized service. Holy Family RCSSD employs 1.5 Speech and Language Pathologists (SLPs) to serve a caseload of approximately 177 students. Holy Family RCSSD SLPs provide professional services to students such as assessment and therapy, communicate with families to offer at home programming, train teachers and educational assistants so that a student's speech and language needs can be worked on through every environment, not just during SLP therapy sessions. In addition to their case work Holy Family RCSSD's SLPs are members of the Response to Intervention (RTI) team in each of the schools. This allows for direct input into supporting small group Tier 2 and individual Tier 3 students, as well as introduction of Tier I strategies which benefits all students enrolled in each classroom. In 2020-2021 Holy Family RCSSD added three SLP Aide positions to the division in order to support the growing student needs for speech and language services. The SLP Aides were stationed in our three large schools and delivered direct services and therapy to students. The programming and management of the SLP Aides was under the watch of Holy Family RCSSD's SLPs.

School-based Counselling – Holy Family RCSSD has two permanent school counsellor positions. Both these positions are filled by registered social workers. In the 2020-21 school year, Holy Family RCSSD was fortunate to be able to use additional COVID funding to create two more, much needed, school counsellor positions. These four school counsellor positions served the five schools working within the classrooms, within the school community, on individual needs basis, and part of school-based RTI teams. An increased need in the area of mental health and well-being in our schools and our community due to pandemic living, showed a large increase of caseload for our school counsellors. With interrupted schooling, stress in family homes and global uncertainty, our students needed extra support and the four Holy Family RCSSD school counsellors stepped up to that role and adapted their practice and services to meet the need.

Some of flexible programming to meet the needs of Holy Family RCSSD students was the implementation of virtual, after-school- hours programming and support groups in the area of anxiety and divorce and separation. The prevention of bullying, providing support for those who experience bullying situations, and finding opportunity for more global education opportunities continued to be a focus as well.

Student Diversity – Holy Family RCSSD is proud of the diversity in our student and staff population as it is a school and workplace for newcomers to Canada, First Nations and Métis peoples and peoples with intensive needs. The division honours and respects diversity and works from a position of collaboration and understanding. Holy Family RCSSD prides itself on providing a safe and caring learning environment for all students. To keep safety and respect at the forefront, Holy Family RCSSD's Operational Procedures have guidelines to protect and support the diversity of all students and staff with a duty to accommodate. These Operational Procedures reflect learning from the Saskatchewan Catholic School Boards Association, The Saskatchewan Human Rights Code, and other guiding documents. In 2020-21 Holy Family RCSSD was proud to deepen the relationship and connection with a First Nations leader who took on the role of Traditional Knowledge Keeper for the school division.

On Line Learning Program – Holy Family offered an On Line Learning Program to students in 2020-21 as a learning support during the pandemic. The On Line Learning Program had one full time teacher who offered the full grade 1 to 8 curriculum including Catholic religious studies to the students enrolled. Faith was further permeated throughout the program including gospel assemblies and liturgical season celebrations.

Although programming was asynchronous, the teacher engaged with families on a weekly basis. Students were in direct contact or had access to the teacher on a daily basis through scheduled virtual meetings, chat options, email, and other various communication tools. Instructions took place on Holy Family's Google platform. The younger grades (1-6) received learning packages as well as digital documentation. The grade 7-9 students worked completely on a digital/paperless program with many links and resources being available through Google classroom. Families that did not have access to sufficient technology were supported by Holy Family to ensure they had efficient and effective devices manage their learning requirements.

Early Learning Facilitation – Holy Family RCSSD supports early learners and their families from ages 0 – 6 through the Early Childhood Intervention Program (ECIP) and then school age students aged 3-6 through Pre-kindergarten and our Early Entrants programs. Additionally, in 2020-21 Holy Family RCSSD was into the second year of the Early Learning Intensive Needs (ELIS) program which afforded two spots in one of our existing Pre-kindergarten programs. All four of these early learning programs have a mandate to support vulnerable children and their families. ELIS's mandate is early intervention for the most vulnerable and intensive needs students. ELIS funding supports salary for an educational assistant, purchasing of equipment for proper classroom set up, and specialized services such as occupational therapy and speech and language therapy to support the students who need it most. ECIP's mandate is to work with families and children from birth to school age. Part of ECIP's role is to impact community

connections in a positive way via home visits and partnering families with other agencies for support. ECIP Interventionists are also able to impact positively the community connections in all attendance areas by conducting home visits or partnering with agencies for early childhood development opportunities. Pre-kindergarten and Early Entry programs work with families and early learners from three years old onward until they are ready to transition into a Kindergarten program. These programs target vulnerable children and offer a play-based approach to learning and growing with a focus on parent engagement. Once early learners are registered in Pre-kindergarten or are accepted as Early Entrants in one of our schools, the school Response to Intervention Team develops a support plan targeting specific areas. All Pre-kindergarten and Early Entry students have access to student services support in Holy Family RCSSD schools. Evidence collected at the provincial level puts Holy Family RCSSD at the top of the province for Early Years Evaluation scores in past years. All of Holy Family's early years' programs had to make adjustments in their service delivery to be able to follow safety guidelines for the COVID-19 pandemic. These adjustments were difficult as young children don't understand high level safety concepts, but Holy Family RCSSD staff should be commended on their flexibility and adjustments to meet early learning needs the best they could and to have the success they did.

21st Century Deep Learning – In 2020-21, Holy Family RCSSD's deep learning team continued to partner with IBM Canada, an international information technology company, and C21, a Canadian national non-profit organization that advocates for 21st century models of learning in education. The partnership supports a strategic plan for deep learning with students. Holy Family RCSSD's strategic plan for deep learning also continued to partner with Fullan's New Pedagogies for Deep Learning. Through these partnerships, Holy Family RCSSD infuses 21st century learning skills using Fullan's Deep Learning Pedagogies into existing curricula and educational programming. Teachers in 2020-21 continued planning protocols integrating deep learning into lesson plans. While still focusing on the student achievement of curricular outcomes, teachers facilitate learning experiences by leveraging digital platforms, introducing new pedagogical practices, revisiting learning environments and forming partnerships to allow the students more independence as well as development of the 6 C's: critical thinking, creativity, communication, collaboration, citizenship and character. A main focus on well-being was done to help address the impact of COVID-19. Leveraging digital platforms was a primary focus with staff to provide participating students with a remote learning experience.

First Nations and Métis Education – Holy Family RCSSD is situated on Treaty 4 and Treaty 2 territory and the Homeland of the Métis. As Treaty People, we continue to walk the path of truth and reconciliation. Holy Family RCSSD flies the Treaty 4 flag as a symbol of our focus on relationship building with local First Nations and Métis nations and The Treaty Symbol is displayed at all Holy Family RCSSD sites. Holy Family RCSSD continues to provide academic, cultural, and spiritual support and engagement for First Nations and Métis students. Orange Shirt Day, Truth & Reconciliation recommendations, Treaty 4 Gatherings and Traditional Knowledge Keeper visits are part of the classroom activity at Holy Family RCSSD. All gatherings in Holy Family RCSSD begin with an acknowledgement of the Treaty land we are on and pay respect to the Elders. Holy Family RCSSD continues to use First Nations Métis Education Achievement Fund dollars to directly impact student academic achievement in literacy,

numeracy, early learning, and engagement. Holy Family RCSSD schools work to be inclusive and culturally responsive environments by following the five policy goals as outlined in *Inspiring Success: First Nations and Métis Pre-kindergarten-12 Education Policy Framework*. Holy Family RCSSD had 27 self-identified indigenous students in 2020-21, about two per cent of the total student population.

Response to the COVID-19 Pandemic- Holy Family RCSSD #140 created an Administrative Handbook that addressed instruction during the COVID-19 pandemic. Additional staff members were hired to support teachers in pivoting instruction to remote learning. Additional staff members were hired to support teachers working with intensive needs students and to support student and staff well-being. Holy Family RCSSD #140 central office staff modelled applying technology and in-service in creative, high impact ways.

Strategic Direction and Reporting

Education Sector - Strategic Planning

Members of the education sector worked together to develop the Education Sector Strategic Plan (ESSP) for 2014-2020, which described the strategic direction of the education sector, with priorities and outcomes that aligned the work of school divisions and the Ministry of Education. In 2020-21, the ESSP continued for a final year to guide the education sector for the benefit of all Saskatchewan students while work proceeded to develop a provincial education plan to 2030.

In November 2019, the collaboration of education sector partners culminated in the release of the *Framework for the Provincial Education Plan 2020-2030*. The framework is guiding the education sector in collaborative work to develop a provincial education plan for Saskatchewan students to 2030. Initial work in 2020-21 has focused on an interim plan that will support staff and students for the upcoming school year as the province emerges from the COVID-19 pandemic.

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

Education partners in Saskatchewan continue to work together to implement [*Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework*](#). This umbrella policy provides a framework for the development of First Nations and Métis education plans provincially and at the school division level in alignment with the goals of the ESSP. *Inspiring Success* guides and informs planning and implementation of initiatives aimed at improving outcomes for First Nations, Métis and Inuit students.

The goals of *Inspiring Success* are:

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

Reading, Writing, Math at Grade Level

ESSP Outcome:

By June 30, 2021, 80% of students will be at grade level or above in reading, writing and math.

ESSP Improvement Targets:

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

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

Holy Family RCSSD's reading, writing, and math targets align directly with Education Sector Strategic Plan (ESSP). Holy Family RCSSD's school level goals are also in alignment with the division and ESSP academic targets. The ESSP Improvement targets are also referenced when data is reviewed with the Board of Education and Administration.

Within the division goals, and assessment and programming work in schools to achieve these goals, there is a lens of cultural appropriateness and authentic assessments that fosters improved outcomes for First Nations and Métis students and English language learner students. Holy Family RCSSD pays attention to the goals of *Inspiring Success* for shared management of education and to continue to build partnerships with local First Nations and Métis communities.

2020-21 Holy Family RCSSD Target: 80% of Grade 1 - 9 students will be at grade level in reading, writing, and math according to provincial standards.

Final Data: 75% of students in Grades 1-8 were reading at or above grade level
 78% of Grade 1-9 students were achieving grade level in writing
 87% of Grade 1-9 students were achieving grade level in math

School division actions taken during the 2020-21 school year to achieve the outcomes and targets of the Reading, Writing and Math at Grade Level outcome

School division actions taken during 2020-21 that supported student achievement of the academic outcomes:

- *Deep Learning & 21st Century Skills*. With NPDL (New Pedagogies in Deep Learning) as the guide in deeper learning, Holy Family continues to work on 21st century learning by the creation of engaging and flexible classroom environments, an wide-range of technology options, and deeper learning (personalized learning) for our students. These practices are researched and are intended to grow academic rates among our students as they become more engaged in their learning and see more value in what they are learning.
- *"Every student can learn"*. A central philosophy that focuses on academic growth in all students, not just target achievement, continued to guide all actions.
- *Data Dashboards*. Current data available at the fingertips of principals and central office. Each school has a dashboard that has been custom developed for their school. The data shown reflects current ESSP, Division and School level targets, and also shows a history of those targets so that decisions about areas of need and celebrations can be made.
- *School Data Review Conferences*. Data Conference meetings between Academic Counsel and school RTI teams occurred. Each meeting reviewed school data dashboards and dug into a specific academic target. When applicable, other

Student Services such as our SLP or Counselors joined the data review to collaborate and problem solve. The point of the school data reviews is to dig in deeply to the data and the trends and directly assess the need and then put forward plans into place and assign responsibility for accountability.

- *SCC Engagement.* School level Project Plans were reviewed with the SCCs to help solidify the targets and plans for Holy Family to work towards meeting ESSP targets. SCCs supported the purchase of resources to improve academic outcomes for students.

Actions in 2020-21 to support student success in reading:

- *Continued use of SWAT* (School Wide Achievement Team). Targeted reading intervention groups. Six professional staff members with a short, intensive time frame.
- *Engaging Parents and Community.* Newsletters, school events, classroom events, Family Projects. Involvement with local literacy groups and libraries has continued. Schools used some funding from the *First Nations and Métis Education Achievement Fund* to support literacy events in schools.
- *Improved Assessment Practice.* In 2020-21 all schools used the Fountas & Pinnell reading benchmarking system to assess student reading levels. Fountas & Pinnell gives staff, students, and parents an in-depth understanding of instructional and independent reading levels. Fountas & Pinnell is used in approximately 75% of school divisions in Saskatchewan and is used to report reading scores
- *Technology.* Central office budget supported the costs for Google Read & Write for all students. This Google extension has capacities such as voice to text, text to voice, highlighting, differentiating text etc. Google Read & Write is used to help support struggling readers to gain skill and independence.
- *Digital Support.* IXL is an online English Language Arts program that all Holy Family students have access to. IXL is based on Saskatchewan curricula and students have access to IXL at home or school for extra practice. Language Nut is a new program that has been added for all students in 2020.
- *Saskatchewan Reads.* Continued implementation and review of the Saskatchewan Reads document and website for both French and English teachers.
- *Early Literacy support plan.* Targeted Speech-Language assessments to get to students in need sooner and cut down on the number of referrals coming into our Student Services department. Implementation of the early learning phonological awareness program supported by our SLP. This program has proven to increase phonological skills in pre-readers to create a strong foundation for reading.
- *Improved Instruction.* Specific reading strategies and interventions for all three tiers of readers.

Tier 1 in classroom: Picture Word Inductive Model (PWIM). PWIM uses large posters of common situation and asks students to call out vocabulary. Once vocabulary is built the lessons lead into sentence development. Story Grammar Marker is another Tier 1 strategy that provides a frame for students to use in oral language and writing.

Tier 2 small groups: Targets literacy gaps of students – focus can be letters, sounds, blending etc. Programs such as Orton Gillingham and other multi-sensory

learning approaches has been used. These groups work on six-week goals and are frequently monitored.

Tier 3 individual: Technology support for those students who have learning disabilities or are on individual learning plans. Programs such as Google Read & Write are available.

Improved instruction also comes with professional development. Holy Family schools are partnering up for teachers to learn best literacy practice from one another in the area of Daily 5.

- *Using Master Teachers.* Learning Facilitators and Reading Coaches were used in classrooms to model best teaching practice and to run tiered intervention groups.
- *Goal-setting:* Students set reading goals for themselves supported by their parents and teachers. Celebration of these goals was important.
- *High-quality Resources.* Use of researched, relevant and culturally responsive materials in the classrooms such as Leveled Literacy Intervention in English and French.
- *English Language Learners.* Focus and support for English language growth. Rosetta Stone, Language Nut, Clevr forms for data collection.

Actions in 2020-21 to support student success in writing:

- *Continued Professional Development:* training for teachers that focused on learning leaps and learning recovery in the area of literacy to support the learning needs resulting from learning disruptions caused by the COVID-19 pandemic.
- *Provincial Involvement.* Implementation and working of Ministry Document: *Instructional Supports for Diverse Writers.*
- *Improved Assessment & Data Collection Practice.* Continued use of authentic assessment with the Saskatchewan Provincial Writing Rubric. This included a mid-year and end of year check in on student writing data. Alignment work occurred with teachers to align the Saskatchewan Provincial Writing Rubric to Saskatchewan Curricular outcomes. This alignment helped create a common understanding of writing assessment.
- *Student Engagement.* Improved student engagement through student voice and choice, Young Author's Club, Story Grammar Marker writing program, author visits, Free Write Journals, Daily 5.
- *Improved Instruction.* Focus on the Daily 5 structure for writing as well as reading. Peer and self-editing are also good practices that have continued to support writing instruction. Continued implementation and use of *Saskatchewan Reads* documents and website. Use of quality and researched writing strategy in classrooms such as the Expanding Expression Tool and Braidy The Story Braid.
- *Early Intervention.* Continued use of an oral narrative assessment: Narrative Language Measures (NLM) in our Pre-kindergarten classrooms. This assessment told teachers if students were on track in their oral language. Oral language is the biggest predictor of future reading and writing ability. The Narrative Language Measures helped detect issues in early learners so interventions can be implemented before Grade 1.

- *Technology.* Central office budget supported the costs for Google Read & Write for all students. This Google extension has capacities such as voice to text, text to voice, highlighting, differentiating text etc.
- *Assistive Technology.* Specific central office budget supported students with diverse needs with communication in the form of augmented communication devices. All students have a voice; some just need the right tools to be heard. Provincial COVID-19 contingency funding provided an opportunity to purchase At-Home Assistive Tech kits for students who experienced disrupted learning. The kits included a Chromebook, iPad, CPen, headphones and a document camera.
- *Digital Support.* IXL is an online English Language Arts program that all Holy Family students have access to. IXL is based on Saskatchewan curricula and students have access to IXL at home or school for extra practice.
- *English Language Learners.* Focus and support for English language growth. Rosetta Stone and Language Nut.

Actions in 2020-21 to support student success in math:

- *Professional Development.* Training provided for teachers on how to address learning gaps in academics due to learning disruptions resulting from the COVID-19 pandemic.
- *Improved Assessment Practices.* Continued use of authentic assessment with the Saskatchewan Provincial Math Rubric. This included a mid-year and end of year check in on student math learning progress. Alignment work occurred with teachers to align the Saskatchewan Provincial Math Rubric to Saskatchewan Curricular outcomes. This alignment helped create a common understanding of math assessment.
- *Personalized Learning.* Grade 7 – 9 followed a personalized/individualized learning model in one school where students learn at their own pace and with resources that best suit their learning needs.
- *Creation of a math resource bank.* For staff and student access for supplementary learning paths.
- *Parent Engagement.* Shared the Ministry of Education developed Math pamphlets for parents. There is a pamphlet for each grade level that contains information on that year's math curriculum and focus.
- *Holy Family Math website.* Teachers had access to provincial rubrics, benchmark tools, practice tests, and resources in English and French. This site also hosts the Saskatchewan Common Math Assessments.
- *Daily Practice.* Utilized questions from the math practice tests daily to work with students. This allows students time to see the question and teachers the time to focus on one particular question 5-10 minutes daily.
- *High Quality Resources.* Used *Do The Math* for small group focus, or for math stations in the classroom. *Do The Math* has manipulatives to engage reluctant learners. Continued division level support for online math support programs such as IXL, *Mathletics*, *Xtra Math*, *Prodigy*.
- *Student Engagement.* Integration of STEM (Science, Technology, Engineering, Mathematics) projects into math classes. Access to IXL for digital supplementary math support at any time. Contests and prizes for highest number of questions

answered. Other strategies are: Problem of the Day, Spirit Math, Math Detectives, Ginger Bread Math, Pi Day and Spirit Math. All these events are designed to engage student more in their math studies.

- *Needs Assessment.* Use of Key Math diagnostic math assessment and the Essential Skills programs. Key Math gives data on which areas of math a student is struggling in and then the Essential Skills program creates a targeted program for students to use.

Measures for Reading, Writing and Math At or Above Grade Level

In 2019-20, results of student progress in reading, writing and mathematics were not available to report for comparison with previous years because end-of-year data collections were interrupted due to the COVID-19 pandemic.

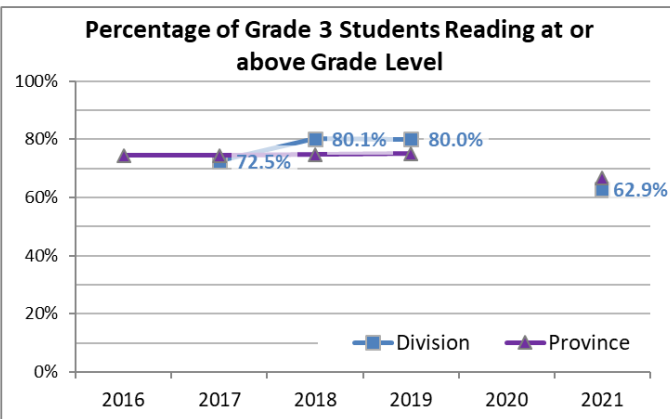
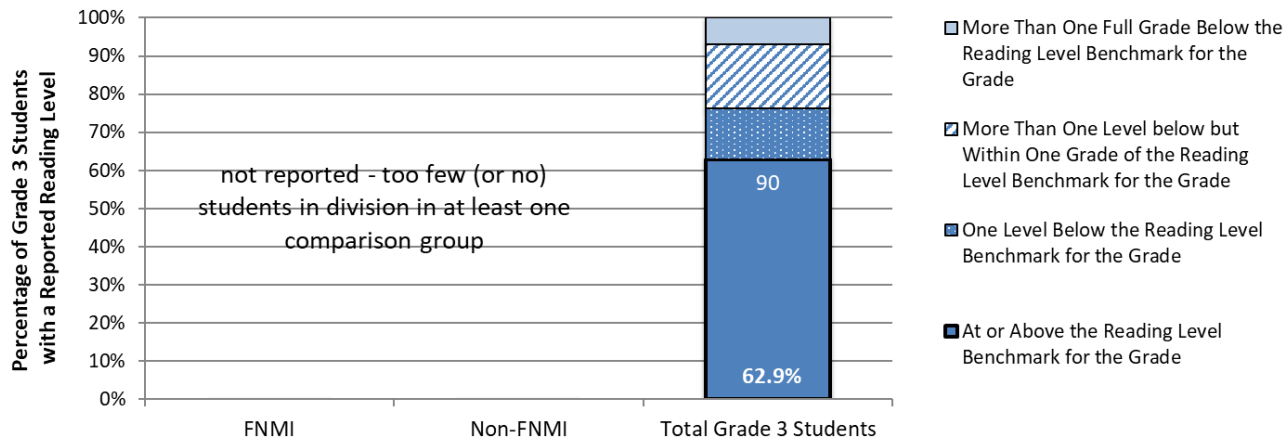
In 2020-21, provincial data collection of reading levels resumed. Although there were no provincial data collections for writing and mathematics number strand, school divisions continued to independently monitor student progress in writing and mathematics.

Proportion of Grade 3 Students Reading At or Above Grade Level

Grade 3 reading levels are considered a leading indicator of future student performance. Grade 3 reading levels have been tracked using provincially developed benchmarks since 2014. Ensuring that each year a greater proportion of Grade 3 students in the province (currently about three-quarters) are reading at grade level will mean more students each year are ready to learn in Grade 4 and beyond.

The following bar graph displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level. The 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.

Reading Results Data, Holy Family RCSSD 140, Grade 3, 2020-21



Proportion of Grade 3 Students with Reported Reading Levels, 2020-21

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	nr	nr	nr	nr	4
Division (Total)	143	89.9%	10.1%	0.0%	159
Province (FNMI)	1,910	80.1%	9.8%	10.1%	2,386
Province (Total)	11,869	82.2%	14.8%	3.0%	14,444

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

Source: Ministry of Education, 2021

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

Holy Family RCSSD Grade 3 readers included in this data set are both students from mainstream English classes as well as the French Immersion stream. At the division level, this data is disaggregated, as it is important to the board, staff, and administration to provide a specific view of how both the English and French readers are doing, as grade level requirements differ.

Holy Family RCSSD results were 5% (percentage points) above the provincial results for the previous two years (75%). Holy Family RCSSD has experienced both growth and stability in our Grade 3 reading levels with over 90% of Grade 3 students with a reported reading level again in 2020-21.

In the 2020-21 school year, Holy Family RCSSD Grade 3 readers struggled to hit the 80% target and are below the provincial average. Administration and school RTI teams had a data review meeting around this topic and did some deep digging into our data, the pandemic circumstances and the available research.

Disruptions to schooling is evident as a factor in lower reading levels. Holy Family RCSSD fall and winter reading benchmarks were above target; however, the majority of the interruptions to the school year came in the spring of 2021, with some Holy Family RCSSD schools and classrooms moving to remote learning. This along with “pandemic fatigue” played a role in lowering reading levels, especially for emergent readers in grades 1 to 3.

Provincial reading results for 2020-21 and research from other jurisdictions has shown that the impact of COVID-19 on literacy development is evident. Disruptions to schooling and shifts in learning delivery, with the need to maintain focus on student safety and well-being, has resulted in a decline in reading skill development that will need to continue to be monitored and addressed.

As with all student populations, Holy Family RCSSD Grade 3 readers come with their own unique needs and challenges and continued efforts are needed to find the right path and supports for all students. Again in 2020-21, continuous improvement planning at the division and school level were in place to support Holy Family RCSSD Grade 3 readers.

Progress for Students in Writing At or Above Grade Level

Writing is a key measure identified in the ESSP Reading, Writing and Math at Grade Level Outcome. Students need strong written communication skills to meet the challenges of their future. Writing helps students to: learn; shape critical thought; express and record ideas; convince others; and, demonstrate knowledge and veracity. Developing writing skills also reinforces reading skills.

Provincial data collection for writing was suspended for the 2020-21 school year, with school divisions continuing to monitor progress in writing informed by school division data collection and analysis. The following provides an indication of progress in writing for 2020-21.

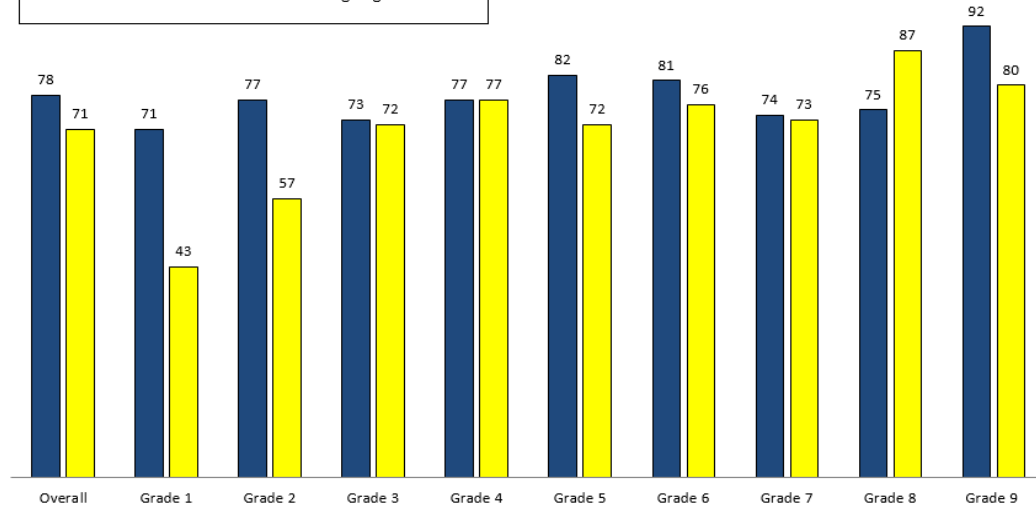
The graph below shows Holy Family RCSSD 2020-21 writing data from the use of the Provincial Writing Rubric in classrooms in January and June 2021.



Holy Family Writing Data by grade level Provincial Writing Rubric

■ HF FINAL June 2021 ■ HF Mid Year 2020-2021

Final June 2021 78% of students are writing at grade level.



Notes: data shows Grade 1-9 English students and Grade 2-8 French Immersion Students (assessed on French writing)

Summary of Holy Family RCSSD 2020-2021 writing data:

Target: 80% of Grade 1-9 students will achieve grade level in writing according to provincial standards.

Final Data: 78% of Grade 1-9 students were achieving grade level in writing

Growth: 7% growth in writing skills from January to June 2021

Comparison: 2018-2019 = 71%; 2017-18 = 66%; 2016-17 = 66%

Holy Family RCSSD is below the division 80% writing target; however, Grades 1 and 2 experienced a significant amount of growth in their writing skills, and overall across all grade levels there was the highest rate to date of students writing at grade level.

Celebrations in writing:

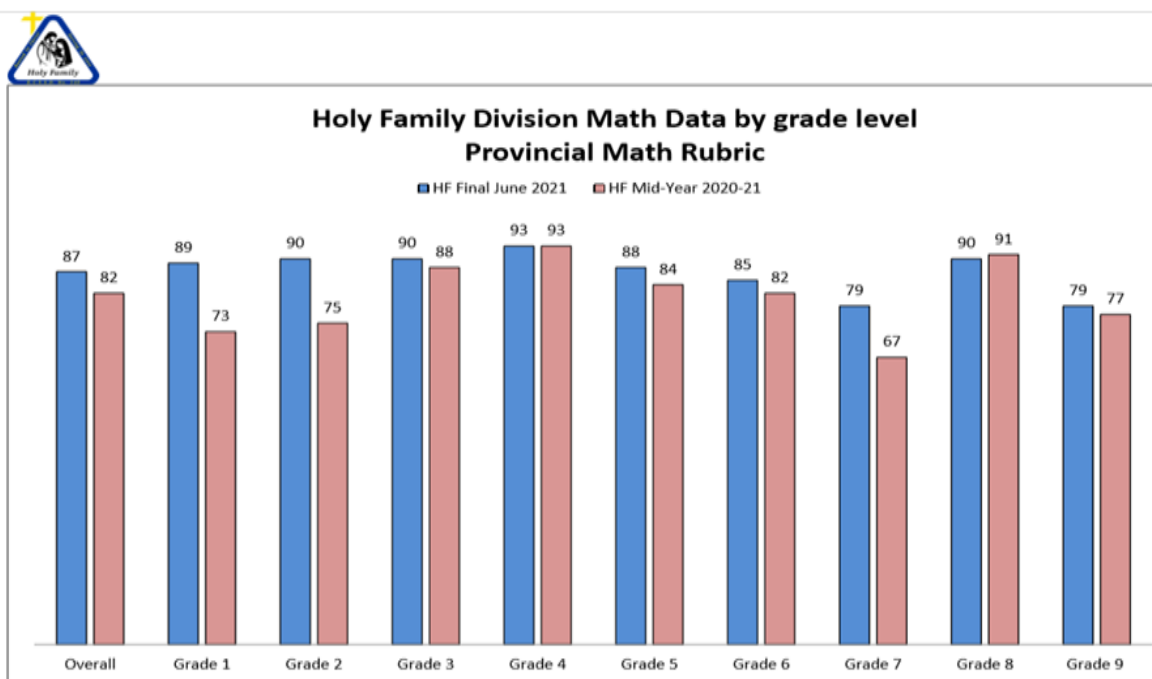
- Use of the provincial writing rubric for a third year, and the continued work in aligning to Saskatchewan curriculum
- An increase in overall writing achievement from the previous two years; highest overall scores to date
- Three grades above the 80% target

Progress for Students in Mathematics – Number Strand At or Above Grade Level

Mathematics number strand is a key measure identified in the ESSP Reading, Writing and Math at Grade Level Outcome. Students who develop an understanding of the number strand outcome become flexible and confident with numbers and can transfer those abilities to more abstract problems.

Provincial data collection for mathematics – number strand was suspended for the 2020-21 school year, with school divisions continuing to monitor progress informed by school division data collection and analysis. The following provides an indication of progress in mathematics – number strand for 2020-21.

The graph below shows Holy Family RCSSD 2020-2021 math data from the use of the Provincial Math Rubric in classrooms in January and June 2021.



Notes: Data shows Grade 1-9 English and Grades 1-8 French Immersion (assessed in French)

Summary of Holy Family RCSSD 2020-2021 math data:

Target: 80% of Grade 1-9 students will achieve grade level in numeracy according to provincial standards

Final Data: 87% of Grade 1-9 students were achieving grade level in math

Growth: 5% growth in math skills from January to June 2021.

Comparison: 2018-19 = 83%, 2017-18 = 70%

Holy Family RCSSD is above the division 80% math target. Holy Family RCSSD is very proud of the work and focus on math in each school and how this is reflected in these results.

Celebrations in math:

- Overall across all grades there is more than 80% of students writing at or above grade-level.
- we are above the 80% target
- 7 of 9 grades met/exceeded the target of 80%; the other two grade levels were at 79%
- Four grade levels are at or above 90%

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

ESSP Outcome:

By June 30, 2021, collaboration between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit partners will result in significant improvement in First Nations, Métis and Inuit student engagement and will increase three-year graduation rates from 35% in June 2012 to at least 65% and the five-year graduation rate to at least 75%.

ESSP Improvement Targets:

- Achieve an annual increase of four percentage points in the First Nations, Métis and Inuit three-year and five-year graduation rates.
- By June 2021, schools involved in *Following Their Voices* for at least two years will collectively realize an 8% annual increase in First Nations, Métis and Inuit student graduation rates.
- By 2021, school divisions will achieve parity between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit students on the OurSCHOOL engagement measures (Student Engagement, Inclusion and Learning Context).

School division goals aligned with the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome

Holy Family RCSSD is a Pre-kindergarten to Grade 9 school division with a small population (approximately 2% of total) of self-identified First Nations and Métis students. Holy Family RCSSD understands that improvement in graduation rates begins in the early years and is committed to this ESSP outcome. The use of the OurSCHOOL survey is aligned with one of the goals of Inspiring Success: Equitable opportunities and outcomes for First Nations and Métis learners. OurSCHOOL survey is a Ministry of Education mandated and supported, anonymous survey conducted with students in Grades 4-9.

OurSCHOOL measures engagement of students in the following domains:

Social Engagement: *Sense of Belonging, Participation in Sports and Clubs, Positive Relationships*

Institutional Engagement: *Values Schooling Outcomes, Attendance, Positive Behaviour, Homework and Study Habits*

Intellectual Engagement: *Interest and Motivation, Effort, Appropriately Challenged, Quality Instruction*

Holy Family RCSSD uses the OurSCHOOL survey with Grade 4-9 students in November and May yearly.

The engagement goal for Holy Family RCSSD in 2020-21 was Grade 4-9 students will self-report an increased level of global competency performance, according to the OurSCHOOL Survey. By using the OurSCHOOL survey, Holy Family RCSSD was able to provide equitable opportunity for student voice by providing this safe space for all students to give their opinion on their school and learning experiences while also sharing their thoughts on how their experiences could be improved. Survey results are shared at the Board level, with Senior and School Based Administration, with teachers, students, and School Community Councils. OurSCHOOL survey results are used as base data to build future school improvement plans.

Holy Family RCSSD 2020-21 Target: Grade 4-9 students will self-report an increased level of global competency performance, according to the OurSCHOOL & Holy Family surveys.

	<p>2020-21 Final Data: 2020-21 OurSCHOOL & Holy Family surveys focused on the global competencies of citizenship and character.</p> <p>Grade 4-9 students self-reported a 2% growth in their citizenship skills and an 11% growth in their character skills.</p>
<p>School division actions taken during the 2020-21 school year to achieve the outcomes and targets of the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome</p>	<p>School division actions taking in 2020-21 to achieve outcomes and targets in this area:</p> <ul style="list-style-type: none"> • Holy Family continued to use the OurSCHOOL survey strategically. The survey was done with Grade 4-9 students in November 2020, with a second, follow up survey done in May 2021. The intent was that the schools would listen to student voice, act upon it and then check it to see if improvements were made in engagement levels. • <i>Focus on Mental Health & Well-Being.</i> From within the Holy Family RCSSD Deep Learning frame there is a clear focus on the well-being of staff and the well-being of students. • <i>Well-Being Projects.</i> Each school was given an opportunity to apply for a Well-Being Project grant that focused on a unique school-based project. These projects focused on building positive strategies for mental health and well-being for staff and students. • <i>First Nations and Métis Education Achievement Fund (FNMEAF)</i> was distributed directly to schools in order to support student academic achievement. Some examples of where this funding was spent are in quality classroom resources and technology enhancements and programming to support student growth in literacy and numeracy skills. • <i>Student Voice.</i> Purposeful work happened in Holy Family RCSSD around adding student voice to classroom structure, lessons, and social interactions. Holy Family RCSSD teachers, administration, and Central Office focused on adding student voice to decision making allowing students to have more control of their own learning. An example of this is the addition of a locally determined class option that students petitioned administration for due to their interest in the subject. • <i>21st Century Learning (Personalized Learning, Deeper Learning).</i> Classrooms, schools, and teachers continued to adapt to meet the needs of students. The move towards teacher as facilitator continues to move forward. Tools such as Deep Learning Labs (3D Printers, laser cutters), Maker Spaces, more Chromebooks, iPads, and laptops for student use, and a move away from the traditional computer labs into transportable technology and Bring Your Own Device. • <i>Assessment.</i> Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes. Respecting student diversity by providing instruction and assessment that is authentic. • <i>Data Dashboards.</i> Current data was available at the fingertips of principals and central office. Each school had a dashboard that has been custom developed for their school. The data shown reflects current ESSP, Division and School level targets, and also shows a history of those targets so that decisions about areas of need and celebrations can be made. • <i>School Data Review Conferences.</i> Data Conference meetings between Academic Counsel and school RTI teams occurred. Each meeting reviewed school data

dashboards and dug into a specific academic targets. When applicable other Student Services such as our SLP or Counselors joined the data review to collaborate and problem solve. The point of the school data reviews is to dig in deeply to the data and the trends and directly assess the need and then put forward plans into place and assign responsibility for accountability.

- *Partnerships.* The Estevan Family Resource Center project brings together SECPD and Holy Family as members of the Community Working Committee to open the doors to a new Estevan Family Resources Center in January 2022. Partnership with SWIS (Settlement Workers in Schools) to assist our Newcomer families with settling into our communities.
- *Student Leadership & Engagement.* Students took the lead on all school student functions. Ministries and retreats took place for all students.
- *Diversity.* Focused on bringing in guests and speakers that our diverse student population can relate to.
- *Data.* OurSCHOOL data was shared with students, staff, and SCCs to seek feedback for improvement and growth.
- *Inclusion.* Accessed assistive technology budget and COVID-19 contingency funding in order to put sound field systems into classrooms, to promote inclusion of all students.
- *Anti-Bullying.* Counselors continued to deliver activities to all schools to support the anti-bullying movement and promote student engagement. Schools reviewed their OurSCHOOL results to examine where students are telling them that bullying is taking place and put plans in to address this.
- *Treaty Essential Learnings curriculum.* Continued classroom engagement in the Treaty Essential Learnings curriculum where all students learn and demonstrate knowledge and understanding to First Nations and Métis worldviews.

Measures for Improving First Nations, Métis and Inuit Student Engagement and Graduation

Holy Family RCSSD is a Pre-kindergarten to Grade 9 school division with a small self-identified First Nations and Métis student population. As Holy Family RCSSD also does not have high school students, the school division does not have measures to report for this outcome area. Holy Family RCSSD's other ESSP priorities support a diverse student population as evident below in the graduation rates and transition from grades 9 to 10 measures.

Despite the fact that Holy Family RCSSD does not have high school students, or a high percentage of First Nations, Métis and Inuit students, the school division strategically supported this priority by continuing on the path of Truth & Reconciliation and ensuring that all students have the opportunity to develop understanding of the worldviews and historical impact of First Nations and Métis Nation. As Treaty People, Holy Family RCSSD took action to support quality resources in classrooms and schools on the subjects of Truth & Reconciliation, Residential Schools, First Nations culture, Métis culture, and provincial involvement. In 2020-21, Holy Family RCSSD continued to implement the goals of the Inspiring Success policy framework, as noted above, and through ensuring respectful relationships and equitable partnership with local First Nations. The administrative team also continued to work in the Leading to Learn initiative which supports educational leaders to make a

positive impact on First Nations, Métis and Inuit student engagement and graduation rates. Much of this work is done in partnership and relationship with the Traditional Knowledge Keeper for the division as well as a Traditional Knowledge Keeper from Pheasant Rump First Nation and is supported with access to the Four Seasons of Reconciliation program from the University of Regina and Wanuskewin curriculum based educational programs.

Graduation Rates

ESSP Outcome:

By June 30, 2021, Saskatchewan will achieve an 85% three-year graduation rate and a 90% five-year graduation rate.

ESSP Improvement Targets:

- Achieve an annual increase of three percentage points in the provincial three-year graduation rate.
- 80% of students have achieved at least 4 credits by the end of February.
- 80% of Grade 10 students will have at least 8 credits by the end of Grade 10 in 2020-21.

School division goals aligned with the Graduation Rates outcome

Holy Family RCSSD has grades from Pre-kindergarten to Grade 9. In support of this outcome, Holy Family RCSSD focuses on the transition of students into high school and tracks the graduation success of former students.

School division actions taken during the 2020-21 school year to achieve the outcomes and targets of the Graduation Rates outcome

Transitions to High School Plan –

There is a multi-faceted plan in place for Holy Family RCSSD students to transition into high school. High school guidance counselors, in-school administration, and teaching staff supported Holy Family RCSSD senior year students in transitioning to high school by:

- Meeting with students in mid-winter to discuss course options and the registration process.
- Some of the high schools also called each student to ensure registration was managed as well as possible including class selection, homeroom placement and transition to the school.

Holy Family RCSSD teachers met with high school teachers virtually to discuss intensive needs students who transitioned into high school; these meeting took place between student services teachers from Holy Family RCSSD and the high school. Students' academic, behavioral, attendance and social strengths and needs were discussed during these meetings in an effort to ensure appropriate programming for intensive needs students. Due to COVID-19 pandemic restrictions, high school tours for transitioning students and their families were unable to proceed as scheduled in 2020-21.

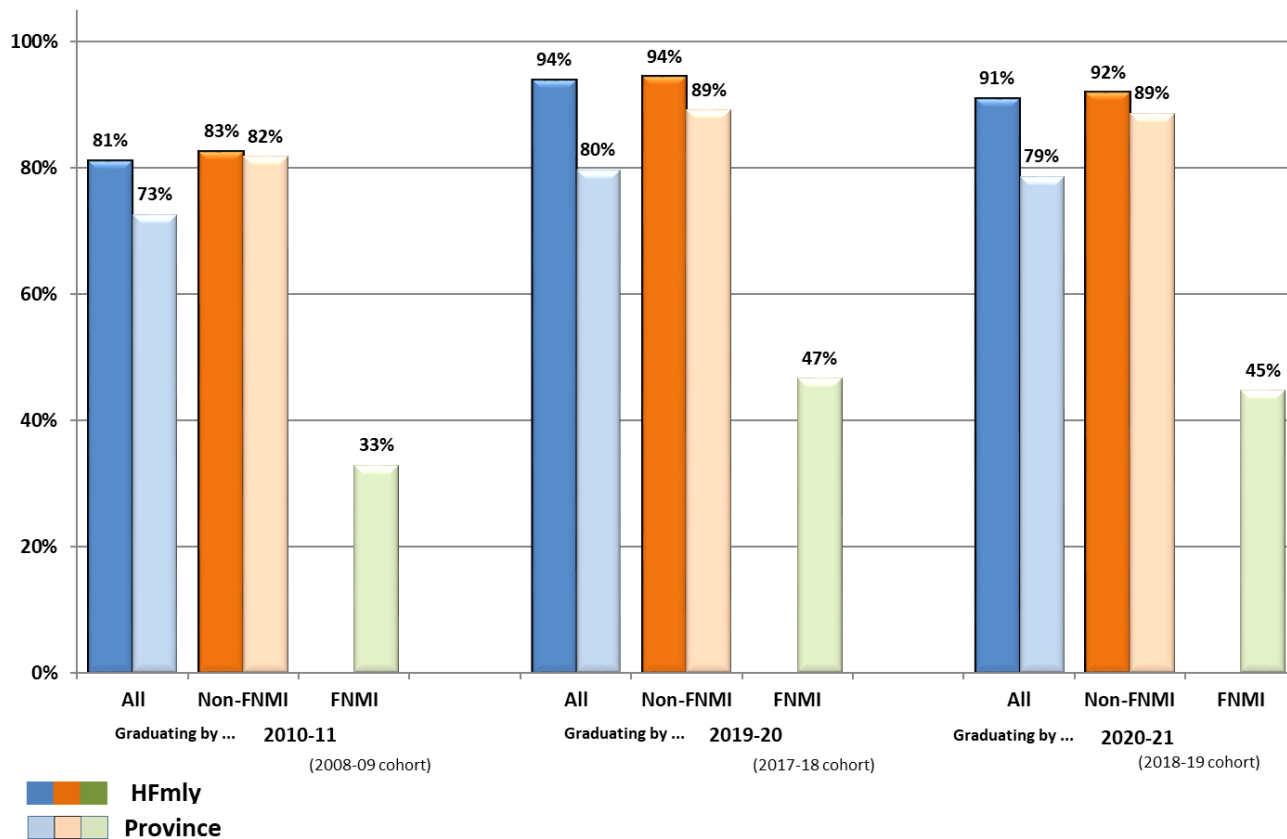
Measures for Graduation Rates

Three-Year Graduation Rate

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

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

3-year' Graduation Rates, Province and Holy Family RCSSD (past students >= 200 calendar days)
(Students Completing Grade 12 Within 3 Years of 'starting' Grade 10)



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

Source: Ministry of Education, 2021

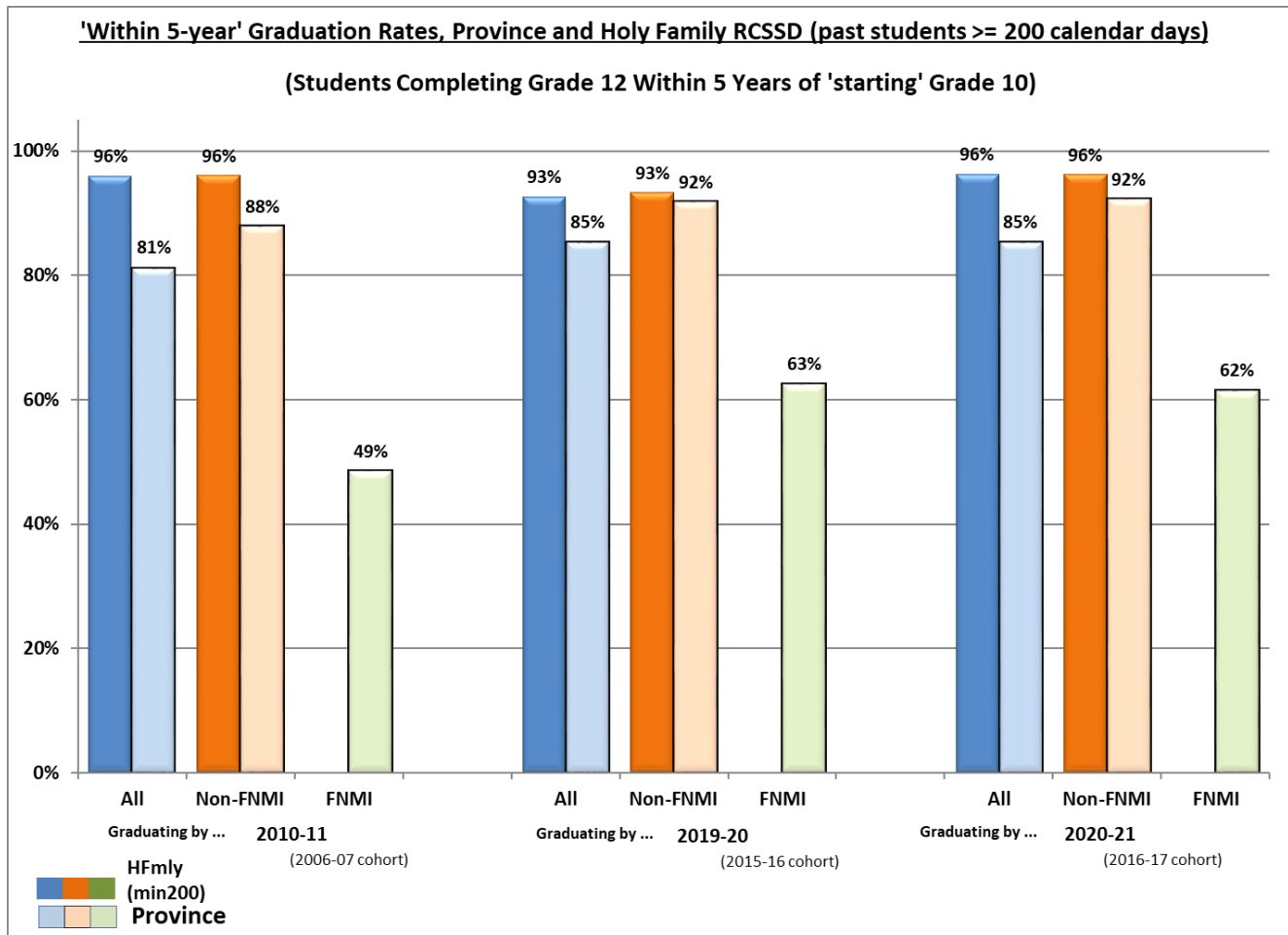
Analysis of Results – Three-Year Graduation Rates

In June 2021, 91% 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 92% of non-First Nations, Métis and Inuit students. These results are slightly lower than last year's results. Holy Family RCSSD is 12 percentage points higher than the provincial average for all students and 1% higher than the provincial average for non-First Nation, Metis and Inuit students. Holy Family RCSSD is 6 percentage points above the 2021 provincial target of 85% of students graduating high school within 3 years of 'starting' Grade 10.

Grade 12 Graduation Rate: Within Five Years

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

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



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

Source: Ministry of Education, 2021

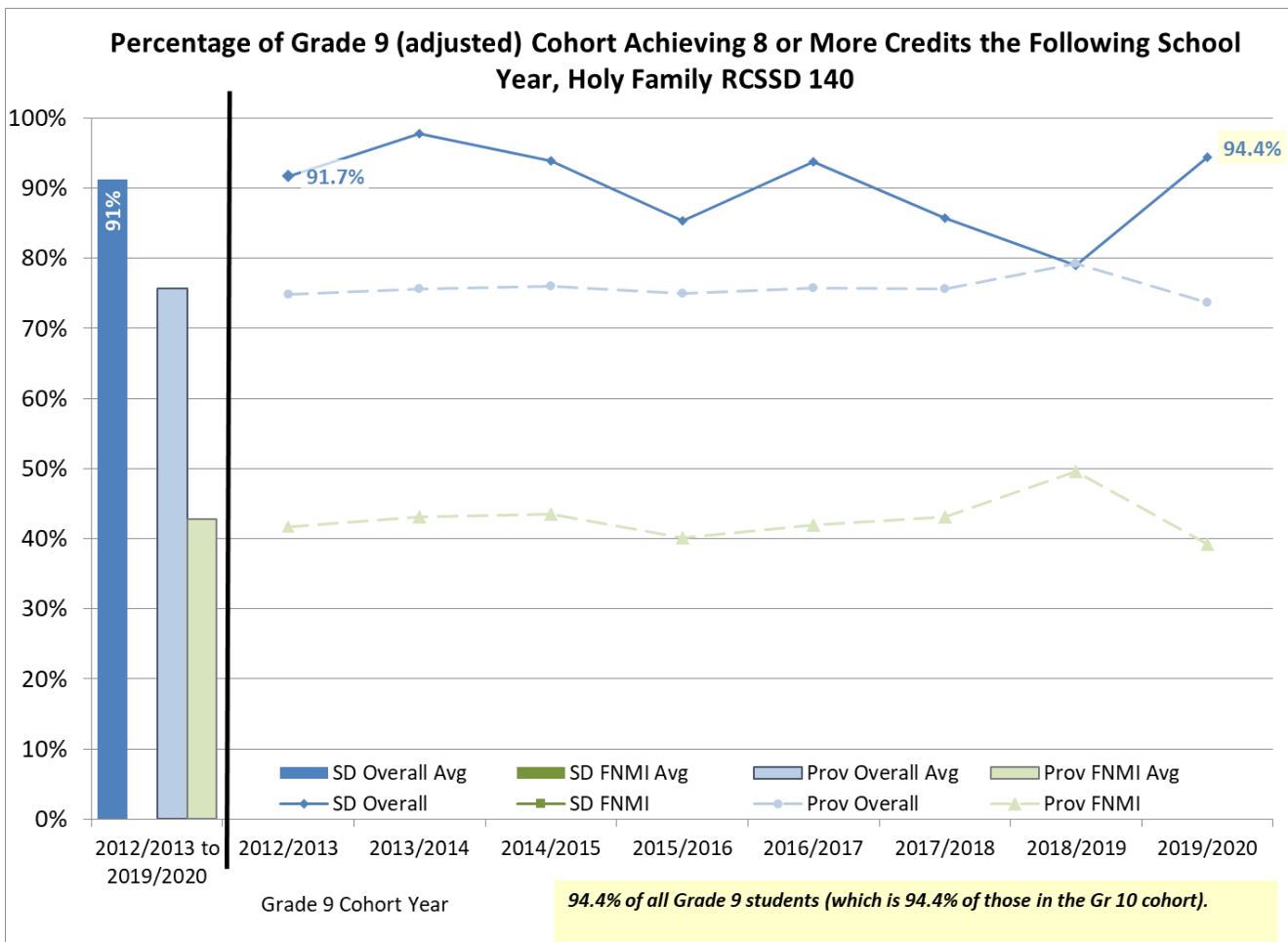
Analysis of Results – Graduation Rates ‘within five-years’

In June 2021, 96% 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 96% of non-First Nation, Métis and Inuit students who had entered Grade 10 five years previously had graduated. Holy Family RCSSD’s results are 11 percentage points higher than the provincial rate for all students and 4 percentage points higher than the provincial average for non-First Nation, Métis and Inuit students.

Grade 9 to 10 Transition

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

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



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

Source: Ministry of Education, 2021

Analysis of Results – Grade 9 to 10 Transition

Transitions to High School Plan – Holy Family RCSSD result for 2020-21 was that over 94% of all Grade 9 students (from 2019-20) received eight or more credits in the following year which is well above the provincial results of 74% for all students. From 2012/2013 to 2019/2020 on average 91% of Holy Family RCSSD Grade 9 students have earned eight or more credits the following school year.

We are satisfied with the long-term results within our school division given our average of 91% and understanding 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.

Early Years

ESSP Outcome:

By June 30, 2021, children aged 0-6 years will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades.

ESSP Improvement Targets:

- By June 2020, 75% of in-service Pre-Kindergarten educators will have completed Responding to Children's Interests workshop and 75% of in-service Kindergarten educators will have completed Literacy Practices in Kindergarten (paused for 2020-21).

School division goals aligned with the Early Years outcome

Supporting and aligning to the ESSP Early Years Outcome, Holy Family RCSSD set a goal to have 90% of students exiting Kindergarten ready to learn according to the Early Years Evaluation by June 2021. All Holy Family RCSSD schools aligned their school-level goals to this 90% target.

The Inspiring Success goal of culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes for Indigenous students was also met by using the Early Years Evaluation (EYE). The EYE is a provincially mandated readiness assessment that is done by teacher observation of students in their learning environment, so it ensures authenticity and provides results for analysis and response that teachers use to improve educational opportunities for all students.

2020-21 Early Years Results:

Target: 90% of Kindergarten students are “ready to learn” according to the EYE (Tier 1).

Final Data: 89% of Holy Family Kindergarten students were “ready to learn” according to the EYE results.

Improvement: 21% growth from fall 2020 (entry) to spring 2021(exit).

Comparison: Provincially- June 2021; Holy Family was significantly above the provincial EYE score of 79%

School division actions taken during the 2020-21 school year to achieve the outcomes and targets of the Early Years outcome

Successful 2020-21 actions in the early years that supported target achievement:

- Conscious focus on low ratios:* Holy Family RCSSD made staffing decisions to keep the student to staff ratios as low as possible in the early years. Research supports that good quality teachers with appropriately sized classrooms are the best environment for early learners.
- RTI Focus:* Learning Facilitators and Student Services supports spent regular and scheduled time within Holy Family RCSSD Pre-Kindergarten and Kindergarten classrooms to support teachers and educational assistants (EAs) and also for the purpose of early detection of supports needed for students.
- Early Entrants.* Holy Family RCSSD continued to support students who are ages 3 and 4 in communities that do not offer a Pre-Kindergarten program. In partnership with ECIP, early entrance gives younger children needing extra support access to professional supports and guidance.
- Play-Based Learning.* Continued expansion of knowledge and philosophy in the play-based approach in all early years’ classrooms. Play-based learning is supported by the Ministry of Education.

- *Trusted Assessment.* 2020-21 was the ninth year that Holy Family RCSSD used the EYE assessment. Teachers have developed a high level of competency and trust in this tool. Yearly training opportunities are available for teachers. Along with the EYE, Holy Family RCSSD Kindergarten teachers use an oral language assessment called Narrative Language Measures (NLM).
- *Data Dashboards.* Current data was available at the fingertips of principals and central office staff. Each school had a dashboard that has been custom developed for their school. The data shown reflects current ESSP, Division and School level targets, and also shows a history of those targets so that decisions about areas of need and celebrations can be made.
- *School Community Council (SCC) Engagement.* School level Project Plans were reviewed with the SCCs, so goal alignment was created and the SCC support was focused on a specific area of need.
- *School Data Review Conferences.* Data Conference meetings between Academic Counsel and school RTI teams occurred. Each meeting reviewed school data dashboards and dug into specific academic targets. When applicable other Student Services such as our SLP or Counselors joined the data review to collaborate and problem solve. The point of the school data reviews is to dig in deeply to the data and the trends and directly assess the need and then put forward plans into place and assign responsibility for accountability.
- *Professional Development.* New teachers to the Kindergarten and Pre - Kindergarten programs attended the Ministry of Education Pre-Kindergarten & Kindergarten basics workshop online in the fall of 2021. This workshop reviewed concepts such as play-based learning and learning environments.
- *Well-Being & Mental Health.* The focus on mental health and well-being was central to operations at Holy Family RCSSD in 2020-21. To address this in the early years' classrooms, work with the Zones of Regulation and We Thinkers continued. These programs target young learners learning more about who they are as emotional people and how to interact and show empathy appropriately. Pre-Kindergarten and Kindergarten teachers were supported by school counsellors in implementations of these programs. Social Thinking is a new program in the early years for 2020-21 that supports social and communication skills. The implementation of Social Thinking was in response to EYE data. Kindergarten teachers received training and classroom resources for Social Thinking.
- *Work Load Support.* Kindergarten teachers were supported with substitute days to administer the EYE and NLM assessments.
- *Early Literacy Support Plan.* Continued development and support for the Early Literacy Plan. This plan outlines targeted supports in assessment and instruction for Pre-Kindergarten, Kindergarten and Grade 1 students. This plan is implemented yearly in all early learning classrooms and includes language benchmarking, articulation screeners and a phonological awareness program.
- *Quality Programming and Resources.* The use of research-based quality programming has continued to be supported in our Kindergarten classrooms. Programs such as PASS Kits (Promoting Awareness of Speech Sounds – a Phonological Awareness Program) and PWIM (Picture Word Inductive Model) has been used. PASS promotes phonological skills in young learners which build the

foundation for literacy skills. PWIM uses large posters of common situations and asks students to call out vocabulary; once vocabulary is built the lessons lead into sentence development.

- *Student engagement through technology.* iPads were a regular tool in Kindergarten classrooms to engage students with 21st century learning and seeing a world beyond their classroom walls. COVID-19 contingency funding was used to support technology growth in our schools including remote learning situations resulting from the pandemic.
- *Kindergarten Parent Packages.* Information was sent to parents before their children physically come to Kindergarten; readiness skills, how to help your child at home, supporting services.
- *Kindergarten screening and interviews.* In fall 2020, the Speech & Language Pathology team conducted a Kindergarten screening with all Kindergarten students. This screening was for language, communication and articulation.
- *Improve local connections.* Continued relationship building with local preschool/playschool programs and ECIP.
- *Parent engagement.* Parent engagement during the 2020-21 school year was more important than ever due to periods of remote learning. Kindergarten teachers and parents worked together to achieve the significant growth evident in the EYE results reported below. The continued use of the SeeSaw app is an accessible tool for this communication. In the 2020-21 See Saw was available to all teachers for use as a communication tool in their classrooms. By having this division level subscription, we are able to track parent engagement.
- *Flexible Classroom Environment.* Provided options and flexibility to ensure optimal learning.
- *Intensive Needs.* Support, resources, and plans were in place for Tier 3 needs in Pre-Kindergarten and Kindergarten classrooms. Most of this work comes from screening and interviews in Kindergarten and the Home Visit practice in Pre-Kindergarten.
- *In-class intervention and supports (Tier 1).* Implementation of full class strategies in the areas of OT, SLP, Behaviour Consultant and Counselors. This reduced the need for small group and individual support.
- *Attendance.* Holy Family RCSSD was diligent in their work with parents for all to understand how important attendance is, even in Kindergarten.

Measures for Early Years

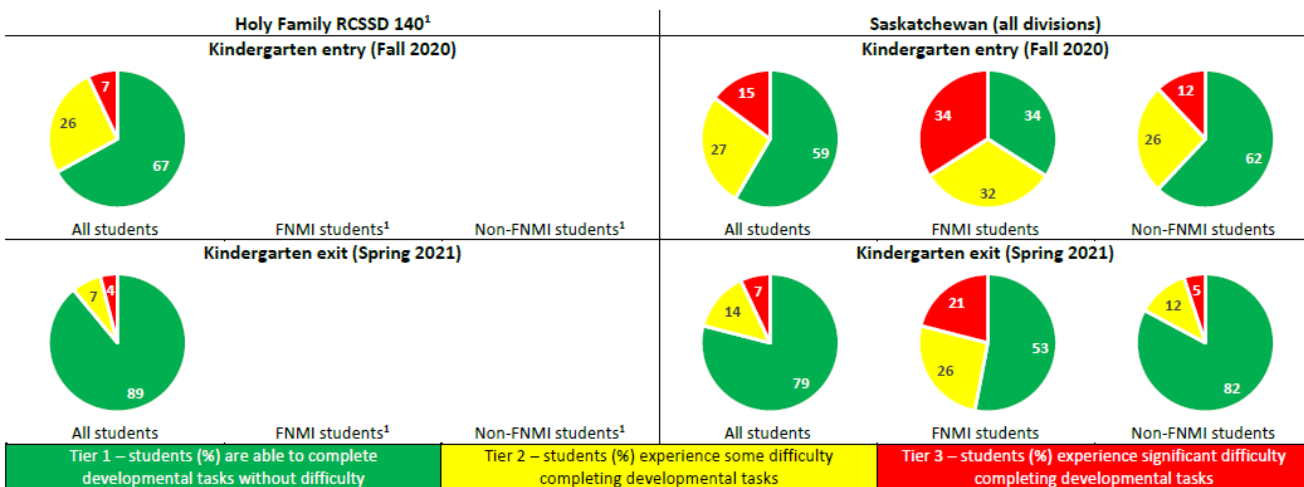
Early Years Evaluation

The Early Years Evaluation-Teacher Assessment (EYE-TA) is a readiness-screening tool that provides information about each child's development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify 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.

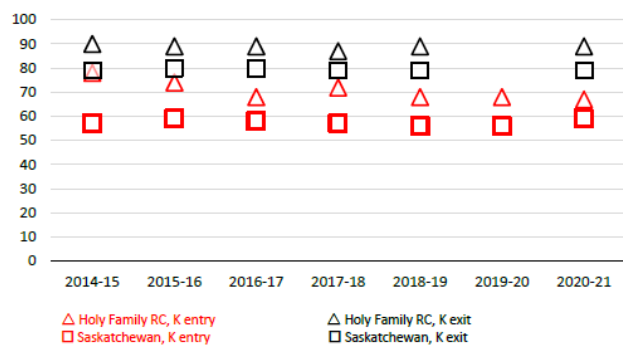
Kindergarten EYE is a statistically significant leading indicator of a student’s likelihood of reading at grade-level in Grade 3. Longitudinal analyses in the province show children who begin Kindergarten with good skills (Tier 1) in key areas, or who develop good levels of skill during their Kindergarten 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 since 2014-15 (baseline year) for the school division and the province. As a result of the COVID-19 pandemic response, spring 2020 EYE data is unavailable.

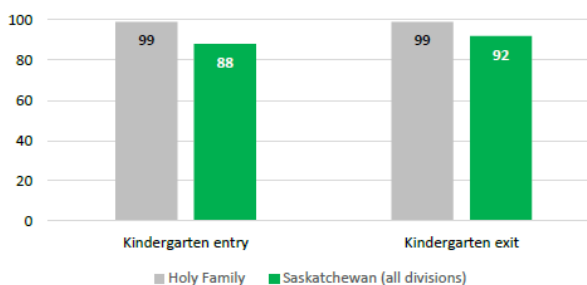
Also included is a display for the school division showing EYE-TA participation rates relative to Kindergarten enrolments for 2020-21. In 2020-21, a notably smaller percentage of Kindergarten-eligible students in school divisions participated in the EYE assessment for learning due to both lower than expected Kindergarten enrolments and difficulties in appropriately assessing the enrolled Kindergarten students who were learning from home in increased numbers. These factors should be considered when comparing 2020-21 EYE results with results from previous years.



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



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



*against Official & Reconciled Kindergarten Enrolments (Sept. 30 2020)

¹ Results for self-declared First Nations, Métis and Inuit (FNMI) students & non-declared (non-FNMI) students are not shown due to too few (or no) students in at least one comparison group.

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 are able to complete developmental tasks without difficulty. These children have a high probability of reading at grade level by Grade 3 - an important predictor of school success, including Grade 12 graduation.

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

Source: Ministry of Education, Early Years Branch, 2021

Analysis of Results – Early Years Evaluation

Holy Family RCSSD fell 1% below the ESSP and division target for readiness in the 2020-2021 school year; however, Holy Family RCSSD Kindergarten Students came into the 2020-2021 school year with the lowest amount of readiness skills the division has recorded and over the school year grew largest amount in their readiness skills that the division has recorded. Holy Family RCSSD EYE score at 89% was 10% above the 2020-2021 EYE provincial average.

During a year of pandemic disruption, this type of Kindergarten student growth is a celebration and testament to the solid programming in place in Holy Family RCSSD schools. The impact of remote and disrupted learning with young learners was a different kind of impact than with older learners; early learners are not independent and need direct instruction and engagement with teachers. Holy Family RCSSD teachers and parents worked collaboratively in 2020-2021 and were successful in getting students to the goal.

Like other school divisions around Saskatchewan, Holy Family RCSSD schools continue to have an increase of English language learners and students with intensive needs. Holy Family RCSSD strives to provide the best environment possible for all students. Holy Family RCSSD will continue to provide quality professional development to our teachers, and work with our families and our communities to see that every student sees success and inclusion, beginning in Kindergarten.

Holy Family RCSSD celebrations in the Early Years Evaluation for 2020-21:

- Above the provincial average by 10%
- The highest increase to date in the percentage of students ready to learn over the course of the Kindergarten year, from 67% at entry to 89% at exit.

School Division Local Priority Area	
Outcome: Students demonstrate Catholic values in their lives.	
School division goals aligned with local priority area	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 2020-21 school year to support local priority area	<ol style="list-style-type: none"> 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.
Local Measures for for students demonstrating Catholic values Priority	
<ol style="list-style-type: none"> 1. Holy Family RCSSD students participated in approximately 28 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 (78 students), Confirmation (94 students) and Reconciliation (12 students). 4. Students in each school attend and participate in Mass at least once a month 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 95% 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	
Catholicity continues to be permeated on a daily basis in Holy Family RCSSD as is evident in this priority. Holy Family RCSSD is proud that students are not only witnesses to the Catholic Faith, but are also active participants in many cases such as gospel assemblies, social justice and mission work, masses, daily behaviour and learning. Holy Family RCSSD continues to recognize that not all students in our division are of the Catholic faith, but we are committed to ensuring all students are part of an inclusive learning environment. We have	

continued to be witness to the Catholic faith, and to be active participants so that students and staff can live their faith in Holy Family RCSSD on a daily basis.

School Division Local Priority Area	
Outcome: Show evidence of permeating Deep Learning through instruction with 21st Century learning skills.	
School division goals aligned with local priority area	A key goal for Holy Family RCSSD for 2020-21 was for educators to show evidence of permeating instruction with Deep Learning in the 21 st Century learning skills. While the pandemic disrupted plans to some extent, key activities still took place.
School division actions taken during the 2020-21 school year to support local priority area	<ol style="list-style-type: none"> 1. Tech leaders in every school helped coach teachers in leveraging technology for remote learning. 2. Incentive funding from within the division was available for Deep Learning with a well-being focus. 3. A digital library was introduced with special training for librarians. 4. Refinement of Deep Learning resources were used at the school level. 5. Remote professional development from the system level modelled down best instructional practices. 6. Technology infusions into each school in Holy Family RCSSD were made available through division incentive and COVID-19 contingency funding to further enhance mobile technology access for staff and students. 7. Significant leveraging of technology as schools moved to remote instruction 8. Significant engagement of students in supplementary learning as a result of Deep Learning initiative and ability to leverage technology. 9. Principal meetings, including tech leads, reviewed the impact of their work in deep learning and the skills from 2020-21 needed to take into 2021-22 to help remote instruction during the pandemic. 10. Student and staff well-being understanding and development facilitated through workshops, committee development, school projects and updated access to resources through locally developed website.
Local Measures for Deep Learning Priority	
<ol style="list-style-type: none"> 1. Five school sites participated in infusion of technology. 2. Five school sites accessed incentive money to promote well-being through the Deep Learning priority area. 3. Access to Deep Learning resources provided through local Google Site developed in part by gathering materials from the New Pedagogies for Deep Learning (NPDL) hub available through division membership provided to all teachers in all sites as developed and supported by Curriculum Coordinator. 4. Five staff members participated in moderation of exemplars at national level in opportunity provided by New Pedagogies for Deep Learning. 	
Analysis of results	
Holy Family RCSSD students continue to maintain or improve achievement levels of academic, engagement and readiness targets according to key measures of the ESSP. Deep Learning opportunities are created in classrooms through leveraging digital technologies, forming partnerships, adjusting learning environments and differentiating learning strategies.	

Demographics

Students

In 2020-21, 1,292 students were enrolled K-9 in Holy Family RCSSD on September 30th, 2020. Pre-kindergarten enrolment increased by 2 students with the introduction of the ELIS program in 2020-21. The population of students in Kindergarten is now very similar to the number of students graduating. In previous years Kindergarten enrolment exceeded the number of graduating students resulting in steady enrolment increases. Overall enrolments have remained relatively steady over the past five years. There has been 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 as there are no high schools in Holy Family RCSSD. 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 population consisting of EAL students.

Grade	2016-17	2017-18	2018-19	2019-20	2020-21
Kindergarten	160	166	143	158	130
1	156	162	169	141	155
2	166	155	159	167	131
3	142	161	156	157	158
4	146	143	173	158	147
5	141	142	150	165	150
6	135	142	142	155	162
7	99	100	121	105	121
8	104	86	91	120	95
9	32	15	18	18	43
10	-	-	-	-	-
11	-	-	-	-	-
12	-	-	-	-	-
Total	1,281	1,272	1,322	1,344	1,292
PreK	49	50	48	48	50

Subpopulation Enrolments	Grades	2016-17	2017-18	2018-19	2019-20	2020-21
Self-Identified First Nations, Métis, or Inuit	K to 3	<10	<10	<10	<10	<10
	4 to 6	<10	<10	<10	<10	<10
	7 to 9	<10	<10	<10	<10	<10
	10 to 12	-	-	-	-	-
	Total	13	11	19	17	20
English as an Additional Language	1 to 3	69	57	59	61	69
	4 to 6	65	59	53	44	42
	7 to 9	21	20	23	22	17
	10 to 12	-	-	-	-	-
	Total	155	136	135	127	128
French Immersion	K to 3	76	97	86	96	87
	4 to 6	45	45	50	49	52
	7 to 9	17	18	23	28	22
	10 to 12	-	-	-	-	-
	Total	138	160	159	173	161

Notes:

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

Source: Ministry of Education, 2020

Staff

Job Category	FTEs
Classroom teachers	83.2
Principals, vice-principals	4.8
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists, resource centre staff, information technology staff, school clerical staff and other instructional employees	79.0
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	4.0
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	11.7
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	10.0
League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents	3.0
Total Full-Time Equivalent (FTE) Staff	195.7

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 #140, September 1, 2020 to August 31, 2021

Senior Management Team

- The Director of Education/CEO, Gwen Keith, reports directly to the Board of Education. A 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 instruction coordinator, and accountable for all Board approved goals.
- 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, English as an Additional Language, and assessment data in Holy Family RCSSD.
- The Chief Financial Officer/Human Resource Manager, Lisa Wonsiak, is responsible for activities related to finance, human resources, LAFOIP, and occupational health and safety.

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	2020-21 Cost
St. Augustine	HVAC	Installed split unit AC / Heat units in all instructional spaces.	\$30,000
St. Augustine	Paving	Re-paved basketball court	\$14,000
St. Augustine	Windows	Replace Windows	\$59,500
St. Mary's	Fencing	Fenced off alley near basketball court	\$1,800
St. Mary's	Sensory Room	Minor renovation to relocate sensory room	\$8,400
St. Mary's	HVAC	Install AC/Heat Units	\$214,400
Sacred Heart/Sacré Coeur	Washroom	Created accessible washroom	\$29,000
Sacred Heart/Sacré Coeur	Roof	Completion of Roof Replacement	\$492,000
St. Michael	Fencing	Replaced fencing along alley	\$10,500
St. Michael	Seating	Installed wall mount seating in multipurpose room	\$48,000
St. Michael	Playground	Inclusive Playground	\$76,400
St. Michael	Flooring	Replaced damaged flooring	\$1,900
Total			\$985,900

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.

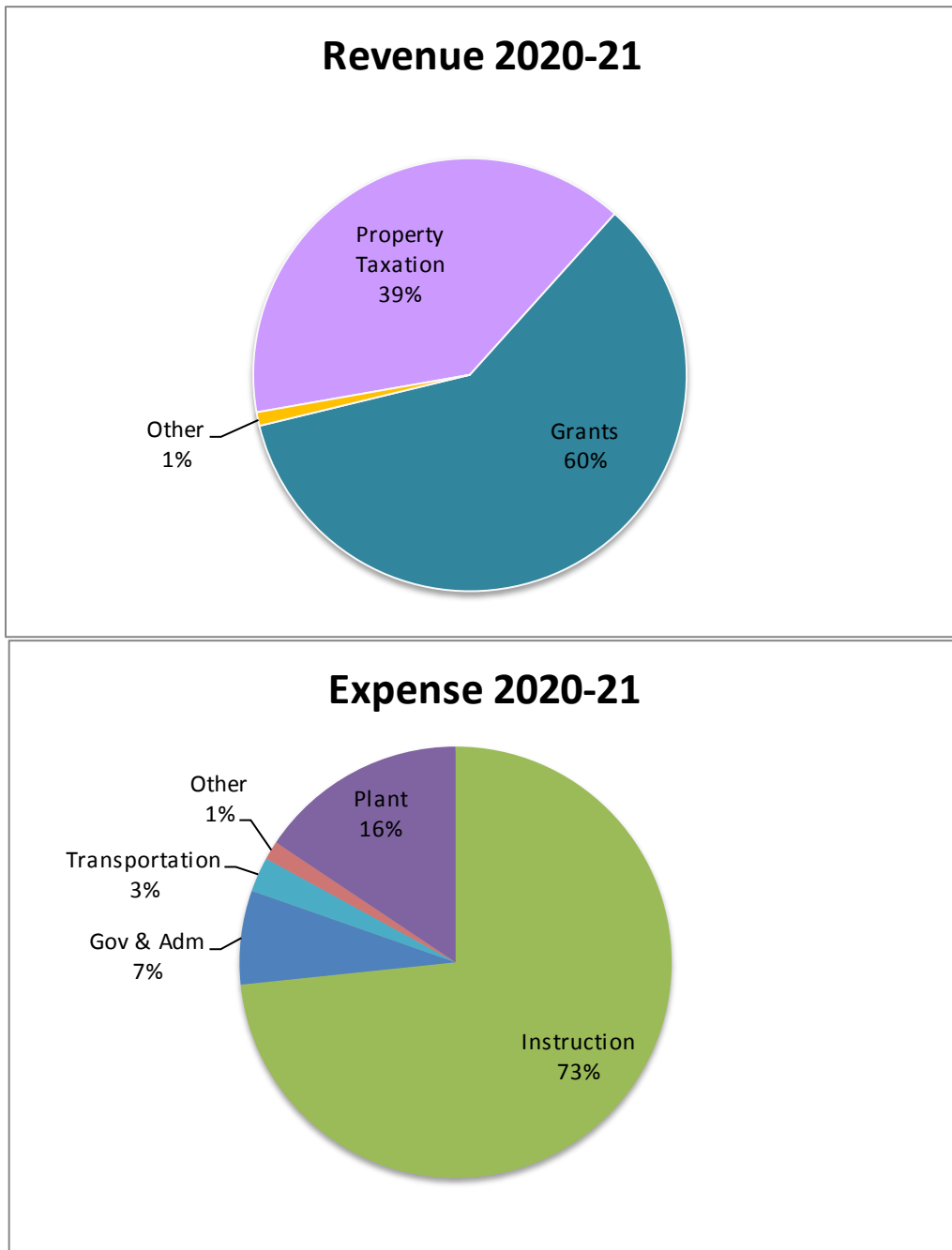
Transportation Statistics	
Number of Students Transported Daily	855
In-town Students Transported	855
Number of Transportation Routes	14
Number of Buses	10
Kilometers Travelled Daily	533
Average Age of Buses	9.25
Capacity Utilized on Buses	126%
Average One-way Ride	26 minutes
Longest One-way Ride	60 minutes
Cost per Student per Year	\$510
Cost per Kilometer Travelled	\$4.50

*Statistics are for daily transportation of students to and from school. Extra-curricular trips are not included. This data reflects transportation of Holy Family RCSSD students.

Financial Overview

In 2020-21, contingency funding of \$ 1,571,919 was provided to the school division to support additional costs related to the COVID-19 pandemic. The additional funds supported the 2020-21 school year as well as preparations for the 2021-22 school year.

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variance

	2021	2021	2020	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES						
Property Taxation	5,078,414	6,347,765	6,514,688	1,269,351	25%	1
Grants	8,401,911	9,269,404	7,473,751	867,493	10%	2
Tuition and Related Fees	5,037	10,816	5,520	5,779	115%	3
School Generated Funds	350,000	100,504	306,370	(249,496)	-71%	4
Complementary Services	295,828	313,079	312,198	17,251	6%	5
External Services	6,401	6,419	25,097	18	0%	
Other	41,015	52,087	102,710	11,072	27%	6
Total Revenues	14,178,606	16,100,074	14,740,334	1,921,468	14%	
EXPENSES						
Governance	137,513	102,168	104,412	(35,345)	-26%	7
Administration	1,086,010	1,073,155	1,029,539	(12,855)	-1%	
Instruction	11,370,916	11,920,721	10,388,540	549,805	5%	
Plant	2,170,791	2,611,423	1,817,516	440,632	20%	8
Transportation	452,539	435,943	415,888	(16,596)	-4%	
Tuition and Related Fees	28,500	30,663	50,000	2,163	8%	9
School Generated Funds	349,563	145,124	226,693	(204,439)	-58%	10
Complementary Services	334,109	315,803	278,771	(18,306)	-5%	11
External Services	12,380	20,533	27,007	8,153	66%	12
Other Expenses	52,550	69,720	91,310	17,170	33%	13
Total Expenses	15,994,871	16,725,253	14,429,676	730,382	5%	
Surplus (Deficit) for the Year	(1,816,265)	(625,179)	310,658			

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

Note	Explanation
1	Education property tax revenue was more than budgeted.
2	Education Emergency Pandemic Support allocation was not budgeted. Grant reconciliation with the education property tax payments resulted in less grant funding than budgeted due to deferrals of property tax in previous fiscal year.
3	Revenue from tuition students was more than budgeted.
4	Fundraising activities were less than budget due to COVID-19 pandemic school restrictions.
5	Actual grant revenues for English as a Second Language, French as a Second Language and First Nations and Metis Education have been reclassified to Grants from Complementary Services.
6	Miscellaneous income was not budgeted.
7	Board travel and professional development expenses were less than budgeted due to virtually held events during COVID-19 pandemic.
8	Roof replacement and COVID-19 pandemic actual costs were more than budgeted.
9	Student enrolment more than budgeted.
10	School expenditures were less than budget due to less fundraising ability as a result of COVID-19 pandemic school restrictions.
11	Actual grant expenditures for English as a Second Language, French as a Second Language and First Nations and Metis Education have been reclassified to Instruction from Complementary Services.
12	SaskReads expenses were not budgeted.
13	Expenses for interest and bank charges were more than budgeted.

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
Cossette, Robert ***	750	77	-	-	-	52	879
Franke, Beckey ****	3,165	77	-	366	-	184	3,792
Hickie Bev ***	920	154	-	-	-	52	1,126
Macleane, Kathleen	3,115	-	-	366	-	236	3,717
Melle, Karen **	6,731	231	-	576	-	236	7,774
Sidloski, Jerome	3,031	-	-	366	-	236	3,633
Sidloski, Rocky	3,731	-	-	421	-	236	4,388
Sotto, Virgilito ****	5,066	77	-	421	-	183	5,747
Tuchscherer, Bruno *	10,814	-	-	421	-	236	11,471
Van De Sype, Teresa	4,247	372	-	466	-	236	5,321
Yanko, Kathleen	3,298	215	-	366	-	236	4,115
Total	44,868	1,203	-	3,769	-	2,123	51,963

Board Chair *

Board Vice-Chair **

Term Ended November 8, 2021 ***

Elected to office November 9, 2021 ****

Personal Services

This list is available from Holy Family RCSSD #14 upon request.

Supplier Payments

Name	Amount
Aon Canada Inc.	52,249
Bank of Montreal	966,998
Clark Roofing	556,829
Don's Plumbing & Heating	79,583
Follett Software	111,599
Insight Canada Inc.	118,259
Pearson Canada	79,794
PowerSchool	61,972

Name	Amount
S.F. Scott Manufacturing Co. Ltd.	71,261
SaskPower	144,575
SaskTel	73,595
Southern Glass Works Ltd.	61,444
Trane Canada ULC	137,014
Van Bee Holdings	157,935
Veritiv Canada Inc.	52,298

Other Expenditures

Name	Amount
Municipal Employees' Pension Plan	495,899
Receiver General For Canada	3,224,281

Name	Amount
Saskatchewan School Boards Association	238,006
Saskatchewan Teachers' Federation	941,876

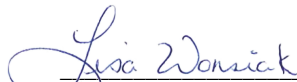
Appendix B – Management Report and Audited Financial Statements

Audited Financial Statements

Of the Holy Family Roman Catholic Separate School Division No. 140

School Division No. 1406000

For the Period Ending: August 31, 2021



Chief Financial Officer



Auditor

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

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, Grant Thornton 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 24, 2021

Independent auditor's report

To the Directors of Holy Family Roman Catholic Separate School Division #140:

Grant Thornton LLP
206 Hill Ave.
Weyburn, SK
S4H 1M5
T +1 306 842 8123
F +1 306 842 8171

Opinion

We have audited the financial statements of Holy Family Roman Catholic Separate School Division #140 ("the School Division"), which comprise the statement of financial position as at August 31, 2021, and the statement of operations and accumulated surplus from operations, statement of changes in net financial assets and statement of cash flows for the year then ended, with related schedules and a summary of significant accounting policies and other explanatory information.

In our opinion, the accompanying financial statements of Holy Family Roman Catholic Separate School Division #140 present fairly, in all material respects, the financial position of the School Division as at August 31, 2021 and the results of its operations and accumulated surplus from operations, changes in its net financial assets and its cash flow for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our 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 Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

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

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

In preparing the financial statements, management is responsible for assessing the 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 skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the 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 auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School Division to cease to continue as a going concern.

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

Weyburn, Canada
November 24, 2021


Chartered Professional Accountants


Holy Family Roman Catholic Separate School Division No. 140
Statement of Financial Position
as at August 31, 2021

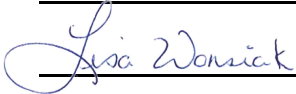
	2021	2020
	\$	\$
Financial Assets		
Cash and Cash Equivalents	5,287,928	5,949,274
Accounts Receivable (Note 7)	2,649,368	2,681,885
Portfolio Investments (Note 3)	4,038	3,908
Total Financial Assets	7,941,334	8,635,067
Liabilities		
Accounts Payable and Accrued Liabilities (Note 8)	408,658	440,968
Long-Term Debt (Note 9)	1,331,481	1,419,056
Liability for Employee Future Benefits (Note 5)	377,900	351,600
Deferred Revenue (Note 10)	163,167	472,310
Total Liabilities	2,281,206	2,683,934
Net Financial Assets	5,660,128	5,951,133
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	11,270,039	11,597,796
Prepaid Expenses	171,625	178,042
Total Non-Financial Assets	11,441,664	11,775,838
Accumulated Surplus (Note 13)	17,101,792	17,726,971

Contractual Obligations and Commitments (Note 15)

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

Approved by the Board:


 _____ Chairperson


 _____ Chief Financial Officer

Holy Family Roman Catholic Separate School Division No. 140
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2021

	2021	2021	2020
	Budget	Actual	Actual
	\$	\$	\$
REVENUES	(Note 14)		
Property Taxes and Other Related	5,078,414	6,347,765	6,514,688
Grants	8,401,911	9,269,404	7,473,751
Tuition and Related Fees	5,037	10,816	5,520
School Generated Funds	350,000	100,504	306,370
Complementary Services (Note 11)	295,828	313,079	312,198
External Services (Note 12)	6,401	6,419	25,097
Other	41,015	52,087	102,710
Total Revenues (Schedule A)	14,178,606	16,100,074	14,740,334
EXPENSES			
Governance	137,513	102,168	104,412
Administration	1,086,010	1,073,155	1,029,539
Instruction	11,370,916	11,920,721	10,388,540
Plant	2,170,791	2,611,423	1,817,516
Transportation	452,539	435,943	415,888
Tuition and Related Fees	28,500	30,663	50,000
School Generated Funds	349,563	145,124	226,693
Complementary Services (Note 11)	334,109	315,803	278,771
External Services (Note 12)	12,380	20,533	27,007
Other	52,550	69,720	91,310
Total Expenses (Schedule B)	15,994,871	16,725,253	14,429,676
Operating (Deficit) Surplus for the Year	(1,816,265)	(625,179)	310,658
Accumulated Surplus from Operations, Beginning of Year	17,726,971	17,726,971	17,416,313
Accumulated Surplus from Operations, End of Year	15,910,706	17,101,792	17,726,971

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

Holy Family Roman Catholic Separate School Division No. 140
Statement of Changes in Net Financial Assets
for the year ended August 31, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
	(Note 14)		
Net Financial Assets, Beginning of Year	5,951,133	5,951,133	5,035,216
Changes During the Year			
Operating (Deficit) Surplus for the Year	(1,816,265)	(625,179)	310,658
Acquisition of Tangible Capital Assets (Schedule C)	(70,000)	(254,915)	(35,937)
Amortization of Tangible Capital Assets (Schedule C)	618,711	582,672	601,450
Net Change in Other Non-Financial Assets	-	6,417	39,746
Change in Net Financial Assets	(1,267,554)	(291,005)	915,917
Net Financial Assets, End of Year	4,683,579	5,660,128	5,951,133

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

Holy Family Roman Catholic Separate School Division No. 140

Statement of Cash Flows for the year ended August 31, 2021

	2021	2020
	\$	\$
OPERATING ACTIVITIES		
Operating (Deficit) Surplus for the Year	(625,179)	310,658
Add Non-Cash Items Included in Surplus / Deficit (Schedule D)	582,672	601,450
Net Change in Non-Cash Operating Activities (Schedule E)	(276,219)	(750,384)
Cash (Used) Provided by Operating Activities	(318,726)	161,724
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(254,915)	(35,937)
Cash Used by Capital Activities	(254,915)	(35,937)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(130)	-
Proceeds on Disposal of Portfolio Investments	-	1,442
Cash (Used) Provided by Investing Activities	(130)	1,442
FINANCING ACTIVITIES		
Repayment of Long-Term Debt	(87,575)	(83,883)
Cash Used by Financing Activities	(87,575)	(83,883)
(DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	(661,346)	43,346
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	5,949,274	5,905,928
CASH AND CASH EQUIVALENTS, END OF YEAR	5,287,928	5,949,274

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

Holy Family Roman Catholic Separate School Division No. 140

Schedule A: Supplementary Details of Revenues

for the year ended August 31, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
Property Taxes and Other Related Revenue			
Tax Levy Revenue			
Property Tax Levy Revenue	5,078,414	6,229,479	6,407,137
Revenue from Supplemental Levies	-	(73)	62
Total Property Tax Revenue	5,078,414	6,229,406	6,407,199
Grants in Lieu of Taxes			
Federal Government	-	2,858	3,289
Provincial Government	-	39,532	31,647
Other	-	47,239	46,540
Total Grants in Lieu of Taxes	-	89,629	81,476
Other Tax Revenues			
House Trailer Fees	-	7,563	7,100
Total Other Tax Revenues	-	7,563	7,100
Additions to Levy			
Penalties	-	39,479	42,073
Total Additions to Levy	-	39,479	42,073
Deletions from Levy			
Cancellations	-	(18,312)	(23,160)
Total Deletions from Levy	-	(18,312)	(23,160)
Total Property Taxes and Other Related Revenue	5,078,414	6,347,765	6,514,688
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	8,021,900	7,124,497	7,148,686
Other Ministry Grants	255,625	527,324	299,599
Total Ministry Grants	8,277,525	7,651,821	7,448,285
Other Provincial Grants	35,000	1,617,583	25,466
Total Operating Grants	8,312,525	9,269,404	7,473,751
Capital Grants			
Ministry of Education Capital Grants	89,386	-	-
Total Capital Grants	89,386	-	-
Total Grants	8,401,911	9,269,404	7,473,751

Holy Family Roman Catholic Separate School Division No. 140

Schedule A: Supplementary Details of Revenues

for the year ended August 31, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
Individuals and Other	5,037	10,816	5,520
Total Tuition Fees	<u>5,037</u>	<u>10,816</u>	<u>5,520</u>
Total Tuition and Related Fees Revenue	5,037	10,816	5,520
School Generated Funds Revenue			
Non-Curricular Fees			
Commercial Sales - Non-GST	-	1,717	36,793
Fundraising	-	15,452	47,531
Grants and Partnerships	-	9,186	14,021
Students Fees	-	6,000	-
Other	350,000	68,149	208,025
Total Non-Curricular Fees	<u>350,000</u>	<u>100,504</u>	<u>306,370</u>
Total School Generated Funds Revenue	350,000	100,504	306,370
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	206,004	206,004	204,924
Other Ministry Grants	89,824	107,075	107,274
Total Operating Grants	<u>295,828</u>	<u>313,079</u>	<u>312,198</u>
Total Complementary Services Revenue	295,828	313,079	312,198
External Services			
Operating Grants			
Ministry of Education Grants			
Other Ministry Grants	-	-	18,956
Other Provincial Grants	6,401	6,419	6,141
Total Operating Grants	<u>6,401</u>	<u>6,419</u>	<u>25,097</u>
Total External Services Revenue	6,401	6,419	25,097
Other Revenue			
Miscellaneous Revenue	-	8,806	13,216
Investments	41,015	43,281	89,494
Total Other Revenue	<u>41,015</u>	<u>52,087</u>	<u>102,710</u>
TOTAL REVENUE FOR THE YEAR	14,178,606	16,100,074	14,740,334

Holy Family Roman Catholic Separate School Division No. 140
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
Governance Expense			
Board Members Expense	67,504	48,194	49,925
Professional Development - Board Members	18,000	3,769	10,342
Grants to School Community Councils	3,500	-	-
Elections	-	3,222	-
Other Governance Expenses	48,509	46,983	44,145
Total Governance Expense	137,513	102,168	104,412
Administration Expense			
Salaries	722,873	747,635	710,902
Benefits	87,097	96,179	77,816
Supplies & Services	78,750	69,347	79,493
Non-Capital Furniture & Equipment	8,500	4,122	5,558
Building Operating Expenses	110,100	106,851	105,555
Communications	16,000	10,528	10,794
Travel	9,350	1,480	3,352
Professional Development	30,400	15,377	14,433
Amortization of Tangible Capital Assets	22,940	21,636	21,636
Total Administration Expense	1,086,010	1,073,155	1,029,539
Instruction Expense			
Instructional (Teacher Contract) Salaries	7,625,957	7,854,723	7,167,001
Instructional (Teacher Contract) Benefits	388,431	450,590	390,838
Program Support (Non-Teacher Contract) Salaries	2,027,723	1,873,214	1,625,391
Program Support (Non-Teacher Contract) Benefits	417,778	394,152	355,184
Instructional Aids	346,517	771,469	332,188
Supplies & Services	150,161	234,384	182,549
Non-Capital Furniture & Equipment	111,940	115,750	98,500
Communications	27,975	34,993	27,002
Travel	19,575	13,405	22,644
Professional Development	103,782	74,572	58,287
Student Related Expense	23,965	21,650	15,163
Amortization of Tangible Capital Assets	127,112	81,819	113,793
Total Instruction Expense	11,370,916	11,920,721	10,388,540

Holy Family Roman Catholic Separate School Division No. 140
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense			
Salaries	498,589	553,513	458,264
Benefits	105,784	122,889	98,287
Supplies & Services	19,850	8,957	15,720
Non-Capital Furniture & Equipment	8,000	32,790	6,030
Building Operating Expenses	1,110,102	1,462,792	808,824
Communications	6,500	6,632	6,898
Travel	16,300	18,855	20,604
Professional Development	7,600	1,643	1,661
Amortization of Tangible Capital Assets	398,066	403,352	401,228
Total Plant Operation & Maintenance Expense	2,170,791	2,611,423	1,817,516
Student Transportation Expense			
Salaries	186,633	211,796	209,486
Benefits	46,569	44,395	44,007
Supplies & Services	55,225	49,898	45,168
Non-Capital Furniture & Equipment	72,000	59,294	55,697
Communications	5,650	3,060	2,775
Travel	-	-	712
Contracted Transportation	36,000	16,538	9,268
Amortization of Tangible Capital Assets	50,462	50,962	48,775
Total Student Transportation Expense	452,539	435,943	415,888
Tuition and Related Fees Expense			
Tuition Fees	28,500	30,663	50,000
Total Tuition and Related Fees Expense	28,500	30,663	50,000
School Generated Funds Expense			
Academic Supplies & Services	25,000	4,817	224
Cost of Sales	75,000	9,587	53,962
Non-Capital Furniture & Equipment	-	18,672	1,456
School Fund Expenses	230,000	87,713	155,601
Amortization of Tangible Capital Assets	19,563	24,335	15,450
Total School Generated Funds Expense	349,563	145,124	226,693

Holy Family Roman Catholic Separate School Division No. 140
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2021

	2021 Budget	2021 Actual	2020 Actual
	\$	\$	\$
Complementary Services Expense			
Instructional (Teacher Contract) Salaries & Benefits	152,051	149,024	132,278
Program Support (Non-Teacher Contract) Salaries & Benefits	142,179	147,744	134,261
Instructional Aids	19,682	4,607	4,549
Supplies & Services	5,400	6,558	1,643
Non-Capital Furniture & Equipment	500	2,628	-
Communications	2,000	1,403	1,192
Travel	9,254	2,863	2,765
Professional Development (Non-Salary Costs)	2,475	408	1,515
Amortization of Tangible Capital Assets	568	568	568
Total Complementary Services Expense	334,109	315,803	278,771
External Service Expense			
Program Support (Non-Teacher Contract) Salaries & Benefits	12,238	12,239	11,940
Supplies & Services	115	8,267	7,457
Travel	27	27	7,610
Total External Services Expense	12,380	20,533	27,007
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	3,100	12,958	416
Interest on Capital Loans	49,450	51,726	55,119
Total Interest and Bank Charges	52,550	64,684	55,535
Provision for Uncollectable Accounts	-	5,036	35,775
Total Other Expense	52,550	69,720	91,310
TOTAL EXPENSES FOR THE YEAR	15,994,871	16,725,253	14,429,676

Holy Family Roman Catholic Separate School Division No. 140

**Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2021**

	Land	Buildings	School	Other	Furniture and	Computer Hardware and	Computer			
	Improvements	Buildings	Short-Term	Buses	Vehicles	Equipment	Audio Visual Equipment	Software	2021	2020
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<i>Tangible Capital Assets - at Cost</i>										
Opening Balance as of September 1	107,242	13,937,385	1,977,958	929,060	104,742	796,489	841,025	83,479	18,777,380	18,741,443
Additions/Purchases	-	-	-	26,254	-	205,176	23,485	-	254,915	35,937
Transfers to (from)	-	-	-	-	-	(2,761)	2,761	-	-	-
Closing Balance as of August 31	107,242	13,937,385	1,977,958	955,314	104,742	998,904	867,271	83,479	19,032,295	18,777,380
<i>Tangible Capital Assets - Amortization</i>										
Opening Balance as of September 1	25,627	4,583,653	627,197	587,944	81,768	437,666	785,642	50,087	7,179,584	6,578,134
Amortization of the Period	5,362	269,538	100,249	50,963	7,658	91,994	40,212	16,696	582,672	601,450
Closing Balance as of August 31	30,989	4,853,191	727,446	638,907	89,426	529,660	825,854	66,783	7,762,256	7,179,584
Net Book Value										
Opening Balance as of September 1	81,615	9,353,732	1,350,761	341,116	22,974	358,823	55,383	33,392	11,597,796	12,163,309
Closing Balance as of August 31	76,253	9,084,194	1,250,512	316,407	15,316	469,244	41,417	16,696	11,270,039	11,597,796
Change in Net Book Value	(5,362)	(269,538)	(100,249)	(24,709)	(7,658)	110,421	(13,966)	(16,696)	(327,757)	(565,513)
Net Book Value (NBV) of Assets Pledged as Security for Debt	-	-	-	7,016	-	-	-	-	7,016	14,031

Holy Family Roman Catholic Separate School Division No. 140
Schedule D: Non-Cash Items Included in Surplus / Deficit
for the year ended August 31, 2021

	2021	2020
	\$	\$
Non-Cash Items Included in Surplus / Deficit		
Amortization of Tangible Capital Assets (Schedule C)	582,672	601,450
Total Non-Cash Items Included in Surplus / Deficit	582,672	601,450

Holy Family Roman Catholic Separate School Division No. 140
Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2021

	2021	2020
	\$	\$
Net Change in Non-Cash Operating Activities		
Decrease (Increase) in Accounts Receivable	32,517	(208,270)
(Decrease) in Accounts Payable and Accrued Liabilities	(32,310)	(101,401)
Increase in Liability for Employee Future Benefits	26,300	21,300
(Decrease) in Deferred Revenue	(309,143)	(501,759)
Decrease in Prepaid Expenses	6,417	39,746
Total Net Change in Non-Cash Operating Activities	(276,219)	(750,384)

HOLY FAMILY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 140
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2021

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 Roman Catholic Separate 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

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

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

a) Basis of Accounting

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

b) 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 \$377,900 (2020 - \$351,600) because actual experience may differ significantly from actuarial estimations.
- useful lives of capital assets and related accumulated amortization of \$7,762,256 (2020 - \$7,179,584) because the actual useful lives of these assets may differ from their estimated economic lives.
- property taxation revenue of \$6,347,765 (2020 - \$6,514,688) because final tax assessments may differ from initial estimates.
- uncollectible taxes of \$40,811 (2020 - \$35,775) because actual collectability may differ from initial estimates.

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.

HOLY FAMILY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 140
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2021

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

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 any 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 initial maturity terms of three months or less and held for the purpose of meeting short-term operating cash commitments rather than for investing purposes.

Accounts Receivable includes taxes receivable 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

HOLY FAMILY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 140
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2021

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

not be collected taking into consideration prior years' tax collections and information provided by municipalities regarding collectability of outstanding balances.

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

Portfolio Investments consist of equity shares in co-operative corporations. 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 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 (leasehold improvements, 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

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, software licenses, workers' compensation premiums, consumable supplies and annual licenses.

HOLY FAMILY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 140
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As at August 31, 2021

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

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.

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

Liability for Employee Future Benefits represent 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 this 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.

HOLY FAMILY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 140
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2021

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

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 revenues include the following:

i) Government Transfers (Grants)

Grants from governments are considered to be government transfers. Government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, 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.

ii) Property Taxation

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

On January 1, 2018, pursuant to *The Education Property Tax Act*, the Government of Saskatchewan became the taxing authority for education property tax. The legislation provides authority to separate school divisions to set a bylaw to determine and apply their own mill rates for education property taxes. For 2020 and 2021 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. Amounts that are restricted pursuant to legislation, regulation or agreements with external parties that may only be used in the conduct of certain programs or in the delivery of specific services and transactions are initially recorded as deferred revenue and subsequently recognized as revenue in the fiscal year the related expenses are incurred or services are performed.

HOLY FAMILY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 140
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2021

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

iv) Interest Income

Interest is recognized as revenue when it is earned.

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.

3. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2021	2020
Portfolio investments in the cost and amortized cost category:	<u>Cost</u>	<u>Cost</u>
Co-Operative Corporations, shares	\$ 4,038	\$ 3,908
Total portfolio investments reported at cost and amortized cost	\$ 4,038	\$ 3,908

4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2021 Actual	2020 Actual
Governance	\$ 48,194	\$ 53,974	\$ -	\$ -	\$ 102,168	\$ 104,412
Administration	843,814	207,705	-	21,636	1,073,155	1,029,539
Instruction	10,572,679	1,266,223	-	81,819	11,920,721	10,388,540
Plant	676,402	1,531,669	-	403,352	2,611,423	1,817,516
Transportation	256,191	128,790	-	50,962	435,943	415,888
Tuition and Related Fees	-	30,663	-	-	30,663	50,000
School Generated Funds	-	120,789	-	24,335	145,124	226,693
Complementary Services	296,768	18,467	-	568	315,803	278,771
External Services	12,239	8,294	-	-	20,533	27,007
Other	-	17,994	51,726	-	69,720	91,310
TOTAL	\$ 12,706,287	\$ 3,384,568	\$ 51,726	\$ 582,672	\$16,725,253	\$14,429,676

HOLY FAMILY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 140
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2021

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 March 31, 2021 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2021.

Details of the employee future benefits are as follows:

	2021	2020
Long-term assumptions used:		
Discount rate at end of period	1.97%	1.54%
Inflation and productivity rate (excluding merit and promotion)		
For teachers	2.50%	2.50%
For non-teachers	3.00%	3.00%
Expected average remaining service life (years)	15	15

Liability for Employee Future Benefits	2021	2020
Accrued Benefit Obligation - beginning of year	\$ 356,600	\$ 317,100
Current period service cost	30,300	28,000
Interest cost	5,900	6,500
Benefit payments	(9,900)	(12,100)
Actuarial (gain) loss	(70,600)	17,100
Accrued Benefit Obligation - end of year	312,300	356,600
Unamortized net actuarial gain (loss)	65,600	(5,000)
Liability for Employee Future Benefits	\$ 377,900	\$ 351,600

Employee Future Benefits Expense	2021	2020
Current period service cost	\$ 30,300	\$ 28,000
Amortization of net actuarial gain	-	(1,100)
Benefit cost	30,300	26,900
Interest cost	5,900	6,500
Total Employee Future Benefits Expense	\$ 36,200	\$ 33,400

HOLY FAMILY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 140
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2021

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 from 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 this 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.

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

	2021	2020
	TOTAL	TOTAL
Number of active School Division members	105	96
Member contribution rate (percentage of salary)	9.50% / 11.70%	9.50% / 11.70%
Member contributions for the year	\$ 789,029	\$ 720,178

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.

HOLY FAMILY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 140
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2021

6. PENSION PLANS (continued)

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:

	<u>2021</u>	<u>2020</u>
Number of active School Division members	102	91
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	\$ 234,750	\$ 218,127
School Division contributions for the year	\$ 234,750	\$ 218,127
Actuarial extrapolation date	<u>Dec-31-2020</u>	<u>Dec-31-2019</u>
Plan Assets (in thousands)	\$ 3,221,426	\$ 2,819,222
Plan Liabilities (in thousands)	\$ 2,382,526	\$ 2,160,754
Plan Surplus (in thousands)	\$ 838,900	\$ 658,468

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:

	<u>2021</u>			<u>2020</u>		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 2,631,852	\$ 40,811	\$ 2,591,041	\$ 2,650,623	\$ 35,775	\$ 2,614,848
Other Receivables	58,327	-	58,327	67,037	-	67,037
Total Accounts Receivable	\$ 2,690,179	\$ 40,811	\$ 2,649,368	\$ 2,717,660	\$ 35,775	\$ 2,681,885

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	<u>2021</u>	<u>2020</u>
Accrued Salaries and Benefits	\$ 74,967	\$ 103,640
Supplier Payments	329,840	333,224
Accrued Interest Payable	3,851	4,104
Total Accounts Payable and Accrued Liabilities	\$ 408,658	\$ 440,968

HOLY FAMILY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 140
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2021

9. LONG-TERM DEBT

Details of long-term debt are as follows:

	2021	2020
Capital Loan: Toronto Dominion (TD) loan bearing interest of 3.77% per annum, repayable in monthly blended payments of \$11,630. The loan purpose is for school construction. The loan is unsecured and matures on June 1, 2033.	\$ 1,331,481	\$ 1,419,056
Total Long-Term Debt	\$ 1,331,481	\$ 1,419,056

Future principal repayments over the next 5 years are estimated as follows:		
	Capital Loans	Total
2022	\$ 91,198	\$ 91,198
2023	94,406	94,406
2024	97,917	97,917
2025	101,789	101,789
2026	105,696	105,696
Thereafter	840,475	840,475
Total	\$ 1,331,481	\$ 1,331,481

Principal and interest payments on the long-term debt are as follows:				
	Capital Loans		2021	2020
Principal	\$	87,575	\$ 87,575	\$ 83,883
Interest		51,726	51,726	55,119
Total	\$	139,301	\$ 139,301	\$ 139,002

10. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2020	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2021
Non-capital deferred revenue:				
Education Property Tax	\$ 396,537	\$ 163,167	\$ 396,537	\$ 163,167
Climate Action Incentive Fund	75,773	-	75,773	-
Total Deferred Revenue	\$ 472,310	\$ 163,167	\$ 472,310	\$ 163,167

HOLY FAMILY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 140
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11. COMPLEMENTARY SERVICES

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

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

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	Early Childhood Intervention Program	Early Learning Intensive Supports	2021	2020
Revenues:					
Operating Grants	\$ 206,004	\$ 82,075	\$ 25,000	\$ 313,079	\$ 312,198
Total Revenues	206,004	82,075	25,000	313,079	312,198
Expenses:					
Salaries & Benefits	217,226	60,666	18,876	296,768	266,539
Instructional Aids	3,655	133	819	4,607	4,549
Supplies and Services	525	979	5,054	6,558	1,643
Non-Capital Equipment	-	-	2,628	2,628	-
Communications	-	1,403	-	1,403	1,192
Travel	411	2,452	-	2,863	2,765
Professional Development (Non-Salary Costs)	167	241	-	408	1,515
Amortization of Tangible Capital Assets	568	-	-	568	568
Total Expenses	222,552	65,874	27,377	315,803	278,771
Excess (Deficiency) of Revenues over Expenses	\$ (16,548)	\$ 16,201	\$ (2,377)	\$ (2,724)	\$ 33,427

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	Child and Family Services	SaskReads	2021	2020
Revenues:				
Operating Grants	\$ 6,419	\$ -	\$ 6,419	\$ 25,097
Total Revenues	6,419	-	6,419	25,097
Expenses:				
Salaries & Benefits	12,239	-	12,239	11,940
Supplies and Services	115	8,152	8,267	7,457
Travel	27	-	27	7,610
Total Expenses	12,381	8,152	20,533	27,007
(Deficiency) of Revenues over Expenses	\$ (5,962)	\$ (8,152)	\$ (14,114)	\$ (1,910)

HOLY FAMILY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 140
NOTES TO THE FINANCIAL STATEMENTS
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13. ACCUMULATED SURPLUS

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

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

Details of accumulated surplus are as follows:

	August 31 2020	Additions during the year	Reductions during the year	August 31 2021
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 11,597,796	\$ 254,915	\$ 582,672	\$ 11,270,039
Less: Debt owing on Tangible Capital Assets	(1,419,056)	-	(87,575)	(1,331,481)
	10,178,740	254,915	495,097	9,938,558
PMR maintenance project allocations (1)	522,079	255,884	398,444	379,519
Education Emergency Pandemic Support program allocation (2)	-	1,571,919	1,122,305	449,614
Designated Assets:				
Capital projects:				
Designated for Tangible Capital Asset expenditures - Facilities	316,710	-	316,710	-
Designated for Tangible Capital Asset expenditures - Technology	63,909	20,000	4,542	79,367
Designated for Tangible Capital Asset expenditures - Transportation	13,000	-	13,000	-
	393,619	20,000	334,252	79,367
Other:				
School Generated Funds	221,672	1,324	96,498	126,498
School Based Budget	41,177	6,302	18,919	28,560
Scholarship Funds	5,000	-	1,000	4,000
Professional Development	18,391	14,560	-	32,951
Ministry Grants	100,206	195,732	153,420	142,518
Grant Reconciliation	2,247,804	2,100,321	1,845,783	2,502,342
Operational Reserves	954,234	500,175	574,234	880,175
Projects / Discretionary Reserves	83,241	10,000	52,000	41,241
COVID-19 Reserves	198,509	-	198,509	-
	3,870,234	2,828,414	2,940,363	3,758,285
Unrestricted Surplus	2,762,299	244,325	510,175	2,496,449
Total Accumulated Surplus	\$ 17,726,971	\$ 5,175,457	\$ 5,800,636	\$ 17,101,792

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

(2) **Education Emergency Pandemic Support Program Allocation** represent transfers received from the Ministry of Finance in 2020-21 to support costs related to the COVID-19 pandemic in the current and following school year. Unspent funds at the end of the 2021-22 school year must be repaid to the Government of Saskatchewan.

HOLY FAMILY ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 140
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2021

14. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on June 17, 2020 and the Minister of Education on August 14, 2020.

15. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

Operating lease obligations of the school division are as follows:

	Operating Leases			
	Office Rental	Copiers	Vehicle	Total Operating
Future minimum lease payments:				
2022	\$ 151,559	\$ 22,026	\$ 7,181	\$ 180,766
2023	153,382	22,027	7,181	182,590
2024	155,277	-	7,181	162,458
2025	157,247	-	-	157,247
Total Lease Obligations	\$ 617,465	\$ 44,053	\$ 21,543	\$ 683,061

16. 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 an impairment in collectability.

The aging of other accounts receivable at August 31, 2021 was:

	Total	Current	60-90 days	Over 90 days
Other Receivables	\$ 16,424	\$ 2,180	\$ 8,665	\$ 5,579
Net Receivables	\$ 16,424	\$ 2,180	\$ 8,665	\$ 5,579

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.

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16. RISK MANAGEMENT (continued)

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, line of credit, budget practices, monitoring and forecasts.

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

August 31, 2021						
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years	
Accounts payable and accrued liabilities	\$ 408,658	\$ 408,658	\$ -	\$ -	\$ -	
Long-term debt	1,331,481	45,106	46,093	399,807	840,475	
Total	\$ 1,740,139	\$ 453,764	\$ 46,093	\$ 399,807	\$ 840,475	

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 its authorized bank line of credit of \$1,100,000 with interest payable monthly at a rate of prime minus 0.6% per annum. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no outstanding balance on this credit facility at August 31, 2021.

The school division minimizes these risks by:

- holding cash in an account at a Canadian bank, denominated in Canadian currency
- investing term deposits for short terms at fixed interest rates
- investing in Co-operative Corporations
- managing cash flows to minimize utilization of its bank line of credit
- managing its interest rate risk on long-term debt through the exclusive use of fixed rate terms for its long-term debt

17. COVID-19 PANDEMIC

The COVID-19 pandemic is complex and rapidly evolving. It has caused material disruption to businesses and has resulted in an economic slowdown. The school division continues to assess and monitor the impact of COVID-19 on its financial condition. The magnitude and duration of COVID-19 is uncertain and, accordingly, it is difficult to reliably measure the potential future impact on the school division's financial position and operations.

In 2019-20, some municipalities deferred property tax collections due to the COVID-19 pandemic. This did not change the revenue recognition of education property tax, however, it resulted in decreased cash collections and an increase in accounts receivables in 2019-20. Consequently, the school operating grant from the Ministry of Education also increased in 2019-20 to offset this cash shortfall. In 2020-21, the cash was collected from the deferred education property tax, therefore, decreasing accounts receivable and the school operating grant from the Ministry of Education.