



Northwest School Division No. 203

2017-18 Annual Report

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School Division Contact Information

Northwest School Division No. 203
Laying the foundation for success
... one student at a time

525 5th Street West
Meadow Lake, Saskatchewan S9X 1B4

Phone: 306-236-5614

Fax: 306-236-3922

Website: <http://www.nwsd.ca>

Email: office@nwsd.ca

An electronic copy of this report is available at
<http://www.nwsd.ca>
Our Division - Annual Reports

Letter of Transmittal



Honourable Gordon S. Wyant Q.C.
Minister of Education

Dear Minister Wyant:

The Board of Education of Northwest School Division No. 203 is pleased to provide you and the residents of the school division with the 2017-18 annual report. This report presents an overview of the Northwest School Division's goals, activities and results for the fiscal year September 1, 2017 to August 31, 2018. It provides audited financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Faith Graham'. The signature is written in a cursive, flowing style.

Faith Graham, Board of Education Chair

Introduction

This annual report presents an overview of the Northwest School Division's goals, activities and results for the fiscal year September 1, 2017 to August 31, 2018.

This report provides a snapshot of Northwest School Division, its governance structures, students, staff, programs and facilities. In addition to detailing the school division's goals, activities and performance, this report outlines how the division is deploying the Education Sector Strategic Plan in relation to its school division plan. The report provides a financial overview and financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Governance

The Board of Education

Northwest School Division is governed by an eleven-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”.

A Board General Election was held in October 2016. Sub-division 3 was filled in March 2018. The Board of Education members at August 31, 2018 are:

Subdivision 1	Mark Campbell
Subdivision 2	Terri Prete
Subdivision 3	Bev Josuttis-Harland
Subdivision 4	Charles Stein
Subdivision 5	Janice Baillargeon
Subdivision 6	John Anderson
Subdivision 7	Andrea Perillat
Subdivision 8	Faith Graham (Chair)
Subdivision 9	Glen Winkler
Subdivision 10	Barb Seymour (Vice-Chair)
Subdivision 11	Jessica Piché

A list of the remuneration paid to all board members in 2017-2018 is provided in Appendix A.



Backrow: Charles Stein, Bev Josuttis-Harland, Terri Prete, Mark Campbell, Andrea Perillat, Glen Winkler, John Anderson
Front row: Janice Baillargeon, Faith Graham, Barb Seymour, Jessica Piché

School Community Councils

The Northwest School Division believes in promoting a community approach to education. All communities have active School Community Councils (SCCs). The Board of Education has established 21 SCCs for 23 of 24 schools in Northwest School Division. Most of the SCCs in Northwest School Division are made up of the required number of elected and appointed members, as outlined in *The Education Regulations, 2015*. We do have one SCC that struggles to meet the required number. They always looking for new ways to recruit interested parents and community members. The actual number of members varies from one SCC to another (from five to nine elected members plus appointed members). This variation depends upon the needs and interest demonstrated at the school level.

Those SCCs that have secondary students in their community are encouraged to have representation from this population. The Northwest School Division has students from nine of the ten First Nations within the division's boundaries attending eleven different schools in the division. All NWSD schools have students with aboriginal ancestry attending; therefore, First Nation representation is encouraged for all SCCs. Many of the schools have First Nations representatives as SCC members with others encouraging representation.

The school division makes a concerted effort to ensure that new SCC members understand their roles and have concrete ideas as to how to work collaboratively with their school communities in focusing on improving student learning. The *Education Regulations, 2015* require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. The Board and Senior Administration make a strong effort to bring members together each year. Unfortunately, this past year's event was cancelled as very few were able to attend on the scheduled date and a replacement date did not seem to work. In response to this, the North West School Division conducted a survey with our School Community Councils this past year to solicit ideas on where and what type of meetings they would prefer. Additional questions focused on identifying the topics that SCC members would like to address during the aforementioned meetings. Future planning will include several nights of meetings across the division. Current challenges for SCCs include: distance of travel and time for meetings; recruitment of new members; finding affordable motivational speakers;

Each SCC is given a budget of \$2,000 per year for a total of \$42,000. School Community Councils are expected to facilitate parent and community participation in planning and to provide advice to Board of Education, school's staff, and other agencies involved in the learning and development of students. The advice the SCCs give to the Board of Education encompasses policies, programs, and educational service delivery.

The Regulations require School Community Councils to work with school staff to develop an annual school Learning Improvement Plan (LIP) and to recommend that plan to the Board of Education. All SCCs in the Northwest School Division are active contributors to their school's LIPs. Staff and SCC members revisit their LIP in the spring and fall to identify areas for improvement and

celebration. The advice the SCCs give to the school administration and staff relates to school engagement initiatives and learning programs.

SCCs enable the community to participate in educational planning and decision making, and promote shared responsibility for learning among community members, students and educators. During regular monthly SCC meetings throughout the year, SCCs revisit plans to ensure that SCC, staff, and combined initiatives have been aligned and are providing opportunities for children at the school. Schools look for occasions to get the whole community involved, such as Drama Nights, Band Concerts, playground funding, art extravaganzas, etc. and SCCs support this involvement. Some of the unique events that took place this past year with the direct involvement of the SCCs were the SCC Fishing Derby, Skating Disco Night and Drive-In Movie Night.

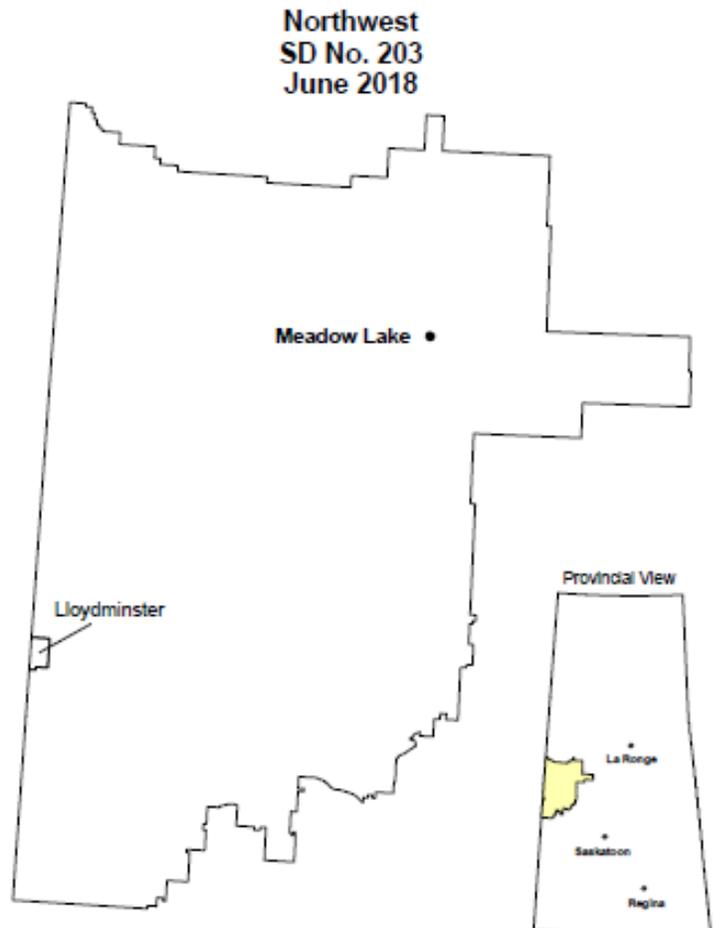
School Division Profile

About Us

Northwest School Division is a rural school division with 24 schools located in 17 communities. The division is located in west central Saskatchewan and encompasses approximately 21,500 square kilometres. It spans a geographic area from Marsden in the south, Goodsoil in the north, Meadow Lake in the east, and rural Lloydminster, Marshall in the west. The map on the right shows the geographic location of Northwest School Division.

Northwest School Division is divided into eleven subdivisions for purposes of board representation. For a more detailed description of the Northwest School Division indicating the eleven subdivisions and communities under each subdivision, go to our website at www.nwsd.ca/Board/Members/Pages

Much of Northwest School Division is rural, punctuated by several towns and one city, Meadow Lake, where the school division head office is located. Ten First Nations are located with the boundaries of Northwest School Division. The economy of the northwest is mixed. Agriculture, forestry and the oil industry are the driving forces in the northwest.



Division Philosophical Foundation

The Northwest School Division is committed to our mission and vision of: *Laying the foundation for success ... One student at a time.*

Success in the Northwest School Division is achieved by a commitment to the following principles:

- The pursuit of excellence based upon high expectations for all;
- The principle of being student-centered;
- Accountability toward each other as individuals, schools, communities and governing bodies;
- A culture of mutual respect, trust and understanding;
- The highest standards of integrity and honesty;
- Inclusiveness as the celebration and acceptance of all people;
- Collaborative and cooperative relationships with all stakeholders.

Community Partnerships

Northwest School Division 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. Several schools in the division use an integrated services model in which they partner with Prairie North Regional Health Authority to ensure that students' academic, physical, social, and psychological needs are met. This approach recognizes that students who are healthy and happy have greater capacity to learn and to succeed in school and in life. For example, Jubilee and Lakeview Schools in Meadow Lake, along with our Student Service department, have partnered with the Prairie North Health Region to offer joint assessment and therapy programs for our Prekindergarten students and to ensure smooth transitions into Kindergarten. Our supporting professionals also collaborate with Prairie North professionals on an ongoing basis to make therapy services more effective and efficient.

The Northwest School Division has a strong partnership with KidsFirst and Early Childhood Services (ECS) as we collaborate with these organizations to obtain pertinent information about children that will be entering our Prekindergarten programs.

Several schools in the Northwest School Division have partnered with local businesses and community organizations. The purpose of these partnerships is to enrich students' educational experience and to help them connect what they learn at school to the world of work and to build a sense of community. Typically, the partner business provides job-shadowing opportunities for students and sends representatives to the schools to talk about their business or industry. In some cases, the business may also sponsor school events. Students, for their part, may sing and/or dance at community events, volunteer at community events, and help to decorate business facilities at Christmas and other special occasions.

A number of our schools in Meadow Lake are working with the North West Regional College (NWRC) with regard to job placements for students attending the college.

Program Overview

In order to provide the best education possible for all students, the Northwest School Division offers a wide range of programs in its 24 schools.

The provincially-mandated core curricula, broad areas of learning and cross-curricular competencies are central to all our programs. Classroom instruction is designed to incorporate the adaptive dimension, differentiated instruction, and First Nations and Métis content, perspectives and ways of knowing. Schools in Northwest School Division offer the following specialized programming:

Alternate Programming for Vulnerable Students - Northwest School Division strives to lay the foundation for success one student at a time. Each school offers programming that responds to the needs of its students such as: Prekindergarten, alternative programming and credit recovery programs for vulnerable students; distance education; services and supports of educational psychologists, occupational therapists, speech and language pathologists, addiction counsellors, school counsellors, mentors, and Elders. We also run three Transition Schools for vulnerable students who have generally not experienced success in our regular schools. These programs and supports are intended to provide equitable opportunities for equitable outcomes for all students.

Ascent Program - The Ascent program is a highly structured transition program where vulnerable students from Grades 5-9 in Meadow Lake can learn to be successful. It creates an opportunity for students to develop appropriate behaviours and social skills in a differentiated and inquiry based program so that they can begin to be reintegrated/transitioned back into mainstream classrooms and programming. Basic Instruction in ELA is a focus as well as other subjects at the discretion of the classroom teacher and school administration.

The Northwest School Division understands the importance of Aboriginal language instruction and has had Cree, Cree Culture with Language Infusion and Native Studies classes in our Meadow Lake schools for over twelve years. Each year we meet to discuss ways that we can improve our language and cultural classes in order to meet our student needs. Indigenous Education, Native Studies and Cree 10 along with Native Arts are taught in our Meadow Lake schools where we have a high percentage of First Nations and Métis students. Starting in Grade 4, students have the opportunity to learn basic Cree words and sentence structure along with the nuances of Cree and Métis culture. This has been beneficial, not only for our First Nations and Métis students, but also for our non-aboriginal students, as they learn and better understand First Nation and Métis culture. Our Cree Culture class with language infusion for Grade 5/6 students at Gateway Elementary school has been well received by students and helps with smoother transitions and engagement for First Nations students that transfer in from Flying Dust First Nations commencing in Grade 5. Cree Studies are taught at Jonas Samson Junior High for Grades 7-9. In order to support smoother transitions and improve student engagement and achievement a Grad Coach has been employed at Carpenter School since 2016, and we have seen positive results in our FNMI graduation rate this year along with higher credit attainment.

English as an Additional Language (EAL) — In recent years, the schools in Northwest School Division have welcomed many newcomers from all around the world. We anticipate that this trend will continue to grow to reflect the demands of the growing industries in our corner of the province. With support from the Ministry of Education and other school divisions, the Northwest School Division developed a protocol, an assessment toolkit, and a Welcome Package for Families to ensure a smooth transition of these students into our school system. As each newcomer enters our schools, his/her English language proficiency level and math skills are assessed, plus, background information is obtained about the family. These assessment and interview tools provide our staff with insight of our newcomers' background, knowledge, and skill levels; thus, we are able to enroll newcomers in appropriate courses, build their English language skills, and provide any necessary interventions. As we continue to welcome newcomers to our division, we also provide individualized supports and intervention for all of our English Language Learners so that they can be successful in their academic courses.

French immersion programming – This program has been expanding each year and was available for kindergarten to grade 9 in 2017-2018. Distance learning classes were available for grade 10 students wanting to continue in French Immersion. This was necessary, as a teacher for the grade 10 level was not secured. A teacher has been recruited for grade 10 and grade 11 for next year and the program will continue.

Strategic Direction and Reporting

The Education Sector Strategic Plan

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

2017-18 was the fourth year of deployment of the 2014-2020 ESSP.

Enduring Strategies

The Enduring Strategies in the ESSP are:

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

Reading, Writing, Math at Grade Level

ESSP Outcome:

By June 30, 2020, 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.

ESSP Priority:

Contingent on recommendations from the sector, implement and actualize the provincial Unified Student Information System.

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

Northwest School Division goals in Reading, Writing and Math continue to be the same as the provincial goals in the ESSP. Northwest School Division set an intermediate goal in reading for the 2017-18 school year to have 77% of students at or above grade level by the end of Grade 3.

School division actions taken during the 2017-18 school year to achieve the outcomes and targets of the Reading, Writing and Math at Grade Level outcome

The School Division Literacy team was active in implementing and supporting *SaskReads for Teachers* and *SaskReads for Administrators* in the following ways:

- Professional Development was provided at the division level, school level, principal level, and teacher level.
- Data collection processes and timelines continued to be consistent and new teachers were trained in the use of Fountas and Pinnell tools.
- Individualized reading plans were created and implemented for students in Grades 4-12 who were not yet reading at grade level.
- Summer reading programs were supported in seven schools, which was up from three schools the previous summer.
- Each Northwest School Division School continued to create, implement, and monitor a Response to Intervention program that addressed student needs in general but also had a specific reading plan built in.

The division continued to focus on the transition of individualized reading plans from one grade to the next or one school to the next.

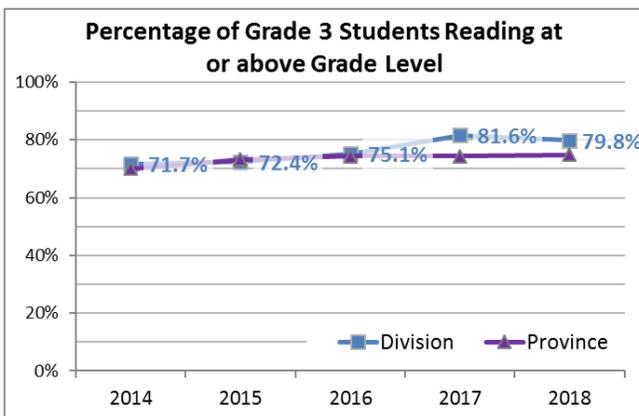
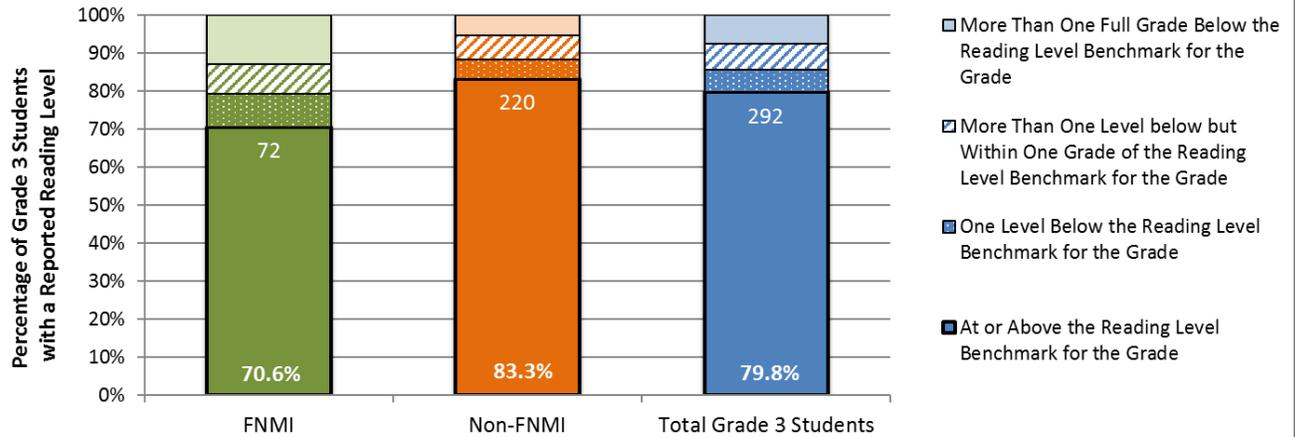
Measures for Reading, Writing and Math at Grade Level

Proportion of Grade 3 Students Reading At or Above Grade Level

Grade 3 reading levels are considered a leading indicator of future student performance. In response to the Plan for Growth improvement target, Grade 3 reading levels have been tracked using provincially developed benchmarks since 2014. Ensuring that each year a greater proportion of Grade 3s in the province (currently about three-quarters) is 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 charts below the graph indicate the percentage of Grade 3 students in the province reading at or above grade level, as well as the proportion of Grade 3 students with reported reading levels.

Reading Results Data, Northwest SD 203, Grade 3, 2017-18



Proportion of Grade 3 Students with Reported Reading Levels, 2017-18

	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)	102	99.0%	0.0%	1.0%	103
Division (Total)	366	94.6%	4.4%	1.0%	387
Province (FNMI)	2,433	93.5%	4.2%	2.3%	2,601
Province (Total)	13,146	88.9%	10.1%	1.0%	14,793

Notes: Reading levels are reported based on provincially developed benchmarks. The percentages of students in each of the reading level groupings were found using the number of students with a 'valid' reported reading level as the denominator. (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 FNM or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2018

Analysis of results

Overall in our division, 79.8% of our grade 3 students are reading at or above grade level based on June 2018 Fountas and Pinnell testing. Results for our FNMI students continue to be slightly lower with only 70.6% of our grade 3 students achieving at or above grade level on the June 2018 Fountas and Pinnell testing. We have seen a plateau in both our FNMI results and our overall results from the previous year. FNMI scores decreased slightly from 74.1% at grade level in June 2017 to 70.6% at grade level at the end of grade 3 in June 2018. Our overall grade 3 results decreased slightly from 81.6% to 79.8% at grade level over the same one-year timespan. The provincial average overall has remained relatively consistent at 74.8% of grade 3s reading at or above grade level again in 2017-2018. Our division grade 3 students continue to score about 5% above the provincial average.

Approximately 5% of our students are one reading level below the benchmark and less than 10% of our students are more than one level below the benchmark but within one grade of the benchmark. Both of these numbers are consistent with last year's results.

Northwest School Division continues to have a very high level of reported reading levels with 94.6% of our grade 3 students as displayed in the table on the bottom right of the graphic above. This is in comparison to the provincial average of 88.9% of grade 3 students with a reported reading level.

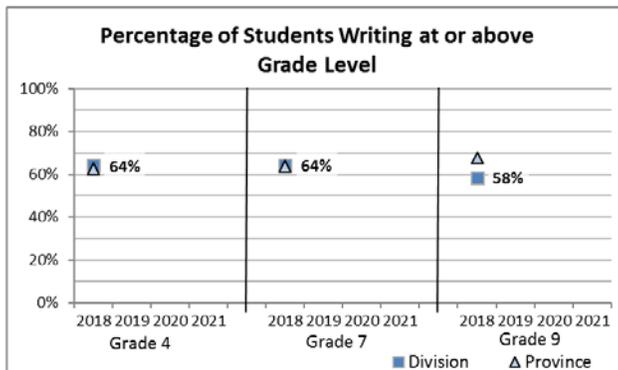
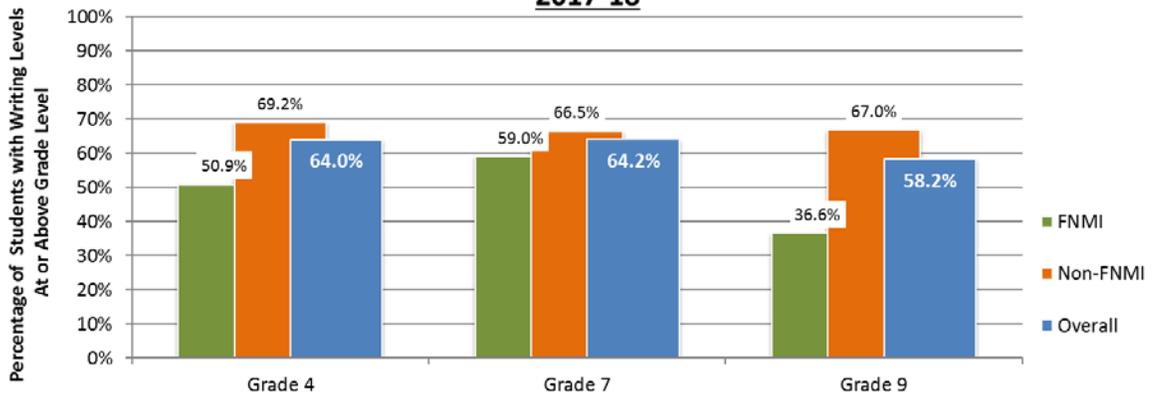
We are excited and proud to maintain our progress. We will continue to provide supports to all students not yet at grade level in reading. We will continue to work with our FNMI students to identify and promote effective practices and strategies to help close the gap even further between our FNMI and non-FNMI students.

Proportion of Students Writing At or Above Grade Level

Writing is a key measure identified in the ESSP Reading, Writing and Math at Grade Level Outcome.

The following bar graph displays the percentage of students (FNMI, non-FNMI, all) by writing level in Grades 4, 7 and 9. The charts below the graph indicate the percentage of Grades 4, 7 and 9 students in the province writing at or above grade level, as well as the proportion of students with reported writing levels.

Percentage Writing At or Above Grade Level, Northwest SD 203, Grades 4, 7, and 9, 2017-18



Proportion of Students with Reported Writing Levels, 2017-18

	Students with a Reported Writing Level		Students with no Reported Writing Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (Grade 4)	389	96.5%	2.7%	0.7%	403
Division (Grade 7)	335	92.0%	6.6%	1.4%	364
Division (Grade 9)	285	89.9%	5.4%	4.7%	317
Province (Grade 4)	12,817	88.5%	10.3%	1.2%	14,485
Province (Grade 7)	10,592	80.5%	17.6%	1.8%	13,152
Province (Grade 9)	10,516	81.8%	14.2%	4.0%	12,853

Notes: Writing levels are reported based on provincially developed rubrics. The percentages of students in each of the writing level groupings were found using the number of students with a 'valid' reported writing level as the denominator. (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 FNM or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2018

Analysis of results

Overall in our division, 64% of our grade 4 students, 64% of our grade 7 students and 58% of our grade 9 students are writing at or above grade level based on June 2018 writing submissions. Results for our FNMI students are significantly below their non-FNMI classmates with only 50.9% of grade 4, 59% of grade 7, and 36.6% of grade 9 FNMI students achieving at or above grade level on the June 2018 writing submissions. We have seen similar patterns with our reading results over the last several years. Our overall grade 4 and grade 7 division results appear to be right on par with their provincial counterparts. Our grade 9 writing results appear to be about 10% lower than the provincial grade 9 average. As these are baseline scores, we look forward to comparative results with next year's data.

Northwest School Division has a very high level of reported writing levels with 96.5% of our grade 4 students, 92% of our grade 7 students and 89.9% of our grade 9 students reporting scores as displayed in the table on the bottom right of the graphic above. This is in comparison to the reported provincial writing level averages that are significantly lower at all three grade levels.

We would like to extend our division reading successes to include a focus on writing instruction. We will endeavor to provide supports to all students not yet at grade level in writing. We will also continue to work with our FNMI students to identify and promote effective practices and strategies to help close the gap even further between our FNMI and non-FNMI students.

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

ESSP Outcome:

By June 30, 2020, 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 2019, schools involved in FTV for at least 2 years will collectively realize an 8% annual increase in First Nations, Métis and Inuit student graduation rates.
- By 2018, school divisions will achieve parity between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit students on the OurSCHOOL engagement measures.

ESSP Priority:

In partnership with First Nations, Métis and Inuit stakeholders, continue to implement the Following Their Voices (FTV) Initiative.

<p>School division goals aligned with the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome</p>	<p>2017-18 School Division Goals</p> <p>An ongoing outcome for the Northwest School Division is to continue to engage First Nations Métis leaders to develop partnerships and plans to increase student engagement and graduation rates.</p> <ul style="list-style-type: none"> • To improve overall student engagement in Northwest School Division schools. • To improve our self-declaration plan. • To promote culturally relevant professional development and practices in our schools. • To increase the leadership capacity and cultural awareness of students.
<p>School division actions taken during the 2017-18 school year to achieve the outcomes and targets of the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome</p>	<p>Actions taken during the 2017-18 school year to support our goals included:</p> <ul style="list-style-type: none"> • Worked with Elders from a number of different communities surrounding our division. • Organized an Elders’ gathering in order to develop Elder profiles for the school division. • Developed a very good working relationship with the Meadow Lake Tribal Council (MLTC). • Our Superintendent of Schools endeavored to create opportunities and conversations to engage First Nations and Métis leaders in our division. • Members of the Carpenter High School Staff completed training on the implementation of Following Their Voices and they will be a Following their Voices school starting in the 2018/19 school year. • Completed environmental walks with our schools in Meadow Lake to determine how they might make their buildings more culturally inviting pertaining to Indigenous culture. • Created a reconciliation team of administrators, teachers and central office personnel from the Northwest School Division, Flying Dust First Nations and

Meadow Lake Tribal Council to support educators in removing conceived barriers to Indigenous education.

- Surveyed our entire school division to ascertain barriers that hinder teachers from promoting indigenous educational strategies and culture.
- To date we have not been approached by a First Nations school authority to develop an Invitational Shared Services Initiative, but we are looking forward to possible projects and initiatives in the upcoming year.

As in the previous years, our local priority focuses on student engagement and every school in our division has developed a student engagement goal in their schools' Learning Improvement Plan. The goal is identified by the school and School Community Council in order for everyone to work on it together to improve overall student engagement. Each year, Senior Administration monitors the goal and gives support where needed.

Due to the success of our self-declaration plan we were able to better analyze and monitor the database to track the achievement of self-declared First Nations and Métis students in the areas of attendance, credit attainment, Reading, Writing, Math levels and overall graduation rates. It is important for the Northwest School Division to obtain accurate First Nations and Métis student numbers in order to better determine our actual graduation rates and to implement intentional supports and resources.

The continuation of our culturally relevant professional development for our educational and support staff in the form of Blanket Exercises, Treaty Simulations, Debunking Myths and Stereo Types, Treaty Education, Truth and Reconciliation and Elder and Knowledge Keeper visits and presentations has helped to develop foundational cultural knowledge among our staff and students. Culturally relevant resources and materials have been purchased for schools in the NWSD. Through these initiatives, the NWSD has solidified their commitment to culturally relevant practices to improve overall achievement outcomes for First Nations and Métis students.

Transition plans have been developed in all our receiving schools whereby our administrators and teachers meet with students from adjacent First Nation schools and have them visit in the spring to get them better acquainted with our schools and teachers. The Northwest School Division recognizes that one of the biggest stressors to students is transitions. Therefore, we worked with our schools to ensure and develop smooth transitions from school to school and grade to grade. There is more of a focus between our Meadow Lake schools as they have the majority of our First Nations and Métis students and families.

As with previous years, we have worked collaboratively with Meadow Lake Tribal Council to facilitate another very successful Aspiring Student Leadership and Cultural Camp. The camp was attended by over forty would-be cultural leaders from the Northwest School Division and Meadow Lake Tribal Council Schools/communities. The program went a long way in promoting the values of the Circle of Courage (Belonging, Mastery, Independence and Generosity) in young leaders and gave them the opportunity to share their newfound learnings with their schools and communities. We have been facilitating this camp and follow-up days for nine years and have seen how it has helped both Indigenous and Non-

Indigenous students better understand and promote leadership skills that are culturally based.

We were excited that staff members from Carpenter High School participated in training for *Following Their Voices* and with that training Carpenter High has been designated as a *Following Their Voices* school for the 2018/19 school year.

This was the second year that we have had a Graduation Coach at Carpenter High School to work with First Nations and Métis students. This has gone a long way in having our First Nations and Métis students feel more welcomed and acknowledged. The Graduation Coach helped students identify what credits they would need in order to graduate and acted as a liaison and advocate for students. The Grad Coach also worked with our junior high school to create better transitions for our Grade 9 students who were entering Grade 10. We are very excited about this position, as we have seen better credit attainment, engagement and attendance for our First Nations and Métis students.

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

Average Final Marks

Teacher-assigned marks are important indicators of student performance in school. Classroom marks are used for grade promotion and graduation decisions, to meet entrance requirements for postsecondary education, to determine eligibility for scholarships and awards and by some employers when hiring.

The following displays average final marks in selected secondary-level courses for all students, and by non-FNMI and FNMI student subpopulations in the division, along with provincial results for each category.

Average Final Marks – Northwest SD

Average Final Marks in Selected Secondary-Level Courses, 2017-18						
Subject	All Students		Non-FNMI		FNMI	
	Province	Northwest	Province	Northwest	Province	Northwest
English Language Arts A 10 (Eng & Fr equiv)	74.2	74.6	77.3	78.4	62.1	65.6
English Language Arts B 10 (Eng & Fr equiv)	73.6	73.8	76.7	77.5	61.0	63.0
Science 10 (Eng & Fr equiv)	72.7	72.2	76.0	75.3	59.9	63.9
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	73.5	75.7	77.0	80.6	61.6	61.7
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	73.7	75.5	75.8	78.5	61.7	65.6
English Language Arts 20 (Eng & Fr equiv)	74.8	74.1	77.0	76.5	63.9	65.7
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	67.8	69.7	70.2	73.2	62.8	62.9
Math: Foundations 20 (Eng & Fr equiv)	74.7	74.0	76.4	75.9	65.3	65.8

Notes: Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2018

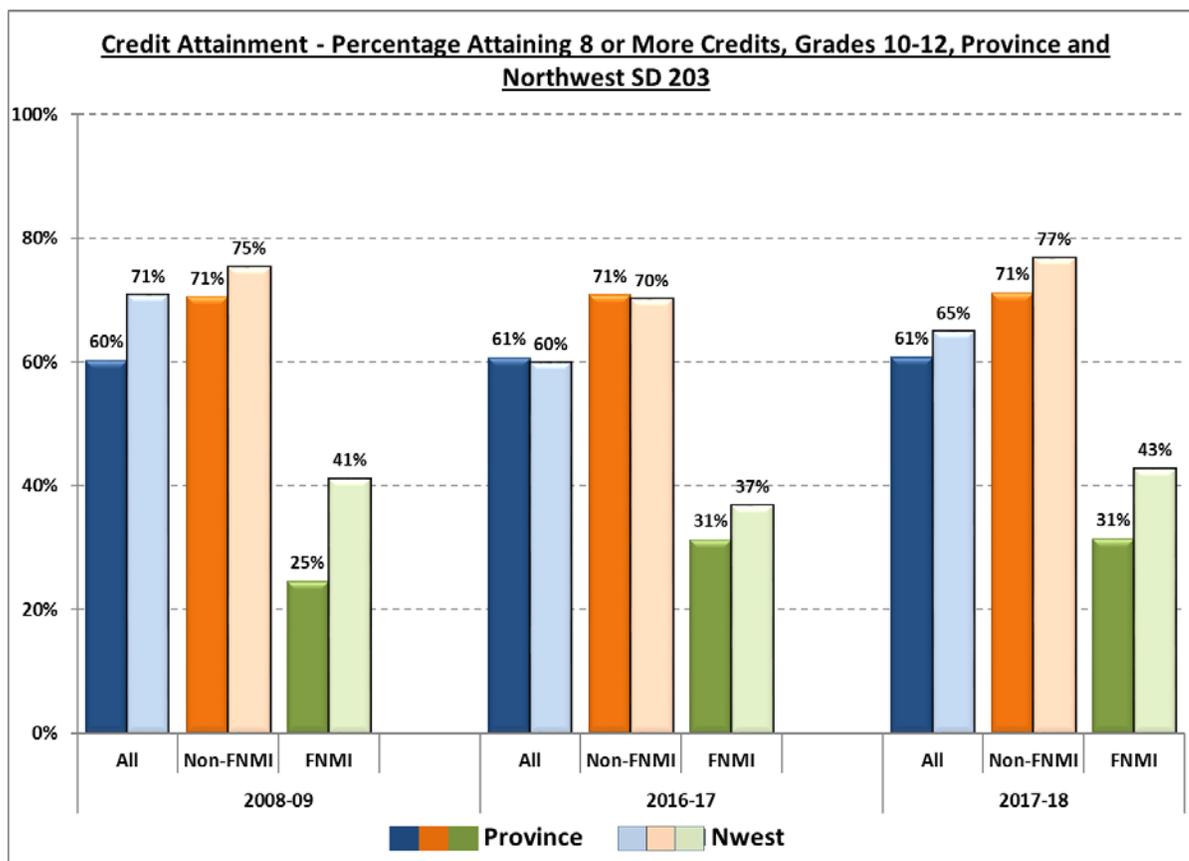
Analysis of results

Northwest School Division is similar to the provincial average in each of the subject areas displayed. On average final marks for the FNMI subpopulation in NWSD were noticeably lower than the average final marks for non-FNMI counterparts. FNMI average final marks for NWSD compared with their provincial FNMI counterparts were above the provincial averages in all of the indicated 10/20 subject areas, which is a cause for cautious celebration, as our FNMI student cohort's final average marks continue to be significantly lower than our non-FNMI cohort.

Credit Attainment

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

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



Notes: Credit attainment measures are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight or more credits yearly. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify. Source: Ministry of Education, 2018

Analysis of results

In 2017-18, the students in the Northwest School Division exceeded the provincial results by 4 percentage points overall. The proportion of Grade 10-12 FNMI students in NWSD attaining 8 or more credits yearly is substantially lower than Non-FNMI students at 43% compared to 77%. The NWSD non-FNMI students are higher than their provincial counterparts by 6% and our FNMI credit attainment over the past year has risen, twelve percentage points above the provincial average. This is certainly something to be celebrated as we have managed to lessen the credit attainment gap between FNMI and non-FNMI students and improved overall credit attainment for both cohorts. Our credit attainment rates have improved due to such initiatives as offering credit recovery options, and adding personnel to support students to achieve higher attendance rates as well as employing a Graduation Coach in our high school in Meadow Lake. The NWSD has three transition schools to support students that require diverse programming options. These options include credit recovery, alternate timetables and delivery, variations of instruction.

Graduation Rates

ESSP Outcome:

By June 30, 2020, 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.
- By June 2018, students will report a 5% increase in intellectual engagement as measured by OurSCHOOL.

School Division goals aligned with the Graduation Rates outcome

By June 2018, the NWSD will achieve an 85% three-year graduation rate.

School division actions taken during the 2017-18 school year to achieve the outcomes and targets of the Graduation Rates outcome

Graduation is the final act of a student's successful schooling experience. It is a good predictor of future success. Many actions were implemented over 2017-18 to attain our graduation goal:

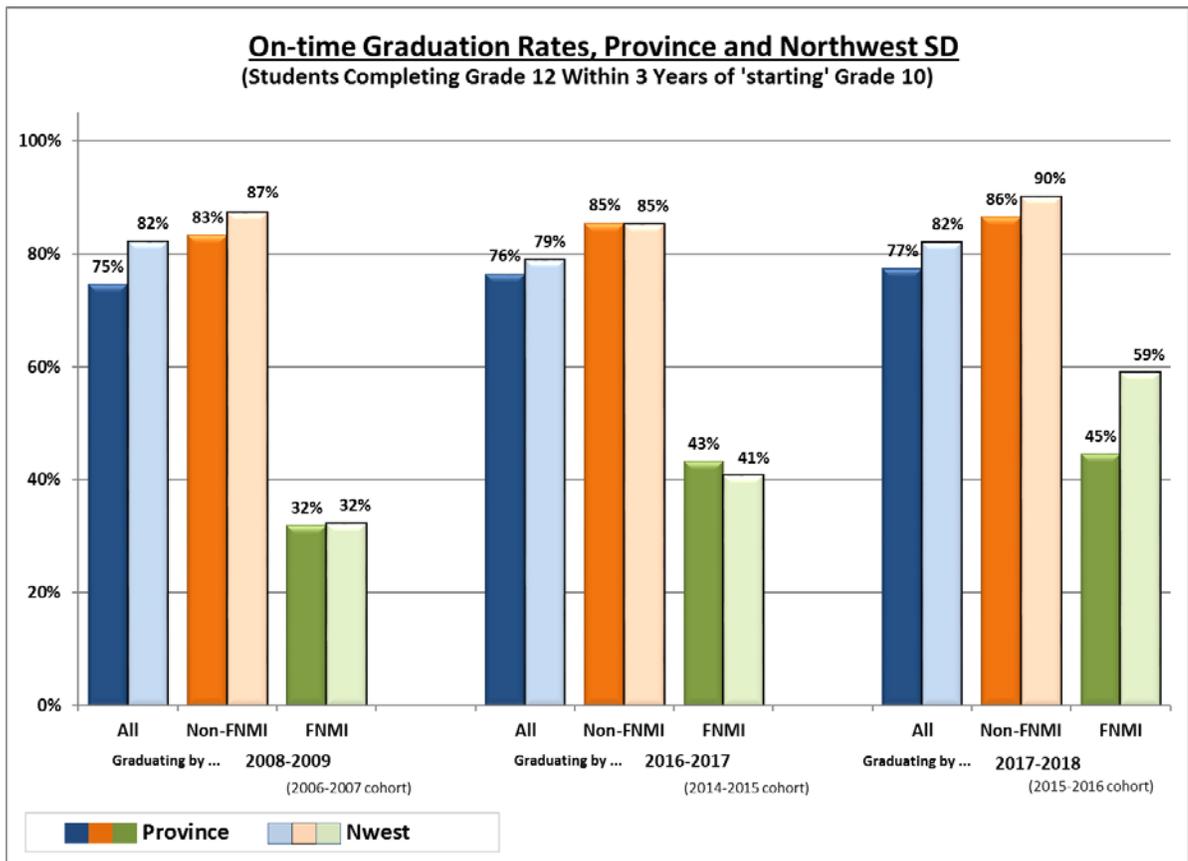
- The use of exit surveys to identify student levels of engagement and satisfaction. They were also utilized to determine what factors hinder a student's ability to graduate.
- Providing professional development opportunities surrounding assessment and evaluation to enhance instructional quality and engagement.
- Using *OurSCHOOL* data to quantify and address engagement, schools analyzed the data and reported back to students.
- Methods of obtaining sufficient credits including credit recovery initiatives, special project, apprenticeship, work experience and transition programs were developed.
- Utilizing RTI models in schools to identify weaknesses and apply timely interventions.
- Engagement goals were added to each school's Learning Improvement plan.
- Continuing the graduation counsellor portfolio that works with students at Carpenter High School.
- Created a Graduation team to identify barriers to graduation and provide possible solutions. The team also formulated actions for the division strategic plan.
- Formal mentorship programs that build connections with students to provide a sense of value and belonging in the school community.
- *My Blueprint* is used extensively. Students (starting in grade 9) create graduation plans that are continuously followed up.
- Implementation of *My Student First Classroom* with appropriate professional developments to do so.
- Examined and implemented where possible attendance strategies to improve the frequency of students coming to school.

Measures for Graduation Rates

Grade 12 Graduation Rate: On-Time (within 3 years)

To graduate students must obtain a minimum of 24 credits upon entering grade 10. This means students must accumulate an average 8 credits per year by the end of grade 12. A three year or on-time graduation rate is a measure of the instructional effectiveness of the division.

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



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

Source: Ministry of Education, 2018

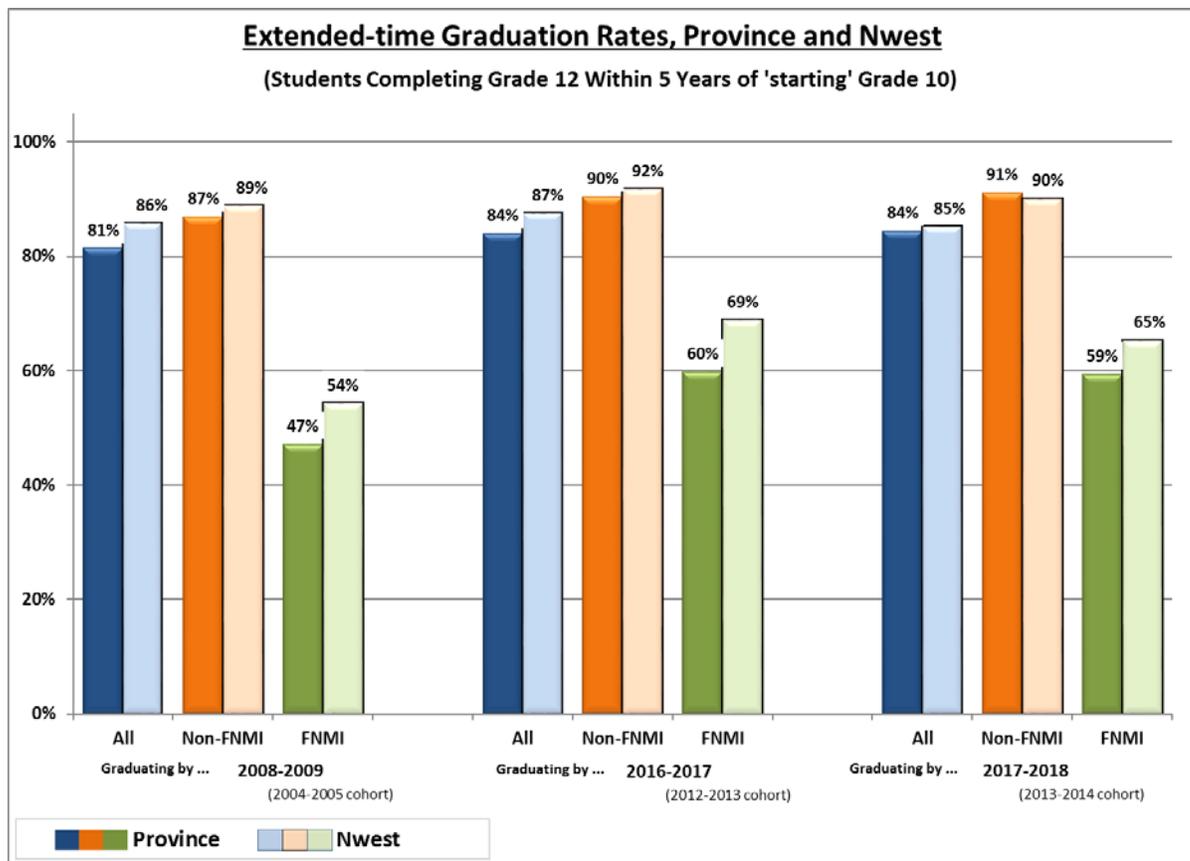
Analysis of results

The 2017-18 graduation rate for the Northwest overall indicates that the graduation rate was 82%. This represents a small increase compared to the previous year and demonstrates a relative flat trend line. Our graduation rate for all students is above that of the province. FNMI Northwest student graduation rates for 2017-18 have rebounded significantly to 59%. There is a greater fluctuation in graduation rates for FNMI students in NWSD due to the relatively small population of students (about 60 each year) where the graduation success of one student can increase the yearly rate by about 1.5 percentage points. Our non-FNMI graduation rate like our overall graduation rate is greater than that of the province. FNMI graduation rates are significantly above those of the province. The increase in FNMI graduation rates this year has narrowed the gap between the graduation rates of FNMI students and non-FNMI students. By extrapolating trend lines, we should surpass the provincial FNMI graduation goal for 2020. Northwest School Division continues to provide supports pertaining to professional development, credit acquisition and recovery, student engagement methodologies, mentorship, building relationships, and quality instruction to improve graduation rates.

Grade 12 Graduation Rate: Extended-Time (within 5 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. Extended-time graduation rates are one measure of the responsiveness of the school system to student need.

The following 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 on-time, along with provincial results in each of these categories.



Notes: Extended-time graduation rates are calculated as the percentage of students who complete Grade 12 within 5 years of 'starting' Grade 10 (and include those who graduate on-time). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2018

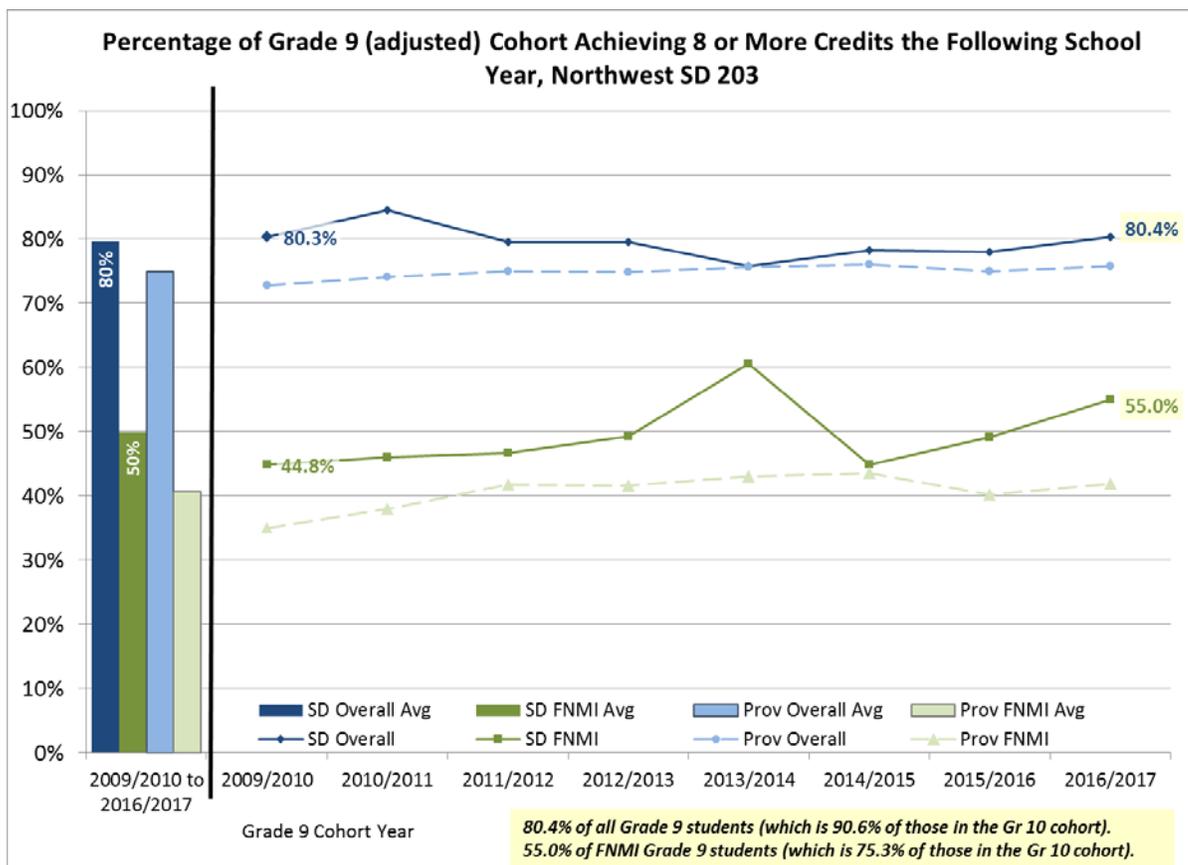
Analysis of results

Not all students graduate within 3 years of starting Grade 10. These students require more time to complete the necessary credits to graduate. The graduation rate increases when these extra years of schooling are considered. By June 2018, 85% of all Northwest students, 90% of non-FNMI students and 65% of self-identified FNMI students who had entered Grade 10 five years previously had graduated. These numbers are slightly lower than last year but indicate a relatively stable trend. Northwest's five-year graduation rate for all three groups of students demonstrates the same pattern as the three-year graduation rate. The Northwest School Division five-year graduation rate is slightly higher overall than the provincial rate of 84% and this is true of the five-year FNMI provincial graduation rate of 59%. There still remains a considerable gap between FNMI student and non-FNMI student graduation rates. The schools are making a concerted effort to narrow the gap. Our results for grade 3 reading levels are promising as are the initiatives we have undertaken to engage students more deeply.

Grade 9 to 10 Transition

Transitioning from grade 9 to 10 can be difficult for some students. There are many reasons for this, most notably, holes or gaps in understanding caused by poor attendance, academic difficulty, or disengagement. 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 and staying on track towards graduating on-time.

The following 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 FNM or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2018

Analysis of results

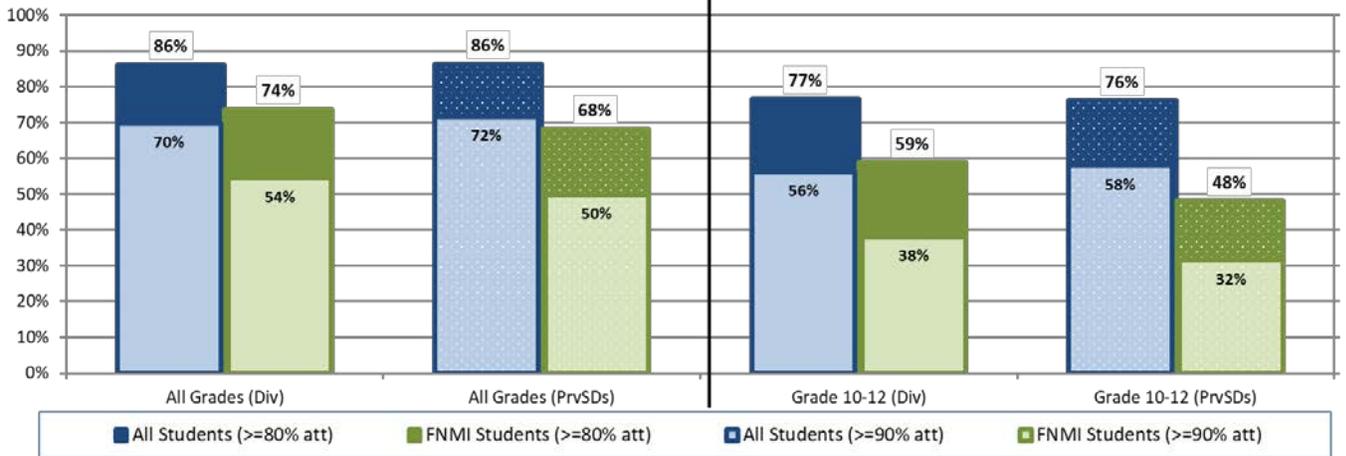
On average over the past 8 years, the percentage of overall NWSD students enrolled in Grade 10 for the first time attaining 8 or more credits was 80% which exceeds the provincial 8-year average of 76%. The results in 2017-18 have increased to 80.4%, which is still above the provincial result and is slightly higher than the results of the past 4 years. On average, over the 8 years, 50% of self-declared FNMI students achieving 8 or more credits remained quite consistent, but in 2017-18 the results went up to 55%. This is a significant increase from the previous year and a departure from the 8-year average. There continues to be a gap between non-FNMI and FNMI students in terms of credit attainment. Credit options and credit recovery as well as transition schools provide students opportunities to stay on track.

Attendance

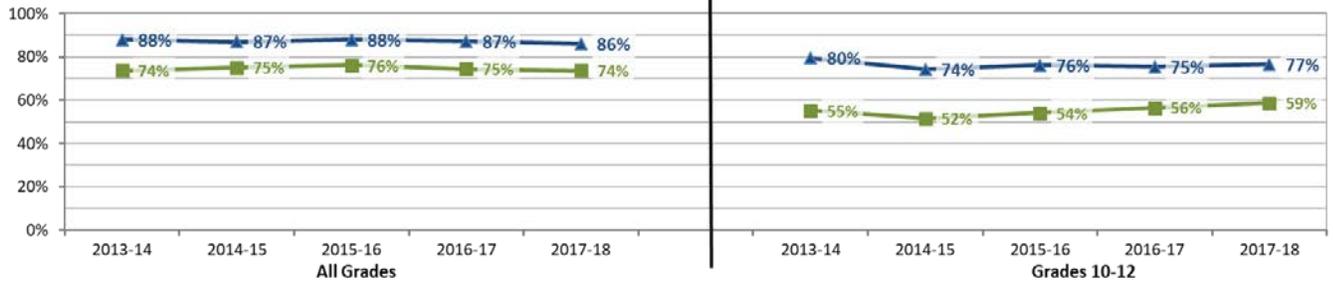
Attendance is an important indicator with a strong correlation to measures of student achievement. Students with at least 80% attendance are much more likely to achieve higher educational outcomes than students with lower than 80% attendance. In general, students with at least 90% attendance have even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

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

Percentage of Students With at Least 80% (and 90%) Attendance, Northwest SD 203 and Provincial School Divisions, 2017-18



Student Attendance - Pct of Students with at least 80% Attendance, Northwest SD 203, 2013-14 to 2017-18



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

Source: Ministry of Education, 2018

Analysis of results

Overall attendance in the NWSD has remained static for the past 5 years, dropping slightly from 88% to 86%. FNMI attendance has stabilized as well remaining at or above 74% over the same period. Our overall attendance is the same as the province with the FNMI rate considerably higher than the provincial average. For grades 10-12 overall attendance has dropped 3% to 77%, very similar to the provincial rate. Our grade 10-12 FNMI attendance has climbed 4% since 2013-14 and is considerably higher than the province at 59% and 48% respectively. Attendance influences the ability to achieve academic outcomes and is a sound predictor of graduation rates. Schools are implementing attendance strategies particularly ones that have chronic attendance problems. Personal follow-up by school personnel to families of students not attending has been a positive experience. Engagement strategies and making connections with students are other efforts attempted by schools to improve attendance.

Early Years

ESSP Outcome:

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

ESSP Improvement Targets:

- By June 2018, 75% of Prekindergarten educators will have completed Responding to Children's Interests (SPDU) workshop and 75% of Kindergarten educators will have completed Literacy Practices in Kindergarten

School division goals aligned with the Early Years outcome

- Focused Early Years PD: Two days of division training with literacy component in each day.
- Division site visits: Teachers encouraged to visit other classrooms in the division to see best practices and classroom environments.
- Collaborate with various stakeholders/agencies: Identify Early Entrance for students, Early years coalition, KidsFirst, Early Childhood Services, Social Services and Prairie Health.
- Explore effective family engagement opportunities.
- Readiness Goal for 2017-18: 87% of students exiting Kindergarten are ready to learn in primary grades.

School division actions taken during the 2017-18 school year to achieve the outcomes and targets of the Early Years outcome

We collected Early Years Evaluation Teacher Assessment (EYE-TA) data. This data was disseminated and analyzed with the Student Services Teachers (SSTs). The results of the assessments have been used to better identify resources, professional development and personnel to enhance our Kindergarten program and to ensure the majority of our students score within the appropriate range in four of the five domains as measured by the EYE-TA. Additionally, we have developed interdisciplinary teams at the division and school level comprised of Teachers, In-school Administration, Speech Pathologists, Educational Psychologists and Occupational Therapists to examine the EYE-TA data and recommend appropriate interventions. To date, 81% of our students scored within the appropriate range in four EYE-TA domains when exiting Kindergarten, which is above the provincial average.

We promoted Early Childhood professional development by organizing two full days of professional collaboration and learning for our Prekindergarten and Kindergarten educators in the Northwest School Division. Teachers also took advantage of the excellent provincially run Early Childhood workshops, webinars and presenters throughout the year. The division also facilitated opportunities for teachers to participate in division site visits and debriefing sessions.

In Meadow Lake, we promoted home visiting and parental engagement by employing Prekindergarten Interventionists who are working with the teacher in the classroom for half of the day and then completing home visits during the other half of the day. We feel that this has been a successful model to increase student attendance, teacher, student and parental connections and collaborations and overall Kindergarten readiness.

81% of our students exiting Kindergarten were ready to learn in the primary grades.

Measures for Early Years

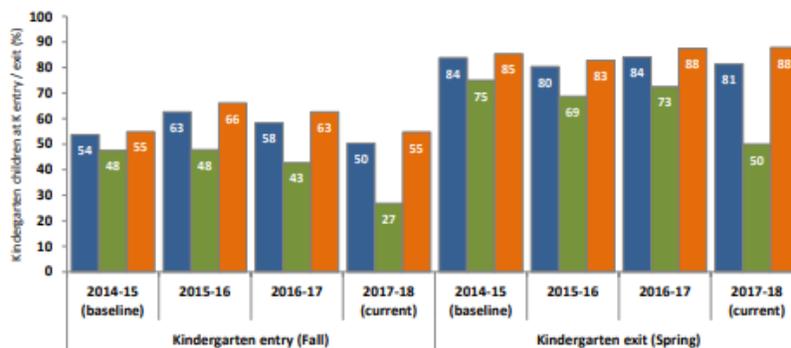
Early Years Evaluation

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

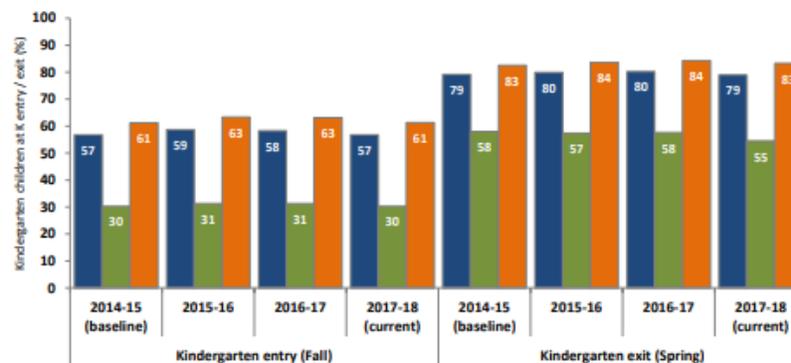
The following displays the percentage of children (all children, non-FNMI and FNMI) in the division assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit, for the 2014-15 (baseline) year and the three years following, as well as the provincial results for each category.

Readiness for school: children screened at Tier I (%) on Early Years Evaluation – Teacher Assessment (EYE-TA) at Kindergarten entry & exit, 2014-15 (baseline) through to 2017-18 (current)

Northwest SD 203



Saskatchewan (all divisions)



Notes: Research shows early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading 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.

The format of EYE-TA results reported previously in school division annual reports varies from the format used here. Prior to 2016-17, displays showed percentage results for all RTI Tiers at Kindergarten entry and exit of the assessment year. The amended displays now show only the percentage of children assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit. In addition, school division EYE-TA displays also now 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.

Source: Ministry of Education, Early Years Branch, 2018

Analysis of results

In the NWSD 81% of our Kindergarten students have scored within the appropriate level EYE-TA domains when exiting Kindergarten, which is at a rate that is slightly above the provincial average by 2 percentage points. When we analyse the data pertaining to our FNMI Kindergarten student readiness we see that upon entry, only 27% of this cohort were ready for Kindergarten, while the exit data shows that this percentage rose to 50% by the end of the year, which is line with the growth rate by the province. If we contrast this information with the 2016-17 data, we see that 43% of NWSD Kindergarten students were ready upon entry. This percentage rose to 73% by the end of the 2016-17 school year, which shows a growth rate for FNMI students that is comparable to the 2017-18 school year. The data speaks to the higher level of need that we are seeing with some of our FNMI students when they enter Kindergarten. In response to the identified need we have added additional resources in the form of personnel to help support our early childhood educators, which we believe has helped to maintain the growth rate that is indicated in the current data. In the 2017-18 school year, the rate of growth between FNMI and Non-FNMI students in the NWSD is quite comparable, and mirror provincial growth rates. Our early childhood professionals continue to develop appropriate and intentional interventions for some of our most vulnerable students. We also feel that our excellent Prekindergarten programs in the Northwest School Division have gone a long way in having our most vulnerable students prepared for Kindergarten especially with the increased needs that we are witnessing. We are proud to collaborate with various stakeholders in and out of our communities such as KidsFirst, Early Childhood Services, Ministries of Social Services and Health to help better meet the needs of our students and families.

School Division Local Priority Area

Local Priority: Student engagement will increase in all schools. Student engagement and learning go hand-in-hand; engagement begets learning and learning begets engagement.

School division goals aligned with local priority area

Student engagement will increase in all schools

School division actions taken during the 2017-18 school year to support local priority area

- Northwest School Division administers the *OurSCHOOL* surveys, with a focus on student engagement, each year to students from grade 4-12. This year, we administered two snapshots (one in the fall and one in the spring) and there were approximately 5000 student respondents. From here, each school used their individual results to determine a student engagement goal specific to their school's needs and then used the spring snapshot to measure growth.
- Student Focus groups were also utilized with randomly selected grades 9-12 students to ascertain student engagement and to provide student voice in determining solutions.
- All grades 9-12 students completed an online Student Engagement survey and themes from the results were shared with each school so that they could plan accordingly.

Local Measures for Student Engagement

Schools identify tools for measuring their specific engagement goal to determine if student engagement has improved in their school. Furthermore, data gleaned from focus groups and a High School Engagement survey are shared with participating schools. This data is used to make necessary changes at the school level to increase student engagement based on student feedback. Students identified hands-on learning opportunities, their own interest in the subject matter, and the teacher's passion for the material being presented as key to increasing student engagement.

Analysis of results

Two of the variables related to student engagement, based on student feedback, were type of lesson and the teacher. The majority of students identified that they were more actively engaged in a lesson when it was hands-on and they felt that the teacher cared about the students and their success. Consequently, schools within the Northwest School Division are expected to have Mentorship programs that foster a supportive and welcoming atmosphere and focus on building relationships. Professional development has centred on engagement strategies and building positive relationships. Schools have created in their Learning Improvement Plans methods to develop positive and caring learning environments that are conducive to student well-being and success.

Demographics

Students

In 2017-18, 4,658 K-12 students were enrolled with Northwest School Division. This is down slightly from the previous year 2016-17 of 4,727 students. Métis and First Nations enrolment numbers keep increasing; this may be due to the training that has been done in schools to promote the self-declaration process. The student registration form includes a section Student Ancestry – Self Declaration. This section explains the reasons for requesting the information and families have been more willing to respond by completing the section. The registration form is sent home each fall giving families an opportunity to update their information. The French Immersion programming in the city of Meadow Lake continues to evolve as it includes Kindergarten to grade 9 with some grade 10 students continuing to receive French Immersion designation by receiving their French instruction through distance learning classes with the assistance of a Language Assistant through the Odyssey Program.

Students – Northwest SD

Grade	2014-15	2015-16	2016-17	2017-18
Kindergarten	407	369	361	355
1	405	396	365	359
2	340	398	402	362
3	356	341	395	392
4	342	355	339	401
5	365	368	371	344
6	340	374	373	367
7	356	336	370	373
8	365	353	337	346
9	343	375	352	321
10	351	335	387	376
11	380	328	308	326
12	368	388	367	336
Total	4,718	4,716	4,727	4,658

PreK	174	163	184	163
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Subpopulation Enrolments	Grades	2014-15	2015-16	2016-17	2017-18
Self-Identified FNMI	K to 3	258	305	319	338
	4 to 6	190	242	263	346
	7 to 9	199	228	245	332
	10 to 12	230	238	301	357
	Total	877	1,013	1,128	1,373
French Immersion	K to 3	45	41	53	55
	4 to 6	28	28	23	22
	7 to 9	8	18	22	26
	10 to 12	-	-	-	-
	Total	81	87	98	103
English as an Additional Language	1 to 3	22	21	17	20
	4 to 6	17	14	10	13
	7 to 9	7	17	14	12
	10 to 12	10	8	12	9
	Total	56	60	53	54

Notes:

- Enrolment numbers are based on headcounts from the Student Data System (SDS) as of September 30 for each school year.
- Enrolments includes all residency types, all ages, home-based and home-bound 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.
- PreK enrolments are the 3- and 4-year-old enrolments in the Student Data System (SDS) which includes those children who occupy the ministry designated PreK spaces and those in other school division operated PreK or preschool programs.

Source: Ministry of Education, 2017

Staff

Job Category	FTEs
Classroom teachers	299.8
Principals, vice-principals	20.8
Other educational staff (positions that support educational programming) e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists.	160.6
Administrative and financial staff – e.g., Chief Financial Officers, accountants, Information Technology people, supervisors, managers, administrative assistants, clerks	22
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors, managers	35.1
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors, managers	114
League of Educational Administrators, Directors and Superintendents (LEADS) - e.g., director of education, superintendents	6
Total Full-Time Equivalent (FTE) Staff	658.3

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: Northwest School Division, 2018

Senior Management Team

The Director of Education, Mr. Duane Hauk, reports directly to the Board of Education. Five superintendents are responsible for teaching, learning, and curriculum. As of August 31, 2017 each superintendent was responsible for schools in the following communities throughout the Northwest School Division:

- Mr. Aaron Oakes –Hillmond, Lashburn (J. H. Moore Elementary and Lashburn High), Maidstone (Ratuszniak and Maidstone High), Marsden, Marshall and Neilburg.
- Mr. Terry Craig – Dorintosh, Pierceland, Rapid View (Green Acre), Meadow Lake (Gateway, Lakeview and Jubilee Elementary schools and Transition Place Education Centre).
- Ms. Jennifer Williamson – All Student Services Support Teachers division wide.
- Mr. Darrell Newton – Edam (H. Hardcastle), Glaslyn, Loon Lake (Ernie Studer), Paradise Hill, St. Walburg and Turtleford.
- Mr. Davin Hildebrand – Goodsoil, and Meadow Lake (Carpenter High School and Jonas Samson Junior High).

Each of these superintendents work with the school-based administrators in their schools and with learning coaches located at head office. The Superintendent of Human Resources, Mr. Davin Hildebrand, is also responsible for routine management of human resources and for planning for future human resources needs. He is also responsible for the payroll and benefits portfolio. The Chief Financial Officer, Mr. Charlie McCloud, is responsible for all the accounting and business functions of the division as well as student transportation, school facilities and maintenance.

Infrastructure and Transportation

School	Grades	Location
Carpenter High	10-12	Meadow Lake
Dorintosh Central	K-8	Dorintosh
Ernie Studer	K-12	Loon Lake
Gateway Elementary	5-6	Meadow Lake
Glaslyn Central	K-12	Glaslyn
Goodsoil Central	K-12	Goodsoil
Green Acre	K-8	Rapid View
H. Hardcastle	K-12	Edam
Hillmond Central	K-12	Hillmond
J.H. Moore Elementary	PreK-6	Lashburn
Jonas Samson Junior High	7-9	Meadow Lake
Jubilee Elementary	PreK-4	Meadow Lake
Lakeview Elementary	PreK-4	Meadow Lake
Lashburn High	6-12	Lashburn
Maidstone Comprehensive High	6-12	Maidstone
Marsden Jubilee Elementary	K-6	Marsden
Marshall	K-9	Marshall
Neilburg Composite	K-12	Neilburg
Paradise Hill	K-12	Paradise Hill
Pierceland Central	PreK-12	Pierceland
Ratushniak Elementary	PreK-6	Maidstone
St. Walburg	PreK-12	St. Walburg
Transition Place Education Centre	9-12	Meadow Lake
Turtleford Community School	PreK-12	Turtleford

Infrastructure Projects

Infrastructure Projects			
School	Project	Details	2017-18 Cost
Ernie Studer	Roof	Replacement Phase 2	287,479
Green Acre	Roof	Complete roof replacement	186,618
Jonas Samson	Roof	Replacement Phase 3	329,525
Jubilee	Roof	Replacement – gym	157,4243

Transportation

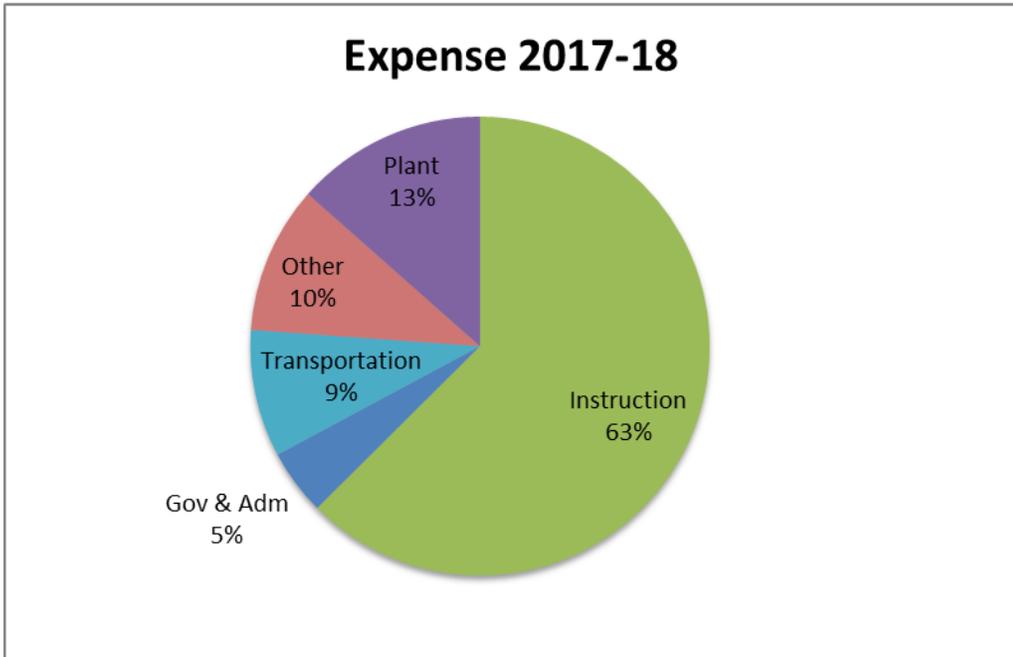
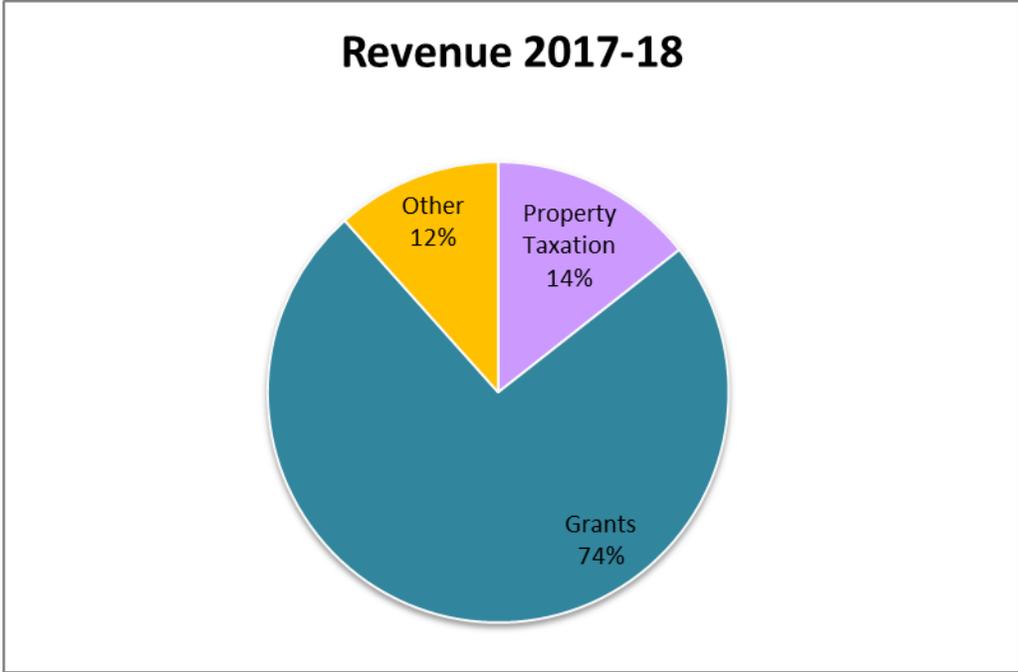
Northwest School Division buses travel approximately 15,000 km per day. Three urban routes within the City of Meadow Lake transport K-9 students and two buses transport Prekindergarten children for both AM and PM classes.

There are 312 students that reside in the Northwest School Division whom are being transported to Lloydminster schools on ten bus routes.

Northwest School Division operates its own transportation service, and owns a fleet of approximately 145 buses of various sizes with approximately 160 full and part time bus drivers. The school division also contracts out one bus route. In addition, the school division has a contract with Multiworks to provide transportation for students with special needs in the City of Meadow Lake.

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2018	2018	2017	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES						
Property Taxation	9,197,988	8,646,081	26,919,686	(551,907)	-6%	1
Grants	44,476,967	44,472,675	28,800,224	(4,292)	0%	
Tuition and Related Fees	3,088,068	2,888,719	3,004,108	(199,349)	-6%	2
School Generated Funds	2,440,000	2,260,743	2,170,890	(179,257)	-7%	3
Complementary Services	1,064,736	1,048,933	1,039,525	(15,803)	-1%	
External Services	386,998	387,000	1,242,100	2	0%	
Other	90,000	388,408	476,645	298,408	332%	4
Total Revenues	60,744,757	60,092,559	63,653,178	(652,198)	-1%	
EXPENSES						
Governance	261,382	263,582	395,434	2,200	1%	
Administration	2,793,446	2,719,536	2,717,086	(73,910)	-3%	
Instruction	40,638,114	40,409,944	40,559,662	(228,170)	-1%	
Plant	8,656,599	8,704,443	8,539,178	47,844	1%	
Transportation	5,643,774	5,799,832	5,801,018	156,058	3%	
Tuition and Related Fees	500,972	589,180	590,773	88,208	18%	5
School Generated Funds	2,440,000	2,123,200	2,596,635	(316,800)	-13%	6
Complementary Services	1,752,708	1,800,768	1,785,998	48,060	3%	
External Services	386,998	462,260	2,306,414	75,262	19%	7
Other Expenses	75,904	1,737,639	91,398	1,661,735	2189%	8
Total Expenses	63,149,897	64,610,384	65,383,596	1,460,487	2%	
Surplus (Deficit) for the Year	(2,405,140)	(4,517,825)	(1,730,418)			

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

Note	Explanation
1	Amounts recorded are based on tax statements received from taxing authorities.
2	Actual student count varied from budget estimate.
3	Based on actual collections reported by schools.
4	Includes amounts for insurance claims and WCB premiums.
5	Number of provincial students attending federal schools exceeded estimates.
6	School spending was lower than the three year average used for budget calculation.
7	Contracted maintenance and repair of school busses exceeded estimates.
8	Transfer of Property Tax accounts receivable balances to the Government of Saskatchewan

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
Anderson, John J.	5,097	1,899		1,679	1,042	600	10,317
Baillargeon, Janice	6,364	1,648		1,864	3,190	600	13,666
Campbell, Mark	5,297	1,457		1,171		600	8,525
Graham, Faith*	10,087	3,578		3,309		600	17,574
Josuttes-Harland, Bev	4,309	1,336		985		273	6,903
Perillat, Andrea	7,100	2,226		2,361	2,752	600	15,039
Piche, Jessica	5,869	676		2,450		600	9,595
Prete, Terri	5,600	796		1,621		500	8,517
Seymour, Barbara**	9,654	1,356		3,582		623	15,215
Stein, Charles	7,067	1,815		3,290		600	12,772
Winkler, Glen	6,324	762		2,499		687	10,272

*Chair – Faith Graham

** Vice-Chair – Barb Seymour

Personal Services

Name	Amount
UPON REQUEST	

Supplier Payments

Name	Amount
ACRODEX INC	81,700
BEE-J'S OFFICE PLUS	81,124
BMO BANK OF MONTREAL	168,362
CABRAL, JOHN PAUL	106,992
CDW CANADA INC.	85,042
CYPRESS SALES PARTNERSHIP	75,757
DELL CANADA INC.	60,942
DIAMOND INTERNATIONAL TRUCKS LTD.	145,831
DJ'S DRIVING SCHOOL	121,105

Name	Amount
DOUBLE "D" SERVICE	56,954
EDWARD BETTSCHEN	88,139
FIRST GENERAL SERVICES LLOYDMINSTER	79,139
FLYING DUST FIRST NATION	438,124
FLYNN CANADA LTD.	162,699
HANCOCK PETROLEUM INC.	103,479
IBM CANADA LTD.	141,367
J & N HOLDINGS	52,510
KEV SOFTWARE INC.	53,323

Name	Amount
LENOVO FINANCIAL SERVICES	382,185
LLOYDMINSTER & DISTRICT CO-OP ADMIN OFFICE	103,994
MAKWA SAHGAIEHCAN 1ST NATION	70,856
MARASIGAN, JACKSILYN T.	61,652
MARSH CANADA LIMITED	343,915
MAXIM TRUCK & TRAILER	156,433
MEADOW LAKE CO-OP	100,851
MIN OF FINANCE (SK FINANCE)	59,711
MUNICIPAL EMPLOYEES PENSION PLAN	969,999
NORTH WEST COLLEGE	91,536
RECEIVER GENERAL	2,287,989
RIVER CITY PLUMBING, HEATING	74,858
ROOF MANAGMENT & INSPECTION SERVICE	139,086
SASK ASSOCIATION OF RURAL MUNICIPALITIES	410,959
SASK ENERGY	321,071
SASK POWER	865,930

Name	Amount
SASK SCHOOL BOARDS ASSOCIATION	445,532
SASK TEACHERS FEDERATION	3,804,955
SASK TEL	84,799
SASK WORKERS' COMPENSATION BD	246,951
SHANAHAN'S LIMITED PARTNERSHIP	65,596
SHKOPICH ENVIRO LTD.	71,298
THORPE INDUSTRIES	736,581
TOSHIBA BUSINESS SOLUTIONS	92,304
TRADE WEST EQUIPMENT LTD	104,028
TURTLEFORD & DISTRICT CO-OP	218,691
TURTLEFORD AGENCIES INC	130,721
US BANK NATIONAL ASSOCIATION	797,669
VERITIV CANADA, INC	133,825
WARNER TRUCK INDUSTRIES LTD.	321,668
WESTERN CANADA IC BUS INC	770,470
WOLSELEY CANADA INC	61,534

Other Expenditures

Name	Amount
MUNICIPAL EMPLOYEES PENSION PLAN	969,999
NORTHWEST LOCAL TEACHERS ASSOC	61,679
RECEIVER GENERAL	9,151,957

Name	Amount
SASK SCHOOL BOARDS ASSOCIATION	357,918
SASK TEACHERS FEDERATION	422,773
TEACHERS SUPERANNUATION COMM	56,564

Appendix B – Management Report and Audited Financial Statements