



Northwest School Division No. 203

2014-15 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

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<http://www.nwsd.ca/pages/NWSD>
Division Information
Annual Report

Letter of Transmittal



Honourable Minister Don Morgan Q.C
Minister of Education

Dear Minister Morgan:

The Board of Education of Northwest School Division #203 is pleased to provide you and the residents of the school division with the 2014-15 annual report. This report outlines activities and accomplishments of the school division and provides audited financial statements for the fiscal year September 1, 2014 to August 31, 2015.

Respectfully submitted

A handwritten signature in black ink, appearing to read "D. Murray". The signature is written in a cursive, flowing style.

Doug Murray, Board Chair

Introduction

This annual report presents an overview of the Northwest School Division's goals, activities and results for the fiscal year September 1, 2014 to August 31, 2015.

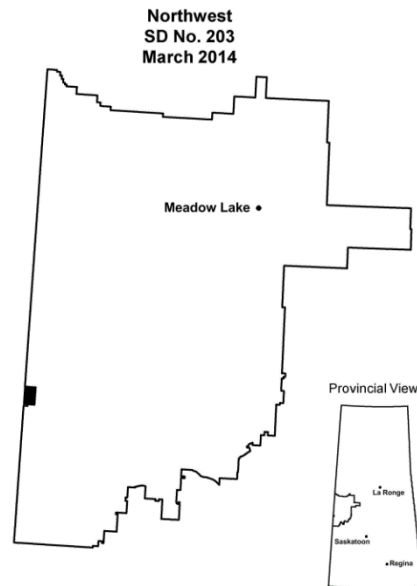
This report provides a snapshot of Northwest School Division, its governance structures, students, staff, programs and facilities. It includes information such as an organizational chart, school list, and payee list. In addition to detailing the school division's goals, activities and performance, this 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.

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.

The Division is divided into eleven subdivisions for purposes of board representation. For a more detailed map of the Northwest School Division showing the eleven subdivisions and the major towns and highways, go to our website at http://www.nwsd.ca/pages/NWSD/board/Board_Members.



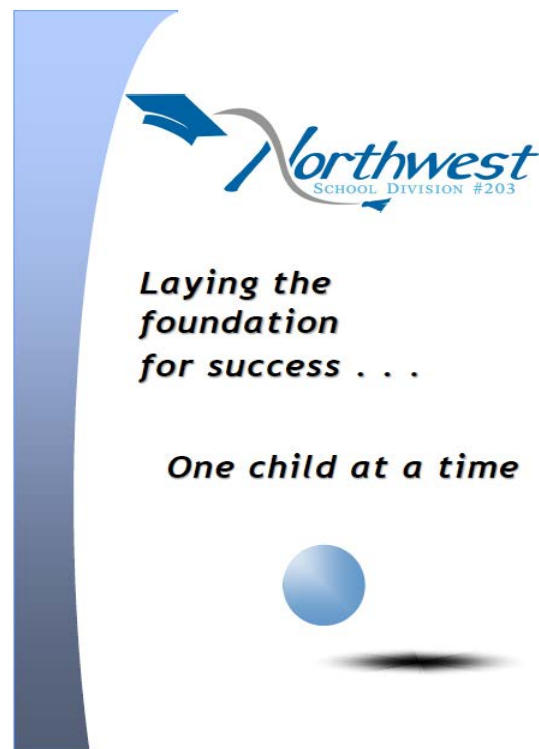
Much of Northwest School Division is rural, punctuated by several towns and one city, Meadow Lake, where the school division head office is located. Ten First nations are located with the boundaries of Northwest School Division.

The economy of the northwest is mixed. Agriculture, forestry and the oil industry are the driving forces in the northwest.

Division Philosophical Foundation

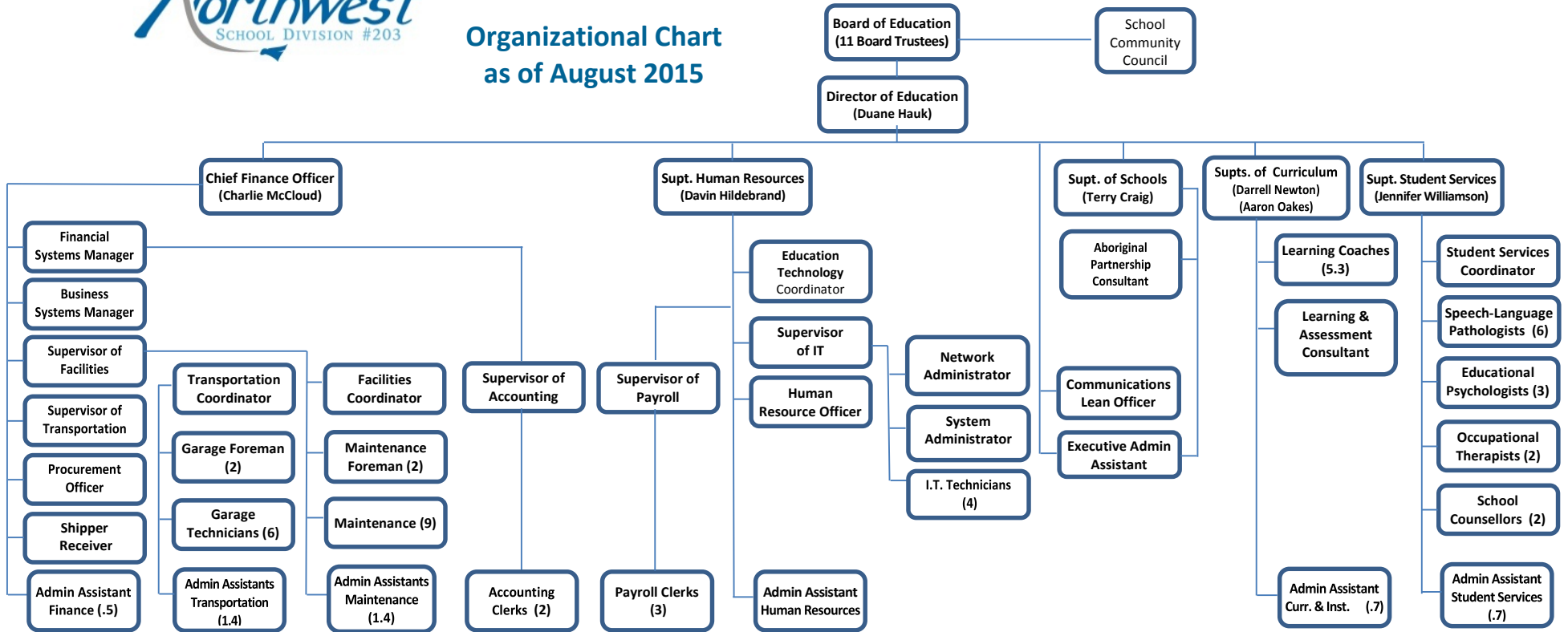
The Northwest School Division is committed to our mission and vision of: Laying the foundation for success ... One student at a time. Success in the Northwest School Division is achieved by a commitment to the following principles:

- 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.





Organizational Chart as of August 2015



School List

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

Program Overview

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

The provincially-mandated core curricula, board 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 the 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.
- Cree Culture, Native Studies and Cree 10 are taught in our Meadow Lake schools where we have a high percentage of FMNI students. Starting in Grade four, students have the opportunity to learn basic Cree words and sentence structure along with the nuances of Cree and Metis culture. This has been beneficial, not only for our FMNI students, but also for our non-aboriginal students as they learn and better understand First Nation and Metis culture.
- 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 E.L.A is a focus as well as other subjects at the discretion of the classroom teacher and school administration.
- English as an Additional Language — 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 in the City of Meadow Lake. It includes kindergarten to grade seven. Grade eight is being added Fall 2015.
- 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 ten years. Each year we meet to discuss ways that we can improve our language and cultural classes in order to meet our student's needs.

Strategic Direction and Reporting

Introduction of the Education Sector Strategic Plan

Saskatchewan's PreK-12 education sector has undergone a significant shift in strategic planning. Throughout 2013-14, provincial school divisions and the Ministry of Education collaboratively developed an Education Sector Strategic Plan (ESSP) for 2014-2020. The ESSP aligns the work of all school divisions and the Ministry of Education. The plan was developed using a new planning methodology that integrated priority identification; strategic planning; performance measurement, reporting and review; and, course correction to achieve outcomes. The ESSP identified two one-year, short term priority areas, and five two-to-five year priority areas. The plan is expected to shape a new direction in education for the benefit of all Saskatchewan students. Northwest School Division's Board of Education approved the strategic plan in 2014, along with the Government of Saskatchewan.

The first cycle of the ESSP was deployed in 2014-15.

Enduring Strategies

As a part of the ESSP, education sector leaders developed enduring strategies. Enduring strategies are an expression of the core beliefs of the education sector. The enduring strategies support a Student First approach by placing the student front and centre and ensuring all students in Saskatchewan have the education and skills needed to succeed when they graduate from high school.

The Enduring Strategies include:

- 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
- Alignment of human, physical, and fiscal resources

2014-15 One Year Priorities

ESSP One Year Priority Area: *In partnership with First Nations and Métis stakeholders, develop a First Nations and Métis student achievement initiative.*

2014-15 ESSP Actions for the One Year Priority

Actions within this priority area include the establishment of an action research model to inform teachers' professional development in culturally responsive pedagogy, the development of a centralized assessment management and delivery system to measure, track and report student growth, and the development and implementation of data-sharing protocols that facilitate transition plans for students moving through and between systems.

2014-15 School Division Goals and Actions for the One Year Priority

Northwest School Division has always had a strong First Nations and Métis Education Plan (FNMEP) and has received additional funds to support the plan from the Ministry of Education's First Nations and Métis Education Achievement Funds (FNMEAF). The focus of the FNMEP has been to provide additional supports and services to First Nations and Métis (FNM) students to improve educational outcomes.

In 2013-14 Meadow Lake Tribal Council (MLTC) partnered with the Northwest School Division (NWSA) to organize and deliver a two day Aspiring Student Leadership and Cultural Camp for students from the Northwest School Division and Meadow Lake Tribal Council schools. This year 37 students attended the camp and developed leadership skills in a hands on cultural environment. This is the third such camp and over a hundred aspiring leaders have participated. Students do not only have the opportunity to attend the camp, but also to participate in a two year leadership continuum as a cohort in order to enhance and further develop their leadership skills and cultural awareness. Furthermore the skills that the students develop should increase their opportunity to be selected into the Northwest Leadership Academy for students in grades ten to twelve.

This partnership builds on existing partnerships between Northwest School Division and Meadow Lake Tribal Council. Some of the students being served by the partnership reside on the First Nation and are enrolled in provincial schools, while other students reside on the First Nation and attend school on reserve.

Each of the partners recognized that there is a disparity between graduation rates of FNM students and non FNM students in Saskatchewan. This disparity results in inequities between the economic opportunities for FNM students compared to their non FNM counterparts. Both partners believe the Aspiring Student Leadership and Cultural Camp keeps the majority of FNM students who attended engaged and excited about attending their schools as it builds self-esteem, leadership skills and validates their aboriginal and Metis cultures.

ESSP One Year Priority Area: *Identify and implement a unified set of provincial high impact reading assessment, instruction, and intervention strategies in 2014-15.*

2014-15 ESSP Actions for the One Year Priority

Actions within this priority area include the collection of Grade 3 reading levels for all students in Saskatchewan, the development of a sector reading strategy, and the creation of provincial and school division primary grade reading literacy teams.

2014-15 School Division Goals and Actions for One Year Priority

One of Northwest School Division's goals aligned to the priority area was to: Collect baseline reading data for 100% of grade three students.

Actions taken during the 2014-15 school year to support this goal included: The Northwest School Division has developed consistent administration, collation, and reporting practices. This was done three times per year in grades two and three and twice in grade one. The reporting tool used was the Fountas and Pinnell benchmark assessment system.

A second goal was to: Adopt and implement a unified set of provincial high impact reading assessment, instruction, and intervention strategies in 2014-15.

Actions to support this goal included: The school division reading team spent considerable time in the planning process for full implementation in the fall of 2015. Many job embedded professional learning opportunities were created to support complete implementation. The Saskatchewan Reads document was the basis for all planning and professional development.

A third goal was: The establishment of a Northwest School Division reading team.

Actions taken to achieve the goal included: The school division established a reading team consisting of early learning teachers, learning coaches, in-school administrators, and a LEADS member. The team was provided professional development opportunities and time to meet during several occasions during the school year. They were instrumental in planning professional development for Teachers, administrators, and the unveiling of the Saskatchewan Reads document. They have been involved with our School Based Instructional Facilitators from each school to support literacy in their buildings. Webinars were created for Administrators, aligned with the Saskatchewan Reads document to support Administrators in the effort to improve reading levels in their building.

2014-15 Two to Five Year Priorities

ESSP Two to Five Year Priority Area: *By June 2020, 80% of students will be at grade level or above in reading, writing, and math.*

2014-15 ESSP Actions for the Two to Five Year Priority

Actions within this priority area include the purchase of a provincial data system to track student achievement, the development of an instructional practices model for reading, writing, and math, the development of a job-embedded professional learning model, and the development and implementation of division-based common math assessments.

2014-15 ESSP Improvement Targets for the Two to Five Year Priority

By June 2015, at least 78% of Grade 3 students will be reading at or above grade level.

By June 2018, 80% of Grades 5 and 8 students will be proficient on identified numeracy outcomes on the provincial math assessment.

By June 2020, at least 80% of Grades 4, 7, and 10 students will be proficient on the provincial writing.

2014 School Division Goals and Actions For two to five year priorities

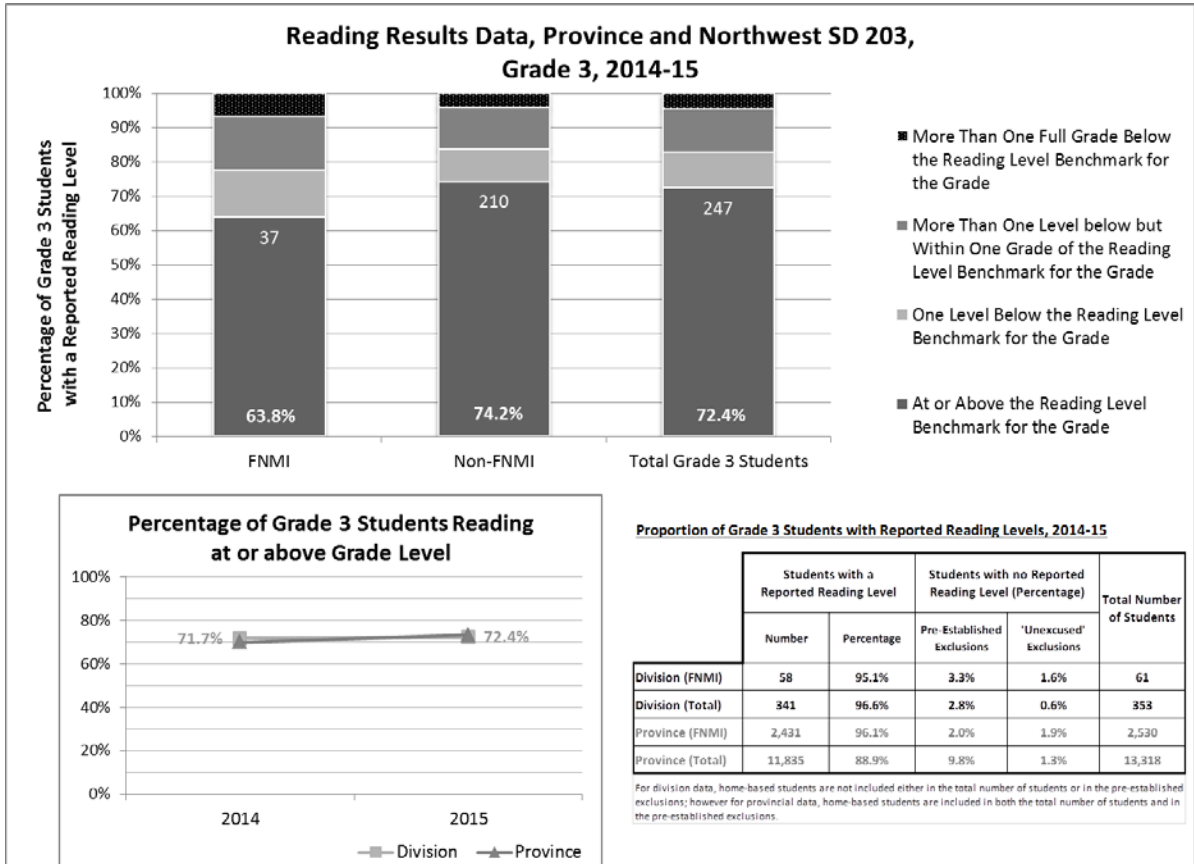
The Northwest School Division did not set any Reading, Writing, or Math goals that are different from the ESSP. Schools in the Northwest School Division have developed school level goals in their Learning Improvement Plan. This is a bridge to the provincial outcome and the work that was undertaken in this regard.

Some of our actions for the past year included:

- Creation of division reading/literacy team specifically to address reading from grades 1-3.
- Spent significant time pre-planning for the implementation of Saskatchewan Reads document. This planning encompassed professional development for teachers, and administrators.
- Collected baseline reading for grade 1-3 students. Developed consistent administration and reporting practices related to that data.

Measures

Grade 3 Reading Data- Proportion of Grade 3 students reading at or above grade level



Note:

Reading level groupings are based on provincially developed benchmarks. The percentages of students in each of the reading level groupings were found using the number of students with reported reading levels as the denominator in the calculations. Students who were excluded or who did not participate in the reading assessment were not included in the denominator for these calculations.

Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students.

Overall in our division, 72.3% of grade 3 students are reading at or above grade level based on Fountas and Pinnell data. The percentage of First Nations, Metis, and Inuit (FNMI) reading at grade level is considerably lower at 63.8%. Approximately 10% of our total student numbers are one level lower than the benchmark. This number increases for FNMI students, which is about 15%. This trend continues with students more than one level below the benchmark. Roughly, 5% of all students are at least one full level below the reading benchmark, with FNMI students the value increases to close to 10% of students being below the benchmark. 96.6 percent of our students have a reported reading level in comparison to the provincial average of 87.5%. This is an indication of how we were able to test almost every child.

We will continue to provide additional supports to all students that are struggling below grade level. In particular, we will continue to identify effective practices and strategies to close the gap between FNMI and non FNMI students.

ESSP Two to Five Year Priority Area: By June 2020, collaboration between First Nations and Métis and non- First Nations and Métis partners will result in significant improvement in First Nations and Métis achievement and graduation rates.

2014-15 ESSP Actions for the Two to Five Year Priority

Actions within this priority area include the engagement of First Nations and Métis leaders to develop partnerships and plans to increase student achievement and graduation rates, the identification or development of instruments to measure student progress, the facilitation of student transition plans, and the development of First Nations language programming.

2014-15 ESSP Improvement Target for the Two to Five Year Priority

By June 2020, collaboration between First Nations and Métis and non-First Nations and Métis partners will result in significant improvement in First Nations and Métis achievement and graduation rates.

2014-15 School Division Goals and Actions for the Two to Five Year Priority

An ongoing goal for Northwest School Division is to continue to attempt to engage FNMI leaders to develop partnerships and plans to increase student achievement and graduation rates.

Actions taken during the 2014-15 school year to support this goal included: We have worked with Elders from a number of different communities surrounding our division and have a very good working relationship with The Meadow Lake Tribal Council. To date, this has proven to be challenging as the interest in partnering is not necessarily reciprocal. Our Aboriginal Education consultant endeavors to create opportunities and conversations to engage FNMI leaders in our division.

Transition plans have been developed in all our receiving schools whereby our administrators and teachers meet with students from adjacent band run 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 are transitions. Therefore we worked with our schools to ensure and develop smooth transitions from school to school and grade to grade.

The Northwest School Division has helped to develop and implement a self-declaration plan in conjunction with the Saskatchewan School Boards Association. Planning for this project was initiated in 2013-14. We wish to utilize the database to track the achievement of self-declared FNMI students by monitoring areas such as attendance, credit attainment, reading levels and overall graduation rates. It is important for the Northwest School Division to obtain accurate FNMI student numbers in order to better determine our actual graduation rates and to implement intentional supports and resources.

Specifically, the continuation of our culturally responsive professional development for our educational and support staff in the form of Treaty Catalyst Teacher Training, Treaty Curriculum Resource Renewal Workshops, Elder and Knowledge Keeper visits and presentations, will solidify the Northwest’s commitment to culturally responsive pedagogy and improve overall achievement outcomes for FNM students.

Our local one year priority is on student engagement and every school in our division has developed a Student Engagement goal in their school’s Learning Improvement Plan. The goal is identified by the school and their School Community Council in order for everyone to work on it together to improve overall student engagement. Senior Administration monitor the goal and give support if needed

Measures

Average Final Marks in Selected Secondary-Level Courses 2014-15						
Subject	All Students		Non-FNMI		FNMI	
	Province	Northwest SD	Province	Northwest SD	Province	Northwest SD
English Language Arts A 10	72.4	72.2	75.1	74.8	61.5	59.4
English Language Arts B 10	72.7	69.6	75.2	71.6	61.7	58.9
Science 10	71.2	70.0	74.1	72.6	59.7	58.9
Math: Workplace and Apprenticeship 10	71.3	72.1	74.6	73.9	59.2	61.9
Math: Foundations and Pre-calculus 10	71.3	70.6	73.2	72.3	60.5	61.1
English Language Arts 20	73.4	72.4	75.1	72.8	64.4	69.3
Math: Workplace and Apprenticeship 20	67.2	70.9	69.3	71.7	62.0	66.7
Math: Foundations 20	72.3	70.8	73.8	71.3	64.4	67.1

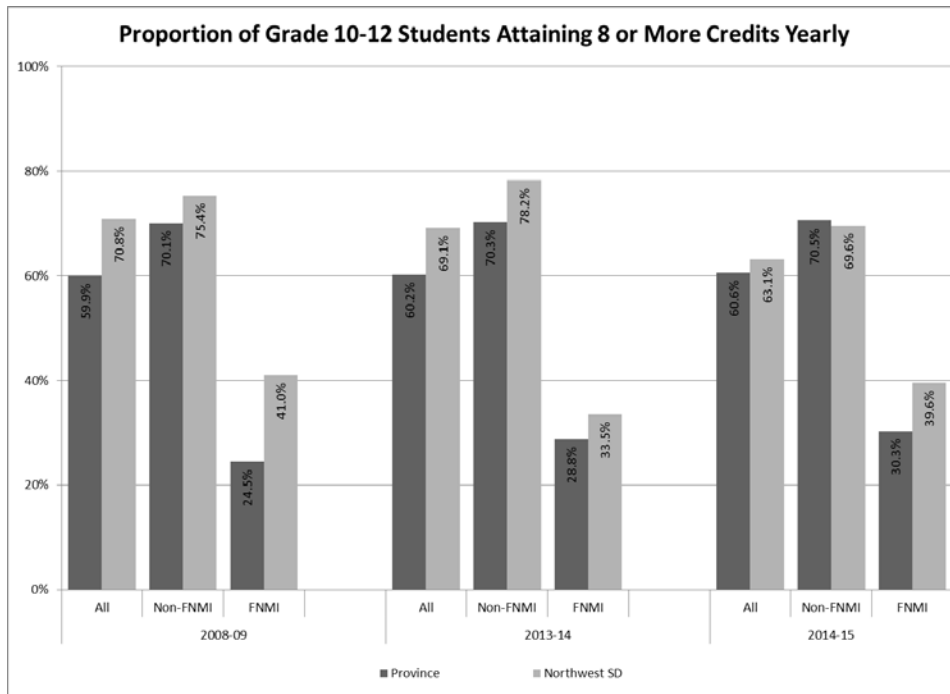
Note:

Results for populations of 10 or fewer 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 themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2015

On average FNMI final marks are noticeably lower than their non-FNMI cohort. FNMI marks are on par with their provincial counterparts. This data tells us that we should be focusing our supports on the schools with significant FNMI populations.



Note:

Proportions 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 10 or fewer 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 themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2015

The proportion of grade 10-12 FNMI students attaining 8 or more credits yearly is substantially lower than their non-FNMI counterparts. The NWSD FNMI students do achieve higher than their provincial counterparts. In order to improve these rates schools are offering credit recovery options, and have added personnel to support students to achieve higher attendance rates. 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.

ESSP Two to Five Year Priority Area: *Saskatchewan’s graduation rate will be 85% by 2020.*

2014-15 ESSP Actions for the Two to Five Year Priority

Actions within this priority area include a review of provincial high school graduation requirements, the development of a Grade 9 transition from high school plan, and support for embedded professional development for teachers.

2014-15 ESSP Improvement Targets for the Two to Five Year Priority

Achieve a 3% total increase in the provincial graduation rate per year.

By June 2020, all students report high levels of engagement in their learning.

2014-15 School Division Goals and Actions for the Two Five Year Priority

Graduation is the culmination of a student's successful schooling experience. It is a strong indicator of future success. Our school division goals for graduation are the same as the provincial outcomes described as a part of the ESSP. Schools formulate individual goals related to the outcome in their Learning Improvement plan.

Some of the actions we have taken over the past year to achieve our goals included:

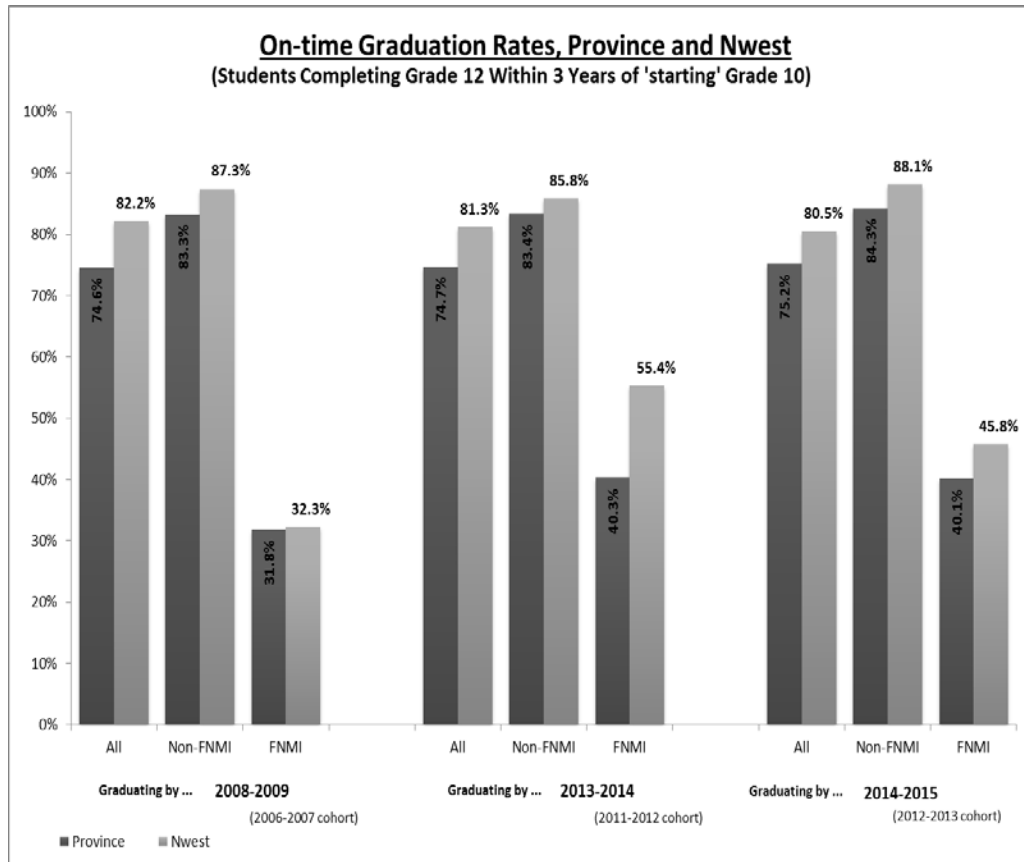
- The use of focus groups to identify and address concerns that impair a student's ability to graduate.
- Providing professional development on assessment and instructional strategies to enhance those areas and further engage students.
- Using TTFM data to address engagement.
- Graduation exit interviews to compile information that might be of value in assessing program and instructional effectiveness.
- Credit recovery initiatives and transition programs.
- Identifying barriers to graduation at the school and division level and addressing them where possible.
- Identifying at-risk students as early as possible to provide academic and social supports.

Student engagement and learning go hand-in-hand: engagement begets learning and learning begets engagement. However, student engagement can look different for each school and student, thus, schools administered the *Tell Them From Me Survey* to students from grades 4-12, with a focus on student engagement. From here, each school set a personal goal and identified related action items to support local priorities. Furthermore, Northwest School Division utilized student focus groups to hear students' voices and to then support schools to make necessary changes to increase student engagement based on this feedback.

According to our students, two of the variables related to student engagement were the type of lesson being delivered and the teacher. The majority of students claimed that they were more actively engaged in a lesson when it was hands-on and when they felt that their teacher cared about the students and their successes.

We found that school climate also impacts student engagement. Therefore, many of the schools within the Northwest School Division developed student mentoring programs to ensure all students had a significant adult in the building who students could turn to for support and mentoring. Lastly, our schools continued to work hard at developing positive and caring learning environments in ways applicable to their unique situations.

Measures



Note:

On-time graduation rates are calculated as the percentage of students who complete Grade 12 within 3 years of 'starting' Grade 10.

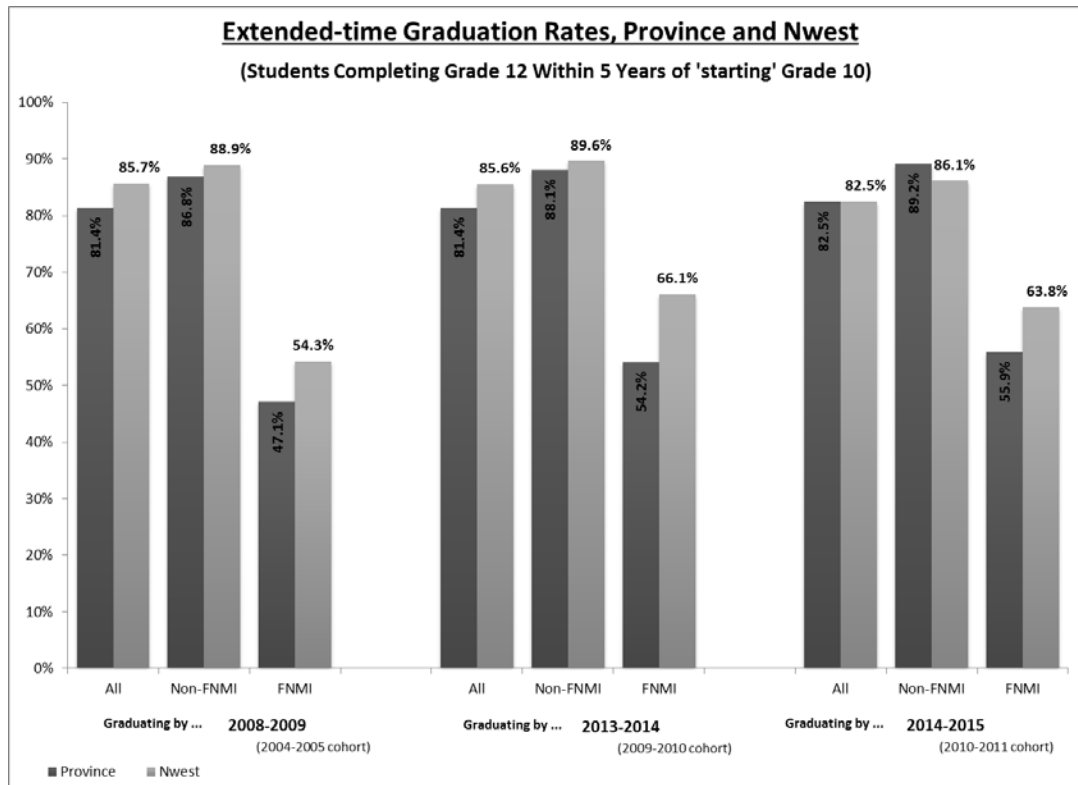
Results for populations of 10 or fewer have not been reported to avoid identifying individuals or very small groups of students.

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 themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2015

Three-Year Graduation Rates - The 2014-15 graduation rate for all Northwest students is at 80.5%. While this shows a slight decrease over the previous year it is comparable to the graduation rates from the preceding years. FNMI Northwest student graduation rates for 2014-15 are significantly lower than last year from 55.4% in 2013-14 to 45.8% in 2014-15. This demonstrates a trend of high variance over the years. Insufficient sample size, and self-declaration may contribute to the instability of this number. Overall graduation rates continue to be slightly above provincial averages while FNMI rates are continually higher than those of the province. The NWSD graduation rate is above the provincial average as is our non-FNMI rate as well. Our FNMI graduation rates have declined in the last year, further

widening the gap between the graduation rates of FNMI students and non-FNMI students. We continue to provide supports in terms of professional development, credit recovery, and finding ways to engage students as some but not exclusive components to improve graduation rates.



Note:

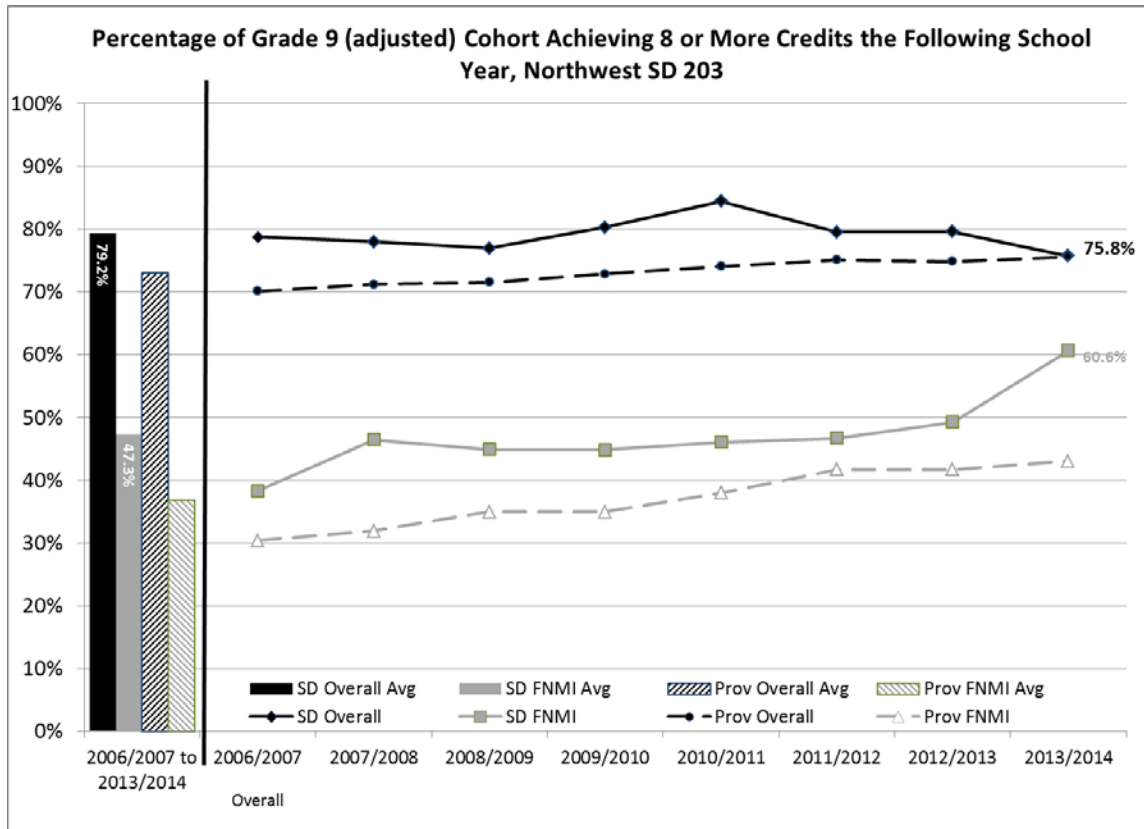
Extended-time graduation rates are calculated as the percentage of students who complete Grade 12 within 5 years of 'starting' Grade 10 (and include those who graduate on-time).

Results for populations of 10 or fewer 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 themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2015

Five-Year Graduation Rates – Some students need more time to complete all the courses necessary to graduate, and so they continue in school longer than three years after beginning Grade 10. The graduation rate increases when these extra years of schooling are considered. By June 2015, 82.5% of all Northwest students, 86.1% of non-FNMI student and 63.8% of self-identified FNMI students who had entered Grade 10 five years previously had graduated. These numbers are slightly lower than last year but follow the pattern of the years previous. Northwest’s five-year graduation rate for all three groups of students shows the same pattern as the three-year graduation rate. The Northwest School division overall 5

year graduation rates is on par with the province, but there remains a considerable difference between FNMI student and non-FNMI student graduation rates. We are presently attempting to close this gap through a variety of initiatives. Early results for grade 3 reading levels are encouraging and should prove effective in this regard.



Notes:

Grade 9 school year cohort is defined as the group of students enrolled in Grade 9 for the first time in a particular school year (according to the ministry Student Data System), adjusted in the following ways: 1) Students 12 and younger, and students 18 and older, as of Sep 30 of the Grade 9 school year, are excluded; and, 2) Students without a base enrolment on or after Sep 30 are excluded; 3) Students enrolled in Functionally Integrated or special education programs are excluded; and, 4) Students whose enrolment outcome is 'deceased', 'transferred to out-of-province schooling', or 'transferred to out-of-country schooling' prior to June 1st of the school year immediately following Grade 9 cohort placement are excluded. Students are assigned to the school division in which the student last enrolled in the year that they became part of the Grade 9 cohort.

Percentages 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 themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2015

Transition from Grade 9 to 10 - On average, the percentage of overall Northwest School division students enrolled in Grade 10 for the first time that attained 8 or more credits over the past 8 years was 79.2%. The results in 2014-15 have dropped to 75.8, which coincides with the provincial average. While this is a slight decrease from previous years it is comparable. On average, 47.3% of self-declared FNMI students enrolled in Grade 10 for the first time attained 8 or more credits over the past 8 years. The results for FNMI students have remained quite consistent, but in 2014-15 the results jumped to 60.6 % of FNMI students achieving 8 or more credits when enrolled in Grade 10 for the first time. This is a noticeable increase over previous years and over provincial results. There still continues to be a gap between non-FNMI and FNMI students in terms of credit attainment. Non FNMI students attain 8 more credits in grade 10 at a rate higher than the provincial average.

ESSP Two to Five Year Priority Area: *By 2017, the increase in operational education spending will not exceed the general wage increases and inflationary costs within the sector while being responsive to the challenges of student need, population growth, and demographic changes.*

2014-15 ESSP Actions for the Two to Five Year Priority

A summary of actions within this priority area include an analysis of funding relative to costs, a review of the Deloitte report to identify areas of savings, the implementation of a LEAN philosophy across school divisions, and the opportunity to identify shared services across school divisions.

2014-15 ESSP Improvement Target for the Two to Five Year Priority

Achieve accumulated operational savings by 2016 to reassign to system strategies.

2014-15 School Division Goals and Actions for the Two to Five Year Priority

During the 2014/2015 school year Northwest School Division focused on one major LEAN project, in cooperation with the Prairie North Health Region. The focus of the project was to improve services for our Pre-Kindergarten students. Supports such as Speech-Language, Occupational Therapy and Child Psychology are the shared responsibility of both the health region and school division, but the process for families to access these services was convoluted and led to serious delays in the delivery of services. Through the joint LEAN event, parents, teachers, service providers and administrators from both organizations came together to identify areas of change to improve service delivery. The new process will be implemented in the 2015/2016 school year. The most notable improvements will be a reduced waiting time for Occupational Therapy from 11 months to two months; the elimination of redundancies on forms from 35 to 0; and the number of referral forms reduced by 50% (from eight to four).

ESSP Two to Five Year Priority Area: *By June 2020, 90% of students exiting Kindergarten will score within the appropriate range in four of the five domains as measured by the Early Years Evaluation (EYE).*

2014-15 ESSP Actions for the Two to Five Year Priority

A summary of actions within this priority include the gathering of provincial Kindergarten baseline data, aligning the work of the ESSP with the SK Child and Family Agenda, completing an environmental scan of current data available across sectors, exploring additional formative early learning assessments, establishing of a bank of developmentally appropriate targeted supports, and creating an incremental plan for universal access to high-quality early learning environments.

2014-15 ESSP Improvement Targets for the Two to Five Year Priority

In 2014-15, all school divisions will administer the Early Years Evaluation to all Kindergarten students to establish baseline data.

By June 2015, align the work of the Education Sector Strategic Plan with the Saskatchewan Child and Family interministerial table.

2014-15 School Division Goals and Actions for the Two to Five Year Priority

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

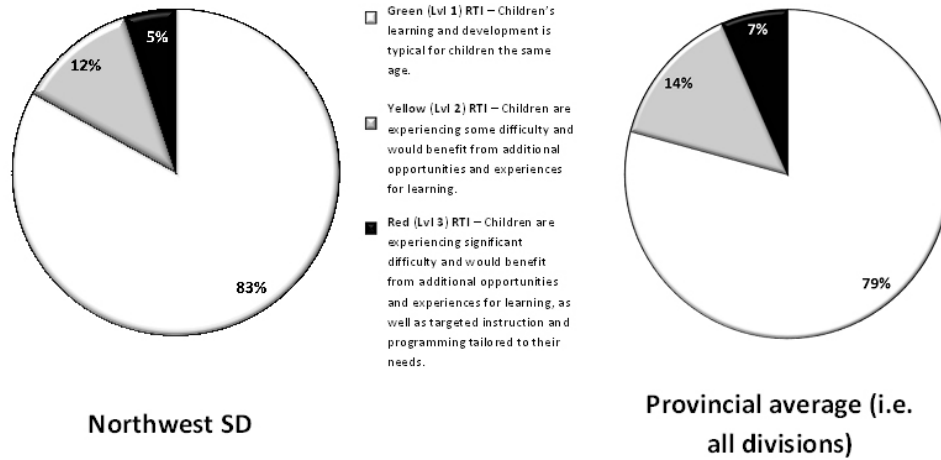
Actions taken during the 2014-15 school year to actualize the goals included: Schools within the Northwest School Division administered the Early Years Evaluation – Teacher Assessment (EYE-TA) over the last two years. The results of the assessments have been used to better identify resources and personnel to enhance our Kindergarten program with the goal of ensuring the majority of our students score within the appropriate range in four of the five domains as measured by the Early Years Evaluation (EYE).

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 83% of our students scored within the appropriate four EYE-TA domains when exiting Kindergarten, which is above the provincial average. We feel that this is something that should be celebrated. This is a direct result of the time, effort and collaboration of the aforementioned professionals in developing appropriate and intentional interventions for some of our most vulnerable students. We also feel that our excellent Pre-K programs in the Northwest School Division have gone a long way in having our students better prepared for Kindergarten.

Measures

Ready to Learn: Early Years Evaluation – Teacher Assessment (EYE-TA) responsive, tiered instruction (RTI) categories at Kindergarten exit (2014-15)



* Totals may not equal 100 because of rounding

Notes:

The 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. Research shows early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading problems. Responsive, Tiered Instruction (RTI) is a preventive approach that allows educators, school teams, and divisions to allocate resources early and continuously, rather than waiting until children have experienced failure before responding. Children who have Tier 2 or Tier 3 needs at Kindergarten entry are re-assessed before Kindergarten exit, allowing school divisions to measure the impact of their supports and responses. Spring RTI data also serves as a leading indicator of the population of students who may need Tier 2 or Tier 3 instructional supports as they transition from Kindergarten to Grade 1.

Pie charts show the **percentage** of Kindergarten students in the division (left pie) and the province as a whole (right pie) by RTI Tiers at Kindergarten exit in 2014-15. Percent totals may not add to 100 due to rounding.

Source: Ministry of Education, Early Years Branch, 2015

A high percentage (83%) of NWSD students fall in the Green category which according to the EYE-TA data is indicative of typical childhood development in Kindergarten. 12% of students are in the Yellow category and are experiencing some difficulty while 5% of student are reflected in the Red category and are experiencing significant difficulty developmentally. These results are superior to the provincial averages in all three categories which highlights the effectiveness of our pre-kindergarten and early learning initiatives in the division.

As a division we have been collecting data from our Pre-kindergarten Early Years Evaluation Diagnostic Assessments (EYE-DA) classrooms and analysing it in inter-professional teams and using that data to better align our resources such as speech pathology. Data is shared with parents so that they are aware of their child's vulnerabilities so that they can work collaboratively with the school to complete activities at home.

In 2014/15 we trained our teachers to systematically self-assess their classroom spaces, and programing using the Early Childhood Environment Rating Scale (ECERS). We also conducted four formal ECERS in various K and Pre-K classrooms across the division. This has resulted in more student centred classrooms that are conducive to Inquiry based learning. In addition to the EYE-DA/TA, seven of our schools have piloted the Help Me Tell My Story Assessment which has been wonderful for engaging parents, grandparents/elders and for identifying language delays in some of our students.

The Northwest School Division has identified exemplar Pre-K and K classrooms across our division and has set up site visits for teachers to come and observe the classroom environments and best practice. A debriefing session is held in the afternoon to examine and elaborate on what teachers have observed. Teachers who attend these sessions find them very hands on and worthwhile in improving their classrooms and their instruction.

We are proud to collaborate with various stakeholders in and out of our communities such as Regional Intersectorial Committee, KidsFirst, Early Childhood Services, Social Services and Health to help better meet the needs of our students and families.

The School Division in the Community

Community and Parent Involvement

Research has consistently demonstrated that student achievement in school is supported when parents, guardians and other community members are involved in student learning. The schools in the Northwest School Division all have programs and initiatives to encourage community, parent and family involvement. Gateway Elementary School, a grade 5/6 school in Meadow Lake, hosts a Community Registration Night. This evening provides parents with the opportunity to register their children for numerous community events. Lakeview Elementary School and Jubilee Community School in Meadow Lake both host Family Nights throughout the year for Pre-Kindergarten students and their families. These evenings involve sharing a meal, student activities and often a presentation for parents on various topics. Schools in the Northwest School Division also host Meet the Teacher Nights at which they can welcome parents to the school and introduce them to teachers and staff members. Ernie Studer School in Loon Lake also hosts a Back to School Pancake Breakfast. The event is an opportunity for families and community members to come together and start the school year as a community.

School Community Councils are also an integral part of community school involvement in the Northwest School Division. Each School Community Council plays a role in school governance and many have established processes aimed at supporting community involvement in their school. For example, the School Community Council at St. Walburg School was instrumental in building a new playground for school and community use. The Council planned the project, raised funds and coordinated the installation.

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. After completing a joint Lean event, 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. Several schools in the 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 times. Furthermore, Northwest School Division and Multiworks have hired a joint Supported Employment worker to work with businesses and students who are vulnerable in order for the students to learn valuable employment skills and to obtain a job in which they are successful in.

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”.

The current Board was elected on October 24, 2012 to serve a four-year term. Board of Education members at August 31, 2015 are:

Subdivision 1	Mark Campbell
Subdivision 2	Terri Prete
Subdivision 3	Brian Gaboury (Vice-Chair)
Subdivision 4	Kelly Ellis
Subdivision 5	Janice Baillargeon
Subdivision 6	John Anderson
Subdivision 7	Bill Cosh
Subdivision 8	Faith Graham
Subdivision 9	Doug Murray (Chair)
Subdivision 10	Barb Seymour
Subdivision 11	Jessica Piché

A list of the remuneration paid to all board members in 2014-2015 is provided in Appendix A.

Figure 1: Board of Education – August 31, 2015



Back Row: Faith Graham #8, Janice Baillargeon #5, Terri Prete #2, John Anderson #6,
Mark Campbell #1, Bill Cosh #7 , Kelly Ellis #4
Front Row: Brian Gaboury #3, Jessica Piché #11, Doug Murray #9, Barb Seymour #10

School Community Councils

The Board of Education has established a School Community Council (SCC) for 23 of 24 schools in Northwest School Division. The *Education Regulations, 1986* require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. In 2014-15 Northwest School Division scheduled a supper meeting with a guest speaker. Members from each of the SCCs participated which included about 60 participants. The Regulations also require School Community Councils to work with school staff to develop an annual school Learning Improvement Plan and to recommend that plan to the Board of Education.

Each SCC is given a budget of \$2,000 per year. Travel costs are covered through Board of Education and are not part of the budget allocation.

School Community Councils are also expected to facilitate parent and community participation in planning and to provide advice to the Board of Education, the 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 advice the SCCs give to the school staff relates to the school's 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.

All of the 21 SCCs in Northwest School Division are made up of the required number of elected and appointed members, as outlined in *The Education Regulations, 1986*. 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. Students from nine of the ten First Nations within the Division's boundaries attend eleven different Division schools. We encourage representation from these First Nations to be members of the SCCs. Currently there is representation on four of the SCCs.

The Board of Education and Senior Administration met with the SCCs in the division to discuss current challenges. Challenges discussed were

- Recruitment and retention of SCC members
- Relevance of their role
- Involvement in the Learning Improvement Plan

We continue to bring people together to discuss these challenges and to celebrate successes. An example of this would be how we organize two SCC nights per year; one night centred on SCC Orientation and the second night focuses on celebrating the achievements and successes of SCCs across our division.

Demographics

Students

In 2014-15, 4718 students were enrolled with Northwest School Division. This is 100 students more than in 2013-14 (4615 students) which is a slight increase over 2012-13 (4678 students). Student numbers have fluctuated slightly over the past few years. This past year we had a prekindergarten program added to Ratushniak Elementary School. But the main increase comes because the kindergarten numbers are remaining at a higher level than in 2012-2013. We are optimistic that this will continue to be the case in the years to come. We have received and continue to anticipate many newcomers to the Northwest area from other parts of Canada and the world as industries in our part of the province continue to grow.

Grade	School Year		
	2012-13	2013-14	2014-15
Kindergarten	330	404	407
1	363	329	405
2	336	356	340
3	359	335	356
4	319	342	342
5	365	328	365
6	369	349	340
7	341	358	356
8	358	337	365
9	408	342	343
10	394	415	351
11	392	333	380
12	344	387	368
Total	4678	4615	4718

PreK Overall	140	155	174
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Note: The table above identifies the actual number of students enrolled in each grade as of September 30 of each year.

Source: Ministry of Education, 2015

Subpopulation Enrolments	Grades	School Year		
		2012-13	2013-14	2014-15
Self-Identified FNMI	K to 3	111	168	258
	4 to 6	126	161	190
	7 to 9	180	195	199
	10 to 12	204	221	230
	Total	621	745	877
French Immersion	K to 3	50	46	45
	4 to 6	24	27	28
	7 to 9	0	0	8
	10 to 12	0	0	0
	Total	74	73	81
English as an Additional Language	1 to 3	18	7	22
	4 to 6	16	15	17
	7 to 12	13	21	17
	Total	47	43	56

Note: The table above identifies the actual number of students enrolled in grade-level groupings as of September 30 of each year.

Source: Ministry of Education, 2015

Métis and First Nations enrolment numbers keep increasing as more training 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 continues to evolve as this past year it expanded to include grade 8 in the City of Meadow Lake.

Staff

Staff Profile - Northwest School Division is a large employer in the Northwest area and makes a significant contribution to the regional economy. The Division employs the full-time equivalent of 689 people. About half of these employees are teachers, the other half represent a wide range of occupations. The School Division needs educational assistants, clerical staff, information technology (IT) people, caretakers, bus drivers, accountants and other staff in order to provide a quality education for students of the Division. The table below provides an overview of all Division staff.

Job Category	FTEs
Classroom teachers	324.1
Principals, vice-principals	20.38
Other educational staff – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists, learning coaches	162.7
Administrative and financial staff – e.g., clerks, accountants, Information Technology people, administrative assistants, clerks	32
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors	38.37
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors	107
Senior management team – chief financial officer, director of education, superintendents	7
Total Full-Time Equivalent (FTE) Staff	691.55

- Notes:
- The number of employees listed above represents full-time equivalents (FTEs). The actual number of employees is greater because some people work part-time or seasonally.
 - Some individuals are counted in more than one category. For example, a teaching principal might be counted 0.4 as a classroom teacher and 0.6 as a principal.
 - Information for all staff is at August 31, 2015.

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, 2015 each superintendent is 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 (Ratushniak 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 school facilities and maintenance.

Facilities Transportation and Infrastructure Projects

Facilities

Northwest School Division's facilities include:

- Twenty-four schools located in 17 communities. The average age of these schools is 45 years. The oldest school is 59 years old; the newest is 14 years old.
- The school division head office located in Meadow Lake. A new head office was built in 2010. The head office building is adequate in size for present needs.
- Two satellite offices - one located in Turtleford and one in Marshall. The Marshall office is attached to the Marshall School. Both offices are adequate in size for present needs.
- Two bus garages – one located in Turtleford and one in Meadow Lake. The bus garages are used for maintenance and repair of school division vehicles.
- Two maintenance shops – one located in Turtleford and one in Meadow Lake. The Meadow Lake shop is shared with Transportation.
- One Alternate School and storage compound located in Turtleford.

Population shifts within the area and gradually declining student enrolment in some communities mean that some schools are under-utilized. Three schools in the division are operating at less than 60 percent capacity. Other communities are showing growth with 6 schools at 95% or higher in capacity (one of which is 110% or greater).

Northwest School Division pays careful attention to the maintenance of all schools in the Division. Minor repairs are done as needed and a painting schedule ensures that all schools are always fresh looking. All schools are cleaned every day and major cleaning such as washing of walls and refinishing of floors takes place during school breaks.

Infrastructure Projects

School	Project	Details	2014-15 Cost
Hillmond	New Gym	Building of new gym in progress	\$2,397,559*
Asbestos Removal	Division Wide	Ongoing asbestos abatement	\$118,713
Turtleford Roof Replacement	Phase 2	Replaced roof on IA Shop and Gym Change Rooms	\$368,687*
St Walburg	HVAC Upgrade Phase 1	Replace leaking boilers with new energy efficient units.	\$136,127**

*To be completed in 2015/16

**Expensed in 2014-15 – previous amount paid in 2013-14

Student Transportation

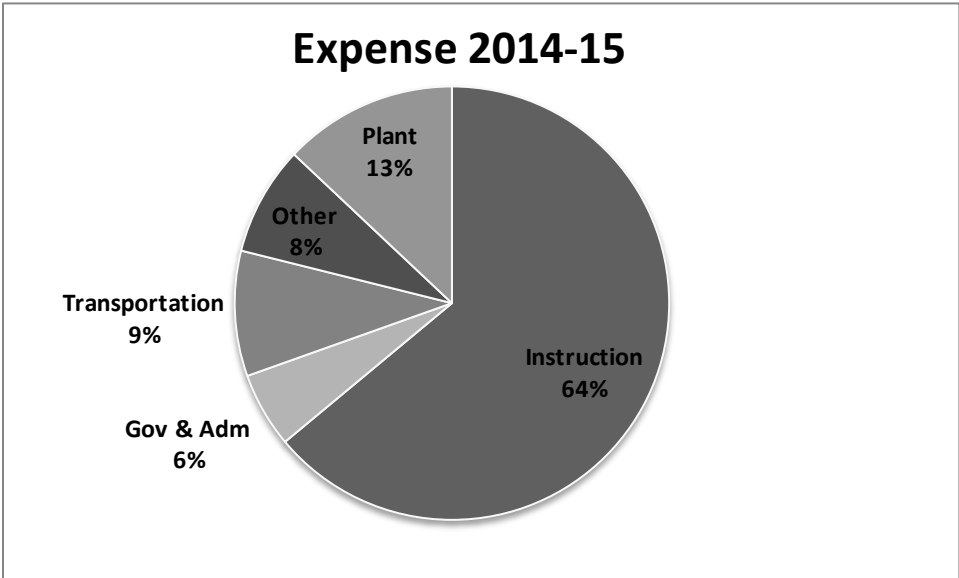
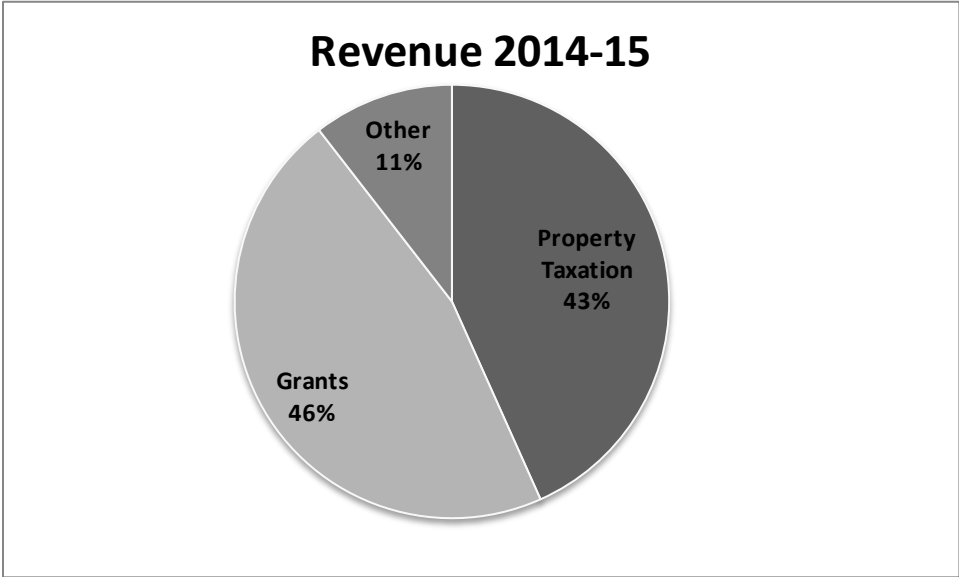
Northwest School Division buses travel approximately 17,000 km per day. Three urban routes within the City of Meadow Lake transport K-12 students and two buses transport Pre-K children for both AM and PM classes. There are some students in the Northwest SD that are being transported to Lloydminster schools. Northwest School Division operates its own transportation service and owns a fleet of approximately 145 buses of various sizes. The School Division also contracts out 2 bus routes. In addition, the School Division has a contract with Multiworks to provide transportation for students with special needs in the City of Meadow Lake.

Transportation Statistics	
Number of students transported daily *	3135
In-town students transported (included in above)	521
Number of transportation routes	105
Number of buses	103
Kilometres travelled daily	16,756
Average age of bus	7 years
Capacity utilized on buses	70%
Average one-way ride time	60 min.
Longest one-way ride time	90 min.
Cost per student per year	\$ 1879
Cost per kilometre travelled	\$ 1.86
* Statistics are for daily transportation of students to and from school. Extra-curricular trips are not included. This data reflect transportation of Northwest School Division's students. Source: Bus Planner Software and Navision.	

Financial Overview

Summary of Revenue and Expenses

In 2014-15, the Northwest School Division's largest expense was Instruction. Instruction includes salaries and benefits for teachers and other staff who work with students, resource materials and classroom supplies. The second largest expense was plant operations. The school division receives the large majority of its revenue from a combination of government grants and the collection of education property taxes.



Budget to Actual Revenue, Expenses and Variances

	2015	2015	2014	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES						
Property Taxation	25,725,532	26,291,596	25,553,402	566,064	2%	
Grants	26,968,828	28,047,787	32,666,702	1,078,959	4%	
Tuition and Related Fees	2,637,072	2,312,804	2,470,545	(324,268)	-12%	1
School Generated Funds	2,543,000	2,424,409	2,530,692	(118,591)	-5%	
Complementary Services	1,061,044	1,106,159	1,162,238	45,115	4%	
External Services	264,960	264,960	329,305	-	0%	
Other	88,000	252,307	519,985	164,307	187%	2
Total Revenues	59,288,436	60,700,022	65,232,869	1,411,586	2%	
EXPENSES						
Governance	491,800	595,163	328,553	103,363	21%	3
Administration	2,641,860	2,807,493	2,518,155	165,633	6%	4
Instruction	39,200,075	38,819,207	38,531,911	(380,868)	-1%	
Plant	8,419,060	7,862,710	7,824,045	(556,350)	-7%	5
Transportation	5,731,740	5,677,208	5,535,607	(54,532)	-1%	
Tuition and Related Fees	548,114	462,462	366,057	(85,652)	-16%	6
School Generated Funds	2,543,000	2,305,274	2,453,218	(237,726)	-9%	7
Complementary Services	1,569,328	1,704,309	1,494,539	134,981	9%	8
External Services	264,960	354,120	329,305	89,160	34%	9
Other Expenses	118,698	121,019	85,675	2,321	2%	
Total Expenses	61,528,635	60,708,965	59,467,065	(819,670)	-1%	
Surplus (Deficit) for the Year	(2,240,199)	(8,943)	5,765,804			

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

Note	Explanation
1	Reflects the actual number of students.
2	2015 Workers Compensation Board excess surplus distribution.
3	Includes local grant towards the Paradise Hill Community Centre.
4	Includes retroactive salary adjustments for Administration staff.
5	Represents Preventative Maintenance and Renewal project expenses that were deferred to a future period.
6	Reflects the actual number of students.
7	Accumulated playground donations to be used in a future period.
8	Additional Ministry approved Pre-Kindergarten program added subsequent to budget approval.
9	Reflects actual costs of transportation services to another school division.

Appendices

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Expenses	Travel	Professional Development**	Total
Anderson, John J	4,792	500	1,319	3,610	10,222
Baillargeon, Janice	7,146	600	1,356	4,936	14,039
Campbell, Mark	6,139	600	1,048	911	8,697
Cosh, William	5,510	700	1,514	2,202	9,925
Ellis, Kelly	1,406	300	224	0	1,930
Gaboury, Brian J	8,284	700	2,917	5,376	17,277
Graham, Faith	8,142	500	2,673	2,075	13,389
*Murray, Doug P	14,197	600	6,035	7,818	28,650
Piche, Jessica	5,766	600	382	6,133	12,881
Prete, Terri	5,128	600	279	1,889	7,896
Seymour, Barb	8,287	600	467	3,638	12,991

* Board Chair

** Professional development includes education, training and conferences

Personal Services

Listed are individuals who received payments for salaries, wages, honorariums, etc., which total \$50,000 or more.

Name	Amount
Upon request	

Supplier Payments

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

Name	Amount
101033329 SK LTD	147,434
AMERESCO	52,760
BEE-J'S STATIONERS INC.	92,099
BEG 4	58,014
CDW CANADA INC.	158,635
DIAMOND INTERNATIONAL	94,162
FLYNN CANADA LTD.	255,946
HANCOCK PETROLEUM INC.	138,328
HUSKY	52,688
IBM CANADA LTD.	445,666
J & N HOLDINGS	52,760
KOR ALTA CONSTRUCTION	2,328,110
LENOVO FINANCIAL	127,395
LLOYDMINSTER & DISTRICT CO-	164,554
LOCH BROTHER'S	129,216
MARSH CANADA LIMITED	362,738
MAXIM INTERNATIONAL	96,279
MEADOW LAKE CO-OP	266,510
NELSON EDUCATION LTD.	75,170
NORTHEND WAREHOUSING	88,076

NORTHWEST LOCAL TEACHERS	56,784
OK TIRE (LLOYD)	58,538
PARADISE HILL COMMUNITY	200,000
PEARSON CANADA INC	165,341
RMIS - ROOF MANAGEMENT	71,330
SASK ENERGY	391,448
SASK POWER	760,560
SASK TEL	187,847
SASKATCHEWAN INDIAN	54,615
SHARP'S AUDIO-VISUAL LTD.	52,998
SPORTFACTOR INC.	56,647
TECH DATA CANADA CORP	92,757
TOSHIBA BUSINESS	97,738
TRADEWEST EQUIPMENT	82,985
TURTLEFORD AGENCIES	145,364
TURTLEFORD CO-OP ASSOC.	229,791
UNISOURCE CANADA, INC.	105,626
US BANK NATIONAL ASSOC.	1,084,084
WEST YELLOWHEAD WASTE	51,619
WESTERN CANADA IC BUS	1,143,813

Transfers

Listed by program, are transfers to recipients who received a total of \$50,000 or more.

Name	Amount
FLYING DUST FIRST NATION	339,612
NORTH WEST REGIONAL	84,360

Other Expenditures

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

Name	Amount
MIN OF FINANCE (SK	52,240
MUNICIPAL EMPLOYEE'S	1,832,491
RECEIVER GENERAL	11,509,072
SASK SCHOOL BOARDS ASSO.	678,259
SASK TEACHERS	3,547,357
SK WORKERS'	132,600
TEACHERS	55,712

**Appendix B – Management Report
and Audited Financial Statement's**