



**Good Spirit School Division No. 204
Annual Report
2012-13**

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Good Spirit School Division No. 204
Students Come First

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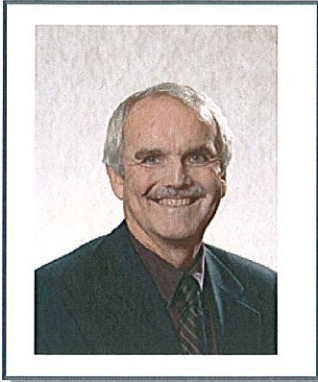
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Letter of Transmittal



Honourable Don Morgan, Q.C.
Minister of Education

Dear Minister Morgan:

The Board of Education of Good Spirit School Division No. 204 is pleased to provide you and the residents of the School Division with the 2012-13 annual report. This report outlines activities and accomplishments of the School Division and provides audited financial statements for the fiscal year September 1, 2012 to August 31, 2013.

Respectfully submitted

A handwritten signature in black ink, appearing to read "Bryan Cottenie". The signature is fluid and cursive, written over a light background.

Bryan Cottenie
Chairperson

Highlights/Accomplishments for 2012-13

At Good Spirit School Division, the Board of Education is very proud of the work being done in all facets of education division-wide. Education is a journey through many different priorities where we are all accountable. Board members, students, staff, families and community members have a responsibility, both individually and as part of our learning team, to participate and to contribute positively to public schools. “Students Come First” is not only our motto but the way in which we conduct ourselves on a daily basis and we are very proud to say that our public schools work hard as a community to do our best for students. Listed below are some of the 2012-13 highlights:

Strategic Planning – In the 2011-12 school year, the Good Spirit School Division took part in an intensive strategic planning initiative. Feedback was garnered from multiple stakeholder groups through various methods to ensure that all voices had a chance to be heard. We thank everyone for the amazing amount and variety of input that helped shape our plan. The 2012-13 school year began with 1,000 plus staff and community members meeting together for the first day of school to share a renewed focus for future operations. This year has seen us mold and shape work plans to achieve defined strategic plan goals in what is our first year’s work of a five-year plan.

First Nations and Metis Education Plan – Good Spirit School Division has provided a significant human and fiscal commitment to the creation, enhancement and sharing of relations with our First Nations partners. This commitment is evidenced through projects such as Connections, an Elder’s Gathering held on an annual basis and the Visions of the Elders Project which is on-going. The original Visions of the Elders project was developed as a partnership between Cote, Keeseekoose and Key First Nations, the University of Saskatchewan and the Ministry of Education. The purpose was, and still is, to learn about the history of the area, to learn about treaties and to learn about both cultures (First Nations and non-First Nations) as well as provide supports to schools with Elder visits and presentations. This plan will be integral to our operations now and into the future and we sincerely appreciate the assistance and guidance we receive from our First Nations partners.

Improved Student Learning Supports – The area of Student Services has been one of focus and change to accommodate the needs of changing demographics and the desire to ensure that all students have access to supports that will allow them the greatest chance to achieve at their highest level. Examples include the following: Levelled Literacy Intervention (LLI) kits have been implemented across the division in all Kindergarten to Grade 3 classrooms; SoundField systems (a voice amplification system) are in all Kindergarten and grade 1 classrooms; the implementation of not only iPads but also standard iPad imaging to ensure that students are using the most appropriate applications; protocols implemented in the area of drug and alcohol treatment as well as an increased focus on transitioning students from therapies into Prekindergarten/Kindergarten classrooms. As we experienced a dramatic increase in the number of non-English speaking students, increased attention and resources have been allocated to our English as an Additional Language (EAL) students with a coordinator assisting schools to ensure integration as seamless as possible is occurring. Staff are to be commended on their purposeful work to ensure that all students are provided with the best opportunities to achieve success.

Facilities Baseline – The facilities department established a baseline. This matrix has been used as a filter when making decisions in terms of allocation of funds and ensuring that they are made in a transparent manner. This was established as a result of the strategic plan and is instrumental in working towards achieving our aspirational goals of equitable opportunities and sustainable infrastructure. Our facilities department has made some significant changes to find increased efficiencies in their structure; their hard work and dedication is extremely valuable to ensure safe schools for staff and students.

Introduction

This annual report presents an overview of Good Spirit School Division's activities and results for the fiscal year September 1, 2012 to August 31, 2013.

This annual report provides a snapshot of Good Spirit School Division, its governance structures, students, staff, programs and facilities. It also offers information in the Continuous Improvement Accountability Framework (CIAF) priorities: higher literacy and achievement, equitable opportunities, smooth transitions, and system accountability and governance.

In addition to detailing the school division's activities and performance, this report outlines how the division is implementing its strategic plan, provides a report from management endorsing the financial overview and audited financial statements, and includes appendices such as an organizational chart, school list, and payee list.

Financial statements included in this report have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.



School Division Profile

About Us

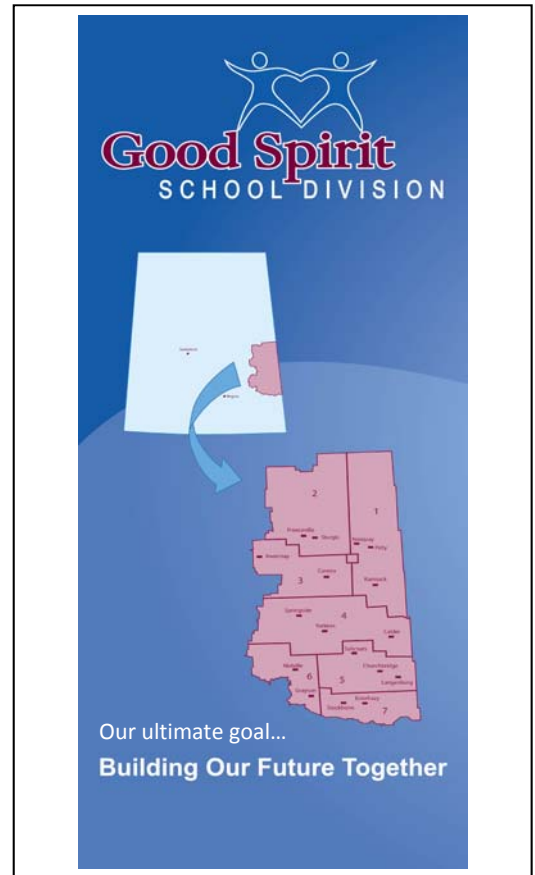
Good Spirit School Division is a combined rural and city school division with 28 schools located in 17 communities. The division is located in east central Saskatchewan and encompasses approximately 14,000 square kilometres. It spans a geographic area from Esterhazy in the south, Preeceville in the north, Calder in the east, and Springside in the west. The map on the right shows the geographic location of Good Spirit School Division.

The division is divided into nine subdivisions for purposes of board representation. For a more detailed map of Good Spirit School Division showing the subdivisions and the major towns and highways, go to our website under the Information tab at <http://gssd.ca>.

Much of Good Spirit School Division is rural, encompassing several large towns and two cities, Melville and Yorkton. Our Administration Office is located in a former K-3 school in Yorkton. Three First Nations are located within the boundaries of Good Spirit School Division.

The economy of the Good Spirit area is mixed. Mining is important and so is agriculture with a thriving multi-cultural community. A large potash mine is located near Esterhazy (with exploration for another possible mine near Melville) and two canola crushing plants are located north of Yorkton.

Figure 1: Location of Good Spirit School Division



Division Mission Statement: Building Strong Foundations to Create Bright Futures

Division Vision Statement: Learning Without Limits ... Achievement For All

Division Values: We Belong, We Respect, We are Responsible, We Learn, We Nurture

Division Aspirational Goals focussing on:

1. Student Learning and Well-Being
2. Equitable and Balanced Opportunities
3. Accountability For All
4. People Engagement
5. Sustainable Infrastructure

To view the values and aspirational statements in their entirety, please go to our website at <http://gssd.ca/pages/bph.htm>.

Program Overview

The students in Good Spirit School Division represent our future. We celebrate and embrace differences in our student population and believe that every child is entitled to receive a positive learning experience and it is our ultimate priority to ensure that they are given every opportunity to do so. In order to provide the best opportunities possible for every student to achieve at their highest level, Good Spirit School Division offers a wide range of programs in our 28 schools.

Central to the program in every school is the provincially-mandated core curricula, broad areas of learning and cross-curricular competencies. Classroom instruction is designed to incorporate differentiated instruction, First Nations and Metis (FNMI) content, perspectives and ways of knowing, and the adaptive dimension. In 2012-13, the division continued to focus on improved student learning in the areas of reading comprehension and math problem solving.

In addition, each school in the division offers specialized programming that responds to the needs of its students. The following list identifies programs in operation at one or more of the division's schools:

- Alternative programming for vulnerable students
- Community school programming
- Core French instruction
- Distance education
- English as an Additional Language programming
- Practical and Applied Arts programming
- National Archery in the Schools program
- Universal Teaching program
- Music/band programming
- Nutrition programs
- Prekindergarten programs
- Technology-enhanced learning
- Alternate course offerings like millwright program, robotics & hockey academy
- Transition Youth to Employment program

Additional services and supports are offered to students and teachers by specialized school division staff including:

- Math, Literacy, Library and Digital Learning Coaches
- Student Services Coordinators
- Educational psychologists
- English as an Additional Language consultant
- Speech and language pathologists
- Student counsellors
- Student support teachers
- Occupational therapists
- Cultural advocate
- Itinerant career counsellor

Programming highlights for 2012-13 included:

Student Engagement – Implementation of the Tell Them From Me (TTFM) survey had extremely positive results; schools have an accurate baseline of thoughts and feelings on their respective school. There are 2 school pilot sites for the Comprehensive School Community Health program; a secondary school review process emphasized using high school student focus groups to gain a true insight into the needs of our students.

Student Learning Supports – Assistive technology is a high priority for Good Spirit School Division. There have been numerous SMARTBoards in all of our schools and this past year has seen an increase in the number available in classrooms. In the same way, SoundField systems were implemented in all Kindergarten and Grade 1 classrooms division-wide. This technology allows the teacher to speak in a normal voice and have it projected throughout the entire room. When students can hear and understand what is being said, they have a better chance at increased achievement levels. Also, the implementation of iPads and standard iPad imaging has helped to target learning environments for specialized student needs. At all schools, we have staff members trained in Non-Violent Crisis Intervention to ensure the safety and well-being of staff and students.

Instructional Strategies – The instructional strategies employed with Good Spirit School Division are classified with the three tiers of the Response to Intervention (RtI) model. Within Tier 1, the division employed the Balanced Literacy Approach to literacy instruction. Within Tier 2, Good Spirit School Division utilized the Levelled Literacy Intervention to supplement the classroom instruction and to accelerate student reading achievement through targeted instruction and professional development. Within Tier 3, the division utilized the support of professional service providers (occupational therapists, speech language pathologists, educational psychologists and school counsellors) to intervene with additional time and support when students continue to make inadequate gains or the gap between the curriculum and their level of performance widens. School based supports are provided by qualified Student Support Teachers through collaborative planning and integrated service delivery.

Math instruction follows much the same pathway. Tier 1 occurred within the classroom using the constructivist approach to math. Schools have been working to understand math instruction using the problem solving approach for some time within our division and are supported in their efforts through targeted professional development (i.e. math mentors, summer math institute, math benchmarking, etc.). Tiers 2 and 3 see the involvement of the student support teacher, professional service providers, etc..

Grade 3 Reading – Research demonstrates that students who are reading below grade level by the middle of Grade 3 are likely to have difficulty reading for the rest of their school career. In order to provide high quality core instruction to all students, the Good Spirit School Division used a literacy model which uses the components of Balanced Literacy. This provided the support needed for 64.5% of our students to be reading at or above grade level in the fall of 2012. For the 35.5% of Grade 3 students reading below grade level, the division has implemented Levelled Literacy Intervention in grades 1, 2 and 3 to provide a more intense intervention for these struggling readers.

First Nations and Metis (FNMI) Education – The Ministry of Education requires that each school division create a First Nations and Metis Education Plan that aligns with the Continuous Improvement and Accountability Framework. The highlights of Good Spirit School Division’s First Nations and Metis Education Plan appear below. The full plan is available at <http://gssd.ca/pages/ciaf.htm>. The full plan provides detailed information about performance measures, target outcomes, and instructional strategies.

- **Goal #1 – Equitable Outcomes** – Goals include: the achievement rates of self-declared FNMI students will improve year over year in reading and math (specific to Grades 1 to 5), increase the on-time graduation rate by 30% and increase the average number of credits earned in grades 10 to 12 by 2 credits by the end of June 30, 2015.

Strategies to achieve this goal include building capacity among learning coaches to work with teachers in the specific areas of literacy and math, provide Levelled Literacy Intervention kits, working with teachers on specific and measurable growth goals as well as increasing professional development opportunities, providing training to new teachers in math and literacy assessment as well as training and support to teachers in Response to Intervention (RtI) and investigating programs/initiatives to address student attendance issues.

- **Goal #2 – Knowledge of First Nations and Metis Contributions** – Goals include: increase FNMI cultural awareness and feeling of belonging, increase number of teachers trained in Teaching Treaties in the Classroom, increase scores on the Ministry of Education’s Treaty Essential Learnings (TEL) assessment and increase overall staff awareness and ability to be culturally responsive.

Strategies to achieve this goal include hosting of an annual Good Spirit School Division Pow Wow, working with the Office of the Treaty Commissioner to arrange on-going training sessions, utilizing Treaty Teacher leaders, surveying all school staff to determine baseline information for use in future strategy formation, inclusion of FNMI content in School Learning Improvement Plans as well as implementation of strategies to address the Metis cultural component within the division.

- **Goal #3 – Data Collection and Reporting** – The school division will develop and implement plans to increase the number of First Nations and Metis students who self-declare by 10% per year in each of the next three years concluding June 30, 2015.

Strategies to achieve this goal include embarking on an education campaign designed to inform staff, students and parents, development of a consistent student registration form required to include a self-declaration portion and utilization of Elders in schools to discuss the reasons and rationale for self-declaration.

- **Goal #4 – Shared Management** – Goals include: Good Spirit School Division will enter into a partnership with the Treaty 4 Student Success Program, increase the number of annual meetings with Chiefs and Band Councils of the four First Nations in the division's boundaries and will investigate and implement a representative workforce with a staffing target of 15% FNMI by the end of June 30, 2015.

Strategies for achieving this goal include entering into a secondment agreement with the Treaty 4 Student Success Program to share the services of a Student Success Analyst, embarking on an aggressive campaign to involve various Chiefs and Band Councils of the three First Nations in the division's boundaries in education-related decisions and working with the Human Resource Manager to develop awareness sessions and tools to provide for increased FNMI employment.

School Division Planning

Good Spirit School Division No. 204 underwent an intensive strategic planning process in the 2011-12 school year. In the 2012-13 school year, the Board of Education and senior administration concentrated on the strategic planning feedback to set work plans based on a renewed set of strategic priorities and goals to focus our work. Our learning priorities maintain a focussed attention on improving math and reading skills and we are reinvigorated with the knowledge that we will be working not only with local stakeholders but also with the Ministry of Education to advance student achievement levels. The division has a coordinated planning process which enables alignment of school division priorities with Continuous Improvement and Accountability Framework (CIAF) priorities and alignment of all school division planning activities.

Strategic Plan

In the 2012-13 school year, the Board of Education of Good Spirit School Division approved a five-year strategic plan. The 2012-13 school year marks the beginning of this plan. The Board's strategic plan for the division provides overall direction for everything the Division does and serves as an anchor to ensure that all Division planning processes are in alignment with each other and that divisional priorities are aligned with CIAF priorities.

The strategic plan defines Good Spirit School Division's mission, vision, values and strategic goals in the form of aspirational statements – provided earlier in this annual report. The school division has implemented My Strategic Plan which is a software program that tracks through a “dashboard” view the work that has, is and will be done. This is a major step towards transparency of division plans and will provide an overall view to exactly how various departments are working towards our ultimate goal of “Building Our Future Together”.

Good Spirit School Division's strategic goals and aspirational statements focus on:

- #1: Student Learning and Well-Being
- #2: Equitable and Balanced Opportunities
- #3: Accountability For All
- #4: People Engagement
- #5: Sustainable Infrastructure

An update on the strategic planning process and accompanying documents is available at <http://gssd.ca/pages/strategicplanning.htm>.

Continuous Improvement and Accountability Framework

The Continuous Improvement and Accountability Framework (CIAF) aligns school division and CIAF priorities. The four priority areas of the CIAF are:

- Higher literacy and achievement
- Equitable opportunities
- Smooth transitions
- System accountability and governance

The four areas are also part of Good Spirit School Division's strategic plan. Our school division has developed a Continuous Improvement Plan which identifies measurable goals for each priority area and outlines a strategy to collect data relevant to each priority. This plan is synonymous with the division's strategic plan and is available on Good Spirit School Division's website at <http://gssd.ca/pages/ciaf.htm>.

The School Division in the Community

Good Spirit School Division is an integral part of community life in east central Saskatchewan. The Division, as a whole, and individual schools are linked to the broader community in a multitude of ways. The Board of Education places strong emphasis on community and parent involvement, and on community partnerships.

Community and Parent Involvement

Research has shown that students achieve at higher levels in school when their parents/guardians and other community members are involved in education. The schools of Good Spirit School Division all have programs and initiatives to encourage community and parent involvement. These programs vary from school to school and are unique to each community.

Victoria School (PreK to Gr 4 in Kamsack) boasts a multitude of community based events. For example, they host a holiday dinner in December where the entire community is invited to attend, they host bottle drives as fundraisers where parents, RCMP members and conservation officers work alongside the students, they invite RCMP and ambulance personnel to assist at Playday as well as in school barbeques and their annual Winterfest Day, employees from local businesses join in the Terry Fox Walk and, during Literacy Week, students go to local businesses where the employees take time out of their day to read to them. As well, a large group of community members assisted to put up the school's playground equipment and continue to assist in their community garden project. Kamsack is a community with a large First Nation population and working with community partners has been integral in embracing a highly diversified student population. These types of events recognize cultural diversity and embrace it.

In June, 2013, the Yorkton Regional High School hosted our 1st Annual Youth Pow Wow. This is a cultural celebration open to all schools in the Good Spirit School Division, Christ the Teacher Catholic Schools and students from surrounding First Nations. The goal of the Youth Pow Wow is to begin exploring culturally responsive environments to celebrate diversity and deepen our understanding of the historical significance of First Nations people. The Youth Pow Wow is an opportunity to engage members of our aboriginal and non-aboriginal community in hopes to build strong partnerships to ensure the success of all students. The Painted Hand Casino, Sunrise Health Region, Multicultural Society of Saskatchewan and various Band schools were partners in making this day a reality. This day directly aligns with the GSSD's strategic goals of engaging people and building capacity to work with First Nations people.

What all the schools of Good Spirit School Division have in common is the importance of School Community Councils (SCCs) as a mechanism for connecting community and school. SCCs play a role in governance (described more fully in the next section) and most have established formal processes to foster community and parent involvement. Dr. Brass School in Yorkton (PreK to Gr 8) is very happy to have the School Community Council involved in providing a 'welcome back to school' lunch and year end barbecue for families. These events engage all parents to network and celebrate learning with other families, teachers, and students. The SCC also provides supper for families attending their monthly meetings to help busy families ensure they have healthy suppers. The commitment of families engaged in school activities enhances the learning of all students.

Community Partnerships

Good Spirit School Division and individual schools within the division have established a range of formal and informal community partnerships in order to promote student learning and ensure that students' school experience is positive and successful. For example, the division signed a Learning Alliance with the Parkland College in October, 2008 stating it will "enable both parties to support initiatives of common interest furthering the principals and practices of high quality education and training in their respective jurisdictions." One of the extremely positive experiences to come about as a result of this partnership is the annual career and education fair that we jointly host in November (this was our third annual). This event is open to all Grade 9 to 12 students as well as any interested community members in the area; this past year saw approximately 2,000 student attendees from not only Good Spirit School Division but also Christ the Teacher Catholic Schools and many area First Nations schools as well. This is an opportunity for students and the community to interact with vendors from throughout Western Canada and gain access to potential school and career information as well as possible job opportunities.

The division works to provide fair and equitable solutions in terms of transportation by sharing with Christ the Teacher Catholic Schools. Cooperation ensures that students and families encounter timely transportation services at a reduced cost to both divisions. Both of the aforementioned divisions also work together in the Melville Comprehensive School Governance Authority board which runs the Melville Comprehensive School (Grades 7 to 12). This type of partnership has grown and evolved over the years and ensures that high school students in the community of Melville are provided an education to meet the needs of students in both divisions.

Another great example comes from Dr. Brass School in Yorkton (Prekindergarten to Grade 8) who has partnered with a community group to become involved in student learning. The community group sends an adult mentor to read with small groups of students on a weekly basis. The school has also partnered with many community groups to deal with student well-being in the area of food security; many organizations have donated time and funding to give every student the opportunity to eat a healthy breakfast and lunch. Community organizations have also been involved in ensuring students have food for the weekend by collecting food donations. The school has also begun a community garden to have fresh vegetables for families. All these community engagement activities enhance the learning experience for our students.

A new program in the City of Yorkton is the Hub which looks to create a collaborative approach to dealing with community issues. The Hub is basically individuals representing a wide range of groups dealing with various aspects of concern such as mental health, addictions, education and crime. They come together to discuss a particular individual's circumstances and dispatch the appropriate agency to help them. Instead of creating a new agency to deal with issues, this is a way to better utilize the resources already in place by working together cooperatively. This is a community initiative with a strong future ahead in terms of helping at-risk students.

Governance

The Board of Education provides governance for Good Spirit School Division as a whole and School Community Councils provide advice to individual schools.

The Board of Education

Good Spirit 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 school division is organized into nine subdivisions for purpose of elections, but once elected, the members of the Board of Education represent all students in the division and are committed to providing the very best education possible for each and every student in our school family.

The current Board of Education was elected on October 24, 2012 and will serve a four-year term. Board of Education members are:

Subdivision 1	.....	Bryan Cottenie (Board Chair)
Subdivision 2	.....	Christopher Balyski
Subdivision 3	.....	Shannon Leson
Subdivision 4	.....	Florence Stachura
Subdivision 5	.....	Lois Smandych (Board Vice-Chair)
Subdivision 6	.....	Robert A. Simpson
Subdivision 7	.....	D.J. Cairns
Yorkton-At-Large	.....	Gordon Gendur
Yorkton-At-Large	.....	Richard Haacke
Yorkton-At-Large	.....	Bonnie Rushowick
Subdivision 8	.....	Gilda Dokuchie

A list of the remuneration paid to board members is provided in Appendix D.



The Good Spirit School Division Administration Office in Yorkton.

School Community Councils

The Board of Education has established 27 School Community Councils (SCCs) for each of the 28 schools in Good Spirit School Division. In the community of Sturgis, the Sturgis Elementary School and Sturgis Composite School have established one School Community Council.

The Education Regulations, 1986 require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. In 2012-13, the Good Spirit School Division conducted a Principal/SCC Chair meeting (November, 2012) as well as a School Community Council Symposium (February, 2013), for this purpose, for all of its SCCs. Both the meeting and the symposium are held on an annual basis.

To promote further professional development opportunities, the Board of Education sponsors five bursaries of \$500 each for SCC members throughout the division to apply for and be awarded in order to attend the annual Rural Congress on Education. SCCs are also provided with an annual grant of \$1,000 plus \$1.50/student to assist School Community Councils with their operations and to support the development of members.

The Regulations 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.

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 as it 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.

27 SCCs in Good Spirit 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. Students from three of the First Nations within the division's boundaries attend various division schools. Representatives of the appropriate First Nations are members of the SCCs of these schools.

Further information can be found on the school division's website at <http://gssd.ca/pages/scc.htm>.



Attendees at the SCC Symposium prior to attending the breakout sessions.

Our Students and Staff

The sections that follow provide information about the Good Spirit School Division's students and staff.

Students

In 2012-13, 6,021 students were enrolled with Good Spirit School Division. This represents an increase in the number of students enrolled in both 2011-12 (5,977 students) and 2010-11 (5,968 students).

Historically, more students were enrolled at the higher grade levels in comparison to the number of students entering the school system but this trend is slowly beginning to reverse (especially in the past 3 years). In spring, 2012, the school division purchased Baragar Systems software to aid in the prediction of future enrolments. The software is designed to empower senior staff in both short and long-term planning. It is interesting to note that the software, which uses various data sources including Stats Canada and census information, predicts that Good Spirit School Division will have 6,362 students in September, 2015 with a continual increase over the years to September, 2021 to 7,417 students. We are optimistically looking to a future of growth and prosperity within the school division.

Figure 2: Enrolment by Grade – September 30

Grade	School Year		
	2010-11	2011-12	2012-13
Kindergarten	396	404	426
Grade 1	441	409	431
Grade 2	418	451	432
Grade 3	433	432	453
Grade 4	442	449	435
Grade 5	412	452	459
Grade 6	442	414	452
Grade 7	463	471	437
Grade 8	442	476	464
Grade 9	450	476	511
Grade 10	557	502	494
Grade 11	508	529	482
Grade 12	564	512	545
Total	5,968	5,977	6,021

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, 2013

Staff

Figure 3 below provides an overview of all division staff. An organizational chart showing the reporting structure is provided in Appendix B.

Figure 3: School Division Staff – 2012-13

Job Category	FTEs
Classroom teachers	402.26
Principals, vice-principals	43.00
Other educational staff – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists	148.05
Administrative and financial staff – e.g., clerks, accountants, information technology, administrative assistants	46.43
Plant operations and maintenance – e.g., caretakers, carpenters, supervisors	57.09
Transportation – e.g., bus drivers, mechanics, supervisors	121.00
Senior management team – e.g., director of education, superintendents	10.90
Total Full-Time Equivalent (FTE) Staff	828.73

- 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, 2013.

Source: Human Resource Department, Good Spirit School Division

Staff Profile – Good Spirit School Division is the second largest employer in the east central region and makes a significant contribution to the regional economy. The division employs the full-time equivalent of 828.73 people. About one-half of these employees are teachers, the other 50% represent a wide range of occupations. The school division employs a variety of staff including, but not limited to, educational assistants, clerical staff, information technology (IT) specialists, caretakers, bus drivers, professional service providers as well as other staff in order to provide a quality education for students of the division.

Senior Management Team – The Director of Education, Dwayne Reeve, reports directly to the Board of Education. Reporting to the Director of Education are: Lynel Martinuk, Communications Coordinator; Quintin Robertson, Deputy Director; and Donna Court, Receptionist.

Each of the Superintendents of Education works with school-based administrators as well as math, literacy, library and digital learning coaches throughout the division.

The Superintendent of Business Administration is responsible for all business aspects including overseeing the managers in each of the accounting, facilities, human resources, payroll and transportation departments.

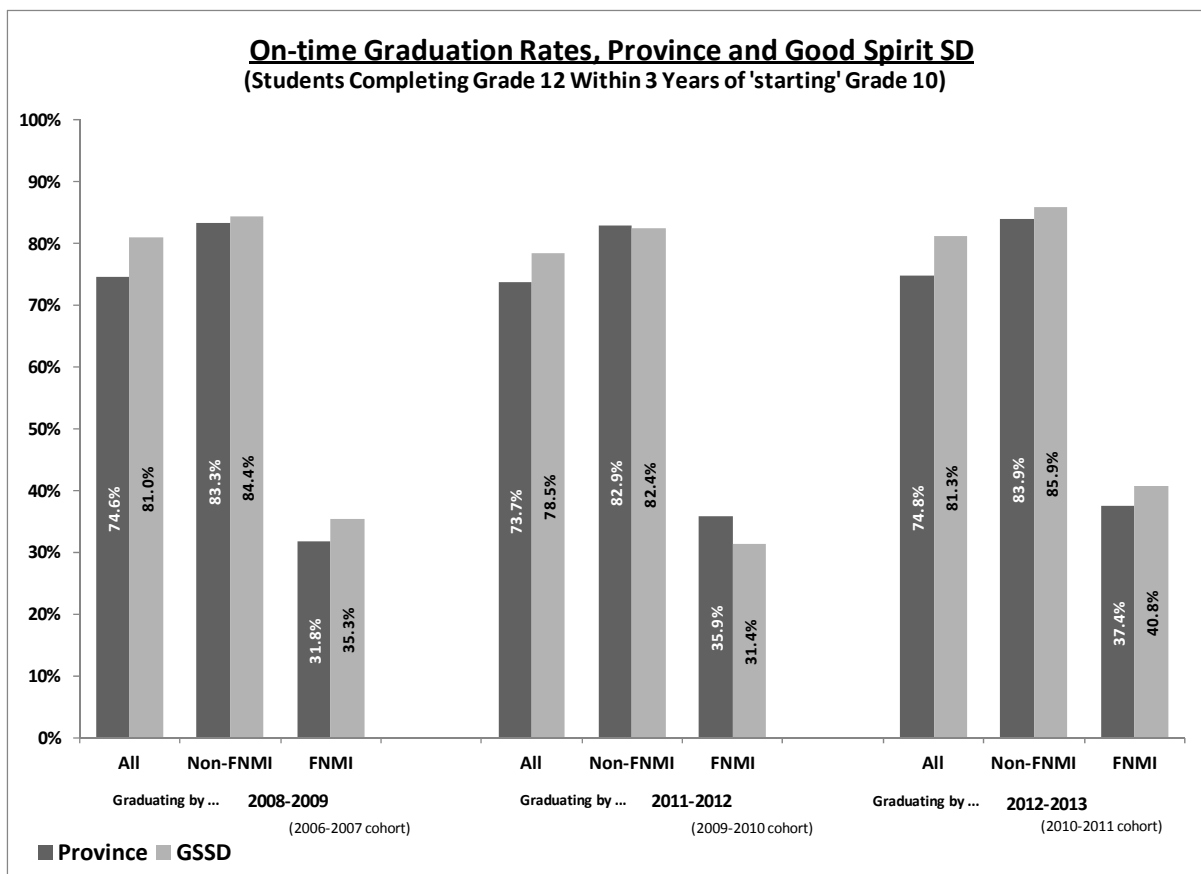
Higher Literacy and Achievement

Increased student literacy and achievement is a priority for Good Spirit School Division. The indicators below illustrate student performance as informed by division and provincial data.

Grade 12 Graduation

Three-Year Graduation Rates – In June 2012, 78.5% of all Good Spirit School Division students graduated within three years of entering Grade 10, (comprised of 82.4% of non-First Nations, Metis and Inuit (FNMI) and 31.4% of self-declared FNMI students). In June 2013, Good Spirit’s graduation rate exceeded the provincial results for all students including the two sub-populations of non-FNMI and FNMI students. A comparison with previous years shows that Good Spirit’s overall graduation rate is consistently better than provincial results. Although there remains a large difference in the graduation rate between our FNMI students and non-FNMI students, the graduation rate of our FNMI students improved significantly from June 2012 to June 2013. Reducing this difference is one of the division’s most important goals. See Figure 4.

Figure 4: Grade 12 Graduation – Students Completing Grade 12 Within Three Years: Baseline Year with Two Most Recent Years



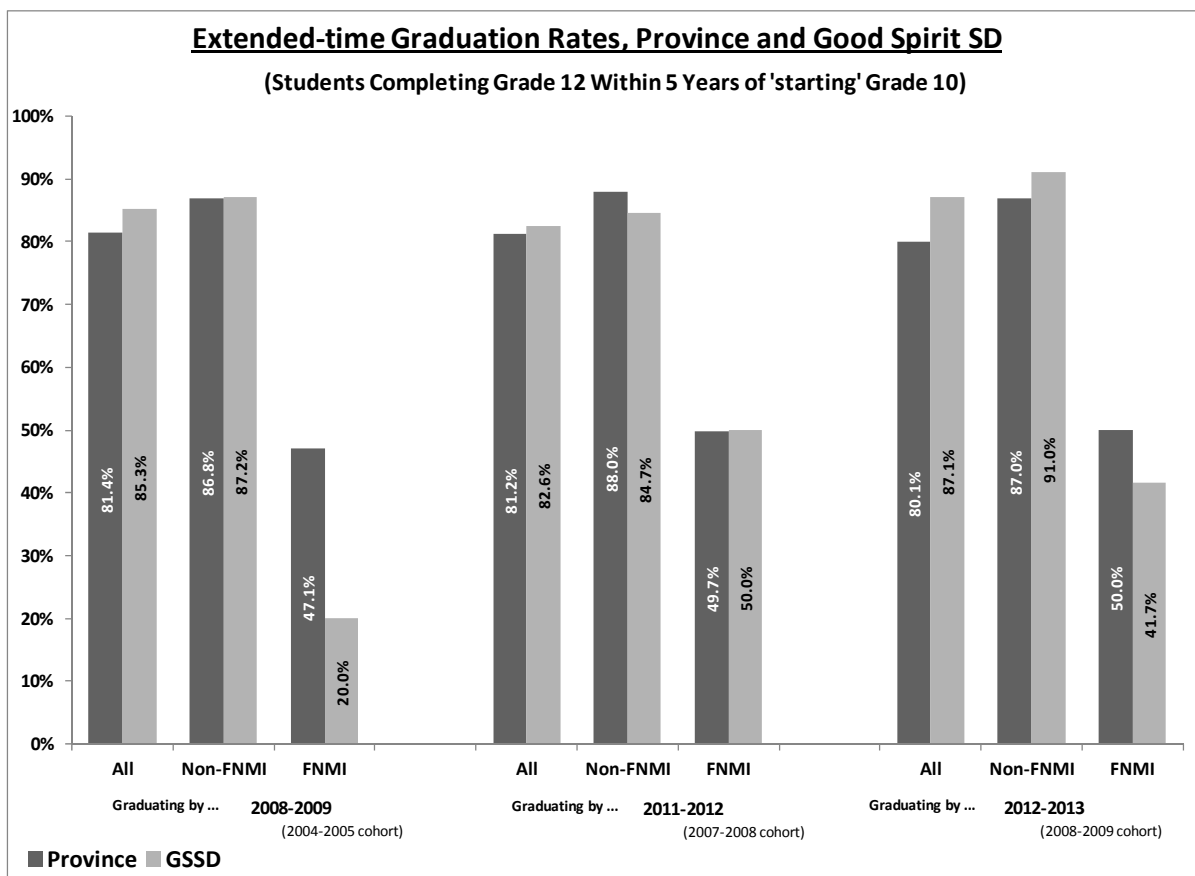
Note:

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, 2013

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 2013, 87.1% of all Good Spirit students (comprised of 91% of non-FNMI students and 41.7% of self-declared FNMI students) who had entered Grade 10 five years previously had graduated. Good Spirit’s five-year graduation rate shows the same pattern over time as the three-year graduation rate, including the considerable difference between FNMI and non-FNMI graduation rates. See Figure 5.

Figure 5: Grade 12 Graduation – Students Completing Grade 12 Within Five Years: Baseline Year with Two Most Recent Years



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, 2013

Average Final Marks

When registering for secondary level courses, students have many opportunities for choice.

In 2012-13, the average final marks for all Good Spirit students exceeded the provincial results in selected secondary subjects identified below. Good Spirit non-FNMI students exceeded the provincial results in all courses except English Language Arts A10 and B10.

Although average marks of Good Spirit's self-declared FNMI students were higher than the provincial results in all courses, there is still a difference between FNMI and non-FNMI achievement. See Figure 6.

Figure 6: Average Final Marks in Selected Secondary-Level Courses

Subject	All Students		Non-FNMI		FNMI	
	Province	GSSD	Province	GSSD	Province	GSSD
English Language Arts A 10	71.4%	72.2%	74.3%	73.6%	59.4%	61.5%
English Language Arts B 10	71.6%	73.1%	74.1%	74.0%	60.1%	66.0%
Science 10	70.2%	73.2%	73.2%	74.5%	57.1%	63.0%
Math: Workplace and Apprenticeship 10	70.7%	73.3%	73.8%	74.4%	56.9%	65.5%
Math: Foundations and Pre-calculus 10	69.9%	73.7%	72.2%	74.2%	56.8%	67.9%
English Language Arts 20	72.5%	73.6%	74.2%	74.5%	62.5%	64.4%
Math: Workplace and Apprenticeship 20	66.5%	70.5%	68.5%	71.1%	60.4%	64.4%
Math: Foundations 20	71.7%	74.7%	73.1%	75.2%	62.0%	65.8%

Note:

Results for populations of 10 or less 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, 2013

Equitable Opportunities

Strategies to Meet the Needs of Diverse Students

Good Spirit School Division strives to provide the best education possible for all its students. The division offers programming that responds to the needs of its students such as: Prekindergarten and alternative programming for vulnerable students; distance education; English as an Additional Language programming; services and supports of educational psychologists and speech and language pathologists. These programs and supports are intended to provide equitable opportunities for equitable outcomes for all students.

In the 2011-12 school year, the entire Student Services Department was restructured so that, in the 2012-13 school year, a more streamlined approach was utilized. This reorganization came about as a result of the need to provide students with a team-centred, focussed commitment in the delivery of student services supports. Professional Service Providers (PSP's) were moved to three centralized locations to promote a team-centred environment and focus on working with students. Locations included Canora, Esterhazy and Yorkton. They focus on prevention, early intervention and effective transitions through integrated supports. To learn more about the Student Services Department and the amazing work they do with students, visit their online blog at <http://blogs.gssd.ca/studentsservices/>.

Smooth Transitions

Grade 7 to 10 Transitions

There are several critical transition points as students move through the Prekindergarten to Grade 12 education system. The transition from middle to secondary grades is particularly important. Figure 7 below shows that while the great majority of Good Spirit students who begin Grade 7 are in Grade 10 three years later. And encouragingly, a large proportion (24.2%) of FNMI students are still in school three years later continuing a previous grade. See Figure 7.

Figure 7: Student Transitions Between Grades 7 and 10, Good Spirit School Division

	Grade 7 Cohort			Progressing from Grade 7 to 10 On-Time			Still In School
	2007-08 Baseline	2008-09	2009-10	2007-08 Cohort	2008-09 Cohort	2009-10 Cohort	2009-10 Cohort
All students	419	402	406	95.2%	95.5%	93.3%	97.3%
Non-FNMI students	na	na	348	na	na	96.8%	97.4%
FNMI students	43	59	58	88.4%	91.5%	72.4%	96.6%

Note: Students who have not progressed to Grade 10 "on-time" may have remained in a previous grade or were not re-enrolled in subsequent years. "Still in School" is the proportion of students either in Grade 10 or continuing a previous grade. Results for populations of 10 or fewer have not been reported to avoid identifying individuals or very small groups of students (nr). Categories where results are not available at this time are recorded as (na).

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, 2013

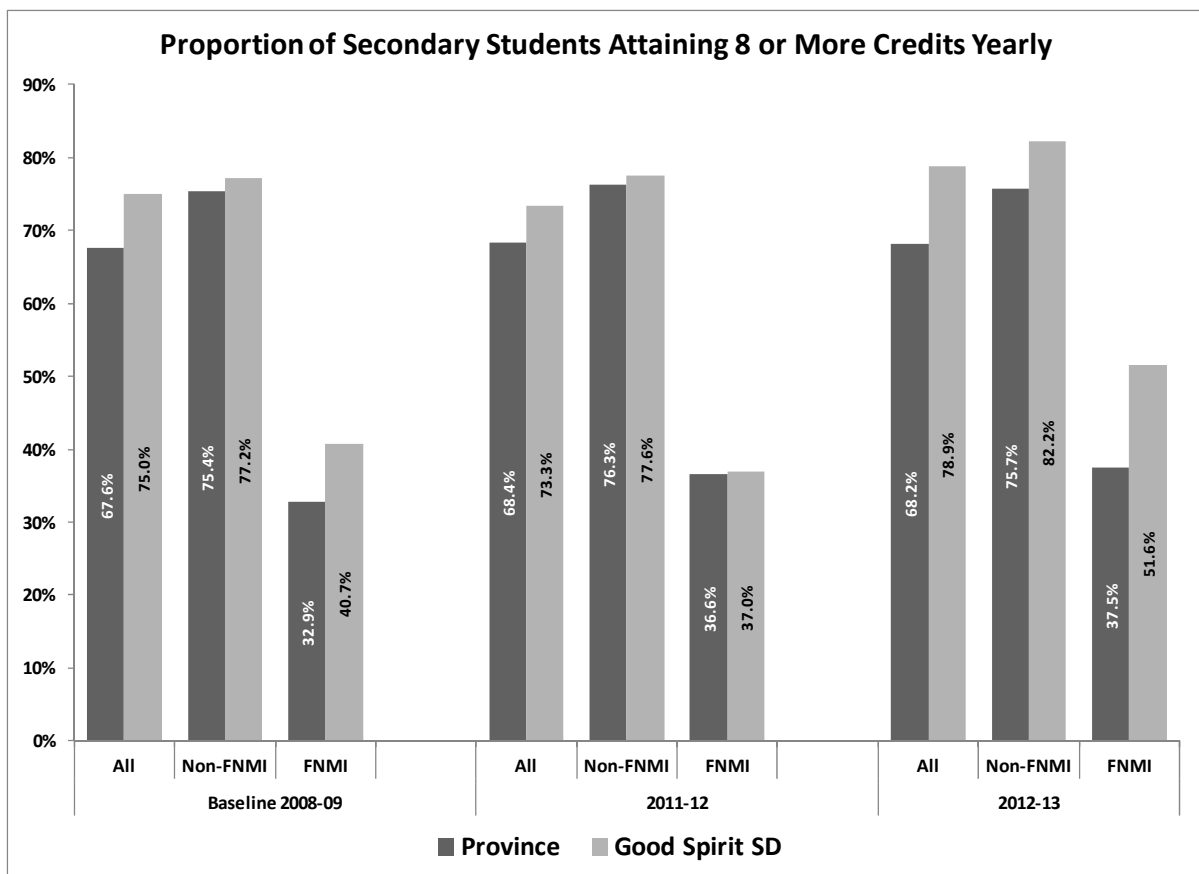
Credit Attainment

Saskatchewan secondary students must accumulate at least 24 secondary-level credits in order to graduate. This means that to graduate within a three-year period after beginning Grade 10, students must accumulate at least eight credits per year. In recent years, the provincial results have been relatively stable at just under 70% of all students attaining 8 or more credits per year.

In 2012-13, 10.7% more Good Spirit students earned 8 or more credits per year than the provincial results. Although significantly more of our self-identified FNMI students earned 8 or more credits than the provincial results, credit attainment by FNMI students is lower than their non-FNMI peers – a reality the division is committed to changing.

Overall, credit attainment by Good Spirit students in comparison to the provincial results has improved in recent years. See Figure 8.

Figure 8: Proportion of Secondary Students Attaining 8 or More Credits per Year: Baseline Year with Two Most Recent Years



Note:

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, 2013

System Accountability and Governance

Good Spirit School Division is committed to operational effectiveness, transparency and fiscal responsibility, and to the long-term stability of the education system in order to provide a high quality education for all students.

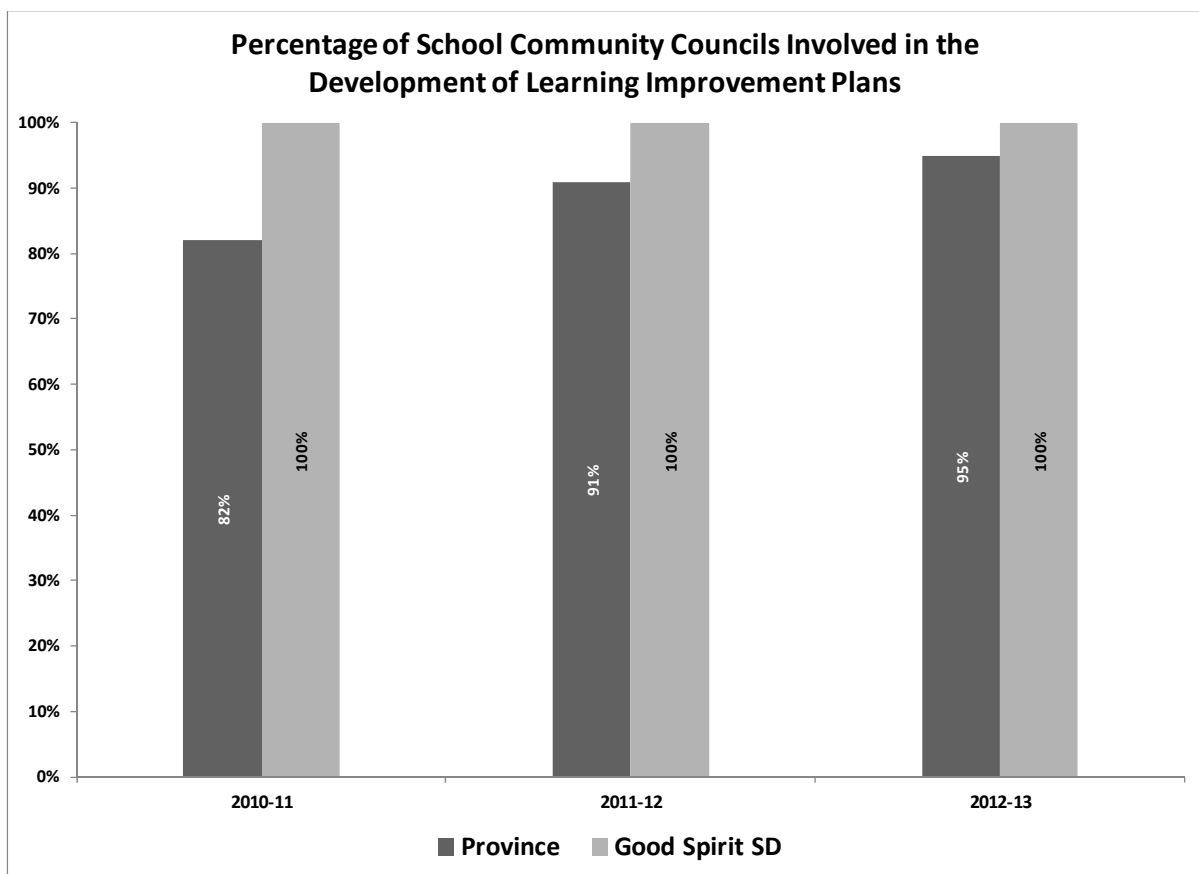
School Community Councils and Learning Improvement Plans

School Community Councils (SCCs) are required by legislation to cooperate with school staff to develop a school Learning Improvement Plan that is in accordance with the school division's strategic plan and to recommend the Learning Improvement Plan to the Board of Education.

During 2012-13, all of the SCCs serving the 28 schools in Good Spirit School Division developed Learning Improvement Plans (100%). In fact, the SCCs have been 100% involved in developing these plans for the past three years. See Figure 9.

We are very proud of the community commitment and support in terms of playing an active role in the future of our schools.

Figure 9: Percentage of School Community Councils Involved in Development of Learning Improvement Plans



Source: Ministry of Education, 2013

Facilities and Transportation

Facilities

Good Spirit School Division's facilities include:

- twenty-eight schools located in 17 communities. See Appendix C for a list of schools. The average age of these schools is 49 years. The oldest school is 94 years old; the newest is 15 years old;
- the School Division head office located in Yorkton, SK. The central core of this building is 59 years old. The division office was originally the Fairview School (Kindergarten to Grade 3 facility) and was converted into the Administration Office in 1998;
- four bus garages located in the communities of Kamsack, Sturgis, Yorkton and Melville. The bus garages are used for maintenance and repair of school division vehicles. Each garage includes a large fenced compound where buses can be parked or stored, and each includes a bus wash station; and,
- two maintenance shops located in the communities of Sturgis and Yorkton.

Population shifts within the division have meant a declining student enrolment in some areas and an increase in others. This results in some schools being underutilized and some being at maximum capacity. Seven schools in our division are operating at less than 60 per cent capacity and seven schools are operating at greater than 100 per cent capacity.

Several of the Good Spirit School Division schools were renovated in 2012-13. A list of these infrastructure projects appears in Appendix E of this annual report along with the cost of each.

Good Spirit School Division pays careful attention to the maintenance of all schools in the division. GSSD uses web-based software called Facility Asset Management Enterprise (FAME) to develop and manage short, medium and long-term asset management strategies. Service requests are made by the schools via the FAME module allowing facilities staff to prioritize service requests according to urgency, budget and time. Minor repairs are done as needed and a maintenance schedule ensures that all schools are maintained adequately. All schools are cleaned according to a daily schedule and major cleaning such as washing of walls and floor refinishing takes place during the summer.

Student Transportation

The Good Spirit School Division is primarily a rural school division and a significant number of students are transported on school buses. Some city students are transported as well when the distance between home and school is too far to walk – this occurs in Melville and Yorkton.

The Good Spirit School Division operates its own transportation service and owns a fleet of 160 buses of various sizes (113 route buses and 47 spare buses). In addition, the school division has contracted the services of local taxi companies in Yorkton and Melville to provide transportation for students with special needs and, in some instances, parents are compensated to transport these students when the school division can not provide this service.

The division has some boundaries that are coterminous with those of Christ the Teacher Catholic Schools. Therefore, we transport their rural students to their schools in the communities of Melville and Yorkton. The student breakdown is 2,510 Good Spirit School Division students and 293 Christ the Teacher Catholic Schools students on our buses.

Financial Overview

In 2012-13, as in previous years, Good Spirit School Division’s single 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 physical plant – schools and their upkeep.

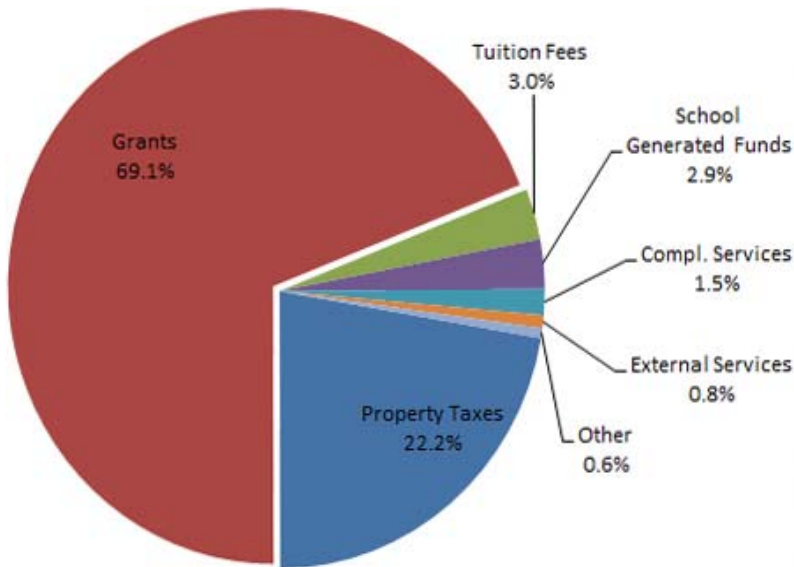
The largest single source of revenue was provincial grants, followed by property taxes.

Revenue and Expenses

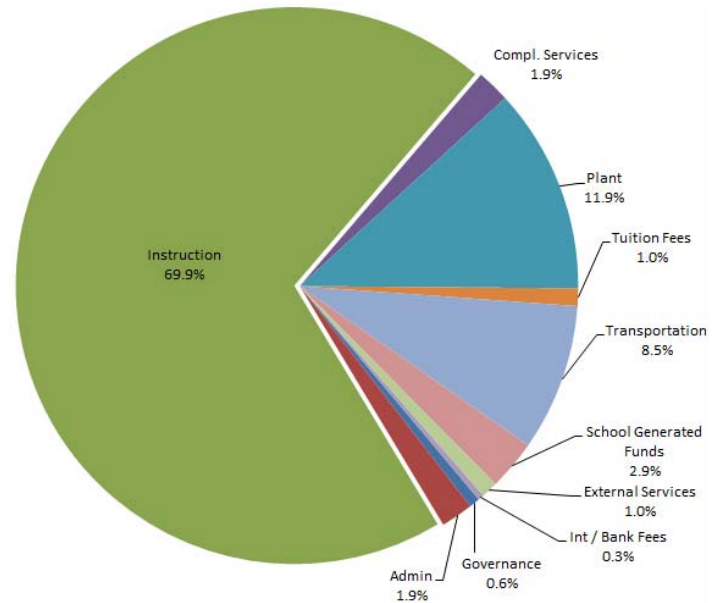
Figure 11 below summarizes Good Spirit School Division’s main categories of revenues and expenditures in 2012-13.

Figure 11: Summary of Revenue and Expenses – 2012-13

Revenue 2012-13



Expenses 2012-13



Budget to Actual Expenditures and Variances

Figure 12 below summarizes Good Spirit School Division's main categories of revenues and expenditures in 2012-13.

Figure 12: Summary of Revenue and Expenditures with Budget to Actual Comparison for the Fiscal Year September 1, 2012 to August 31, 2013

	2012	2013	2013	Budget to Actual Variance Over / (Under)	Budget to Actual % Variance	Note
	Actual	Actual	Budget			
REVENUES						
Property Taxation	16,755,540	17,636,646	16,616,655	1,019,991	106%	1
Grants	50,786,396	54,753,062	50,946,522	3,806,540	107%	2
Tuition and Related Fees	2,476,424	2,345,697	2,527,209	(181,512)	93%	3
School Generated Funds	2,701,703	2,280,650	2,800,000	(519,350)	81%	4
Complementary Services*	1,362,052	1,200,571	1,073,323	127,248	112%	5
External Services**	756,383	605,041	638,600	(33,559)	95%	6
Other	950,293	450,282	304,000	146,282	148%	7
Total Revenues	75,788,791	79,271,949	74,906,309	4,365,640	106%	
EXPENSES						
Governance	527,543	473,218	506,797	(33,579)	93%	8
Administration	1,285,458	1,422,278	1,437,954	(15,676)	99%	
Instruction	51,081,340	53,143,168	54,015,646	(872,478)	98%	
Plant	8,672,916	9,060,980	7,516,930	1,544,050	121%	9
Transportation	6,307,554	6,499,364	6,869,707	(370,343)	95%	10
Tuition and Related Fees	753,702	775,977	270,147	505,830	28%	11
School Generated Funds	2,468,416	2,202,693	2,800,000	(597,307)	79%	12
Complementary Services*	1,352,957	1,472,011	1,311,850	160,161	112%	13
External Services**	774,298	734,368	717,584	16,784	102%	
Other Expenses	298,606	251,578	252,604	(1,026)	100%	
Total Expenses	73,522,790	76,035,635	75,699,219	336,416	100%	
Surplus (Deficit) for the Year	2,266,001	3,236,314	(792,910)	4,029,224	-408%	

* Complementary services are services and programs where the primary purpose is other than K-12 learning/learning support, but which have the specific objective of enhancing the School Division's ability to successfully deliver its K-12 curriculum/learning programs. For example, Prekindergarten and nutrition programs.

** External services are services and programs that are outside of the School Division's learning/learning support and complementary programs. These services have no direct link to the delivery of the School Division's K-12 program nor do they directly enhance the School Division's ability to deliver its K-12 programs. For example, fees paid to the School Division to or on behalf of its associate schools.

Explanation for Variances

- Property tax assessment increased in the division from 2011 to 2012 by almost \$76M which resulted in an increase in property tax levy.
- The increase in property tax assessment resulted in a claw back of operational grant of \$1.8M. There was \$4.5M recognized Capital grant.
- There was a net decrease in federal tuition students from the 6 First Nations.
- There was less revenue collected in sales, fundraising and grants.
- Brought forward and recognized all deferred revenues for Third Party Programs.
- Brought forward and recognized all deferred revenues for Third Party Programs, Cafeteria sales were higher and tuition fees for distance learning program were lower.
- Received insurance claim proceeds and additional interest on deposits.
- The Strategic Plan process was enhanced resulting in additional indemnities and consultation expenses.
- Capital projects at various schools from PMR funding, insurance and a budget exception approved by the board from accumulated surplus.
- In addition to a route reduction, there were a number of route vacancies during the year which resulted in lower operating costs overall.
- The tuition fees paid to Parkland College for provision of adult basic education of students under age 22 was not included in the budget.
- See note 4 which resulted in lower expenses.
- See note 5 - additional resources for support program allowed for increased programming.

Appendix A: Management Report and Audited Financial Statements

Auditor's Report and Financial Statement

Of the Good Spirit School Division 204

School Division No. 2040500

For the Period Ending: August 31, 2013

Sherry Todosichuk, C.G.A.
Chief Financial Officer

Skilnick Miller Moar Grodecki & Kreklewich
Auditor

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

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- Schedule E: Net Change in Non-Cash Operating Activities**
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Fairview Education Centre
63 King Street East, Yorkton, SK S3N 0T7

Management's Responsibility for the Financial Statements

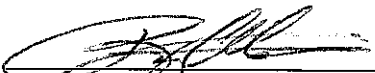
The school division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily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


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

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

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

On behalf of the Good Spirit School Division No. 204:


Board Chair


CEO/Director of Education


Chief Financial Officer

November 20, 2013

Skilnick Miller Moar Grodecki & Kreklewich
Chartered Accountants

INDEPENDENT AUDITORS' REPORT

To the Chairman and Board of Trustees of the
Good Spirit School Division No. 204
Yorkton, Saskatchewan
S9N 0T7

Report on the Financial Statements

We have audited the accompanying financial statements of the Good Spirit School Division No. 204 which comprise the statement of financial position as at August 31, 2013 and the statements of operations and accumulated surplus, changes in net financial assets and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

Opinion

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Good Spirit School Division No. 204 as at August 31, 2013 and the results of its operations and accumulated surplus, changes in net financial assets and cash flow for the year then ended in accordance with Canadian public sector accounting standards.

Skilnick Miller Moar Grodecki & Kreklewich

SKILNICK MILLER MOAR GRODECKI & KREKLEWICH
Chartered Accountants

Melville, Saskatchewan
November 21, 2013


Good Spirit School Division 204
Statement of Financial Position
as at August 31, 2013

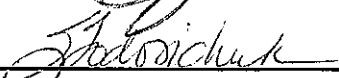
	2013	2012
Financial Assets		
Cash and Cash Equivalents	7,549,482	8,369,365
Accounts Receivable (Note 8)	11,567,357	11,336,805
Portfolio Investments (Note 4)	54,682	101,900
Total Financial Assets	19,171,521	19,808,070
Liabilities		
Provincial Grant Overpayment	-	1,603,471
Accounts Payable and Accrued Liabilities (Note 9)	2,848,522	2,491,485
Long Term Debt (Note 10)	5,775,938	7,575,677
Liability for Employee Future Benefits (Note 6)	442,000	447,100
Deferred Revenue (Note 11)	3,829,017	4,014,591
Total Liabilities	12,895,477	16,132,324
Net Financial Assets	6,276,044	3,675,746
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	41,034,120	40,529,000
Prepaid Expenses	893,147	762,251
Total Non-Financial Assets	41,927,267	41,291,251
Accumulated Surplus (Note 14)	48,203,311	44,966,997
Accumulated Surplus is comprised of:		
Accumulated surplus from operations	48,203,311	44,966,997
Accumulated remeasurement gains and losses	-	-
Total Accumulated Surplus (Note 14)	48,203,311	44,966,997

Contingent Liabilities (Note 18)
 Contractual Obligations and Commitments (Note 19)

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

Approved by the Board:





Chairperson

Chief Financial Officer

Good Spirit School Division 204
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
REVENUES	(Note 15)		
Property Taxation	16,616,655	17,636,646	16,755,540
Grants	50,946,522	54,753,062	50,786,396
Tuition and Related Fees	2,527,209	2,345,697	2,476,424
School Generated Funds	2,800,000	2,280,650	2,701,703
Complementary Services (Note 12)	1,073,323	1,200,571	1,362,052
External Services (Note 13)	638,600	605,041	756,383
Other	304,000	450,282	950,293
Total Revenues (Schedule A)	74,906,309	79,271,949	75,788,791
EXPENSES			
Governance	506,797	473,218	527,543
Administration	1,437,954	1,422,278	1,285,458
Instruction	54,015,646	53,143,168	51,081,340
Plant	7,516,930	9,060,980	8,672,916
Transportation	6,869,707	6,499,364	6,307,554
Tuition and Related Fees	270,147	775,977	753,702
School Generated Funds	2,800,000	2,202,693	2,468,416
Complementary Services (Note 12)	1,311,850	1,472,011	1,352,957
External Services (Note 13)	717,584	734,368	774,298
Other Expenses	252,604	251,578	298,606
Total Expenses (Schedule B)	75,699,219	76,035,635	73,522,790
Operating Surplus (Deficit) for the Year	(792,910)	3,236,314	2,266,001
Accumulated Surplus from Operations, Beginning of Year	44,966,997	44,966,997	42,700,996
Accumulated Surplus from Operations, End of Year	44,174,087	48,203,311	44,966,997

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

Good Spirit School Division 204
Statement of Changes in Net Financial Assets
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
	(Note 15)		
Net Financial Assets, Beginning of Year	3,675,746	3,675,746	3,587,905
Changes During the Year:			
Operating Surplus for the Year	(792,910)	3,236,314	2,266,001
Acquisition of Tangible Capital Assets (Schedule C)	(440,916)	(4,327,773)	(5,658,423)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	-	13,074
Net Gain on Disposal of Capital Assets (Schedule C)	-	-	(13,074)
Amortization of Tangible Capital Assets (Schedule C)	3,832,649	3,822,652	3,626,116
Net Change in Other Non-Financial Assets	-	(130,896)	(145,853)
	2,598,823	2,600,298	87,841
Change in Net Financial Assets	2,598,823	2,600,298	87,841
Net Financial Assets, End of Year	6,274,569	6,276,044	3,675,746

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

Good Spirit School Division 204
Statement of Cash Flows
for the year ended August 31, 2013

	2013	2012
OPERATING ACTIVITIES		
Operating Surplus for the Year	3,236,314	2,266,001
Add Non-Cash Items Included in Surplus (Schedule D)	3,822,652	3,613,042
Net Change in Non-Cash Operating Activities (Schedule E)	(1,798,556)	957,442
Cash Provided by Operating Activities	5,260,410	6,836,485
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(4,327,773)	(5,658,423)
Proceeds on Disposal of Tangible Capital Assets	-	13,074
Cash Used by Capital Activities	(4,327,773)	(5,645,349)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(4,863)	(1,057)
Proceeds on Disposal of Portfolio Investments	52,081	-
Cash Provided (Used) by Investing Activities	47,218	(1,057)
FINANCING ACTIVITIES		
Proceeds from Issuance of Long Term Debt	825,116	2,566,031
Repayment of Long Term Debt	(2,624,855)	(2,718,591)
Cash Used by Financing Activities	(1,799,739)	(152,560)
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(819,884)	1,037,519
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	8,369,365	7,331,847
CASH AND CASH EQUIVALENTS, END OF YEAR	7,549,482	8,369,365
REPRESENTED ON THE FINANCIAL STATEMENTS BY:		
Cash and Cash Equivalents	7,549,482	8,369,365
CASH AND CASH EQUIVALENTS, END OF YEAR	7,549,482	8,369,365

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

Good Spirit School Division 204
Schedule A: Supplementary Details of Revenue
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
Property Taxation Revenue			
Tax Levy Revenue:			
Property Tax Levy Revenue	16,616,655	17,276,035	16,711,794
Total Property Tax Revenue	16,616,655	17,276,035	16,711,794
Grants in Lieu of Taxes:			
Federal Government	-	112,964	92,043
Provincial Government	-	196,469	225,726
Other	-	33,159	35,493
Total Grants in Lieu of Taxes	-	342,592	353,262
Other Tax Revenues:			
Treaty Land Entitlement - Rural	-	-	18,021
House Trailer Fees	-	48,226	33,377
Total Other Tax Revenues	-	48,226	51,398
Additions to Levy:			
Penalties	-	237,624	289,087
Other	-	156,275	-
Total Additions to Levy	-	393,899	289,087
Deletions from Levy:			
Discounts	-	(271,159)	(553,432)
Cancellations	-	(153,145)	(96,569)
Other Deletions	-	198	-
Total Deletions from Levy	-	(424,106)	(650,001)
Total Property Taxation Revenue	16,616,655	17,636,646	16,755,540
Grants:			
Operating Grants			
Ministry of Education Grants:			
K-12 Operating Grant	50,542,522	49,860,641	48,358,892
Other Ministry Grants	179,000	47,000	-
Total Ministry Grants	50,721,522	49,907,641	48,358,892
Other Provincial Grants	225,000	208,792	203,473
Grants from Others	-	98,000	8,000
Total Operating Grants	50,946,522	50,214,433	48,570,365
Capital Grants			
Ministry of Education Capital Grants	-	4,538,629	2,216,031
Total Capital Grants	-	4,538,629	2,216,031
Total Grants	50,946,522	54,753,062	50,786,396

Good Spirit School Division 204
Schedule A: Supplementary Details of Revenue
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
Tuition and Related Fees Revenue			
Operating Fees:			
Tuition Fees:			
School Boards	-	(41,275)	142,038
Federal Government and First Nations	2,341,664	2,316,376	2,265,873
Individuals and Other	117,745	51,525	68,163
Total Tuition Fees	2,459,409	2,326,626	2,476,074
Transportation Fees	15,000	19,071	350
Other Related Fees	52,800	-	-
Total Operating Tuition and Related Fees	2,527,209	2,345,697	2,476,424
Total Tuition and Related Fees Revenue	2,527,209	2,345,697	2,476,424
School Generated Funds Revenue			
Curricular Fees:			
Other	89,000	91,649	56,552
Total Curricular Fees	89,000	91,649	56,552
Non-Curricular Fees:			
Commercial Sales - Non-GST	293,000	261,590	280,717
Fundraising	683,000	598,417	739,911
Grants and Partnerships	32,000	18,662	33,241
Other	1,703,000	1,310,332	1,591,282
Total Non-Curricular Fees	2,711,000	2,189,001	2,645,151
Total School Generated Funds Revenue	2,800,000	2,280,650	2,701,703
Complementary Services			
Operating Grants:			
Ministry of Education Operating Grants:			
Ministry of Education-Foundation Operating Grant	693,620	698,671	915,084
Other Provincial Grants	91,403	245,002	156,929
Federal Grants	100,000	122,900	176,537
Other Grants	88,000	106,378	86,481
Total Operating Grants	973,023	1,172,951	1,335,031
Capital Grants			
Ministry of Education Capital Grants	-	(569)	(19,535)
Total Capital Grants	-	(569)	(19,535)
Fees and Other Revenue			
Tuition and Related Fees	75,000	-	-
Other Revenue	25,300	28,189	46,556
Total Fees and Other Revenue	100,300	28,189	46,556
Total Complementary Services Revenue	1,073,323	1,200,571	1,362,052

Good Spirit School Division 204
Schedule A: Supplementary Details of Revenue
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
External Services			
Operating Grants:			
Ministry of Education Operating Grants:			
Other Provincial Grants	54,000	219,599	52,557
Other Grants	9,600	13,082	11,435
Total Operating Grants	63,600	232,681	63,992
Fees and Other Revenue			
Tuition and Related Fees	400,000	167,161	506,546
Other Revenue	175,000	205,199	185,845
Total Fees and Other Revenue	575,000	372,360	692,391
Total External Services Revenue	638,600	605,041	756,383
Other Revenue			
Miscellaneous Revenue	44,000	170,880	584,522
Sales & Rentals	210,000	189,034	224,998
Investments	50,000	90,368	127,699
Gain on Disposal of Capital Assets	-	-	13,074
Total Other Revenue	304,000	450,282	950,293
TOTAL REVENUE FOR THE YEAR	74,906,309	79,271,949	75,788,791

Good Spirit School Division 204
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
Governance Expense			
Board Members Expense	170,198	146,150	137,089
Professional Development- Board Members	69,653	54,152	57,050
Advisory Committees	38,500	37,033	40,442
Professional Development - Local Boards/Advisory Committees	2,500	1,894	1,542
Elections	12,000	16,470	1,681
Other Governance Expenses	213,273	216,846	289,066
Amortization of Tangible Capital Assets	673	673	673
Total Governance Expense	506,797	473,218	527,543
Administration Expense			
Salaries	896,074	895,947	795,213
Benefits	171,372	153,536	135,402
Supplies & Services	151,850	197,428	174,691
Non-Capital Furniture & Equipment	3,500	11,203	11,828
Building Operating Expenses	59,450	40,876	46,416
Communications	41,000	44,243	42,779
Travel	7,200	9,746	6,322
Professional Development	20,000	18,282	21,193
Amortization of Tangible Capital Assets	87,508	51,017	51,614
Total Administration Expense	1,437,954	1,422,278	1,285,458
Instruction Expense			
Instructional (Teacher & LEADS Contract) Salaries	37,158,399	37,133,379	35,684,635
Instructional (Teacher & LEADS Contract) Benefits	1,597,001	1,752,966	1,805,766
Program Support (Non-Teacher Contract) Salaries	7,123,657	6,734,120	6,255,542
Program Support (Non-Teacher Contract) Benefits	1,328,485	1,220,822	1,145,916
Instructional Aids	2,121,818	1,620,842	1,575,580
Supplies & Services	717,109	759,825	761,126
Non-Capital Furniture & Equipment	175,136	246,751	254,904
Communications	183,491	175,960	158,828
Travel	329,310	270,702	261,351
Professional Development	537,280	406,045	444,685
Student Related Expense	104,290	120,569	150,187
Amortization of Tangible Capital Assets	2,639,670	2,701,187	2,582,820
Total Instruction Expense	54,015,646	53,143,168	51,081,340

Good Spirit School Division 204
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
Plant Operation & Maintenance Expense			
Salaries	2,522,954	2,412,666	2,305,754
Benefits	447,840	416,323	416,534
Supplies & Services	21,000	14,524	17,491
Non-Capital Furniture & Equipment	3,500	7,385	(6,686)
Building Operating Expenses	4,283,000	5,945,597	5,715,936
Communications	15,300	16,472	10,815
Travel	56,500	67,686	60,025
Professional Development	12,000	14,185	6,601
Amortization of Tangible Capital Assets	154,836	166,142	146,446
Total Plant Operation & Maintenance Expense	7,516,930	9,060,980	8,672,916
Student Transportation Expense			
Salaries	2,955,227	2,742,513	2,678,243
Benefits	480,210	451,014	432,931
Supplies & Services	1,533,689	1,413,993	1,438,606
Non-Capital Furniture & Equipment	452,700	516,020	424,935
Building Operating Expenses	74,600	103,746	80,947
Communications	27,650	35,384	34,929
Travel	23,000	27,048	24,755
Professional Development	9,000	8,060	7,486
Contracted Transportation	379,500	310,301	352,452
Amortization of Tangible Capital Assets	934,131	891,285	832,270
Total Student Transportation Expense	6,869,707	6,499,364	6,307,554
Tuition and Related Fees Expense			
Tuition Fees	265,147	771,577	749,302
Transportation Fees	5,000	4,400	4,400
Total Tuition and Related Fees Expense	270,147	775,977	753,702
School Generated Funds Expense			
Cost of Sales	240,000	233,509	269,611
School Fund Expenses	2,560,000	1,969,184	2,198,805
Total School Generated Funds Expense	2,800,000	2,202,693	2,468,416

Good Spirit School Division 204
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
Complementary Services Expense			
Administration Salaries & Benefits	112,575	114,226	142,994
Instructional (Teacher & LEADS Contract) Salaries & Benefits	464,283	441,261	323,169
Program Support (Non-Teacher Contract) Salaries & Benefits	545,450	672,578	595,865
Instructional Aids	134,180	142,034	160,646
Supplies & Services	-	4,374	15,044
Non-Capital Furniture & Equipment	-	-	715
Building Operating Expenses	-	12,321	17,401
Communications	-	6,568	4,850
Travel	-	20,323	19,884
Professional Development (Non-Salary Costs)	-	2,463	4,246
Student Related Expenses	-	30,290	23,897
Contracted Transportation & Allowances	40,046	13,739	32,468
Amortization of Tangible Capital Assets	15,316	11,834	11,778
Total Complementary Services Expense	1,311,850	1,472,011	1,352,957
External Service Expense			
Instructional (Teacher & LEADS Contract) Salaries & Benefits	345,244	368,164	436,045
Program Support (Non-Teacher Contract) Salaries & Benefits	217,069	214,505	195,325
Instructional Aids	54,756	14,750	31,137
Supplies & Services	100,000	123,385	102,377
Communications	-	1,554	2,379
Travel	-	11,206	6,190
Professional Development (Non-Salary Costs)	-	289	330
Amortization of Tangible Capital Assets	515	515	515
Total External Services Expense	717,584	734,368	774,298

Good Spirit School Division 204
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
Other Expense			
Interest and Bank Charges:			
Current Interest and Bank Charges	3,600	6,203	5,913
Interest on Other Capital Loans and Long Term Debt			
School Facilities	249,004	245,375	292,693
Total Interest and Bank Charges	252,604	251,578	298,606
Total Other Expense	252,604	251,578	298,606
TOTAL EXPENSES FOR THE YEAR	75,699,219	76,035,635	73,522,790

Good Spirit School Division 204
Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2013

	Land	Land Improvements	Buildings	Buildings Short term	School Buses	Other Vehicles	Furniture and Equipment	Computer Hardware and Audio Equipment	Computer Software	Work-in-Progress	2012	2013
Tangible Capital Assets - at Cost:												
Opening Balance as of September 1	282,589	-	56,987,630	-	12,434,724	383,052	5,520,030	5,086,667	580,524	2,827,703	80,049,290	84,102,919
Additions/Purchases	-	-	-	-	825,116	30,145	707,203	-	-	2,765,309	5,658,423	4,327,773
Disposals	-	-	-	-	-	-	(345,398)	-	-	-	(1,604,794)	(345,398)
Transfers to (from)	-	-	5,189,347	-	-	-	206,282	-	-	(5,395,629)	-	-
Closing Balance as of August 31	282,589	-	62,176,977	-	13,259,840	413,197	6,088,117	5,086,667	580,524	197,383	84,102,919	88,085,294
Tangible Capital Assets - Amortization:												
Opening Balance as of September 1	-	-	31,463,951	-	6,610,645	311,069	2,782,305	2,029,750	386,200	-	41,552,599	43,573,920
Amortization of the Period	-	-	1,192,595	-	865,300	26,845	597,772	1,024,035	116,105	-	3,626,116	3,822,652
Disposals	-	-	-	-	-	-	(345,398)	-	-	-	(1,604,795)	(345,398)
Closing Balance as of August 31	N/A	-	32,645,546	-	7,475,945	337,914	3,034,679	3,053,785	502,305	N/A	47,051,174	43,573,920
Net Book Value:												
Opening Balance as of September 1	282,589	-	25,533,679	-	5,824,079	71,983	2,737,725	3,056,916	194,324	2,827,703	38,496,692	40,529,000
Closing Balance as of August 31	282,589	-	29,530,431	-	5,783,895	75,283	3,053,438	2,032,882	78,219	197,383	41,034,120	40,529,000
Change in Net Book Value	-	-	3,996,752	-	(40,184)	3,300	315,713	(1,024,034)	(116,105)	(2,630,320)	2,032,308	2,032,308
Disposals:												
Historical Cost	-	-	-	-	-	-	345,398	-	-	-	1,604,794	1,604,794
Accumulated Amortization	-	-	-	-	-	-	345,398	-	-	-	1,604,794	1,604,794
Net Cost	-	-	-	-	-	-	-	-	-	-	-	-
Price of Sale	-	-	-	-	-	-	-	-	-	-	-	-
Gain/loss on Disposal	-	-	-	-	-	-	-	-	-	-	13,074	13,074
Net Book Value (NBV) of Assets Pledged as Security for Debt	-	-	-	-	2,668,395	-	-	2,032,882	-	-	4,721,277	5,881,912

Good Spirit School Division 204
Schedule D: Non-Cash Items Included in Surplus / Deficit
for the year ended August 31, 2013

	2013	2012
Non-Cash Items Included in Surplus / Deficit:		
Amortization of Tangible Capital Assets (Schedule C)	3,822,652	3,626,116
Net Gain on Disposal of Tangible Capital Assets	-	(13,074)
Total Non-Cash Items Included in Surplus	3,822,652	3,613,042

Good Spirit School Division 204
Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2013

	2013	2012
Net Change in Non-Cash Operating Activities:		
(Increase) in Accounts Receivable	(230,552)	(461,599)
Increase (Decrease) in Provincial Grant Overpayment	(1,603,471)	1,603,471
Increase (Decrease) in Accounts Payable and Accrued Liabilities	357,037	(584,747)
Increase (Decrease) in Liability for Employee Future Benefits	(5,100)	37,100
increase (Decrease) in Deferred Revenue	(185,574)	509,069
(Increase) in Prepaid Expenses	(130,896)	(145,852)
Total Net Change in Non-Cash Operating Activities	(1,798,556)	957,442

GOOD SPIRIT SCHOOL DIVISION NO. 204
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2013

1. AUTHORITY AND PURPOSE

The school division operates under the authority of *The Education Act, 1995* of Saskatchewan as a corporation under the name of "The Board of Education of the Good Spirit School Division No. 204" and operates as "the Good Spirit School Division No. 204". The school division provides education services to residents within its geographic region and is governed by an elected board of trustees.

The school division is funded mainly by grants from the Government of Saskatchewan and a levy on the property assessment included in the school division's boundaries at mill rates determined by the provincial government. The school division is exempt from income tax and is a registered charity under the *Income Tax Act*.

2. SIGNIFICANT ACCOUNTING POLICIES

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

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

a) Adoption of New Public Sector Accounting (PSA) Standards

In 2013, the school division adopted the new PSA standards PS1201 Financial Statement Presentation, PS2601 Foreign Currency Translation, PS3041 Portfolio Investments, PS3410 Government Transfers and PS3450 Financial Instruments.

Detailed information on the impact of the adoption of these new PSA standards is provided in Note 20 Accounting Changes.

b) Reporting Entity

The financial statements include all of the assets, liabilities, revenues and expenses of the school division reporting entity.

c) Trust Funds

Trust funds are properties assigned to the school division (trustee) under a trust agreement or statute to be administered for the benefit of the trust beneficiaries. As trustee, the school division merely administers the terms and conditions embodied in the agreement and have no unilateral authority to change the conditions set out in the trust indenture.

Trust funds are not included in the financial statements as they are not controlled by the school division.

d) Basis of Accounting

The financial statements are prepared using the accrual basis of accounting. The accrual basis of accounting recognizes revenues as they are earned and measurable; expenses are recognized as they are incurred and measurable as a result of the receipt of goods or services and the creation of a legal obligation to pay. Expenses also include the amortization of tangible capital assets.

e) Measurement Uncertainty and the Use of Estimates

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

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

- the liability for employee future benefits of \$442,000 (2012 - \$ 447,100) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$17,636,646 (2012 - \$ 16,755,540) because final tax assessments may differ from initial estimates,
- uncollectible taxes of \$1,590,858 (2012 - \$ 1,590,858) because actual collectability may differ from initial estimates.
- useful lives of capital assets and related amortization for buildings, vehicles, and equipment because these assets may become obsolete prior to the end of their estimated useful lives.

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

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

f) Financial Instruments

Financial instruments are any contracts that give rise to financial assets of one entity and financial liabilities or equity instruments of another entity. A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The school division recognizes a financial instrument when it becomes a party to a financial instrument. The financial assets and financial liabilities portray these rights and obligations in financial statements. Financial instruments of the school division include cash

and cash equivalents, accounts receivable, portfolio investments, accounts payable and accrued liabilities and long term debt. Financial instruments are assigned to one of two measurement categories: fair value, or cost or amortized cost.

i) Fair Value

Fair value measurement applies to portfolio investments in equity instruments that are quoted in an active market. Any associated transaction costs are expensed upon initial recognition.

ii) Cost or Amortized Cost

All other financial assets and financial liabilities are measured at cost or amortized cost. Transaction costs are a component of cost for financial instruments measured using cost or amortized cost. For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense. Impairment losses such as write-downs or write-offs are reported in the statement of operations. Gains and losses on financial instruments measured at cost or amortized cost are recognized in the statement of operations in the period the gain or loss occurs.

g) Financial Assets

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

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

Accounts Receivable includes taxes receivable, provincial grants receivable and other receivables. Taxes receivable represent education property taxes assessed or estimated owing to the end of the fiscal period but not yet received. The allowance for uncollected taxes is a valuation allowance used to reduce the amount reported for taxes receivable to the estimated net recoverable amount. The allowance represents management's estimate of the amount of taxes that will not be collected taking into consideration prior years' tax collections and information provided by municipalities regarding collectability of outstanding balances. Provincial grants receivable represent operating, capital and other grants earned but not received at the end of the fiscal year, provided reasonable estimates of the amounts can be made. Grants are earned when the events giving rise to the grant have occurred, the grant is authorized and any eligibility criteria have been met. Other receivables are recorded at cost less valuation allowances. These allowances are recorded where collectability is considered doubtful.

Portfolio Investments consist of shares and equity in Credit Unions and Coops, term deposits and Sunlife share and are carried at amortized cost. The school

division values its portfolio investments in accordance with its policy for financial instruments, as described in Note 2 (f).

h) Non-Financial Assets

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

Tangible Capital Assets have useful lives extending beyond the accounting period, are used by the school division to provide services to the public and are not intended for sale in the ordinary course of operations. Tangible capital assets include land, buildings, school buses, other vehicles, furniture and equipment, computer hardware and software, audio visual equipment, capital lease assets, and assets under construction. Tangible capital assets are recorded at cost (or estimated cost when the actual cost is unknown) and include all costs directly attributable to the acquisition, design, construction, development, installation and betterment of the tangible capital asset. The school division does not capitalize interest incurred while a tangible capital asset is under construction.

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

Land improvements (pavement, fencing, lighting, etc.)	20 years
Buildings	50 years
School buses	12 years
Other vehicles – passenger	5 years
Other vehicles – heavy (graders, 1 ton truck, etc.)	10 years
Furniture and equipment	10 years
Computer hardware and audio visual equipment	5 years
Computer software	5 years
Leased capital assets	Asset life

Assets that have a historical or cultural significance, such as works of art, monuments and other cultural artifacts, are not recognized as tangible capital assets because a reasonable estimate of future benefits associated with these properties cannot be made.

Prepaid Expenses are prepaid amounts for goods or services including Saskatchewan School Boards Association membership fee, Workers' compensation premiums, consumable school supplies, insurance, bus garage parts, printer toner cartridges and promotional items which will provide economic benefits in one or more future periods.

i) Liabilities

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

Provincial Grant Overpayment represents government transfers (grants) advanced to the school division in excess of the determined entitlement and which are repayable to the provincial government.

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

Long-Term Debt is comprised of capital loans and other long-term debt with initial maturities of more than one year and are incurred for the purpose of financing capital expenses in accordance with the provisions of *The Education Act, 1995*. Long-term debt also includes capital lease obligations where substantially all of the benefits and risks incident to ownership are transferred to the school division without necessarily transferring legal ownership. The amount of the lease liability recorded at the beginning of the lease term is the present value of the minimum lease payments, excluding the portion thereof relating to executory costs.

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

Recognition of employee future benefits obligations commenced on September 1, 2008. The school division recorded the full value of the obligation related to these benefits for employees' past service at this time.

Deferred revenue from non-government sources represents fees or payments for services received in advance of the fee being earned or the services being performed, and other contributions for which the contributor has placed restrictions on the use of the resources. Revenue from tuition and related fees is recognized as the course is delivered, revenue from contractual services is recognized as the services are delivered, and revenue from other contributions is recognized in the fiscal year in which the resources are used for the purpose specified by the contributor.

j) Employee Pension Plans

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

Multi-Employer Defined Benefit Plans

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

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

k) Revenue Recognition

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

Restricted revenues are amounts received pursuant to legislation, regulation or agreements with external parties that may only be used in the conduct of certain programs or in the delivery of specific services and transactions. Restricted revenues are initially recorded as deferred revenue and subsequently recognized as revenue in the fiscal year the related expenses are incurred or services are performed.

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

i) Government Transfers (Grants):

Grants from governments are considered to be government transfers. In accordance with the new PS3410 standard, government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, the amount can be estimated and collection is reasonably assured except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability. Eligibility criteria are criteria that the school division has to meet in order to receive the transfer. Stipulations describe how the school division must use the transfer or the actions it must perform in order to keep the transfer.

Government transfers with eligibility criteria but without stipulations are recognized as revenue when the transfer is authorized and all eligibility criteria have been met.

Government transfers with or without eligibility criteria but with stipulations are recognized as revenue in the period the transfer is authorized and all eligibility criteria have been met, except when and to the extent that the stipulations give rise to a liability. Restricted transfers are recognized as deferred revenue when transfer stipulations give rise to a liability. Stipulations by the transferor may require that the funds only be used for providing specific services or the acquisition of tangible capital assets. For transfers with stipulations, revenue is recognized in the statement of operations as the stipulation liabilities are settled.

ii) Property taxation:

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

iii) Fees and Services

Revenues from tuition fees and other fees and services are recognized in the year they are earned. Amounts that are restricted pursuant to legislation, regulation or agreements with external parties that may only be used in the conduct of certain programs or in the delivery of specific services and transactions are initially recorded as deferred revenue and subsequently recognized as revenue in the fiscal year the related expenses are incurred or services are performed.

iv) Interest Income

Interest is recognized on an accrual basis when it is earned.

v) Other (Non-Government Transfer) Contributions

Unrestricted contributions are recognized as revenue in the year received or in the year the funds are committed to the school division if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions are contributions for which the contributor has placed restrictions on the use of the resources. Externally restricted contributions that are to be held in perpetuity are recognized as revenue in the year in which they are received or committed if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions that are not held in perpetuity are deferred until the resources are used for the purpose specified, at which time the contributions are recognized as revenue. In-kind contributions are recorded at their fair value when they are received.

l) Statement of Remeasurement Gain and Losses

The school division has not presented a Statement of Remeasurement Gains or Losses because it does not have financial instruments that give rise to remeasurement gains or losses.

3. SHORT-TERM BORROWINGS

Bank indebtedness consists of a demand operating line of credit with a maximum borrowing limit of \$8,350,000 that bears interest at BMO prime rate. This line of credit is authorized by a borrowing resolution by the board of education and is

secured by tax revenue and grants. This line of credit was approved by the Minister of Education on January 21, 2013. The balance drawn on the line of credit at August 31, 2013 was \$NIL at an interest rate of 3 % (August 31, 2012 - \$NIL at an interest rate of 3 %).

4. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2013	2012
Portfolio investments in the cost and amortized cost category:	Cost	Cost
Sunlife Shares	\$ -	\$ 47,847
Shares/Equity in Coops/Credit Unions	54,682	54,053
Total portfolio investments reported at cost and amortized cost	54,682	101,900
Total portfolio investments	\$ 54,682	\$ 101,900

5. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2013 Budget	2013 Actual	2012 Actual
Governance	\$ 106,482	\$ 366,064	\$ -	\$ 673	\$ 506,797	\$ 473,218	\$ 527,543
Administration	1,049,483	321,778	-	51,017	1,437,954	1,422,278	1,285,458
Instruction	46,648,119	3,793,862	-	2,701,187	54,015,646	53,143,168	51,081,340
Plant	2,827,935	6,066,903	-	166,142	7,516,930	9,060,980	8,672,916
Transportation	3,193,528	2,414,551	-	891,285	6,869,707	6,499,364	6,307,554
Tuition and Related Fees	-	775,977	-	-	270,147	775,977	753,702
School Generated Funds	-	2,202,693	-	-	2,800,000	2,202,693	2,468,416
Complementary Services	1,228,064	232,113	-	11,834	1,311,850	1,472,011	1,352,957
External Services	579,081	154,772	-	515	717,584	734,368	774,298
Other	-	6,203	245,375	-	252,604	251,578	298,606
TOTAL	\$ 55,632,692	\$ 16,334,916	\$ 245,375	\$ 3,822,652	\$ 75,699,219	\$ 76,035,635	\$ 73,522,790

6. EMPLOYEE FUTURE BENEFITS

The school division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave. Significant assumptions include demographics, usage of benefits, and experience observed with other employer groups with similar programs. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the Statement of Financial Position.

Details of the employee future benefits are as follows:

	2013	2012
	Aug-31	Aug-31
Actuarial valuation date		
Long-term assumptions used:		
Discount rate (percentage)	3.50%	2.70%
Salary Escalation rate (percentage)	3.25%	3.25%
Inflation rate (percentage)	2.25%	2.25%
Expected average remaining service life (years)	13	13

Liability for Employee Future Benefits	2013	2012
Accrued Benefit Obligation - beginning of year	\$ 571,700	\$ 439,700
Current period benefit cost	51,700	34,500
Interest cost	15,700	15,900
Benefit payments	(82,300)	(15,600)
Actuarial gains / losses	(47,900)	97,800
Plan amendments	-	(600)
Accrued Benefit Obligation - end of year	508,900	571,700
Unamortized Net Actuarial Gains / Losses	(66,900)	(124,600)
Liability for Employee Future Benefits	\$ 442,000	\$ 447,100

Employee Future Benefits Expense	2013	2012
Current period benefit cost	\$ 51,700	\$ 34,500
Amortization of net actuarial gain / loss	9,800	2,300
Benefit cost	61,500	36,800
Interest cost on unfunded employee future benefits obligation	15,700	15,900
Total Employee Future Benefits Expense	\$ 77,200	\$ 52,700

7. PENSION PLANS

Multi-Employer Defined Benefit Plans

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

- i) Saskatchewan Teachers' Retirement Plan (STRP) or Saskatchewan Teachers' Superannuation Plan (STSP):

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

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

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

	2013			2012
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	485	136	621	615
Member contribution rate (percentage of salary)	7.80/10.00%	6.05/7.85%	6.05/10.00%	6.05%/7.80 %
Member contributions for the year	\$ 2,796,990	\$ 170,015	\$ 2,967,005	\$ 2,891,419

ii) Municipal Employees' Pension Plan (MEPP)

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

The MEPP is funded by employer and employee contributions at rates set by the Municipal Employees' Pension Commission.

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

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

Details of the MEPP are as follows:

	2013	2012
	Number of active School Division members	461	458
Member contribution rate (percentage of salary)	8.15%	7.40%
School Division contribution rate (percentage of salary)	8.15%	7.40%
Member contributions for the year	\$ 1,020,735	\$ 929,382
School Division contributions for the year	\$ 1,020,735	\$ 929,382
Actuarial valuation date	31-Dec-11	31-Dec-10
Plan Assets	\$ 1,578,536,000	\$ 1,395,109,000
Plan Liabilities	\$ 1,420,319,000	\$ 1,627,865,000
Plan Surplus (Deficit)	\$ 158,217,000	\$ (232,756,000)

8. ACCOUNTS RECEIVABLE

All accounts receivable presented on the Statement of Financial Position are net of any valuation allowances for doubtful accounts. Details of account receivable balances and allowances are as follows:

	2013			2012		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 9,538,689	\$ 1,590,858	\$ 7,947,831	\$ 10,684,848	\$ 1,590,858	\$ 9,093,990
Provincial Grants Receivable	2,088,598	-	2,088,598	564,136	-	564,136
Other Receivables	1,530,928	-	1,530,928	1,678,679	-	1,678,679
Total Accounts Receivable	\$ 13,158,215	\$ 1,590,858	\$ 11,567,357	\$ 12,927,663	\$ 1,590,858	\$ 11,336,805

9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of account payable and accrued liabilities are as follows:

	2013	2012
Accrued Salaries and Benefits	\$ 982,972	\$ 652,343
Supplier Payments	1,589,628	1,554,995
Other (Caution fees, Correspondence)	275,922	284,147
Total Accounts Payable and Accrued Liabilities	\$ 2,848,522	\$ 2,491,485

10. LONG-TERM DEBT

Details of long-term-term debt are as follows:

		2013	2012
Capital Loans:	<i>RBC Norquay School - 4.12% matures August 2019 monthly repayments of \$7,127</i>	453,961	519,316
	<i>BMO - Yorkdale School - 4.91% matures Dec 2013 semi annual payment \$242,129</i>	225,302	681,710
	<i>BMO - YRHS - 4.51% matures Nov 2016 monthly repayments of \$10,576</i>	375,398	482,739
		1,054,661	1,683,765
Other Long-Term Debt:			
Capital Leases	Scotia 10 bus lease 59372 matures Nov 2013 monthly repayments of \$17,142	44,943	250,643
	RBC 10 bus lease 19941 matures Sept 2014 monthly repayments of \$16,674	210,746	410,831
	RBC 10 bus lease 27693 matures Sept 2015 monthly repayments of \$ 15,764	388,429	577,602
	RBC 10 bus lease 5762 matures Oct 2016 monthly repayments of \$16,968	621,502	-
	RBC 23 bus lease 27694 matures Oct 2021 monthly repayments of \$14,429	1,422,776	1,595,920
	Scotia Tech lease 59843 matures Mar 2015 monthly repayments of \$16,754	318,332	519,384
	Scotia Tech lease 59918 matures Sept 2015 monthly repayments of \$68,582	1,714,549	2,537,532
		4,721,277	5,891,912
Total Long Term Debt		\$ 5,775,938	\$ 7,575,677

Principal repayments over the next 5 years are estimated as follows:

	Capital Loans	Capital Leases	Total
2014	\$ 405,685	\$ 1,834,994	\$ 2,240,679
2015	188,412	1,516,855	1,705,267
2016	196,800	455,425	652,225
2017	99,840	183,804	283,644
2018	80,277	173,144	253,421
Thereafter	83,647	557,055	640,702
Total	\$ 1,054,661	\$ 4,721,277	\$ 5,775,938

Principal and interest payments on the long-term debt are as follows

	Capital Loans		Capital Leases		2013	2012
Principal	\$	629,104	\$	1,995,751	\$ 2,624,855	\$ 2,718,591
Interest		61,996		183,378	245,374	292,693
Total	\$	691,100	\$	2,179,129	\$ 2,870,229	\$ 3,011,284

11. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2012	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2013
Capital projects:				
Federal capital tuition	\$ 145,994	\$ 45,792	\$ -	\$ 191,786
Proceeds from sale of school buildings	408,263	-	-	408,263
Total capital projects deferred revenue	554,257	45,792	-	600,049
Other deferred revenue:				
Property Taxes	3,046,799	125,227	-	3,172,026
Foreign Tuition	30,915	22,262	(30,915)	22,262
Third Party Grants	382,620	36,396	(384,336)	34,680
Total other deferred revenue	3,460,334	183,885	(415,251)	3,228,968
Total Deferred Revenue	\$ 4,014,591	\$ 229,677	\$ (415,251)	\$ 3,829,017

12. COMPLEMENTARY SERVICES

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

Following is a summary of the revenue and expenses of the Complementary Services programs operated by the school division in 2013 and 2012:

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	Community School	Families First	Other Programs	2013	2012
Revenue:						
Operating Grants	\$ 698,671	\$ -	\$ 106,378	\$ 367,902	\$ 1,172,951	\$ 1,335,031
Capital Grants	(569)	-	-	-	(569)	(19,535)
Fees and Other Revenue	-	-	-	28,189	28,189	46,556
Total Revenue	698,102	-	106,378	396,091	1,200,571	1,362,052
Expenses:						
Salaries & Benefits	599,158	156,036	96,030	376,840	1,228,064	1,062,028
Instructional Aids	64,005	28,783	-	49,246	142,034	160,646
Supplies and Services	-	1,396	2,862	116	4,374	15,044
Non-Capital Equipment	-	-	-	-	-	715
Building Operating Expenses	6,371	-	1,950	4,000	12,321	17,401
Communications	2,670	2,358	1,068	472	6,568	4,850
Travel	1,665	888	6,151	11,619	20,323	19,884
Professional Development (Non-Salary Costs)	1,659	211	490	103	2,463	4,246
Student Related Expenses	-	32,464	(2,173)	-	30,290	23,697
Contacted Transportation & Allowances	-	1,071	-	12,668	13,739	32,469
Amortization of Tangible Capital Assets	-	-	-	11,834	11,834	11,778
Total Expenses	675,528	223,206	106,378	466,899	1,472,011	1,352,957
Excess (Deficiency) of Revenue over Expenses	\$ 22,574	\$ (223,206)	\$ 0	\$ (70,808)	\$ (271,440)	\$ 9,095

The purpose and nature of each Complementary Services program is as follows: Pre-K is for 3 and 4 year olds run in programs designated by the Ministry of Education. Community Schools are designated schools in Yorkton and Kamsack for vulnerable and at risk communities. Families First is a pre-natal outreach program for vulnerable kids from birth to age 4. Other programs consist of PPEP (Pre-school and Parent Education Program) for early entrance and vulnerable kids from 2 to 4 year olds funded by the Federal Government. Youth in Custody provides school credit hours for teenage offenders at Orcadia youth centre. The Connections and Visions programs are for enhanced educational experiences for first nation and metis students and surrounding communities.

13. EXTERNAL SERVICES

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

Following is a summary of the revenue and expenses of the External Services programs operated by the school division in 2013 and 2012:

Summary of External Services Revenues and Expenses, by Program	Cafeteria	Other Programs	2013	2012
Revenue:				
Operating Grants	\$ -	\$ 232,681	\$ 232,681	\$ 52,557
Fees and Other Revenue	205,199	167,161	372,360	703,826
Total Revenue	205,199	399,842	605,041	756,383
Expenses:				
Salaries & Benefits	114,974	467,695	582,669	631,369
Instructional Aids	-	14,750	14,750	31,137
Supplies and Services	98,045	25,340	123,385	102,377
Communications	-	1,554	1,554	2,379
Travel	-	11,206	11,206	6,190
Professional Development	-	289	289	330
Amortization of Tangible Capital Assets	-	515	515	515
Total Expenses	213,019	521,349	734,368	774,298
Deficiency of Revenue over Expenses	\$ (7,820)	\$ (121,507)	\$ (129,327)	\$ (17,915)

The purpose and nature of each External Services program is as follows:

Cafeteria operations at Yorkton Regional High School provide food services to staff and students. Other programs are third party grants provided for a Regional Kidsfirst and Healthy Beginnings program for early childhood activities. The Distance Learning Centre provides print based correspondence courses to students.

14. ACCUMULATED SURPLUS

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

Accumulated surplus is comprised of the following two amounts:

- i) Accumulated surplus (deficit) from operations, which represents the accumulated balance of net surplus arising from the operations of the school division and school generated funds as detailed in the table below; and
- ii) Accumulated remeasurement gains and losses, which represents the unrealized gains and losses associated with foreign exchange and changes in value for financial instruments recorded at fair value as detailed in the Statement of Remeasurement Gains and Losses.

Certain amounts of the accumulated surplus from operations, as approved by the board of education, have been designated for specific future purposes. These internally restricted amounts are included in the accumulated surplus from operations presented in the Statement of Financial Position. The school division does not maintain separate bank accounts for the internally restricted amounts.

Details of accumulated surplus from operations are as follows:

	August 31 2012	Additions during the year	Reductions during the year	August 31 2013
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 40,529,000	\$ 4,327,773	\$ (3,822,653)	\$ 41,034,120
Less: Debt owing on Tangible Capital Assets	7,575,677	825,117	(2,624,856)	5,775,938
	32,953,323	3,502,656	(1,197,797)	35,258,182
S.286 pre-April 2009 capital reserves (1)	176,758	-	-	176,758
PMR maintenance project allocations (2)	-	744,716	(530,661)	214,055
Internally Restricted Surplus:				
Capital projects:				
Designated for tangible capital asset expenditures	77,936	7,216	(49,895)	35,257
	77,936	7,216	(49,895)	35,257
Other:				
School generated funds	1,097,790	30,636	(4,990)	1,123,436
Future Expenditures YRHS flood	243,374	-	(143,374)	100,000
School budget carryovers	255,723	354,843	(255,723)	354,843
Third Party Programs	-	518,525	(344,055)	174,470
Distance Learning	366,104	167,123	(419,466)	113,761
	1,962,991	1,071,126	(1,167,608)	1,866,509
Unrestricted Surplus	9,795,989	856,561	-	10,652,550
Total Accumulated Surplus from Operations	\$ 44,966,997	\$ 6,182,275	\$ (2,945,961)	\$ 48,203,311

- (1) **S.286 pre-April 2009 Capital Reserves** represent capital reserves that were created by pre-April 2009 board of education motions that designated certain prior years' operating surpluses to be set aside for the purpose of future capital expenditures. Pursuant to S.286 of *The Education Act, 1995*, the school division is required to hold these reserves as a special fund for the purpose of constructing or acquiring any capital works that may be approved by the minister.
- (2) **PMR Maintenance Project Allocations** represent transfers received from the Ministry of Education as funding support for maintenance projects on the school division's approved 3 year capital maintenance plans. Unspent funds at the end of a fiscal year are designated for future approved capital plan maintenance project expenditures.

The purpose and nature of each Internally Restricted Surplus amount is as follows: School generated funds, school based budgets and Distance Learning are surpluses carried over for those specific areas. Future expenditures from Yorkton Regional High School flood settlement is for an elevator lift.

15. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on June 21, 2012 and the Minister of Education on August 10, 2012.

16. RELATED PARTIES

These financial statements include transactions with related parties. The school division is related to all Government of Saskatchewan ministries, agencies, boards,

school divisions, health authorities, colleges, and crown corporations under the common control of the Government of Saskatchewan. The school division is also related to non-Crown enterprises that the Government jointly controls or significantly influences. In addition, the school division is related to other non-Government organizations by virtue of its economic interest in these organizations.

Related Party Transactions:

Transactions with these related parties are in the normal course of operations. Amounts due to or from and the recorded amounts of transactions resulting from these transactions are included in the financial statements and the table below. They are recorded at exchange amounts which approximate prevailing market rates charged by those organizations and are settled on normal trade terms.

	2013	2012
Revenues:		
Ministry of Education	\$ 55,144,372	\$ 51,470,472
Christ the Teacher RCSSD	2,516	58,961
Other School Divisions	224,369	239,696
Other	189,059	-
	\$ 55,560,316	\$ 51,769,129
Expenses:		
Parkland College	\$ 210,623	\$ 646,911
Sask Energy	851,022	763,733
Sask Power	916,192	1,003,057
Sask Tel	258,222	263,447
Sask Workers Compensation	194,859	142,123
Other	101,425	46,927
	\$ 2,532,343	\$ 2,866,198
Accounts Receivable:		
Ministry of Education	\$ 2,088,598	\$ 564,136
Christ the Teacher RCSSD	77,194	152,832
Horizon School Division	-	7,247
	\$ 2,165,792	\$ 724,215
Prepaid Expenses:		
Sask Workers Compensation	\$ 56,221	\$ 66,097
	\$ 56,221	\$ 66,097
Provincial Grant Overpayment:		
Ministry of Education	\$ -	\$ 1,603,471
	\$ -	\$ 1,603,471
Accounts Payable and Accrued Liabilities:		
Christ the Teacher RCSSD	\$ 89,318	\$ 89,318
Other	1,572	-
	\$ 90,890	\$ 89,318

In addition, the school division pays Provincial Sales Tax to the Saskatchewan Ministry of Finance on all its taxable purchases and customer sales on items that are deemed taxable. Taxes paid are recorded as part of the cost of those purchases.

Other transactions with related parties and amounts due to/from them are described separately in the financial statements or notes thereto. A portion of revenue from the Ministry of Education includes funding allocated to principal and interest repayments on some school board loans.

17. TRUSTS

The school division, as the trustee, administers trust funds for the Public Section of the Saskatchewan School Boards Association and scholarships. The trust assets and transactions are not included in the financial statements.

Information about these trusts is as follows:

	Public Section		Scholarships		Total	Total
	2013	2012	2013	2012	2013	2012
Cash and short-term investments	\$ 293,119	\$ 183,291	\$ 74,143	\$ 60,857	\$ 367,262	\$ 244,148
Portfolio investments	-	-	346,037	256,576	346,037	256,576
Total Assets	\$ 293,119	\$ 183,291	\$ 420,180	\$ 317,433	\$ 713,299	\$ 500,724
Revenues						
Contributions and donations	\$ 259,417	\$ 454,517	\$ 148,784	\$ 83,337	\$ 408,201	\$ 537,854
Interest on investments	-	-	4,628	4,052	4,628	4,052
	259,417	454,517	153,412	87,389	412,829	541,906
Expenses						
Litigation	52,086	200,837	-	-	52,086	200,837
Contracted Services	97,503	70,389	-	-	97,503	70,389
Awards to Students	-	-	50,665	44,609	50,665	44,609
	149,589	271,226	50,665	44,609	200,254	315,835
Excess of Revenue over Expenses	109,828	183,291	102,747	42,780	212,575	226,071
Trust Fund Balance, Beginning of Year	183,291	-	317,433	274,653	500,724	274,653
Trust Fund Balance, End of Year	\$ 293,119	\$ 183,291	\$ 420,180	\$ 317,433	\$ 713,299	\$ 500,724

18. CONTINGENT LIABILITIES

Litigation:

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

19. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

Significant contractual obligations and commitments of the school division are as follows:

- construction design contract for (Langenburg School in the amount of \$1,150,000 over 2 years
- operating and capital lease obligations, as follows:

	Operating Leases		Capital Leases		
	Copier Leases	Total Operating	Computers	Buses	Total Capital
Future minimum lease payments:					
2014	\$ 116,946	\$ 116,946	\$ 1,024,035	\$ 810,960	\$ 1,834,995
2015	69,047	69,047	940,264	576,591	1,516,855
2016	53,081	53,081	68,583	386,842	455,425
2017	30,743	30,743	-	183,804	183,804
2018	23,297	23,297	-	173,144	173,144
Thereafter	-	-	-	557,055	557,055
Interest and executory costs	\$ 293,114	\$ 293,114	\$ 2,032,882	\$ 2,688,395	\$ 4,721,277
	-	-	185,909	324,143	510,052
Total Lease Obligations	\$ 293,114	\$ 293,114	\$ 2,218,791	\$ 3,012,538	\$ 5,231,329

20. ACCOUNTING CHANGES

The school division adopted the following new/revised Public Sector Accounting (PSA) Standards in 2013:

PS1201 Financial Statement Presentation

The school division adopted the new PS1201 Financial Statement Presentation standard in 2013. PS1201 establishes general reporting principles and standards for the disclosure of information in financial statements, and introduces a new Statement of Remeasurement Gains and Losses which reports unrealized gains and losses associated with foreign exchange and changes in value for financial instruments recorded at fair value, and accounts for amounts reclassified to the statement of operations upon derecognition or settlement. This standard is applicable to the fiscal year in which the new PS2601 Foreign Currency Translation and PS3450 Financial Instruments standards are adopted. These standards are adopted on a prospective basis, without restatement of prior period comparative amounts and accordingly, no 2012 comparatives have been provided in the new Statement of Remeasurement Gains and Losses. Implementation of PS1201, PS2601 and PS3450 required the school division to remeasure its financial instruments at September 1, 2012 and to recognize the accumulated remeasurement gains and losses in the opening balance in the Statement of Remeasurement Gains and Losses.

The adoption of the new PS1201 standard has not impacted the school division's financial statements as the school division had no remeasurement gains or losses to report in 2013.

PS2601 Foreign Currency Translation

The school division adopted the revised PS2601 Foreign Currency Translation standard in 2013. This revised standard establishes standards on how to account for and report transactions that are denominated in a foreign currency, and replaces the previous PS2600 Foreign Currency Translation. The revised PS2601 standard must be implemented in the same fiscal year as the new PS3450 Financial Instruments standard is adopted, and is adopted on a prospective basis, without restatement of prior period comparative amounts. Accordingly, the 2012 comparative amounts were not restated and have been presented in these financial statements in accordance with the accounting policies applied by the school division immediately preceding its adoption of the revised standard.

The adoption of the revised PS2601 standard has not resulted in any changes to the measurement and recognition of foreign currency transactions or balances by the school division.

PS3041 Portfolio Investments

The school division adopted the new PS3041 Portfolio Investments standard in 2013. This new standard establishes standards on how to account for and report portfolio investment, and replaces the previous PS3030 Temporary Investments and PS3040 Portfolio Investments standards and is applicable to the fiscal year in which the PS2601 Foreign Currency Translation and PS3450 Financial Instruments standards are adopted. The PS3041 standard refers to PS3450 for recognition and measurement of investments and is adopted on a prospective basis, without restatement of prior period comparative amounts. Accordingly, the 2012 comparative amounts were not restated and have been presented in these financial statements in accordance with the accounting policies applied by the school division immediately preceding its adoption of the revised standard.

The adoption of the new PS3041 standard has not resulted in any changes to the measurement and recognition of portfolio investments by the school division.

PS3450 Financial Instruments

The school division adopted the new PS3450 Financial Instruments standard in 2013. This new standard provides guidance for the recognition, measurement and disclosure of financial instruments. The new PS3450 Financial Instruments standard is adopted on a prospective basis, without restatement of prior period comparative amounts. In accordance with the transition provisions provided in PS3450:

- (a) the recognition, derecognition and measurement policies for financial instruments followed by the school division in financial statements for periods prior to the 2013 are not reversed and, therefore, the financial statements of prior periods, including 2012 comparative amounts, have not been restated.
- (b) at the beginning of the 2012-13 fiscal year, the school division:
 - (i) recognized all financial assets and financial liabilities on its statement of financial position and classified items in accordance with PS3450 standards;
 - (ii) applied the criteria in PS3450 in identifying those financial assets and financial liabilities to be measured at fair value; and
 - (iii) remeasured assets and liabilities as appropriate, and recognized the adjustment to September 1, 2012 amounts as an adjustment to the

accumulated remeasurement gains and losses at the beginning of the 2012-13 fiscal year.

- (c) no adjustments to carrying values were made to retroactively expense transaction costs applicable to items in the fair value category.
- (d) the school division established an accounting policy for the identification of embedded derivatives in contracts entered into by it. The school division's policy, and its application, recognizes as separate assets and liabilities those embedded derivatives required to be reported in accordance with provisions of PS3450 on either a retroactive or prospective basis. The adoption of this policy has not impacted the school division's 2013 financial statements as the school division did not have any derivative contracts.

The adoption of the new PS3450 standard has not resulted in any changes to the measurement and recognition of the school division's financial instruments other than additional disclosures which include the school division's risk management practices.

PS3410 Government Transfers

The school division adopted the revised PS3410 Government Transfers standard in 2013. This revised standard establishes standards on how to account for and report government transfers (grants), with the most significant impact to the school division pertaining to the criteria for recognition of revenue for the government transfers it receives. The revised standard allows for either prospective or retroactive implementation. The school division has elected to apply the requirements of the revised standard on a prospective basis. Accordingly, the adoption of this revised standard did not have an impact on the school division's comparative figures but did require additional disclosures in the notes.

Previously, government transfers (grants) that restricted how those resources were to be used were deferred and recognized in revenue as the related expenses or expenditures were incurred. The adoption of the new PS3410 required that the school division assess government transfers (grants) received to determine if they meet the requirement for deferral as a liability, in accordance with the new standard. The impact to the school division resulting from the adoption of the new PS3410 standard is as follows: additional revenue recognized of \$334,604 at September 1, 2012 that was previously recorded as a deferred revenue liability.

21. COMPARATIVE INFORMATION

Certain comparative figures have been reclassified to conform to the current year's presentation.

22. SUBSEQUENT EVENTS

Subsequent to the year end the school division entered into an agreement to purchase 10 school buses at a total cost of \$816,693.

23. RISK MANAGEMENT

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

i) Credit Risk

Credit risk is the risk to the school division from potential non-payment of accounts receivable. The credit risk related to the school division's receivables from the provincial government, federal government and their agencies are considered to be minimal. Management reviews accounts receivable on a case by case basis to determine if a valuation allowance is necessary to reflect any impairment in collectability.

The aging of accounts receivable at August 31, 2013 and August 31, 2012 was:

	August 31, 2013		August 31, 2012	
	Accounts Receivable	Allowance of Doubtful Accounts	Accounts Receivable	Allowance of Doubtful Accounts
Current	\$ 2,217,904	\$ -	\$ 700,158	\$ -
0-30 days	152,650	-	396,267	-
30-60 days	42,247	-	(600)	-
60-90 days	457,676	-	523,030	-
Over 90 days	749,048	-	623,960	-
Total	\$ 3,619,525	\$ -	\$ 2,242,815	\$ -
Net		\$ 3,619,525		\$ 2,242,815

ii) Liquidity Risk

Liquidity risk is the risk that the school division will not be able to meet its financial obligations as they come due. The school division manages liquidity risk by monitoring budgets and maintaining adequate cash balances. The following table sets out the contractual maturities of the school division's financial liabilities:

	August 31, 2013			
	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	2,601,989	246,533	-	-
Long term debt	1,254,481	986,199	2,978,204	557,054
Total	\$ 3,856,470	\$ 1,232,732	\$ 2,978,204	\$ 557,054

iii) Market Risk

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

Interest Rate Risk:

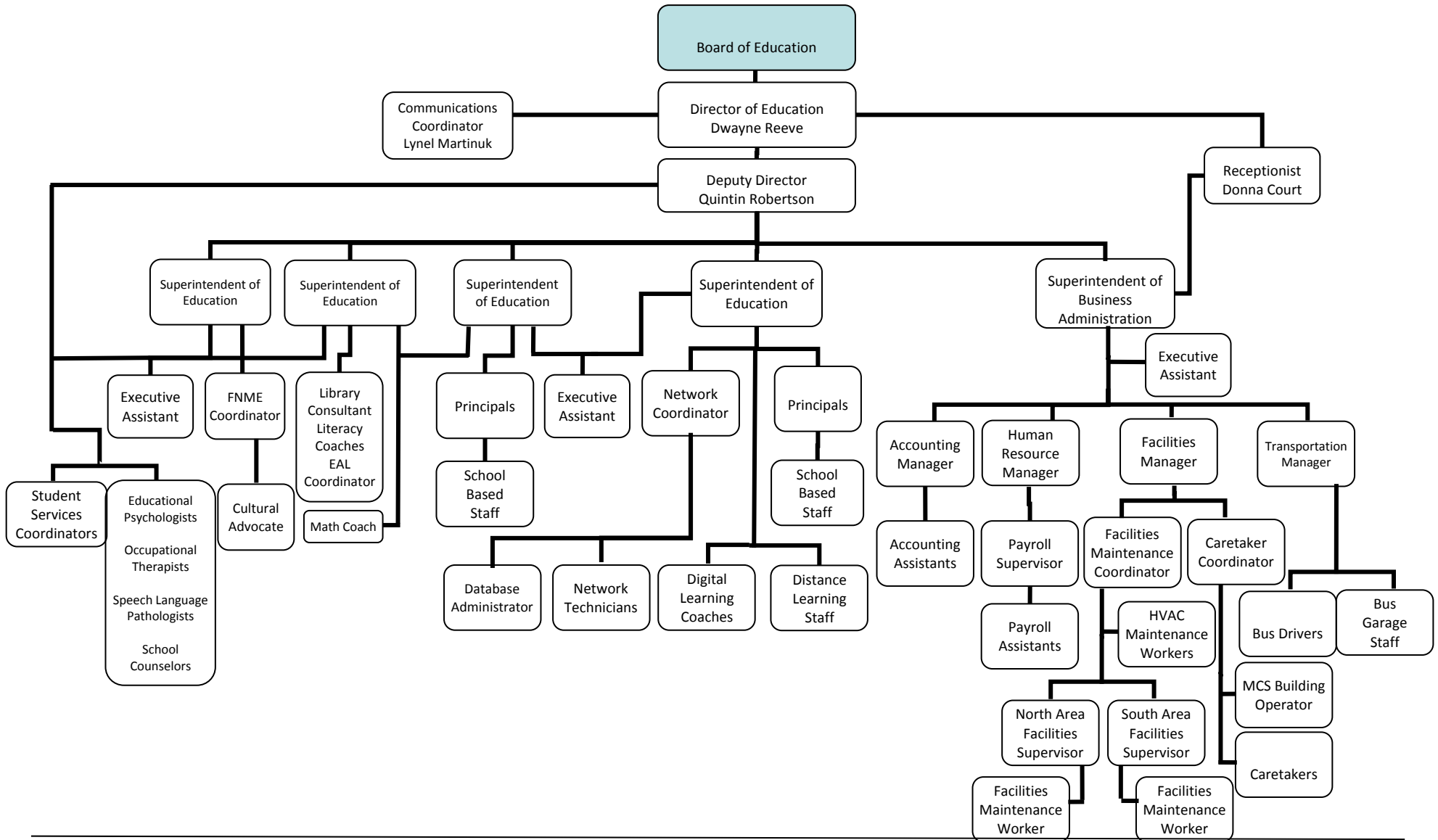
Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The school division's interest rate exposure relates to cash and cash equivalents and portfolio investments. The school division also has an authorized bank line of credit of \$8,350,000 with interest payable monthly at a rate of prime. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. The balance outstanding on this credit facility at August 31, 2013 was \$ NIL (2012 - \$ NIL). The school division minimizes these risks by:

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

Appendix B: Organizational Chart



Good Spirit School Division – August 31, 2013



Appendix C: School List

There are 28 schools in Good Spirit School Division located in 17 communities:

Schools	Grades	Location
Calder School	K-8	Calder
Canora Composite School	5-12	Canora
Canora Junior Elementary School	PreK-4	Canora
Churchbridge Public School	K-12	Churchbridge
Columbia School	PreK-8	Yorkton
Davison School	PreK-6	Melville
Dr. Brass School	PreK-8	Yorkton
Esterhazy High School	6-12	Esterhazy
Fort Livingstone School	K-12	Pelly
Grayson School	K-9	Grayson
Hoffman School	PreK-4	Langenburg
Invermay School	K-12	Invermay
Kamsack Comprehensive Institute	5-12	Kamsack
Langenburg High School	5-12	Langenburg
M.C. Knoll School	K-8	Yorkton
Macdonald School	K-9	Stockholm
Melville Comprehensive School	7-12	Melville
Miller School	K-4	Melville
Norquay School	K-12	Norquay
P.J. Gillen School	K-5	Esterhazy
Preeceville School	K-12	Preeceville
Saltcoats School	K-8	Saltcoats
Springside School	K-8	Springside
Sturgis Composite School	6-12	Sturgis
Sturgis Elementary School	K-5	Sturgis
Victoria School	PreK-4	Kamsack
Yorkdale Central School	K-8	Yorkton
Yorkton Regional High School	9-12	Yorkton

Appendix D: Payee List – 2012-13

Good Spirit School Division Payee Disclosure List for the Fiscal Year September 1, 2012 to August 31, 2013

As part of government's commitment to accountability and transparency, the Ministry of Education and Saskatchewan school divisions disclose payments that total \$50,000 or greater made to individuals, businesses and other organizations during the fiscal year. These payments include salaries, contracts, transfers, purchases of goods and services, and other expenditures.

Board of Education Remuneration

Board Remuneration					
Name	Remuneration	Expenses	Travel	Professional Development **	Total
Balyski, Christopher	\$5,779	\$600	\$3,375	\$675	\$10,429
Cairns, D.J.	\$8,363	\$600	\$4,783	\$1,238	\$14,983
Cottenie, Bryan *	\$14,996	\$600	\$10,729	\$2,800	\$29,125
Dokuchie, Gilda	\$3,556	\$500	\$3,728	\$1,463	\$9,247
Gendur, Gordon	\$6,003	\$500	\$2,282	\$1,238	\$10,023
Haacke, Richard	\$7,959	\$500	\$4,625	\$2,700	\$15,785
Leson, Shannon	\$5,428	\$500	\$3,361	\$1,463	\$10,751
Pelechaty, Carla	\$2,078	\$100	\$422	\$0	\$2,600
Pinder, Lenore	\$1,347	\$100	\$0	\$0	\$1,447
Pister, Joelann	\$1,263	\$100	\$338	\$0	\$1,701
Rushowick, Bonnie	\$5,634	\$600	\$732	\$450	\$7,416
Sass, Raymond	\$2,805	\$100	\$513	\$0	\$3,418
Simpson, Robert A.	\$11,162	\$600	\$8,546	\$4,275	\$24,583
Smandych, Lois	\$14,031	\$600	\$4,118	\$1,838	\$20,587
Stachura, Florence	\$8,031	\$500	\$2,604	\$900	\$12,035
Total	\$98,436	\$6,500	\$50,157	\$19,038	\$174,130

* Board Chair

** Professional development includes education, training and conferences.

Note: Due to the October, 2012 elections, the above list includes more than 11 board members.

Personal Services

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

Available upon request.

Contact Sherry Todosichuk,
Superintendent of Business Administration,
at the Administration Office.
Call 306-786-5500 or toll free 1-866-390-0773

Transfers

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

Parkland College (Melville)	\$789,891
Swan Valley School Division	\$54,400

Supplier Payments

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

1 Stop Playgrounds Ltd.	\$53,907
AC Electric Yorkton	\$59,682
Apple Canada Inc	\$110,746
Bank of Montreal	\$426,567
Baragar Enterprises Ltd	\$62,055
Brendonn Holdings Ltd	\$660,952
CCR Construction Ltd	\$510,340
City of Yorkton	\$100,948
Clark Roofing (1964) Ltd	\$487,303
Concentra Commercial Leasing	\$110,939
Dohms, Greg	\$69,004
Federated Co-operatives Ltd	\$648,344
Flynn Canada Ltd	\$126,573
G. Hahn Contracting Ltd.	\$1,217,184
HBI Office Plus Inc	\$95,646
Huber, Larry	\$73,517
L.M. Driving School	\$112,682
Logan Stevens Construction	\$230,231
Macpherson Leslie & Tyerman	\$53,751
Maxim Transportation Srvcs Inc.	\$106,996
Medius Restoration Services	\$183,548
Microage - Regina	\$136,654
Nelson Education Ltd	\$104,623
Nixon's Electrical Service Ltd	\$326,458
Palcik Educational	\$92,914
Pattison MGM Architectural Ser	\$161,625
Pearson Canada Inc. T46254	\$204,775
Petracek's Janitorial Inc.	\$267,182
Planet Clean	\$131,113
Praxair Distribution	\$56,738
Roof Management & Inspection	\$51,493
Sask Energy	\$891,301

Sask Power Corporation	\$1,058,312
Sask Tel	\$253,386
SGI-Motor Vehicle Division	\$98,290
Shanahan's Limited Partnership	\$94,167
Sharp's Audio-Visual Ltd.	\$96,795
Stantec Consulting Ltd.	\$73,690
Stockholm Co-op	\$55,831
Supreme Basics	\$99,855
Sylogist Ltd.	\$221,591
Toshiba Business Solutions	\$128,925
Tradewest Equipment Ltd	\$129,391
Unisource Canada Inc	\$128,179
Wagner's Flooring Ltd.	\$67,889
Weber Construction Ltd.	\$594,740
Wenger Canada	\$51,797
Western Financial Group	\$346,037
Whitesand Driver Education	\$72,042
Yorkton Plumbing & Heating	\$280,856

Other Expenditures

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

CUPE 4784	\$120,341
Good Spirit Teacher's Association	\$60,294
Marsh Canada Limited	\$372,894
Municipal Employees Pension Plan	\$2,044,663
Receiver General of Canada	\$14,805,992
Sask School Boards Association	\$658,936
Sask Teachers' Federation	\$3,701,262
Sask Teachers' Superannuation	\$249,038
Sask Workers' Compensation Brd	\$194,859

Appendix E: Infrastructure Projects – 2012-13

School	Project	Details	2012-13 Cost
Preeceville School	Roof HVAC	<ul style="list-style-type: none"> • Replace section of roof • Complete replacement of heating, ventilation and ductwork in half of the school 	\$235,000 \$2.6 million
Canora Junior Elementary School	Portables	<ul style="list-style-type: none"> • Addition of three portables and connecting corridor 	\$1.2 million
Sturgis Elementary School	Daycare	<ul style="list-style-type: none"> • Renovated two classrooms in the school to accommodate a daycare 	\$600,000
Grayson School	Roof	<ul style="list-style-type: none"> • Replace a section of the roof 	\$90,000
Esterhazy High School	Roof	<ul style="list-style-type: none"> • Roof replacement 	\$650,000
Total			\$5,375,000