



Good Spirit School Division No. 204

2014-2015 Annual Report



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“Students Come First”

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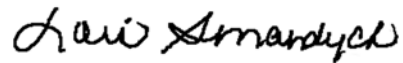
Letter of Transmittal

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 2014-15 annual report. This report outlines activities and accomplishments of the school division and provides audited financial statements for the fiscal year September 1, 2014 to August 31, 2015.

Respectfully submitted



Lois Smandych
Chairperson

Introduction

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

This annual report provides a snapshot of Good Spirit School Division, its governance structures, students, staff, programs and facilities. It also includes results and analysis of a number of indicators that contribute to student success. In addition to detailing the school division's activities and performance, this report outlines how the division is implementing its strategic plan, provides a financial overview and audited financial statements.

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



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PUBLIC SCHOOLS
OF SASKATCHEWAN
Where everyone can grow.



School Division Profile

About Us

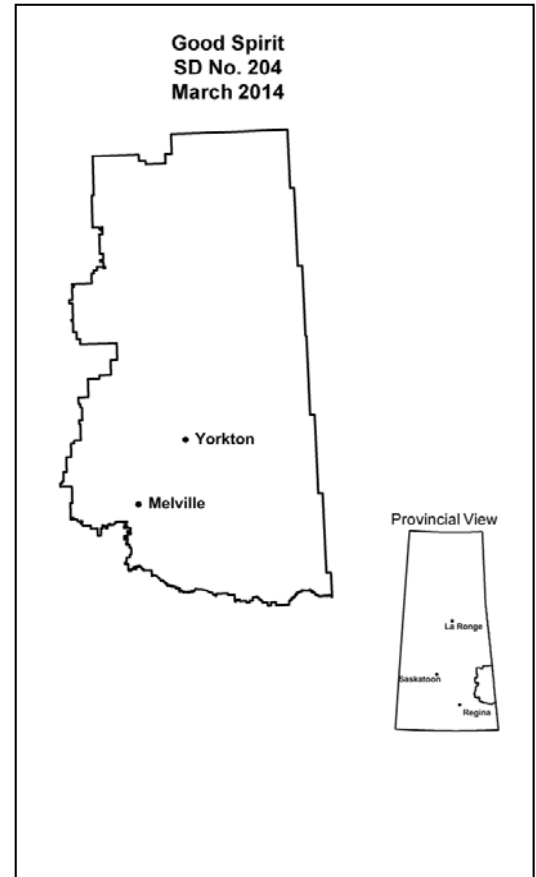
Good Spirit School Division is a combined rural and city school division with 29 schools located in 18 communities. The division is located in east central Saskatchewan and encompasses approximately 14,000 square kilometres. It spans a geographic area from Esterhazy in the south, Preeceville in the north, 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. A more detailed map showing the subdivisions and the major towns and highways is available on the [GSSD website](#) (click [here](#) to go directly to the map).

Much of Good Spirit School Division is rural, encompassing several large towns and two cities, Melville and Yorkton. Our Administration Office is located in Yorkton.

Six First Nations are located within the boundaries of Good Spirit School Division. This year saw the addition of our first Hutterite-based school in the Kamsack area.

The economy of the Good Spirit area is mixed. Mining is important and so is agriculture with thriving multi-cultural communities. Two large potash mines are located near Esterhazy and two canola crushing plants are located north of Yorkton.



Division Philosophical Foundation

Mission Statement: Building Strong Foundations to Create Bright Futures

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

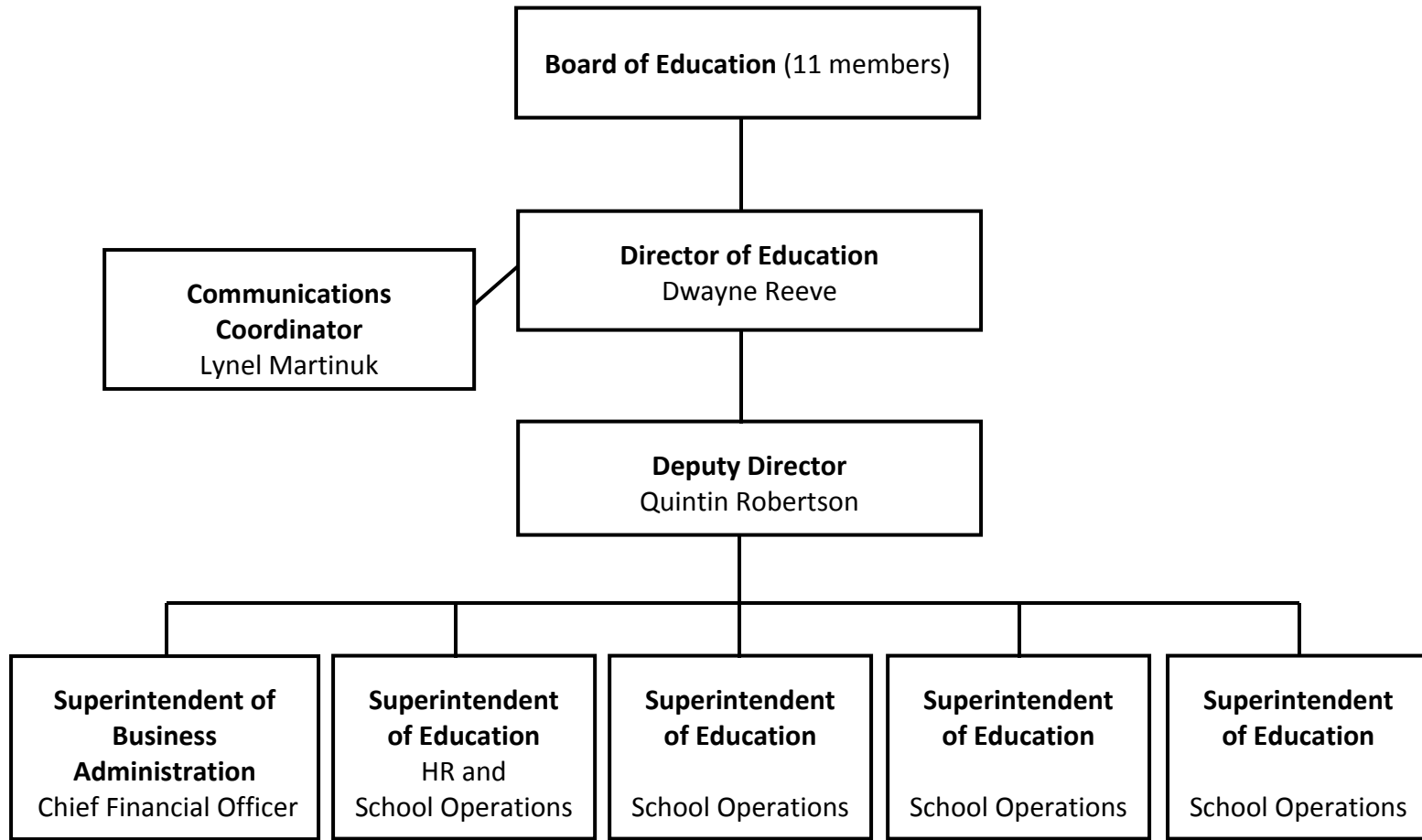
Values: We Belong, We Respect, We are Responsible, We Learn, We Nurture

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

The values and aspirational statements, in their entirety, are available on the [GSSD website](#) as part of the [Board Policy Handbook](#) webpage under [Policy 1 Foundational Statements](#).

Division Organizational Chart



School List

There are 29 schools in Good Spirit School Division located in 18 communities:

School	Grades	Location
Bear Stream School	K-12	Clarion Colony
Calder School	K-8	Calder
Canora Composite School	5-12	Canora
Canora Junior Elementary School	Pre-K-4	Canora
Churchbridge Public School	K-12	Churchbridge
Columbia School	Pre-K-8	Yorkton
Davison School	Pre-K-6	Melville
Dr. Brass Elementary School	Pre-K-8	Yorkton
Esterhazy High School	6-12	Esterhazy
Fort Livingstone School	K-12	Pelly
Grayson School	K-9	Grayson
Hoffman School	Pre-K-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	Pre-K-4	Kamsack
Yorkdale Central School	K-8	Yorkton
Yorkton Regional High School	9-12	Yorkton

Program Overview

As our division motto states “Students Come First” in Good Spirit School Division. They 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. 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 29 schools to achieve our vision of “Learning Without Limits... Achievement For All”.

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, Métis and Inuit (FNMI) content, perspectives and ways of knowing. In 2014-15, the division continued to focus on improved student learning in the areas of literacy, credit attainment, graduation rates and responsive teaching.

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 students with intensive needs
- Comprehensive School Community Health
- English as an Additional Language supports
- National Archery in the Schools Program
- Universal Teaching Program
- Music/band programming
- Preschool Parent Education Program (PPEP)
- Locally-developed course offerings such as millwright program, robotics & hockey academy
- Transitioning Youth to Employment program and partnership

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

- Math, Literacy, Behaviour Support, Leveled Literacy Intervention (LLI), Library and Digital Learning Coaches
- Student Services Coordinators
- Educational Psychologists
- English as an Additional Language consultant
- Physiotherapy/contracted services
- Speech and Language Pathologists
- School Counsellors
- Student Support Teachers
- Occupational Therapists
- Cultural Advocate
- Career Counsellors
- Music Therapy services

Programming highlights for 2014-15 included:

English as an Additional Language (EAL) Grant

The Esterhazy High School (EHS) has seen a significant influx of EAL students over the last six years. A team of educators together with their administrative team chose to think outside the box regarding the needs of their EAL students. Recognizing the success of the Fountas and

Pinnell Leveled Literacy Invention (LLI) system within GSSD elementary schools, they explored the use of this intervention with their high school aged immigrant students.

At the end of the implementation year, students experienced an average growth being between 3-4 grade levels. Consequently, all EAL students entering EHS in the 2015-16 year will continue to be supported through LLI as it has proven to be an effective, confidence building opportunity for these students as they progress in becoming more proficient in reading, speaking and writing the English language.

Distributed Learning

During the 2014-15 school year, a Digital Learning Coach (DLC), together with central office personnel, created a model of course delivery which allowed GSSD schools to better meet the ever increasing demands from students and parents for flexible learning options. By utilizing the all familiar online distance learning model with blended learning strategies and the internal capacity of its own teaching staff, GSSD created Distributed Learning. The model of Distributed Learning aligns with the responsive teaching practices within the division incorporating differentiated instruction, opportunities for flexible groupings, scaffolded instruction, and embedded formative assessment.

The philosophy of Distributed Learning is to provide greater opportunities to learn for high school students who require flexibility to their schedules, credit recovery, and alternate modes of instruction for the purpose of improving student engagement and ultimately graduation rates. The model has provided opportunity for rural schools to meet the needs of their students through online and blended learning strategies. Many of the courses have been developed by GSSD teachers through release time offered by the division. The courses are offered both asynchronously and synchronously across the division. Development of elective opportunities has the primary focus to provide students with a wider range of courses to fit their interest levels. Long range plans include the development of core courses used for both scheduling conflicts as well as credit recovery purposes.

The demand for Distributed Learning courses has been high across GSSD with many small rural schools offering a course selection which has not been available in the past.

YRHS Robotics Team Wins National Gold Medal

In May 2015, four Grade 10 students from the Yorkton Regional High School (YRHS) were awarded the top ranking in the Skills Canada National Competition (SCNC). This is the fourth year in a row that a Robotics teams from YRHS has had success past the provincial level to medal in national competition (3 gold medals and 1 bronze medal). The teacher of the program credits the students for team success where, every year, fresh, new ideas are generated originating from their unique backgrounds and experiences.

YRHS has Practical and Applied Arts Robotics course offerings at the Grades 10 and 11 levels. Grade 10 is a focus on the integration of programming skills in terms of mechanics and electronics as well as the intensive use of sensors in today's society. The main theme in Grade 11 classes is that of robotics design, functionality and purpose with a focus on problem solving and independent thinking. Both of these courses prepare students for the growing field of robotics and its applications in the world of engineering. For some, these real-life experiences translate into furthering their education in an area of interest which is the true purpose of providing non-traditional courses for students.

2015 NASP All-Star World Championships

Bailey Steciuk, Grade 12 student at Canora Composite School, qualified nationally and attended the National Archery in the Schools Program (NASP) World Championships in July 2015 held in Nashville, Tennessee. Five nations including Canada, Namibia, United States, South Africa and the United Kingdom were in attendance and, in Bailey's own words, "It was a great opportunity to learn from the better shooters, ask questions and watch their perfected forms. Realizing what this sport has done for all of us is well worth the time and energy put into it to make it grow".

NASP was developed in 2001 to serve both educational and conservation purposes and the program changes lives. It takes students from all walks of life, regardless of economic or social status, and allows them to be on the same playing field with others. The program accepts all children and does not focus only on the athletes or academically strong students. This is a worldwide program where all students follow the same set of rules and belong to teams. It is amazing as it is more than simply just another school program; it helps students be successful and feel part of something. It engages students, some who show little interest in traditional school programming, in the educational process and it develops relationships to promote graduation. The program has been running in GSSD for six years and we were one of the first school divisions in Canada to take part. Grades 4 to 12 students actively participate in many of our schools, both urban and rural. It has been an excellent program for students to take part in and experience a non-traditional way to learn.

Strategic Direction and Reporting

Introduction of the Education Sector Strategic Plan

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

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

Enduring Strategies

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

The Enduring Strategies include:

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

2014-15 One Year Priorities

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

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

GSSD will develop a Partnership Project Plan to support First Nation and Métis student achievement.

The Invitational Shared Services Initiative (ISSI) has been developed in response to the final report of the Joint Task Force on Improving Education and Employment Outcomes for First Nations and Métis Peoples. It supports the Joint Task Force's foundational understanding of the

need for dignified mutual relationships and the importance of establishing strategic partnerships with First Nations schools and provincial school divisions.

As a part of the ISSI, GSSD has developed a partnership with the Yorkton Tribal Council in response to the concerns raised about the graduation and drop-out rates of students attending Kamsack Comprehensive Institute (KCI) and schools on Cote and Keeseekoose First Nations. One of the goals of the ISSI partnership is to reach out to the three communities with a major focus on engaging families in the education of their children, increasing communication between the school and the family thus creating positive interactions. The intent of the interactions is to keep open lines of communication, collaboration and positive feedback between the school and the home. The following paragraphs describe actions that the partnership members developed and put into action during the 2014-15 school year to actualize the goals.

Baseline data was collected on attendance rates, graduation rates, and reading results for Grade 6 students.

A Literacy Coach, a Community School Liaison and an Elder were hired to work in the schools to support the learning and emotional and social needs of students. The ISSI team presented their initial findings and project development to the Deputy Minister of Education and other personnel in Regina in December, 2014 and February, 2015. The project will be continuing through 2015-16.

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

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

Grade 3 reading levels for 100% of “eligible” GSSD students will be collected using consistent administration, collation, and reporting practices.

GSSD has developed consistent administration, collation, and reporting practices for the Fountas & Pinnell (F & P) BAS Assessment for all students in grades 1 to 5. Four Literacy Coaches support the division in training teachers on the implementation and interpretation of F & P BAS assessment results along with the principles of Balanced Literacy Instruction within the classroom.

GSSD will use the Sask. Reads document as a provincial framework to design and deploy our literacy program to meet the unique learning needs of students.

GSSD has a well-established model of assessment, intervention and implementation. Currently, the primary focus has been grade 1 to 3 and the implementation of the Balanced Literacy Framework. Emphasis has been placed on the development of independent readers through Guided Reading and Independent Reading. Criteria has been co-constructed with GSSD teachers and utilized as a guide for our implementation of Guided Reading and Independent Reading. Using the co-constructed criteria for guided & independent reading as a guide, Literacy Coaches

will model a guided reading lesson, observe a lesson and meet to discuss and reflect with each Grade 3 teacher. This practice will cascade into Grade 1, 2, 4, 5, etc.

GSSD will have an active primary reading team and plan in place that aligns with Sask. Reads.

GSSD employs four Literacy Coaches who support the division in training teachers on the implementation and interpretation of F & P BAS assessment results. GSSD Literacy Coaches also support tier 1 and tier 2 instruction based on the principles of Balanced Literacy and Leveled Literacy Intervention (LLI).

2014-15 Two to Five Year Priorities

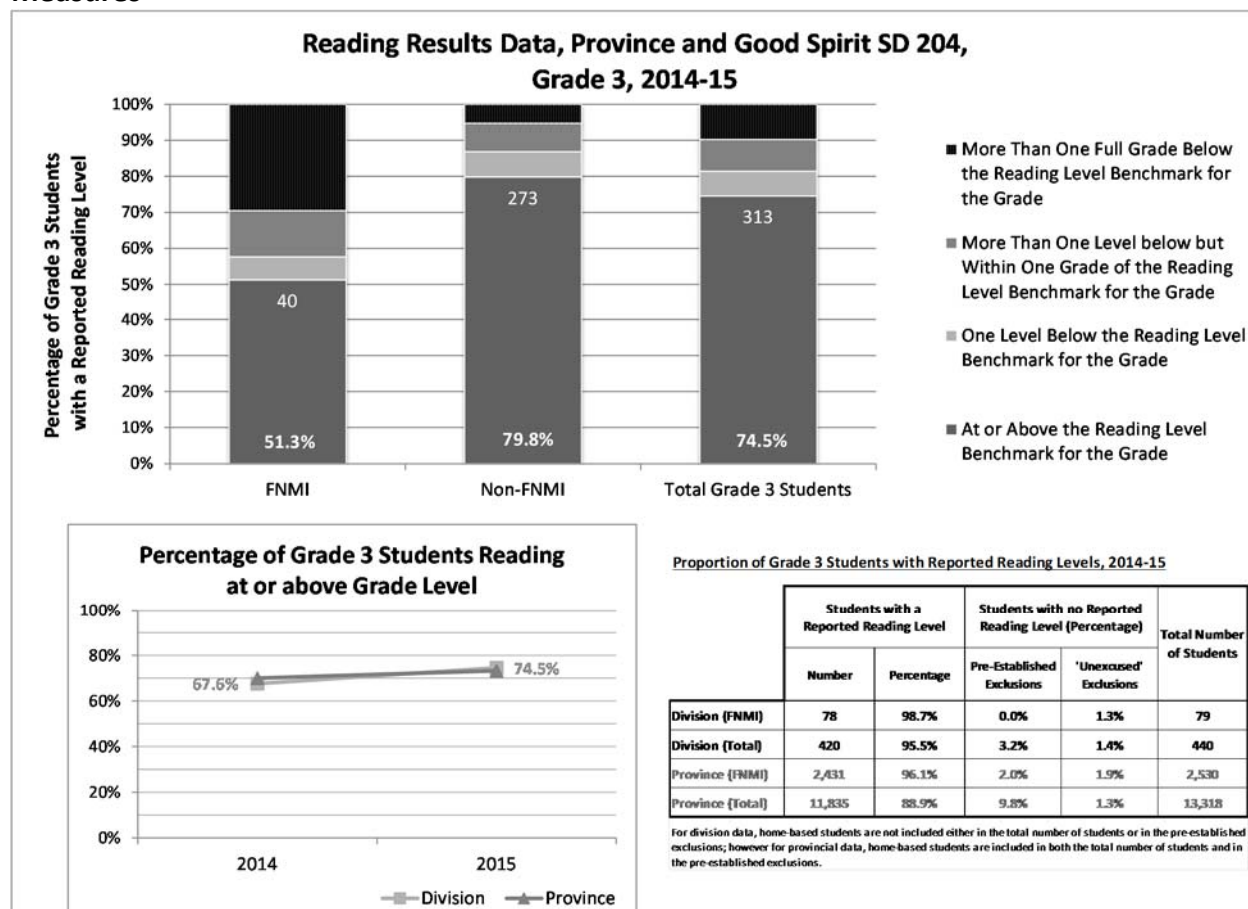
ESSP Two to Five Year Priority Area: By June 2020, 80% of students will be at grade level or above in reading, writing, and math.

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

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

GSSD has a well-established model of assessment, intervention, and implementation. Emphasis has been placed on the development of independent readers through Guided Reading and Independent Reading. Criteria has been co-constructed with GSSD teachers and utilized as a guide for our implementation of Guided Reading and Independent Reading. GSSD will continue to support the use of research based literacy intervention strategies and techniques in all of our schools. Based on student F & P data, further support will be provided to teachers and schools not meeting our target of 78% of students reading at or above grade level.

Measures



Note:

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

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

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, Student Data System (Data run on Nov 5, 2015).

Overall in our division, 74.5% of Grade 3 students are reading at or above the Reading Level Benchmark. When those results are disaggregated, the percentage lowers considerably with only 51.3% of First Nations, Métis and Inuit (FNMI) Grade 3 students reading at or above the Benchmark. The percentage of students one level below the Reading Level Benchmark is

consistent in all categories at about 5%. There is an equal percentage of FNMI students reading more than one level below the Reading Level Benchmark for Grade 3 but within one grade of the Reading Level Benchmark for Grade 3: 10% for both FNMI students and non-FNMI students. At 30%, the percentage of students reading more than one full grade below the Reading Level Benchmark is considerably higher than the percentage of non-FNMI students at 5%.

The high percentage of FNMI students that scored more than one full grade level below the reading benchmark (30%), and the percentage of non-FNMI students reading one level below the benchmark (5%) is an indication that additional supports are needed in schools with high FNMI student populations. We are committed to providing the supports needed to ensure that the reading results for FNMI students are equitable to non-FNMI students.

The evidence collected both locally and provincially suggests that the Good Spirit School Division has made significant progress in the area of literacy. Continued refinement of our processes and instructional practices in grades 1 to 5 will occur over the year to support increased student literacy results.

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

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

By June 30, 2020, collaboration between FNMI and non-FNMI will result in significant improvement in FNMI student engagement and will increase three-year graduation rates from 35% in June 2012 to at least 65%.

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

During the 2014-15 school year, the Good Spirit School Division created a task force to review provincial high school graduation requirements and, as a result, recommended to the Minister of Education that the ministry re-engage in secondary curriculum renewal and supports for instruction. The division will work to increase graduation rates for FNMI students through the Following Their Voices project, support from the Invitational Shared Services Initiative as well as continuing work with community liaison workers and Elders.

Average final marks and credit attainment are two important measures that will be closely monitored to support the goal of improved FNMI student engagement and increased graduation rates. In the 2014-15 school year, we collected baseline data on attendance and disseminated it to the schools to reference in 2015-16.

Measures

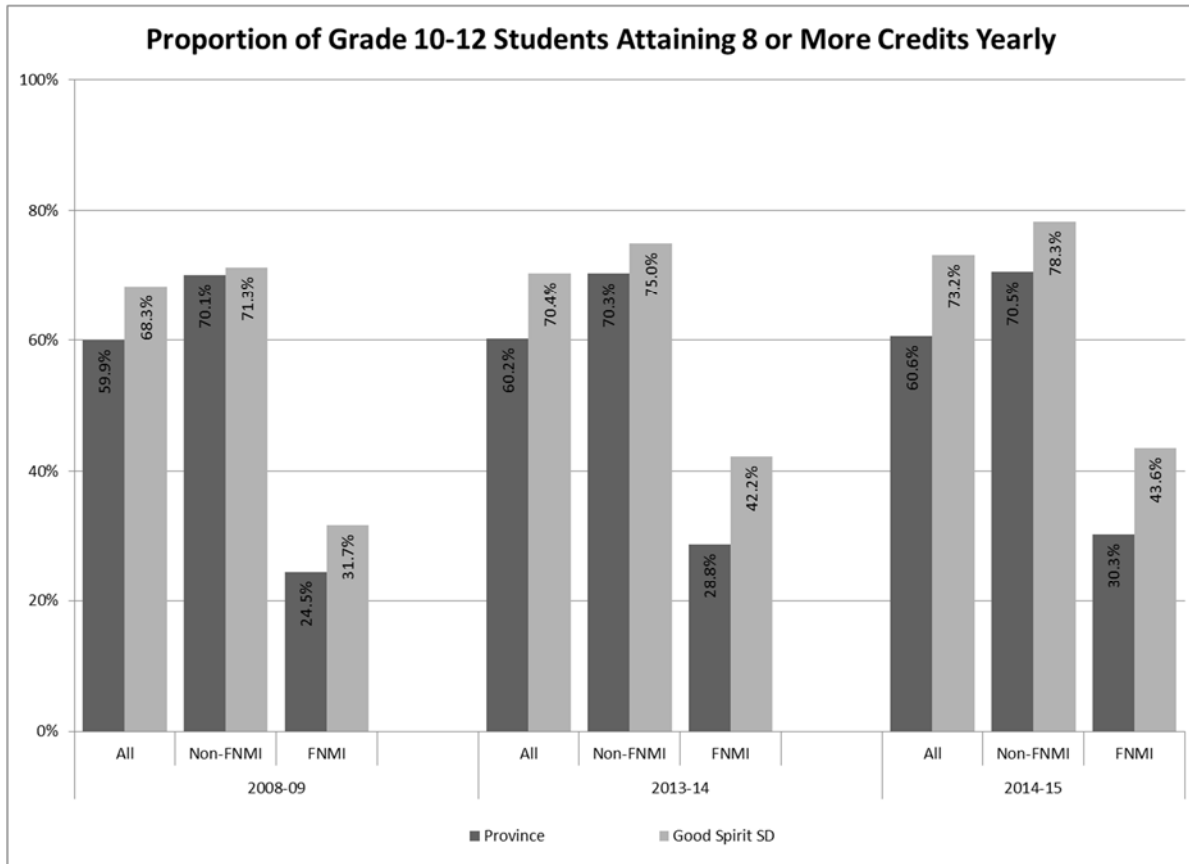
Average Final Marks in Selected Secondary-Level Courses 2014-15						
Subject	All Students		Non-FNMI		FNMI	
	Province	Good Spirit SD	Province	Good Spirit SD	Province	Good Spirit SD
English Language Arts A 10	72.4	75.1	75.1	76.2	61.5	66.1
English Language Arts B 10	72.7	74.8	75.2	75.9	61.7	63.4
Science 10	71.2	74.5	74.1	75.6	59.7	64.6
Math: Workplace and Apprenticeship 10	71.3	77.3	74.6	78.1	59.2	69.7
Math: Foundations and Pre-calculus 10	71.3	76.6	73.2	77.1	60.5	71.2
English Language Arts 20	73.4	74.3	75.1	74.9	64.4	68.9
Math: Workplace and Apprenticeship 20	67.2	76.3	69.3	75.9	62.0	79.7
Math: Foundations 20	72.3	74.5	73.8	75.6	64.4	63.7

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

FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2015

Average Final Marks – Good Spirit School Division continues to celebrate the academic accomplishments of its students. In 2014-15, the average final marks for all Good Spirit students exceeded the provincial results in all subject areas identified in the *Average Final Mark for Select Subject areas* data set. Although average marks of Good Spirit School Division’s self-identified FNMI students were above the FNMI provincial results in almost all courses, there is still a difference between FNMI and non-FNMI achievement. The provincial graduation rates for non-FNMI students is 84.3% and Good Spirit School Division is strong in this area with a non-FNMI graduation rate of 82.4 % . The Good Spirit School Division celebrates the fact that the achievement gap between FNMI students and non-FNMI is closing. Even though the gap is closing, we recognize the need to continually focus on this indicator, especially in mathematics. We will continue to foster partnerships with neighbouring First Nations, Métis and Inuit communities as we believe this promotes increased attendance and credit attainment.



Note: Proportions are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight of more credits yearly.

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

FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2015

Credit Attainment – Credit attainment provides a strong predictive indicator of school system’s on-time graduation rate. Students receiving eight or more credits per year are more likely to graduate within three years of beginning Grade 10. Overall, Good Spirit School Division has had a slight increase in credit attainment rates from 2008-09 to 2014-15 for all students. During this same time frame, the FNMI subpopulation increased from 31.7% to 43.6%. We will continue to focus on the FNMI subpopulation to keep this positive trend going. A second goal is to improve the high school completion rates thereby increasing the graduation rates of FNMI students. This goal aligns directly with the goals of the Good Spirit School Division and the education sector as reflected in the ESSP.

In order to support our students, we have Distributed Learning which addresses credit recovery, dual credit options and elective opportunities for smaller high schools. We

continually promote and refine changes in our assessment practices as well as a focus on the importance of developing positive teacher-student relationships.

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

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

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

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

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

By 2020, GSSD will support the achievement of a provincial graduation rate of 85%.

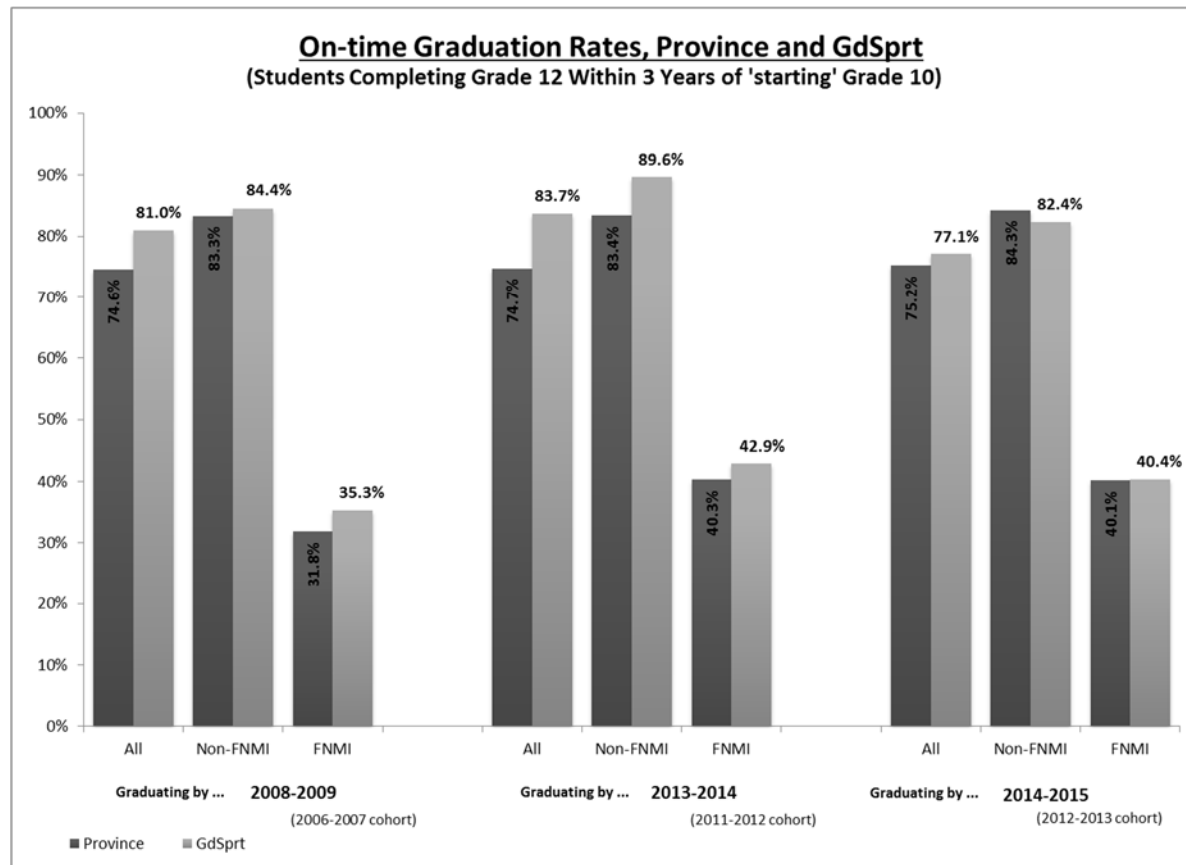
During the 2014-15 school year, the Good Spirit School Division created a task force to review provincial high school graduation requirements and, as a result, recommended to the Minister of Education that the ministry re-engage in secondary curriculum renewal and supports for instruction. In the future, the division will continue to support this goal by working to identify interventions for those students determined to be disengaged. Work will also be done to develop increased opportunities and supports to graduation and transitions such as off campus education, summer school, credit/outcome recovery and experiential learning.

Graduation is a key step in helping young people realize healthy and fulfilling lives. To support both the provincial as well as our locally identified strategic plan goals in the area of increasing graduation rates, the division has implemented Tell Them From Me (TTFM) survey recommendations. Other key indicators of success in this important priority area include the provision of teacher professional development (primarily in the area of assessment practices), examination of school and division practices and policies to ensure removal of barriers to student graduation as well as the development of an identification-tracking system and plan for vulnerable youth in the middle years or earlier.

This year, extensive work was undertaken in relation to assessment practices in high school. Discussions were held in relation to changes in the key areas of attendance policies, late work and elimination of zeros. Credit recovery was also discussed and Distributed Learning completed work in the area of further developing course options. Schools were expected to deliver credit recovery to ensure opportunity for students needing additional time to achieve outcomes.

In the 2014-15 school year, we collected baseline data on attendance and disseminated it to the schools to reference in 2015-16.

Measures



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

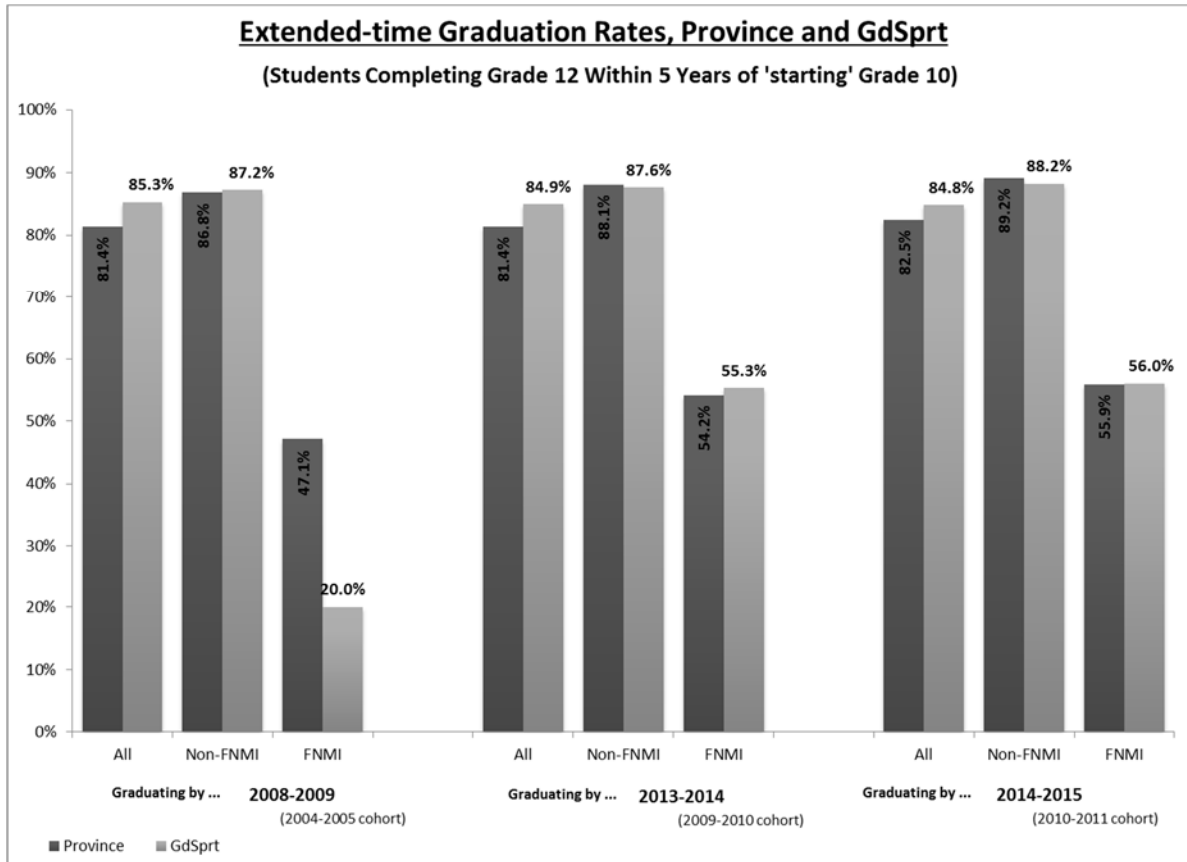
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FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2015

Three-Year Graduation Rates - In 2008-09, 81% of Good Spirit School Division's students graduated within three years of entering Grade 10, with 84.4% of non-FNMI students and 35.3% of FNMI students graduating within the three-year window. In June 2015, Good Spirit School Division's graduation rate for all students was lower than the 2008-09 rate of 81%. The graduation rate for non-FNMI students saw a slight decrease of 3.9% between 2008-09 and 2015 (from 81% to 77.1%). During that same time period, the graduation rate for FNMI students improved considerably from 32.1% in 2008-09 to 40.4% in 2015. While we are pleased with these results, we acknowledge much work remains. The 2014-15 current year graduation rates show a slight decrease from previous years and we are determining, through the use of locally-held data, the exact areas of concern that can be immediately addressed to show improvement in following years. We have learned a great deal from our examination of school

and division practices and policy this year, and have identified changes that can be made within our system to reduce barriers to student graduation. Good Spirit’s FNMI 3-year graduation rate is on par with that of the province; our non-FNMI graduation rate is slightly below the provincial average however, overall, we remain above the provincial average.



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

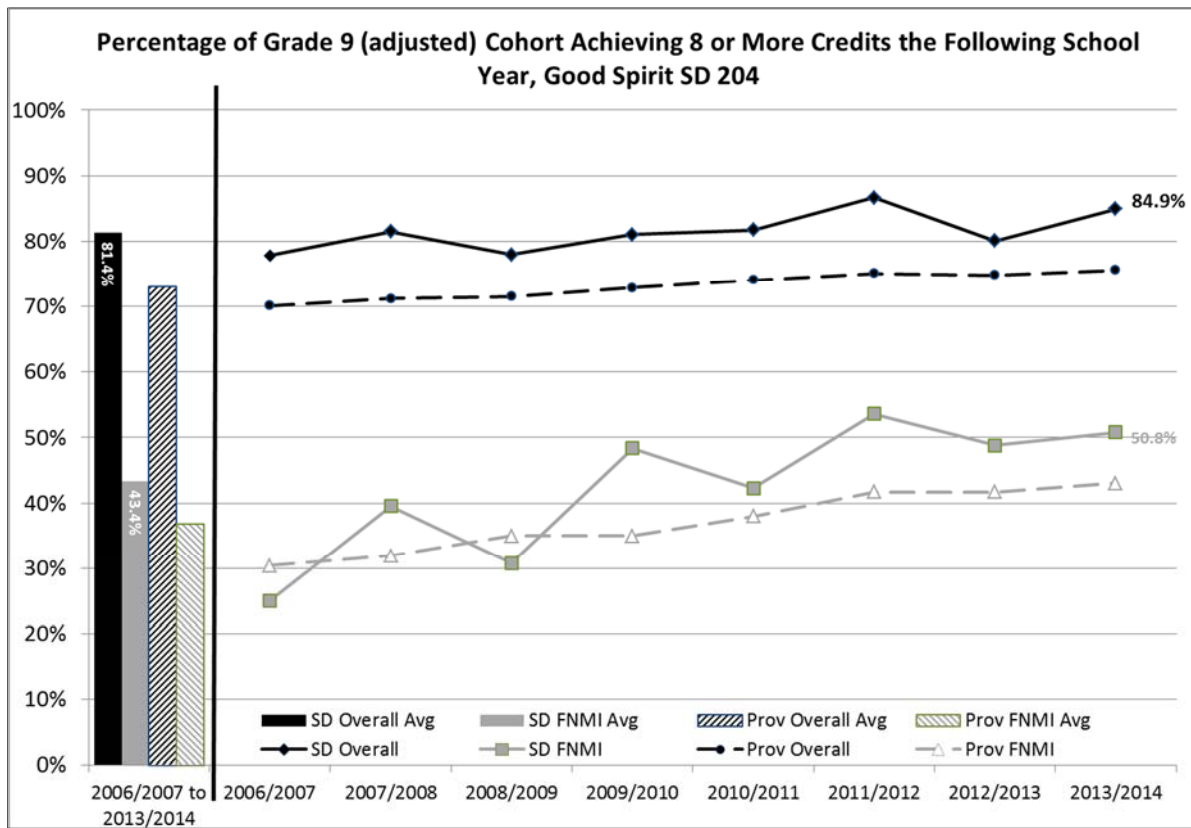
Results for populations of 10 or fewer have not been reported to avoid identifying individuals or very small groups of students.

FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2015

Five-Year Graduation Rates - Some students require more time to complete all the courses necessary for graduation, so continue in school longer than three years after beginning Grade 10. Between 2008-09 and 2015, the extended-time graduation rate (i.e., within 5 years of beginning Grade 10) overall, and disaggregated by FNMI and non-FNMI students, has stayed basically the same. For example, in 2008-09 85.3% of Good Spirit School Division’s total student population graduated within five years of beginning Grade 10; by 2015 that number increased

to 84.8%. If we look at the non-FNMI population, we see a slight improvement from 87.2% to 88.2% between 2008-09 and 2015. The improvement for the FNMI population, on the other hand, has been remarkable! In 2008-09, 20.0% of FNMI students graduated within five years of beginning Grade 10; in 2015, 56.0% of FNMI students graduated within that same five-year window. The 2014-15 current year graduation rates show a status quo on graduation numbers when compared to previous years. Good Spirit’s FNMI 3-year graduation rate is on par with that of the province; our non-FNMI graduation rate is slightly below the provincial average however, overall, we remain above the provincial average. Overall, our extended-time graduation rates are improving, but we still have work to do in this regard.



Notes: Grade 9 school year cohort is defined as the group of students enrolled in Grade 9 for the first time in a particular school year (according to the ministry Student Data System), adjusted in the following ways: 1) Students 12 and younger, and students 18 and older, as of Sep 30 of the Grade 9 school year, are excluded; and, 2) Students without a base enrolment on or after Sep 30 are excluded; 3) Students enrolled in Functionally Integrated or special education programs are excluded; and, 4) Students whose enrolment outcome is 'deceased', 'transferred to out-of-province schooling', or 'transferred to out-of-country schooling' prior to June 1st of the school year immediately following Grade 9 cohort placement are excluded. Students are assigned to the school division in which the student last enrolled in the year that they became part of the Grade 9 cohort. Percentages are calculated as the number of students attaining eight of more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five have not been reported to avoid identifying individuals or very small groups of students.

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Source: Ministry of Education, 2015

Transition from Grade 9 to 10 – This can be a difficult transition for students who have not reached all curricular outcomes from each subject area in the elementary grades. Overall, 84% of students enrolled in Grade 10 for the first time in 2014-15 achieved 8 or more credits; of those students who are FNMI, only 31.8% had achieved 8 or more credits. Our division's results are similar to the provincial results of 84.9% for all students, and 50.6% for FNMI students. These results seem to be in alignment with the graduation rates for our school division. We are not satisfied with these results. The action we have identified in our school division plans is to develop a tracking system and plan for vulnerable youth (at risk for dropping out) in middle years or earlier to address this concern.

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

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

In 2014-15, Good Spirit School Division hosted two LEAN events. The first event focused on the role of the division instructional coaches (including literacy, math and digital learning) to achieve efficiencies in how their time was used working with and supporting classroom teachers. Efficiencies realized included the establishment of priority areas that aligned to our 5-Year PD continuum, refinement in the allocation of coaches' time and alignment with the strategic plan as well as refined focus in the area of teacher supervision.

The second event examined the processes between Human Resources and Payroll. The continuous improvement plan developed from this specific event will be implemented during 2015-16 to reduce cycle times, improve communications and clarify processes and roles and responsibilities to reduce error, duplication, frustration and unnecessary approvals. The continuous improvement plan also strives to achieve one point of entry and/or contact and increase confidence in the system.

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

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

By June 2016, children aged 0-6 within GSSD will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades.

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

Good Spirit School Division has identified the following focus area aligned to the ESSP priority area Ready for Learning:

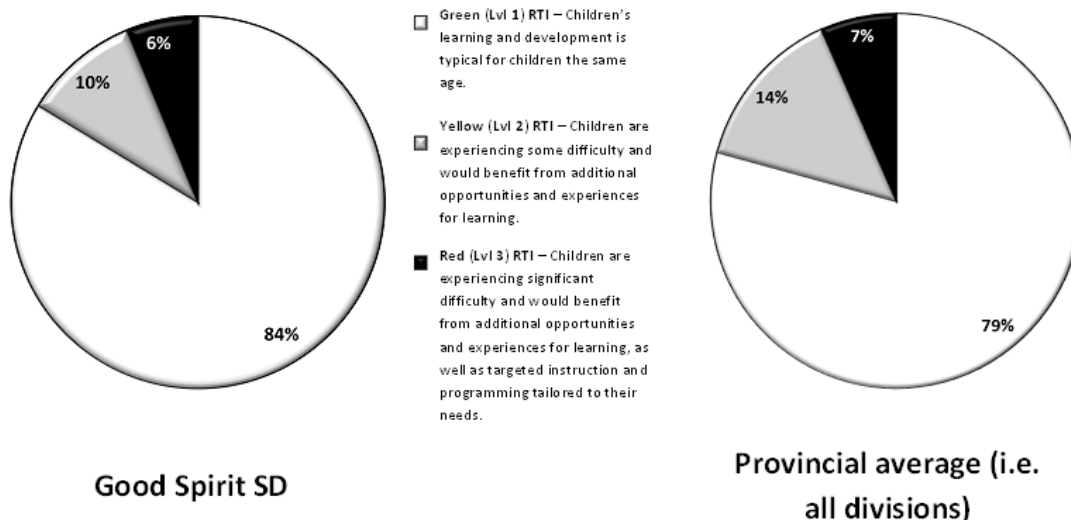
All Prekindergarten and Kindergarten classrooms provide consistent Quality Core Instruction in emerging literacy with a focus on narrative skills, vocabulary development and phonological awareness to ensure all children improve their overall emerging literacy.

Within this focus area Good Spirit School Division set short term improvement targets including:

By June 2015, the number of students scoring as Tier 1 will improve from 84.5 % (spring 2014 data) to 87.5 %. To support this short term goal, GSSD developed a common framework for emerging literacy to early literacy continuum.

To meet the education sector early learning goal as stated above, GSSD implemented and examined the data (EYE-DA and EYE-TA) from 2013-14 to identify students who were in the red zone (Difficulty Zone) to allow us to pro-actively support our Kindergarten students to be ready for Grade 1 . GSSD held interdisciplinary team meetings at each elementary school to determine domain areas that required support. Our Professional Service Providers collaborated with Kindergarten teachers to offer targeted classroom-based interventions to address areas of difficulty. GSSD also developed partnerships with Christ the Teacher School Division and the Family Resource Center in Yorkton, Saskatchewan to develop rubrics to support early learning outcomes. The division continued to work with Families First in our rural area (Kamsack) and Kids First in Yorkton to ensure supports for at-risk students and families will be ongoing.

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



* Totals may not equal 100 because of rounding

Notes: The EYE-TA is a readiness screening tool that provides information about each child’s development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify children most likely to require extra support during the Kindergarten year, based on their levels of skill development in five key domains at school entry. In addition to results for specific domains, children are also assigned a comprehensive score known as a Responsive, Tiered Instruction (RTI) level. Spring RTI data also serves as a leading indicator of the population of students who may need Tier 2 or Tier 3 instructional supports as they transition from Kindergarten to Grade 1.

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

Source: Ministry of Education, Early Years Branch, 2015

Good Spirit School Division’s early learning data displayed on the *Ready to Learn: Early Years Evaluation (TA) responsive, tiered instruction (RTI) Categories (%) at K exit* show the following results:

84% of Kindergarten students scored as Tier 1 (green) showing their learning and development is typical for children the same age. Good Spirit School Division is pleased with the improvement in this area over the last year but also recognized that we need to continue to focus on this area to reach our target of 87.5% of students scoring as Tier 1. 10% of Kindergarten students scored as Tier 2 (yellow) showing they are experiencing some difficulty and would benefit from additional opportunities and experiences for learning. Only 6% of

Kindergarten student scored as Tier 3 (red) showing they are experiencing significant difficulty and would benefit from additional opportunities and experiences for learning, as well as target instruction and programming.

Compared to provincial results, Good Spirit School Division shows results that are above the provincial average in all three tiers.

2014-15 School Division Local Goals and Actions for Two to Five Year Priority Area:
By June 2018, all GSSD teaching staff will use the Indicators of Responsive Teaching to reflect on their teaching practices and set professional growth plan goals in target areas.

GSSD continues to work towards the actualization of our 5 Year Professional Development Plan. The focus being on classroom environments and Understanding by Design (UbD) Planning (curriculum knowledge, assessment and instruction). To date, modules have been conducted that support administrators and lead teachers in the areas of Response to Intervention (RtI), Formative & Summative Assessment, and Curriculum Unpacking using the UbD Framework. New teachers to GSSD will receive on-going support and training during the Collaborative Learning and Structured Support, Assisting Caring Teachers (CLASS ACT) sessions during the year.

2014-15 School Division Local Goals and Actions for Two to Five Year Priority Area:
GSSD will continue to strive to improve internal and external communications.

In September 2014, Good Spirit School Division realized the implementation of new websites (division level and school-based) for external communications as well as the introduction of a staff intranet portal for internal communications. This multi-year project is designed to streamline communication among administration, our staff and external stakeholders. The former GSSD website reflected a complete “one-stop shop” for all information and, as a result, inefficiencies were realized as much of the communication was provided for staff use.

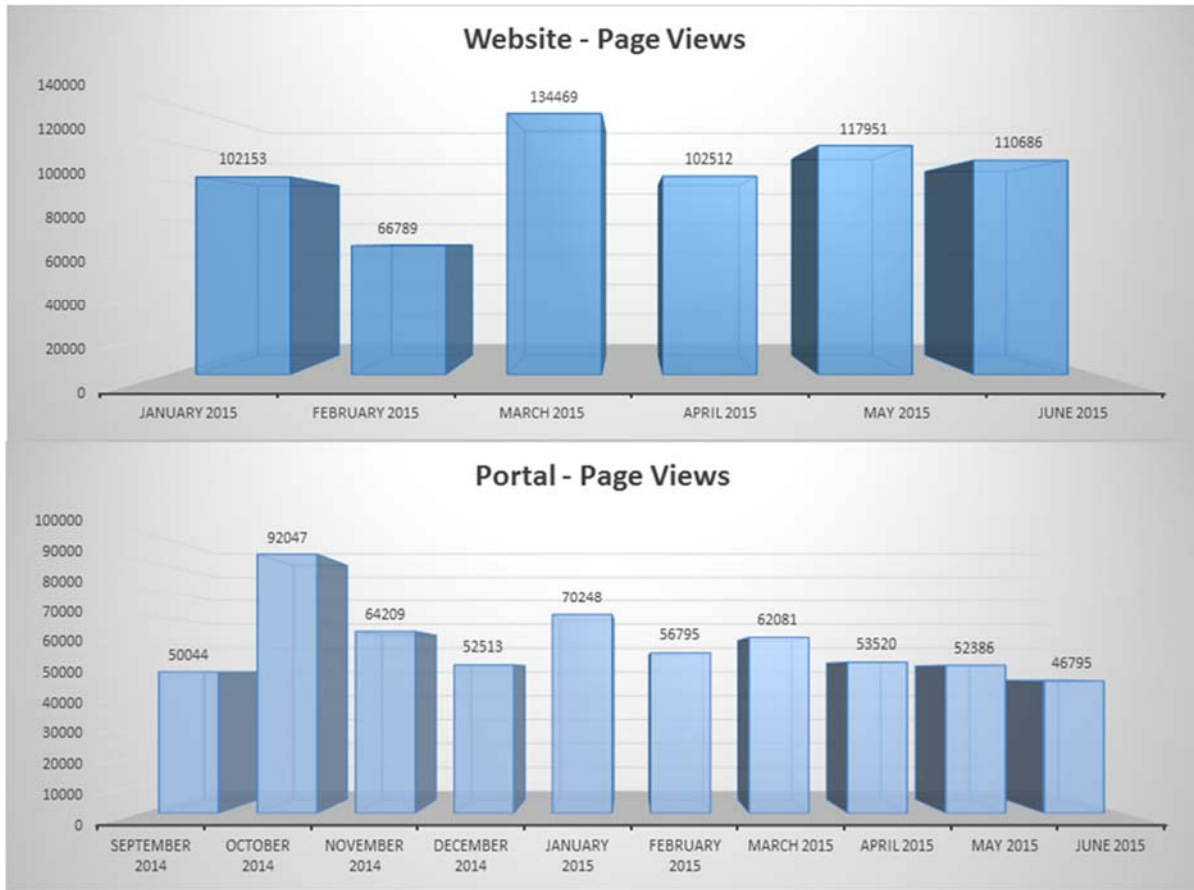
Phase 1 Implementation (2014-2015):

- Identification and insertion of current and relevant information for staff into the portal.
- Population of information on the public website.
- GSSD introduced a division-level intranet portal. A similar process was followed by the staff of each school, moving public information into the website and placing staff-related information in their respective portals.

Phase 2 Refinement (2015-2016):

- Addition of students into the portal environment.
- Testing of digital student portfolios and digital classrooms within the portal.
- Because new information is required and old information needs removed, Good Spirit School Division will be refining the information presented to the public via the website. Similarly, the portal will be refined to reflect the current organizational chart and information updated and removed as necessary.

Measures



The above charts show the number of pages viewed on either the website or the portal. Page Views refers to the number of pages each unique visitor looked at. Data is collected utilizing Google Analytics and downloaded on a monthly basis. Fluctuations occurred from month to month and the months that had a high number of visits corresponded with major school events.

Data on website page views is indicative of higher usage to coincide with increased staffing and end of year activities. February, 2015 shows the decreased usage in a shorter school month where March, 2015 had a spike in usage in terms of increased traffic to the Employment page to view available job postings.

As this year was the introduction of the internal portal, usage is very positive with 9 out of 10 months showing over 50,000 page views. Portal usage spiked in October, 2014 with the introduction of the GSSD Friday File (weekly communication with staff).

We will continue to monitor internal and external usage on a monthly basis to determine how these important communication tools are being utilized by GSSD staff and the general public.

Source: GSSD Technology Department, 2015

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

Outcome-Based Report Cards Development

Being directed by the Good Spirit School Division aspirational statement *“We are all a community of learners. Collaborative partnerships with students, staff, families and community members will enhance educational opportunities. The collective efforts of highly motivated, passionate, dedicated staff will result in successful students and promote continual progress towards ensuring every student is provided with the ability to succeed both within the school environment and after graduation.”* An assessment and reporting committee was developed to support the outcome-based reporting process.

As the division embarked on outcome-based reporting it was determined that communication with staff, parents and the public was critical for the success of the implementation. Outcome-based reporting was piloted in 5 elementary schools in the 2014-15 school year. To ensure that the report card met the needs of the parents, surveys were sent to each family asking for feedback on many of the specifics of the report card. These surveys were sent at the end of Term 1 and Term 2. This information led to changes in the report card. The overall approval rate of the report card by parents was 63%.

There were also public information meetings held at each school for parents to explain the specifics of the report card. Each school held a meeting once before the outcome-based report cards were sent out and once after the first reporting period. These evenings were designed to share information as well as answer any questions parents had about the new report card.

To support the outcome-based report card, a partnership with Christ the Teacher Catholic Schools was formed. Each school division sent teachers to facilitation sessions to create assessment rubrics that are used to support the outcome-based report card in each division.

Community Partnerships

There is one Hutterite colony (Clarion Colony) located within the division's boundaries and the division has worked collaboratively with the colony to establish a school. The provincial curriculum is taught in the school. The colony provides the school facility and looks after its upkeep. The school division hires, supervises and pays the teacher as well as providing technology needs.

Transitioning Youth to Employment Partnership

GSSD has formed a partnership with Saskatchewan Abilities to offer "Transitioning Youth to Employment Services" in all GSSD high schools for students who may experience barriers to employment due to intellectual or developmental disabilities. We are one of only two school divisions province-wide that has undertaken this initiative. Youth Employment Specialists collaborate with school teams to provide students with opportunities for work experience placements in their community. Services include classes to support the acquisition of employable skills and job coaching in each new work environment. The end goal of this partnership is to support smooth transitions to adult life for students with intensive needs through the acquisition of employment.

Early Years Transition Guides

GSSD's Student Services Department collaborated with various community agencies to develop two transition guides: "Moving on In" for students entering Prekindergarten and "Moving on Up" for students transitioning to Kindergarten. Agencies involved in the creation of these guides included Sunrise Health Children's Therapy Program, Parkland Early Childhood Intervention Program, and KidsFirst. These documents support smooth and positive transitions for students with intensive needs by engaging families and guiding teams to ensure adequate and proactive planning, supports, and services are in place.

Functional Rehab Services Partnership

GSSD has partnered with Functional Rehab through the contracting of physiotherapy services to ensure safety of students with mobility needs. Services provided by the physiotherapist include direct consultation, recommendations, and training regarding transferring and lifting students, using equipment such as standing frames and walkers, and demonstrating physiotherapy programming that staff can carry out to support students further developing or maintaining their mobility.

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 GSSD student.

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
Subdivision 2	.....	Christopher Balyski
Subdivision 3	.....	Shannon Leson
Subdivision 4	.....	Florence Stachura
Subdivision 5	.....	Lois Smandych (Board Chair)
Subdivision 6	.....	Robert A. Simpson
Subdivision 7	.....	D.J. Cairns (Board Vice-Chair)
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 all board members in 2014-15 is provided in Appendix A.



School Community Councils

The Board of Education has established 27 School Community Councils (SCCs) for each of the 29 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 Bear Stream School has not established a School Community Council as it is a Hutterian School. SCC's enable the community to participate in educational planning and decision making, and promote shared responsibility for learning among community members, students and educators.

The Education Regulations, 1986 require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. 27 SCC's in Good Spirit School Division are made up of the required number of elected and appointed members. 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 SCC's of these schools.

To promote further professional development opportunities, the Board of Education sponsored five bursaries of \$500 each for SCC's throughout the division. SCC members may apply for and be awarded the bursaries to attend the annual Rural Congress on Education. SCC's 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 professional development of its members.

The Regulations require School Community Councils to work with school staff to develop an annual school Learning Improvement Plan that is aligned with the school division's strategic plan and to recommend that plan to the Board of Education. In 2014-15, 100% of the division's 27 SCC's participated in the development of these plans.

School Community Councils are expected to facilitate parent and community participation in planning and 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 SCC's gave to the Board of Education influenced policies, programs, and educational service delivery; the advice the SCC's gave to the school staff was related to the school's programs.

Recruitment and retention of SCC members remains a challenge. Sometimes prospective members are approached by the principal or SCC chair to garner interest in becoming a member.

Some of the SCC's are providing financial supports for resources that align with the school's Learning Improvement Plans. They also fund nutrition programs, fundraise for playgrounds as well as other items deemed essential to student learning and well-being at a local level.

Further information can be found on the [GSSD website](#) and, in particular, on the [SCC webpage](#) (click on each of the underlined areas to be taken directly to our website).

Regional School Community Council Symposiums

School Community Council's (SCCs) work on a local level in each community to support division-wide initiatives. The spirit of cooperation and teamwork is instrumental in working together at all levels to continue our dedicated focus on improving student achievement.

In the past, the Board of Education hosted one large SCC symposium as a way in which to bring together all SCC members in one location to share division information and updates. In an attempt to increase engagement and attendance numbers, the Board planned to bring the symposium to local SCC's. Seven regional meetings, held in various communities throughout the division, included discussions on the newly introduced outcome-based report cards, the GSSD literacy plan, and the role of SCC's. Each local SCC was asked to provide topics of discussion for their specific meeting to ensure local areas of interest were covered. Senior administrative staff, along with area-specific board members, attended the meetings and feedback indicated that the meetings were well received. As a result, this local focus will continue into next year as we ensure community voices are heard and appreciated for the unique perspectives they bring to our division.

Demographics

These sections provide information about the Good Spirit School Division's students and staff.

Students

In 2014-15, 6,146 students were enrolled with the division. This represents an increase in the number of students enrolled in both 2013-14 (6,139) and 2012-13 (6,021).

Grade	School Year		
	2012-13	2013-14	2014-15
Kindergarten	426	458	481
1	431	460	472
2	432	452	464
3	453	427	450
4	435	468	438
5	459	441	479
6	452	460	447
7	437	467	460
8	464	444	475
9	511	504	461
10	494	559	521
11	482	499	507
12	545	500	491
Total	6021	6139	6146
PreK	152	144	149

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

Source: Ministry of Education, 2015

Subpopulation Enrolments	Grades	School Year		
		2012-13	2013-14	2014-15
Self-Identified FNMI	K to 3	203	259	273
	4 to 6	168	195	210
	7 to 9	173	184	208
	10 to 12	183	212	214
	Total	727	850	905
English as an Additional Language	1 to 3	12	23	44
	4 to 6	13	28	33
	7 to 9	14	28	31
	10 to 12	15	19	27
	Total	54	98	135

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

Source: Ministry of Education, 2015

Staff

Job Category	FTEs
Classroom teachers	398.83
Principals, vice-principals	25.75
Other educational staff – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists	161.09
Administrative and financial staff – e.g., clerks, accountants, information technology, administrative assistants	49.40
Plant operations and maintenance – e.g., caretakers, carpenters, supervisors	57.26
Transportation – e.g., bus drivers, mechanics, supervisors	116.00
Senior management team – e.g., director of education, superintendents	7.00
Total Full-Time Equivalent (FTE) Staff	815.33

- Notes:
- The numbers shown above represent full-time equivalents (FTE's). The number of employees may be 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 as 0.4FTE as a classroom teacher and 0.6FTE as a principal.
 - Information for all staff is of August 31, 2015.

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 815 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: Quintin Robertson, Deputy Director; Mark Forsythe, Donna Kriger, Alan Sharp and Darran Teneycke, Superintendents of Education, and Sherry Todosichuk, Superintendent of Business Administration.

The Deputy Director has responsibility in the areas of Student Services, 5-Year Professional Development Continuum, Strategic Planning and the Literacy Plan. Each of the Superintendents of Education works with school-based administrators as well as learning coaches throughout the division with specific responsibility areas such as First Nations Métis Education, Early Learning, Graduation Rates, Home Based Education, English as an Additional Language, Human Resources, Comprehensive School Community Health, Programming, Locally Developed Courses, Distributed Learning, Coaching Model, Outcome-Based Report Cards and Technology Services. The Superintendent of Business Administration is responsible for all business aspects including overseeing the managers in each of the accounting, facilities, payroll and transportation departments.

Facilities Transportation and Infrastructure Projects

Facilities

Good Spirit School Division's facilities include:

- twenty-nine schools located in 18 communities. The average age of these schools is 49 years. The oldest school is 95 years old; the newest is 16 years old;
- the school division head office located in Yorkton, SK;
- four bus garages located in the communities of Kamsack, Sturgis, Yorkton and Melville; and,
- two maintenance shops located in the communities of Sturgis and Yorkton.

Several of the Good Spirit School Division schools were renovated in 2014-15. A list of these infrastructure projects appears under the heading Infrastructure Projects in this annual report.

Good Spirit School Division pays careful attention to the maintenance of all schools in the division. GSSD uses web-based software called AssetPlanner to develop and manage short, medium and long-term asset management strategies.

The 2014-15 year was busy for the Facilities Department including the following:

- In the early fall of 2014, it was identified that the air quality at Langenburg High School was unacceptable. The school was closed for 10 days while alternative arrangements could be made. As a result of these air quality issues, a section of the school was decommissioned and the staff and students were relocated to the remaining section of the school and also community facilities. By December 2014, construction began on the new Langenburg School. This school is scheduled to be open in the spring of 2016.
- During 2014-15, the Board of Education passed a motion to discontinue grades 9-12 at Fort Livingstone School in Pelly. As a result of this grade reduction, a portion of the school was decommissioned in the summer of 2015.
- PJ Gillen School in Esterhazy was in need of several infrastructure upgrades. Starting in the winter of 2014, these upgrades included washroom renovations, new phone, intercom and bell system, a new heating and ventilation system, hallway lighting and exit lighting. In addition, with the generous donation of \$300,000 from Mosaic, renovations to the library, gymnasium and the addition of lockers to the school were started in the summer of 2015 will be completed in the 2015-16 school year.

Infrastructure Projects

School	Project	Details	2014-15 Cost
Preeceville School	Gym Renovation	New hardwood flooring, backboards and curtain. (Note that work was started in 2013-14 and included an additional \$150,000 in costs).	\$140,000
Davison School (Melville)	Roof	Replaced multiple roof sections (completion in 2015-16)	\$540,000
Yorkdale Central School (Yorkton)	Portables and Paving	Renovate interior of 4 portables and pave parking lot	\$165,000
PJ Gillen School (Esterhazy)	HVAC Upgrades	To be completed in 2015-16	\$975,000
Total			\$1,820,000

Student Transportation

The Good Spirit School Division is primarily a rural school division and a significant number of students are transported on school buses. In the Cities of Melville and Yorkton, urban transportation is provided.

The Good Spirit School Division operates its own transportation service and owns a fleet of 148 buses of various sizes (109 route buses and 39 spare buses).

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 2,402 Good Spirit School Division students and 298 Christ the Teacher Catholic Schools' students on our buses.

There are schools (including the communities of Esterhazy, Langenburg, Melville and Yorkton) that have purchased 15-passenger vans for the purposes of transporting students to various extra-curricular activities. Fifteen-passenger vans are also rented and all staff driving these vans are required to take a van safety course and renew their safety training every three years.

Transportation Statistics	
Number of students transported daily*	2,690
In-town students transported (included in above)	435
Number of transportation routes	109
Number of buses	148
Kilometres travelled daily	21,845
Average age of bus	12.25 yrs
Capacity utilized on buses	72%
Average one-way ride time	39 min
Longest one-way ride time	76 min
Cost per student per year	\$2,390.21
Cost per kilometre travelled	\$1.733

*Statistics are for daily transportation of students to and from school. Extra-curricular trips are not included. This data reflects both Good Spirit School Division and Christ the Teacher Catholic Schools students.

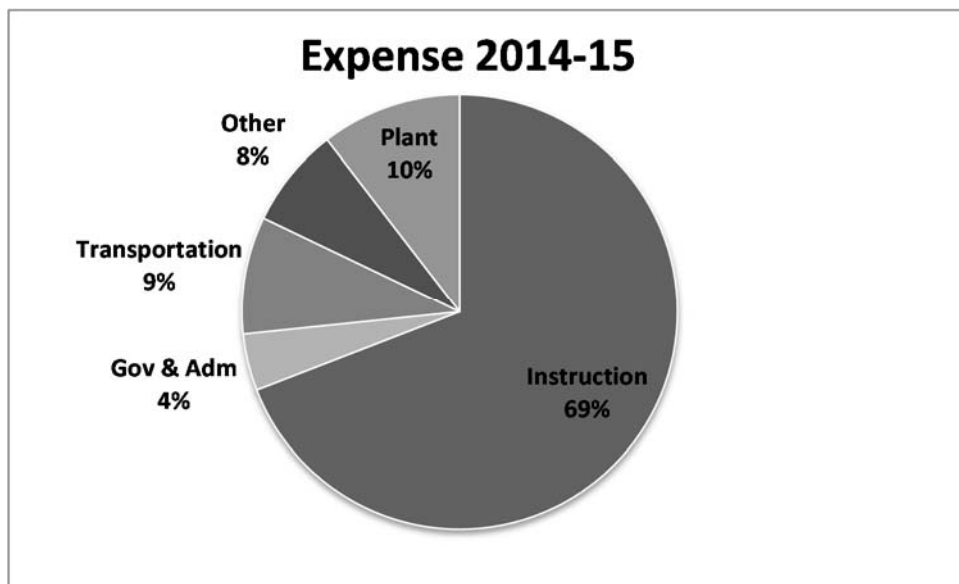
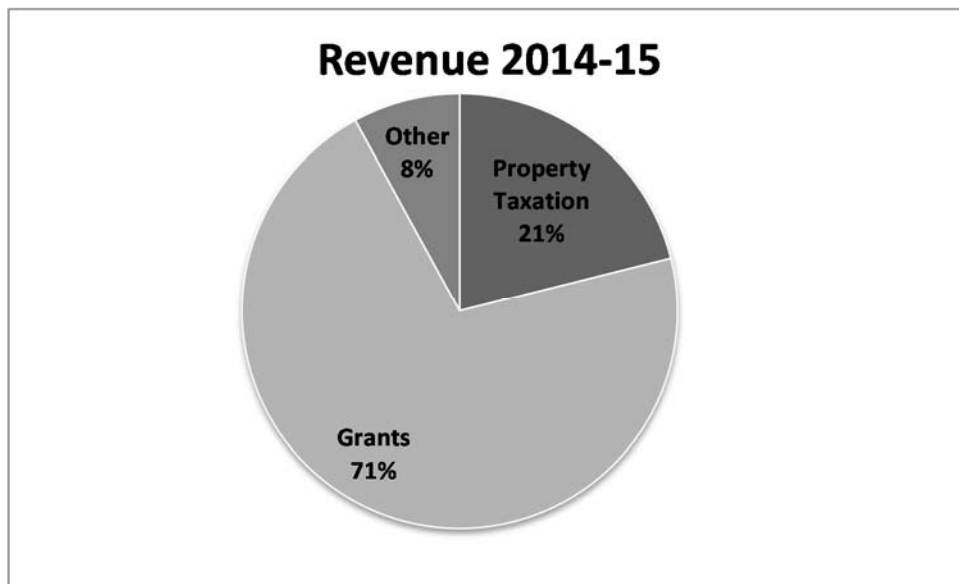
Source: Transportation Manager, Good Spirit School Division, 2015

Financial Overview

Summary of Revenue and Expenses

In 2014-15, 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 school division receives the large majority of its revenue from a combination of government grants and the collection of education property taxes.



Budget to Actual Revenue, Expenses and Variances

	2015	2015	2014	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES						
Property Taxation	18,150,742	18,901,993	18,496,324	751,251	4%	
Grants	57,419,338	63,651,281	53,392,031	6,231,943	11%	1
Tuition and Related Fees	2,266,384	2,296,760	2,456,774	30,376	1%	
School Generated Funds	2,400,000	2,963,186	2,647,408	563,186	23%	2
Complementary Services	1,015,785	1,119,438	1,185,848	103,653	10%	3
External Services	254,469	271,380	308,590	16,911	7%	4
Other	355,000	491,139	499,170	136,139	38%	5
Total Revenues	81,861,718	89,695,177	78,986,145	7,833,459	10%	
EXPENSES						
Governance	549,605	518,085	486,212	(31,520)	-6%	6
Administration	2,654,650	2,740,534	2,796,464	85,884	3%	
Instruction	53,497,498	53,253,840	52,986,393	(243,658)	0%	
Plant	7,922,981	8,029,992	8,058,066	107,011	1%	
Transportation	7,098,308	6,777,820	6,739,189	(320,488)	-5%	
Tuition and Related Fees	774,803	939,872	781,155	165,069	21%	7
School Generated Funds	2,400,000	2,723,404	2,531,733	323,404	13%	8
Complementary Services	1,404,563	1,470,635	1,348,932	66,072	5%	
External Services	253,674	297,816	723,233	44,142	17%	9
Other Expenses	195,500	302,889	340,321	107,389	55%	10
Total Expenses	76,751,582	77,054,887	76,791,698	303,305	0%	
Surplus (Deficit) for the Year	5,110,136	12,640,290	2,194,447			

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

Note	Explanation
1	Total amount of grant for new school build not included in budget. This allocation changed after budget set
2	Large playground fundraising projects at several schools; low budget estimate
3	Invitational Shared Services Initiative (ISSI) Funding to Yorkton Tribal Council not in budget
4	KidsFirst funding greater than budget expectations
5	Large Workers Compensation reimbursement for excess premiums, interest earned higher than expected, reimbursements
6	Lower trustee attendance at meetings and public relations costs below budget
7	More students in Adult Basic Education (ABE) classes at Parkland College than budgeted
8	Large playground fundraising projects at several schools; low budget estimate
9	Budgeted for a staff reduction that didn't occur at Yorkton Regional High School (YRHS) cafeteria
10	Loss on disposal of 7 buses traded in

Appendices

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Expenses	Travel	Professional Development	Total
Balyski, Christopher	7,265	600	2,569	3,548	13,982
Cairns, DJ (Vice-Chair)	12,030	600	3,387	3,236	19,253
Cottenie, Bryan	13,095	600	5,933	6,654	26,282
Dokuchie, Gilda	7,845	600	2,520	7,222	18,187
Gendur, Gordon	6,505	600	-	3,693	10,798
Haacke, Richard	10,565	600	1,617	4,519	17,301
Leson, Shannon	8,075	600	1,628	3,101	13,404
Rushowick, Bonnie	4,155	600	-	3,502	8,257
Simpson, Robert	11,285	600	2,982	7,609	22,476
Smandych, Lois (Chair)	19,553	600	4,472	7,080	31,705
Stachura, Florence	11,435	600	2,566	2,636	17,237

Personal Services

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
Email: info@gssd.ca

(Note: Page numbering in Table of Contents reflects the full document as tabled in the Government of Saskatchewan Legislative Library).

Transfers

Name	Amount
Mountain View School Division	65,000
Parkland College (Melville)	862,536
Swan Valley School Division	82,800
Yorkton Tribal Admin Inc.	150,000

Supplier Payments

Name	Amount
Above Average Driver Training	53,400
AC Electric Yorkton	51,531
Ameresco	63,224
aodbt	751,883
Apple Canada Inc	342,506
Bank of Montreal	543,860
Blue Imp	79,611
Brendonn Holdings Ltd	613,203
Bus Sales of Saskatoon Ltd.	1,129,577
CCR Construction Ltd	529,591
Centaur Products	132,210
City of Yorkton	97,152
Concentra Commercial Leasing	71,214
Dohms, Greg	76,916
Federated Co-operatives Ltd	553,320
Fedorowich Construction Co Ltd	91,253
Figley Consulting Associates	72,602
Go Behind The Wheel Driving School	56,885

HBI Office Plus Inc	84,622
Huber, Larry	75,044
IBM Canada Ltd.	479,934
L.M. Driving School	108,264
Logan Stevens Construction	61,171
Macpherson Leslie & Tyerman	376,258
Maxim Transportation Svcs Inc.	99,906
McMunn & Yates Building Supplies	63,511
Melville Comp SRG	114,320
Microage - Regina	117,643
Neibrandt, Brian	57,207
Nixon Electrical Service Ltd	81,441
NL Construction Inc	973,610
Park N Play	75,495
Pattison MGM Architectural Services	110,228
Pearson Canada Inc.	95,055
Petracek's Janitorial Inc.	239,852
Planet Clean	99,201
Queen Street Plumbing	51,408
Roof Management & Inspection Services	55,316
Sask Energy	856,922
Sask Power Corporation	1,102,274
SaskTel	200,646
SGI-Motor Vehicle Division	97,158
Sharp's Audio-Visual Ltd.	79,465
Sportfactor Inc.	53,955
Stan's Mobile Service Ltd.	53,308
Sterling Truck & Trailer Sales	59,140
Stockholm Co-op	55,836
Supreme Basics	98,895
Sylogist Ltd.	91,389

T.L. Penner Construction Inc.	8,229,203
Tech Data Canada Corporation	1,610,395
Toshiba Business Solutions	89,825
Tradewest Equipment Ltd	76,903
Unisource Canada Inc	111,010
Wagner's Flooring Ltd.	50,835
Western Financial Group	318,757
X10 Networks	471,617
Yorkton Plumbing & Heating	451,759

Other Expenditures

Name	Amount
CUPE 4784	118,305
Good Spirit Teacher's Association	79,339
Marsh Canada Limited	386,624
Municipal Employees Pension Plan	2,192,472
Receiver General For Canada	15,377,169
Sask School Boards Association	678,038
Sask Teachers' Federation	4,617,962
Sask Teachers' Superannuation	71,510
Sask Teachers' Superannuation	51,966
Sask Workers' Compensation Board	231,291

Appendix B – Management Report and Audited Financial Statements

Copy and paste the word version of your Audited Financial Statements here.

Audited Financial Statements

Of the Good Spirit School Division No. 204

School Division No. 2040500

For the Period Ending: August 31, 2015

Sherry Todosichuk, CPA, CGA
Chief Financial Officer

Miller Moar Grodecki Kreklewich & Chorney
Auditor

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

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2	Auditors' Report
3	Statement of Financial Position
4	Statement of Operations and Accumulated Surplus
5	Statement of Changes in Net Financial Assets
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A-1	Schedule A: Supplementary Details of Revenue
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	Schedule E: Net Change in Non-Cash Operating Activities
N1-21	Notes to Financial Statements



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 for other government organizations in 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.

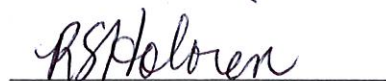
The school division's management maintains a system of accounting and administrative controls to ensure that accurate and reliable financial statements are prepared and to provide reasonable assurance that transactions are authorized, assets are safeguarded, and financial records are properly maintained 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, Miller Moar Grodecki Krekewich & Chorney, 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 26, 2015

Miller Moar Grodecki Krelewich & Chorney
Chartered Professional Accountants

INDEPENDENT AUDITORS' REPORT

To the Chairman and Board of Trustees of the
Good Spirit School Division No. 204
Yorkton, Saskatchewan
S3N 4C5

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, 2015 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 for other government organizations, 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.

Auditors' 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 auditors' judgement, including the assessment of the risks of material misstatement of the 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, 2015 and the results of its operations and accumulated surplus, changes in net financial assets and cash flows for the year then ended in accordance with Canadian public sector accounting standards for other government organizations.

Miller Moar Grodecki Krelewich & Chorney

MILLER MOAR GRODECKI KRELEWICH & CHORNEY
Chartered Professional Accountants

Melville, Saskatchewan
November 26, 2015

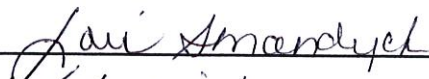
Good Spirit School Division No. 204
Statement of Financial Position
as at August 31, 2015

	2015	2014
Financial Assets		
Cash and Cash Equivalents	13,391,917	11,298,610
Accounts Receivable (Note 8)	11,874,866	10,494,254
Portfolio Investments (Note 4)	55,779	55,259
Total Financial Assets	25,322,562	21,848,123
Liabilities		
Accounts Payable and Accrued Liabilities (Note 9)	3,809,847	3,210,973
Long-Term Debt (Note 10)	7,522,939	4,233,955
Liability for Employee Future Benefits (Note 6)	536,200	494,300
Deferred Revenue (Note 11)	4,194,983	4,105,270
Total Liabilities	16,063,969	12,044,498
Net Financial Assets	9,258,593	9,803,625
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	53,268,928	40,100,388
Prepaid Expenses	804,635	787,853
Total Non-Financial Assets	54,073,563	40,888,241
Accumulated Surplus (Note 14)	63,332,156	50,691,866

Contractual Obligations and Commitments (Note 18)

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

Approved by the Board:



Chairperson



Chief Financial Officer

Good Spirit School Division No. 204
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
REVENUES	(Note 15)		
Property Taxation	18,150,742	18,901,993	18,496,324
Grants	57,419,338	63,651,281	53,392,031
Tuition and Related Fees	2,266,384	2,296,760	2,456,774
School Generated Funds	2,400,000	2,963,186	2,647,408
Complementary Services (Note 12)	1,015,785	1,119,438	1,185,848
External Services (Note 13)	254,469	271,380	308,590
Other	355,000	491,139	499,170
Total Revenues (Schedule A)	81,861,718	89,695,177	78,986,145
EXPENSES			
Governance	549,605	518,085	486,212
Administration	2,654,650	2,740,534	2,796,464
Instruction	53,497,498	53,253,840	52,986,393
Plant	7,922,981	8,029,992	8,058,066
Transportation	7,098,308	6,777,820	6,739,189
Tuition and Related Fees	774,803	939,872	781,155
School Generated Funds	2,400,000	2,723,404	2,531,733
Complementary Services (Note 12)	1,404,563	1,470,635	1,348,932
External Services (Note 13)	253,674	297,816	723,233
Other Expenses	195,500	302,889	340,321
Total Expenses (Schedule B)	76,751,582	77,054,887	76,791,698
Operating Surplus for the Year	5,110,136	12,640,290	2,194,447
Accumulated Surplus from Operations, Beginning of Year	50,691,866	50,691,866	48,497,419
Accumulated Surplus from Operations, End of Year	55,802,002	63,332,156	50,691,866

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

Good Spirit School Division No. 204
Statement of Changes in Net Financial Assets
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
	(Note 15)		
Net Financial Assets, Beginning of Year	9,803,625	9,803,625	6,457,442
Changes During the Year:			
Operating Surplus for the Year	5,110,136	12,640,290	2,194,447
Acquisition of Tangible Capital Assets (Schedule C)	(9,863,542)	(17,368,686)	(2,919,638)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	300,338	14,041
Net Loss on Disposal of Capital Assets (Schedule C)	-	113,035	138,808
Amortization of Tangible Capital Assets (Schedule C)	3,819,350	3,786,773	3,813,231
Net Change in Other Non-Financial Assets	-	(16,782)	105,294
Change in Net Financial Assets	(934,056)	(545,032)	3,346,183
Net Financial Assets, End of Year	8,869,569	9,258,593	9,803,625

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

Good Spirit School Division No. 204
Statement of Cash Flows
for the year ended August 31, 2015

	2015	2014
OPERATING ACTIVITIES		
Operating Surplus for the Year	12,640,290	2,194,447
Add Non-Cash Items Included in Surplus (Schedule D)	3,899,808	3,952,039
Net Change in Non-Cash Operating Activities (Schedule E)	(666,907)	2,050,799
Cash Provided by Operating Activities	15,873,191	8,197,284
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(17,368,686)	(2,919,638)
Proceeds on Disposal of Tangible Capital Assets	300,338	14,041
Cash (Used) by Capital Activities	(17,068,348)	(2,905,597)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(520)	(577)
Cash (Used) by Investing Activities	(520)	(577)
FINANCING ACTIVITIES		
Proceeds from Issuance of Long-Term Debt	5,675,054	870,595
Repayment of Long-Term Debt	(2,386,070)	(2,412,577)
Cash Provided (Used) by Financing Activities	3,288,984	(1,541,982)
INCREASE IN CASH AND CASH EQUIVALENTS	2,093,307	3,749,128
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	11,298,610	7,549,482
CASH AND CASH EQUIVALENTS, END OF YEAR	13,391,917	11,298,610

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

Good Spirit School Division No. 204
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Property Taxation Revenue			
Tax Levy Revenue:			
Property Tax Levy Revenue	18,150,742	18,352,246	17,959,750
Total Property Tax Revenue	18,150,742	18,352,246	17,959,750
Grants in Lieu of Taxes:			
Federal Government	-	33,023	196,154
Provincial Government	-	247,298	104,852
Other	-	33,720	38,814
Total Grants in Lieu of Taxes	-	314,041	339,820
Other Tax Revenues:			
Treaty Land Entitlement - Rural	-	22,391	-
House Trailer Fees	-	34,348	43,466
Total Other Tax Revenues	-	56,739	43,466
Additions to Levy:			
Penalties	-	266,610	242,257
Other	-	3,445	10,856
Total Additions to Levy	-	270,055	253,113
Deletions from Levy:			
Cancellations	-	(86,535)	(99,825)
Other Deletions	-	(4,553)	-
Total Deletions from Levy	-	(91,088)	(99,825)
Total Property Taxation Revenue	18,150,742	18,901,993	18,496,324
Grants:			
Operating Grants			
Ministry of Education Grants:			
Operating Grant	50,819,932	51,119,776	51,780,364
Other Ministry Grants	1,054,406	266,113	368,477
Total Ministry Grants	51,874,338	51,385,889	52,148,841
Other Provincial Grants	225,000	210,517	284,946
Federal Grants	-	-	-
Grants from Others	-	300,000	-
Total Operating Grants	52,099,338	51,896,406	52,433,787
Capital Grants			
Ministry of Education Capital Grants	5,320,000	11,436,838	950,656
Other Capital Grants	-	318,037	7,588
Total Capital Grants	5,320,000	11,754,875	958,244
Total Grants	57,419,338	63,651,281	53,392,031

Good Spirit School Division No. 204
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Tuition and Related Fees Revenue			
Operating Fees:			
Tuition Fees:			
School Boards	-	24,000	25,000
Federal Government and First Nations	2,157,767	2,265,519	2,318,232
Individuals and Other	104,367	5,491	55,655
Total Tuition Fees	2,262,134	2,295,010	2,398,887
Transportation Fees	4,250	1,750	18,411
Total Operating Tuition and Related Fees	2,266,384	2,296,760	2,417,298
Capital Fees:			
Federal/First Nations Capital Fees	-	-	39,476
Total Capital Tuition and Fees	-	-	39,476
Total Tuition and Related Fees Revenue	2,266,384	2,296,760	2,456,774
School Generated Funds Revenue			
Curricular:			
Student Fees	90,000	60,068	103,518
Total Curricular Fees	90,000	60,068	103,518
Non-Curricular Fees:			
Commercial Sales - Non-GST	280,000	258,830	284,091
Fundraising	600,000	570,033	573,662
Grants and Partnerships	30,000	6,871	53,094
Other	1,400,000	2,067,384	1,633,043
Total Non-Curricular Fees	2,310,000	2,903,118	2,543,890
Total School Generated Funds Revenue	2,400,000	2,963,186	2,647,408
Complementary Services			
Operating Grants:			
Ministry of Education Grants:			
Operating Grant	698,229	698,231	701,163
Other Ministry Grants	-	150,000	-
Other Provincial Grants	71,917	49,156	91,211
Federal Grants	115,164	147,374	277,682
Other Grants	103,475	45,709	91,195
Total Operating Grants	988,785	1,090,470	1,161,251
Fees and Other Revenue			
Other Revenue	27,000	28,968	24,597
Total Fees and Other Revenue	27,000	28,968	24,597
Total Complementary Services Revenue	1,015,785	1,119,438	1,185,848

Good Spirit School Division No. 204
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
External Services			
Operating Grants:			
Ministry of Education Grants:			
Other Provincial Grants	54,469	76,896	76,360
Other Grants	-	-	2,680
Total Operating Grants	54,469	76,896	79,040
Fees and Other Revenue			
Tuition and Related Fees	-	-	25,598
Other Revenue	200,000	194,484	203,952
Total Fees and Other Revenue	200,000	194,484	229,550
Total External Services Revenue	254,469	271,380	308,590
Other Revenue			
Miscellaneous Revenue	40,000	195,970	176,132
Sales & Rentals	225,000	191,520	207,501
Investments	90,000	103,649	115,537
Total Other Revenue	355,000	491,139	499,170
TOTAL REVENUE FOR THE YEAR	81,861,718	89,695,177	78,986,145

Good Spirit School Division No. 204
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Governance Expense			
Board Members Expense	161,352	153,133	142,931
Professional Development- Board Members	80,502	67,972	64,986
Advisory Committees	36,300	36,109	36,001
Professional Development - Advisory Committees	6,500	3,735	4,539
Other Governance Expenses	264,278	256,463	237,082
Amortization of Tangible Capital Assets	673	673	673
Total Governance Expense	549,605	518,085	486,212
Administration Expense			
Salaries	1,912,401	1,964,441	2,040,960
Benefits	214,333	228,784	199,925
Supplies & Services	255,318	265,259	250,053
Non-Capital Furniture & Equipment	3,000	8,414	10,470
Building Operating Expenses	59,800	53,863	94,144
Communications	43,800	53,645	42,599
Travel	64,400	62,495	62,540
Professional Development	55,000	57,557	48,997
Amortization of Tangible Capital Assets	46,598	46,076	46,776
Total Administration Expense	2,654,650	2,740,534	2,796,464
Instruction Expense			
Instructional (Teacher Contract) Salaries	36,959,968	37,260,691	36,666,825
Instructional (Teacher Contract) Benefits	1,755,223	1,837,612	1,806,933
Program Support (Non-Teacher Contract) Salaries	7,323,978	6,934,467	7,044,742
Program Support (Non-Teacher Contract) Benefits	1,405,622	1,310,237	1,282,223
Instructional Aids	1,428,188	1,451,125	1,453,116
Supplies & Services	780,920	653,017	721,260
Non-Capital Furniture & Equipment	190,023	208,126	232,214
Communications	182,023	187,752	174,803
Travel	219,200	233,864	255,734
Professional Development	442,953	383,699	332,473
Student Related Expense	135,112	168,082	314,221
Amortization of Tangible Capital Assets	2,674,288	2,625,168	2,701,849
Total Instruction Expense	53,497,498	53,253,840	52,986,393

Good Spirit School Division No. 204
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Plant Operation & Maintenance Expense			
Salaries	2,579,931	2,493,199	2,593,298
Benefits	477,265	443,996	453,429
Supplies & Services	18,750	14,694	15,986
Non-Capital Furniture & Equipment	4,200	11,344	4,943
Building Operating Expenses	4,606,600	4,820,947	4,743,242
Communications	19,250	13,602	15,168
Travel	68,500	57,498	73,180
Professional Development	8,000	11,826	7,005
Amortization of Tangible Capital Assets	140,485	162,886	151,815
Total Plant Operation & Maintenance Expense	7,922,981	8,029,992	8,058,066
Student Transportation Expense			
Salaries	2,936,990	2,899,237	2,784,098
Benefits	485,994	500,825	456,092
Supplies & Services	1,735,835	1,362,936	1,618,772
Non-Capital Furniture & Equipment	477,700	636,911	547,224
Building Operating Expenses	86,370	75,264	57,262
Communications	11,330	11,319	10,953
Travel	25,000	14,065	21,021
Professional Development	17,600	15,782	16,010
Contracted Transportation	373,000	331,865	330,826
Amortization of Tangible Capital Assets	948,489	929,616	896,931
Total Student Transportation Expense	7,098,308	6,777,820	6,739,189
Tuition and Related Fees Expense			
Tuition Fees	769,803	935,072	781,155
Transportation Fees	5,000	4,800	-
Total Tuition and Related Fees Expense	774,803	939,872	781,155
School Generated Funds Expense			
Cost of Sales	240,000	218,765	259,731
School Fund Expenses	2,160,000	2,491,918	2,267,365
Amortization of Tangible Capital Assets	-	12,721	4,637
Total School Generated Funds Expense	2,400,000	2,723,404	2,531,733

Good Spirit School Division No. 204
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Complementary Services Expense			
Administration Salaries & Benefits	120,233	119,432	105,763
Instructional (Teacher Contract) Salaries & Benefits	462,035	476,501	452,571
Program Support (Non-Teacher Contract) Salaries & Benefits	533,409	529,420	569,131
Instructional Aids	240,495	123,446	117,874
Supplies & Services	-	8,183	22,280
Non-Capital Furniture & Equipment	-	128	-
Building Operating Expenses	-	8,926	9,665
Communications	-	3,773	4,902
Travel	-	5,100	7,548
Professional Development (Non-Salary Costs)	-	2,473	2,381
Student Related Expenses	-	177,284	33,214
Contracted Transportation & Allowances	40,046	6,808	13,568
Amortization of Tangible Capital Assets	8,345	9,161	10,035
Total Complementary Services Expense	1,404,563	1,470,635	1,348,932
External Service Expense			
Instructional (Teacher Contract) Salaries & Benefits	-	-	320,246
Program Support (Non-Teacher Contract) Salaries & Benefits	153,202	179,082	202,946
Instructional Aids	-	-	8,931
Supplies & Services	100,000	109,321	180,300
Communications	-	-	749
Travel	-	8,916	7,244
Professional Development (Non-Salary Costs)	-	25	2,302
Amortization of Tangible Capital Assets	472	472	515
Total External Services Expense	253,674	297,816	723,233

Good Spirit School Division No. 204
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Other Expense			
Interest and Bank Charges:			
Current Interest and Bank Charges	6,500	14,119	6,063
Interest on Other Capital Loans and Long-Term Debt			
School Facilities	189,000	175,735	195,449
Total Interest and Bank Charges	195,500	189,854	201,512
Loss on Disposal of Tangible Capital Assets	-	113,035	138,809
Total Other Expense	195,500	302,889	340,321
TOTAL EXPENSES FOR THE YEAR	76,751,582	77,054,887	76,791,698

Good Spirit School Division No. 204
 Schedule C - Supplementary Details of Tangible Capital Assets
 for the year ended August 31, 2015

	Land	Improvements	Buildings	School Buses	Other Vehicles	Furniture and Equipment	Computer Hardware and Audio Visual Equipment	Computer Software	Assets Under Construction	2015	2014
Opening Balance as of September 1	282,589	526,759	61,530,327	13,542,127	480,390	5,979,810	5,086,667	479,046	1,063,160	88,970,875	88,198,004
Additions/Purchases	-	-	-	2,242,543	50,074	969,303	-	-	14,106,766	17,368,686	2,919,638
Disposals	-	-	-	(560,389)	(6,711)	(499,469)	-	(94,759)	-	(1,161,328)	(2,146,767)
Transfers to (from)	-	-	1,006,336	-	-	-	-	-	(1,006,336)	-	-
Closing Balance as of August 31	282,589	526,759	62,536,663	15,224,281	523,753	6,449,644	5,086,667	384,287	14,163,590	105,178,233	88,970,875

Tangible Capital Assets - at Cost:

Opening Balance as of September 1	-	26,338	33,461,331	7,792,473	374,957	2,877,050	4,077,820	260,518	-	48,870,487	47,051,174
Amortization of the Period	-	26,338	1,151,080	903,837	43,433	644,964	940,263	76,858	-	3,786,773	3,813,231
Disposals	-	-	-	(147,016)	(6,711)	(499,469)	-	(94,759)	-	(747,955)	(1,993,918)
Closing Balance as of August 31	N/A	52,676	34,612,411	8,549,294	411,679	3,022,545	5,018,083	242,617	N/A	51,909,305	48,870,487

Net Book Value:

Opening Balance as of September 1	282,589	500,421	28,068,996	5,749,654	105,433	3,102,760	1,008,847	218,528	1,063,160	40,100,388	41,146,830
Closing Balance as of August 31	282,589	474,083	27,924,252	6,674,987	112,074	3,427,099	68,584	141,670	14,163,590	53,268,928	40,100,388
Change in Net Book Value	-	(26,338)	(144,744)	925,333	6,641	324,339	(940,263)	(76,858)	13,100,430	13,168,540	(1,046,442)

Disposals:

Historical Cost	-	-	-	560,389	6,711	499,469	-	94,759	-	1,161,328	2,146,767
Accumulated Amortization	-	-	-	147,016	6,711	499,469	-	94,759	-	747,955	1,993,918
Net Cost	-	-	-	413,373	-	-	-	-	-	413,373	152,849
Price of Sale	-	-	-	300,000	338	-	-	-	-	300,338	14,041
Gain (Loss) on Disposal	-	-	-	(113,373)	338	-	-	-	-	(113,035)	(138,808)

Net Book Value (NBV) of Assets Pledged as Security for Debt

	-	-	-	2,529,283	-	-	-	-	-	2,529,283	3,584,980
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Good Spirit School Division No. 204
Schedule D: Non-Cash Items Included in Surplus
for the year ended August 31, 2015

	2015	2014
Non-Cash Items Included in Surplus:		
Amortization of Tangible Capital Assets (Schedule C)	3,786,773	3,813,231
Net Loss on Disposal of Tangible Capital Assets	113,035	138,808
Total Non-Cash Items Included in Surplus	3,899,808	3,952,039

Good Spirit School Division No. 204
Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2015

	2015	2014
Net Change in Non-Cash Operating Activities:		
(Increase) Decrease in Accounts Receivable	(1,380,612)	1,073,103
Increase in Accounts Payable and Accrued Liabilities	598,874	543,849
Increase in Liability for Employee Future Benefits	41,900	52,300
Increase in Deferred Revenue	89,713	276,253
(Increase) Decrease in Prepaid Expenses	(16,782)	105,294
Total Net Change in Non-Cash Operating Activities	(666,907)	2,050,799