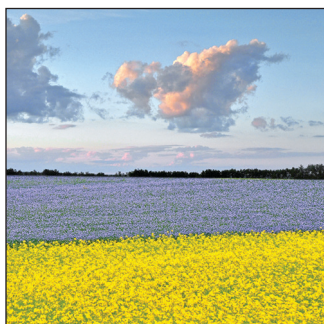


Ministry of Education



Annual Report for 2017-18

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Letter of Transmittal



*The Honourable
Gordon S. Wyant, Q.C.
Minister of Education*

His Honour, the Honourable W. Thomas Molloy, Lieutenant Governor of Saskatchewan

May it Please Your Honour:

I respectfully submit the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2018.

The Government of Saskatchewan is committed to investing in priority areas that continue to support the growth and development of Saskatchewan's students, while maintaining the government's commitment to returning to a balanced budget. The 2017-18 Annual Report shows progress towards those commitments that relate to the Ministry of Education as of March 31, 2018.

Some of the significant highlights in 2017-18 include:

- Opening of 21 new schools in the province, including 18 schools on nine joint-use sites in September 2017. The joint-use schools serve student needs in the growing communities of Regina, Saskatoon, Warman and Martensville.
- Opening 889 new child care spaces in the province, including 810 new child care spaces in the joint-use schools.
- Signing a three-year bilateral agreement with the federal government to support the unique early learning and child care needs of Saskatchewan families. The agreement allocates more than \$41 million, over three years, toward accessibility, inclusivity and quality in early learning and child care.
- Renewing curricula for Saskatchewan students including new coding and robotics opportunities for middle years and high school students, and the introduction of new financial literacy curricula to help ensure our students are prepared for a successful future.
- Expanding *Following Their Voices* to 10 additional provincial and First Nations schools. Additional funding to support *Following Their Voices* implementation was received from Indigenous Services Canada as part of a three-year funding partnership. Expansion to additional schools will positively impact more Saskatchewan First Nations, Métis and Inuit students.

This report demonstrates the Ministry's continued efforts to support the education sector in Saskatchewan, by making commitments that ensure our students receive high quality education that meets their needs.

A stylized, handwritten signature in black ink, consisting of several loops and a long horizontal stroke.

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

Letter of Transmittal



*J. Robert Currie
Deputy Minister of Education*

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

May it Please Your Honour:

I have the honour of submitting the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2018.

As Deputy Minister of Education, I accept responsibility for the financial administration and control of the Ministry.

I take responsibility for the Ministry's public accountability and provide assurance that the information contained in the 2017-18 Annual Report is accurate and reliable.

A handwritten signature in black ink that reads "J. Robert Currie". The signature is written in a cursive, flowing style.

J. Robert Currie
Deputy Minister of Education

Introduction

This annual report for the Ministry of Education presents the Ministry's results for the fiscal year ending March 31, 2018. It provides results of publicly committed strategies, key actions and performance measures identified in the *Ministry of Education Plan for 2017-18*. It also reflects progress toward commitments from:

- the Government Direction for 2017-18: *Meeting the Challenge*;
- the *Saskatchewan Plan for Growth – Vision 2020 and Beyond*;
- the Throne Speech;
- the Ministry; and,
- the Education Sector Strategic Plan.

The annual report demonstrates the Ministry's commitment to effective public performance reporting, transparency and accountability to the public.

Alignment with Government's Direction

The Ministry's activities in 2017-18 align with Saskatchewan's vision and four goals:

Saskatchewan's Vision

"... to be the best place in Canada – to live, to work, to start a business, to get an education, to raise a family and to build a life."

Sustaining growth
and opportunities for
Saskatchewan people

Meeting the challenges
of growth

Securing a better quality
of life for all
Saskatchewan people

Delivering responsive
and responsible
government

Together, all ministries and agencies support the achievement of Saskatchewan's four goals and work towards a secure and prosperous Saskatchewan.

Ministry Overview

Mandate Statement

The Ministry of Education provides leadership and direction to the early years, Prekindergarten through Grade 12 education, family literacy and library sectors. The Ministry supports the sectors through funding, governance and accountability, with a focus on improving student achievement.

The Ministry is committed to improving the learning success and well-being of all Saskatchewan children and youth, and the enhancement of family literacy.

Mission Statement

The Ministry of Education provides strategic, innovative and collaborative leadership to the early learning and child care, Prekindergarten through Grade 12 education, literacy and library sectors. It promotes higher student achievement and well-being for Saskatchewan children and youth, and improved literacy skills for all, as a foundation of the province's social and economic growth.

Service Delivery System

Within the Ministry of Education in 2017-18, services were provided by 247.3 full-time-equivalent employees.

2017-18 Operational Environment

The Ministry of Education and its partners in Saskatchewan's early childhood, Prekindergarten to Grade 12, and literacy and library sectors continue to work towards improving the learning success and well-being of Saskatchewan children and youth and the enhancement of literacy for all Saskatchewan people.

The Ministry's key programs and services include the provision of program and policy support for the delivery of:

- early learning and child care services (16,327 child care spaces; 5,056 children in 316 Prekindergarten programs; 1,275 families in Early Childhood Intervention Programs; 1,700 families in *KidsFirst* targeted programming made available in nine communities across the province, in addition to 12 communities in the north; and *KidsFirst* regional programming made available in more than 175 communities);
- learning programs in English and French (to 184,038 Kindergarten to Grade 12 students in schools receiving provincial funding and home-based schools); and,
- literacy initiatives and public library services (to approximately 341,000 registered borrowers).

The Ministry engaged local, regional and provincial boards of community volunteers and elected education representatives throughout the province in the governance of: 715 schools in 28 school divisions (excluding programs); 564 licensed child care facilities and 14 Early Childhood Intervention Programs. The Ministry also supported 303 public libraries in 10 public library systems.

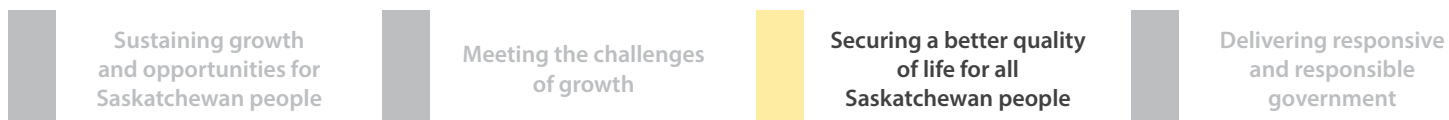
Since 2014-15, the Ministry of Education, school divisions and First Nations and Métis education organizations have worked in partnership in the development, deployment and monitoring of the Education Sector Strategic Plan. Areas of focus in 2017-18 for the Education Sector Strategic Plan included:

- healthy early childhood development for school readiness;
- reading, writing and math to develop a strong foundation for learning;
- student engagement and attendance for credit completion and graduation; and,
- effectiveness and efficiency of resources in supporting student success.

The library and literacy sectors continue to play a key role in developing literacy skills, supporting lifelong learning and student success.

Progress in 2017-18

Government Goals



Ministry and Education Sector Goal

By June 30, 2020, children aged zero to six will be supported in their development to ensure that 90 per cent of students exiting Kindergarten are ready for learning in the primary grades.

Success Story: Joint-Use Schools Early Learning Child Care Project

Joint-use schools are public and Catholic schools located in the same building, owned and operated by the partner school divisions, with shared spaces like community resource centres and child care spaces. The joint-use schools' early learning child care project developed an innovative partnership between the child care and the education systems with the opening of early learning and child care centres in each of the nine joint-use schools. The goal of the project was to test new ways to support and engage children aged zero to six in their development and create stronger linkages to the school system in order to prepare children for smooth transitions to and through school.

The new model incorporated several new features, including a shared philosophy between early learning and child care and the school, as well as developing strong relationships between primary teachers and early childhood educators through mentorship, information sharing and joint professional development. The model placed an emphasis on high quality programming and engaging families and their communities in children's learning. It made stronger use of data to develop integrated strategic planning, priority setting and action through early years committees in schools. Finally, it developed a new early learning and child care staff approach that introduced new roles and implemented a co-teaching model with a lead educator paired with an assistant.

Strategies

Implement *Saskatchewan's Early Years Plan 2016-2020*.

Participate in the development of a national Early Learning and Child Care Framework and make strategic investments consistent with *Saskatchewan's Early Years Plan 2016-2020*.

Encourage Prekindergarten and Kindergarten educators to complete professional learning workshops and/or modules by June 2018.

Key Actions and Results

Improve access to early learning programs by collaborating with partners to align and coordinate current funded programs so that more children and families are served.

- The Ministry supported *KidsFirst* and school division partners to formalize relationships between the two groups and support greater enrolment of children involved in *KidsFirst* in Prekindergarten programs.

- Interministry collaboration with the Ministries of Government Relations, Health, Justice, Social Services and Parks, Culture and Sport made progress on 36 of 47 actions under *Saskatchewan's Early Years Plan 2016-2020*. This included development of an Autism Spectrum Disorder Individualized Funding initiative, and strengthened connections between child and family services and Prekindergarten so that more children can access Prekindergarten programs.

Support school divisions in responding to Early Years Evaluation – Teacher Assessment data and share data with community and stakeholders to enhance collaborative planning.

- The Ministry provided education sector partners with Early Years Evaluation – Teacher Assessment data and analysis to support planning for Kindergarten and readiness for learning in the primary grades.
- The Early Years Evaluation and In-Hospital Birth Questionnaire results continued to be shared with interministry partners and stakeholders to support holistic child development.

Implement supports to enhance early childhood training and specialization in Prekindergarten and Kindergarten educators.

- In partnership with the Saskatchewan Professional Teachers Regulatory Board, the Ministry developed the Additional Qualification Certificate Integrated Program in Early Childhood Education. Under the program, teachers can gain additional qualifications to specialize in early childhood education and enhance the programming for Prekindergarten and Kindergarten children.
- The Ministry collaborated with school divisions to develop criteria to support educators in building specialized knowledge about early childhood education in informal ways. Four professional development areas of focus were chosen, which included child development, early learning pedagogy, relationships and assessment literacy. This approach will enhance the capacity and skills of educators to use developmentally appropriate practice and improve learning outcomes for children in Prekindergarten and Kindergarten.

Increase quality of and access to early learning and child care programs by opening 889 new child care centre spaces, including 810 in new joint-use schools that will implement an innovative new child care model.

- The Ministry improved access to licensed early learning and child care by opening 889 new child care centre spaces in the nine joint-use schools and three new traditional builds.

Work with partners to enhance training and recruitment of early childhood educators in the joint-use school communities.

- In partnership with the Ministry of Economy, the Ministry of Advanced Education and post-secondary institutions, additional Early Childhood Education training opportunities were provided in joint-use school communities.
- The Ministry supported the Saskatchewan Early Childhood Association (SECA) to produce promotional videos and a brochure communicating the value of the early childhood profession as a potential career pathway. The videos can be accessed at seca-sk.ca.

Review child care funding to examine options for fiscally sustainable funding that supports the objectives of licensed child care.

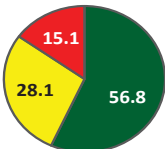
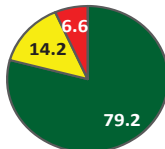
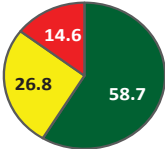
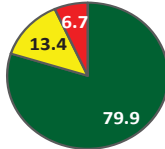
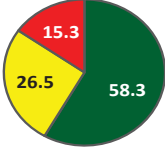
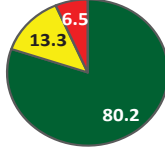
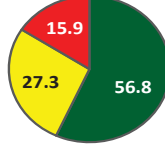
- The Ministry conducted a review of existing grants and implemented recommendations to reduce the number of grants available while maintaining the benefits to the sector. The Ministry continues to examine its approach to licensed child care funding in order to ensure fiscal sustainability.
- On June 12, 2017, Saskatchewan signed the Multilateral Federal-Provincial/Territorial (FPT) Early Learning and Child Care Framework with the federal government and the other provinces and territories. The Multilateral Framework provides the overarching principles that guide federal investment into regulated early learning and child care.
- As a result, on March 16, 2018, the Governments of Canada and Saskatchewan [announced a three-year bilateral agreement](#) to help ensure that Saskatchewan children get the best start in life. The agreement allocates just over \$41 million, over three years, to Saskatchewan for early learning and child care investments. Details of the contents of the agreement can be found at: saskatchewan.ca/residents/family-and-social-support/child-care/federal-funding-for-early-learning-and-child-care.
- Under the agreement, over the next three years, Saskatchewan is prioritizing:
 - additional early learning opportunities that support the inclusion of children experiencing disabilities;
 - increased access to additional licensed child care opportunities through 1,500 additional licensed family child care home spaces and 1,015 child care centre spaces (including 65 spaces targeted to Francophone communities); and,
 - quality initiatives to enhance the experience of children in child care and early learning settings.

- Saskatchewan fulfilled the following commitments under its action plan for the *Canada-Saskatchewan Early Learning and Child Care Agreement* in 2017-18:
 - The province allocated 597 new licensed child care centre spaces, with consideration for communities more in need.
 - Grants were implemented to support the purchase of equipment to support active play and *Play and Exploration* in licensed child care. This investment is enhancing the capacity of the child care sector to provide rich, play-based early learning environments for children.
 - Grants were also implemented to support licensed family child care homes. Existing group and family child care homes were eligible for an increased nutrition grant, which grew from \$40 to \$60 per month and an equipment grant, which grew from \$100 annually to \$150 annually, starting in this fiscal year. These amounts represent a 50 per cent increase to grants for licensed family homes. These increases will also be available to new licensed family child care homes in the future.
 - The Ministry developed Early Learning Intensive Support Pilots in partnership with the four school divisions in Regina and Saskatoon for children requiring intensive supports. The Early Learning Intensive Support Pilots build on the strengths of existing Prekindergarten programs and support inclusive early learning and child care opportunities with a focus on early learning and socialization. School divisions have begun accepting children and will continue to build capacity in 2018-19.

Performance Measures

Early Years Evaluation – Teacher Assessment

The Early Years Evaluation – Teacher Assessment data indicates the percentage of children whose learning and development is typical for children of the same age in Kindergarten.

	Fall (Kindergarten entry)**	Spring (Kindergarten exit)**
2014-15 School Year (baseline)		
2015-16 School Year		
2016-17 School Year		
2017-18 School Year (current)		Currently being collected (available August 2018)
Tier I – Children (%) able to complete developmental tasks without difficulty	Tier II – Children (%) experiencing some difficulty completing developmental tasks	Tier III – Children (%) experiencing significant difficulty completing developmental tasks

Source: Ministry of Education, Early Years Evaluation – Teacher Assessment.

NOTES:

Due to rounding, totals may not add up to 100 per cent.

The Early Years Evaluation – Teacher Assessment is an observational readiness screening tool with a focus on reading readiness skills. Early Years Evaluation – Teacher Assessment results guide schools in planning and practice for meeting the learning needs of children. Early identification of children's reading readiness skills is critical to support young children's current development and lay the foundation for future success. The assessment is used to monitor progress towards meeting the target for 2020.

Prekindergarten and Kindergarten Biennial Reports

The Prekindergarten and Kindergarten biennial reports provide information about class composition, professional development and program practices in Prekindergarten and Kindergarten programs across the province. The percentage of educators completing the survey every two years assists in prioritizing and identifying supports needed in Prekindergarten and Kindergarten.

School Year	Valid Educator Contacts	Educator Responses	Response Rate
Prekindergarten Reports			
2014-15	227	227	100%
2015-16	229	224	98%
2016-17	No Report (off-year in biennial format)		
2017-18	Not yet available, under development.		
Kindergarten Reports			
2015-16*	642	554	86%
2016-17	637	538	84%
2017-18	No Report (off-year in biennial format)		

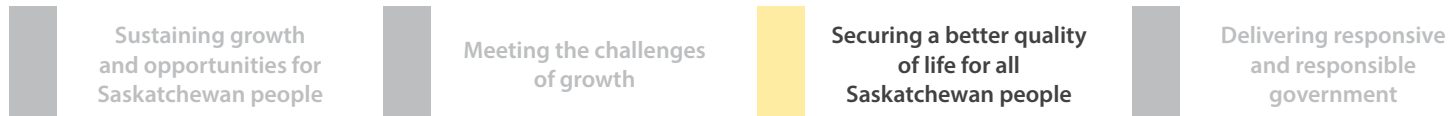
Source: Ministry of Education Prekindergarten Report 2015-16 and Kindergarten Report 2016-17.

NOTES:

*Kindergarten reports were first introduced in 2015-16.

Informed by the work of the Education Sector Strategic Plan, a biennial format was adopted for Prekindergarten and Kindergarten reporting beginning in 2016-17. The biennial educator survey and report alternates each year between Prekindergarten and Kindergarten programs. The next Prekindergarten Report will be completed for the 2017-18 school year, concluding in June 2018, and the updated Kindergarten Report will be available following the 2018-19 school year.

Government Goals



Strategic priority from the *Saskatchewan Plan for Growth* and the Education Sector Strategic Plan: Work to increase the number of Grade 3 students reading at grade level.

Ministry and Education Sector Goal

By June 30, 2020, 80 per cent of students will be at or above grade level in reading, writing and math.

Success Story: Reading, Writing and Math

With a focus on improving Grade 3 reading levels, the Northwest School Division has seen a steady increase in the percentage of Grade 3 students reading at grade level over the last four years, increasing from 71.7 per cent in 2014 to 81.6 per cent in 2017. The division concentrated on building capacity for staff and administrators, providing webinars and monthly newsletters focused on effective literacy instruction and creation of a school culture of literacy.

Timely links and literary information were shared with staff weekly during the school year, and support for literacy continued in the summer with a number of summer literacy camps for students. Based on the improvement they have seen, the Northwest School Division will be sharing their work and helping to expand successful projects into other communities.

Strategies

Work toward an improvement to at least 80 per cent of Grade 3 students reading at or above grade level by June 2020.

Work toward an improvement to at least 80 per cent of grades 4, 7 and 9 students at or above grade level in writing by June 2020.

Work toward an improvement to at least 80 per cent of grades 2, 5 and 8 students at or above grade level in math by June 2020.

Key Actions and Results

Establish clear expectations for students' performance by developing a provincial math approach for grades 1-9 that will inform teaching and learning.

- A provincial math approach for grades 1-9 was developed by a math team, made up of classroom teachers from school divisions and First Nations education organizations. In January 2018, English, Fransaskois and French Immersion materials for the math approach were made available.

Hold sector consultations in fall 2017 and spring 2018 regarding the use of the draft math approach.

- A Frequently Asked Questions document was developed and made available in June 2017 to support the math approach materials.
- Consultation with the sector regarding Math at Grade Level was held on September 25, 2017, with a sector gathering planned for May 2018.

Work with the Ministry of Central Services to develop Student Data System web screens, a database and reports for both writing and math to facilitate the collection and sharing of data.

- The Student Data System database fields to collect writing and math data were created in fall 2017.
- Due to the implementation of the provincial unified student information system, web screens and reports were not developed within the Student Data System. This functionality will be accommodated in the new unified student information system environment.

Conduct a province-wide analysis of sector writing results in order to inform teaching and learning.

- Analysis of baseline writing results will occur in July 2018 and will be shared with the sector in fall 2018.

Develop instructional supports in English and French for teachers to assist students with additional needs to support improvement in writing.

- An instructional supports document for writing improvement for grades 1-12 with a focus on instruction for diverse and struggling learners is in development.
- Upon request, in-person professional development sessions for writing were provided to school divisions and First Nations education organizations.
- A series of modules were developed and can be accessed on the 'Supporting All Learners' Blackboard Learn site. The modules focus on knowing the learner and effective strategies to improve writing.
- The *Adaptive Dimension, 1992*, document was renewed. The new document is titled *The Adaptive Dimension for Saskatchewan K-12 Students*. Professional development sessions were provided on the renewed document.

Develop supports for early oral language acquisition for English as an Additional Language students.

- Work began on a new set of modules to provide information to all Saskatchewan educators for supporting English as an Additional Language (EAL) learners in their classrooms. The modules will replace *EAL Middle Years Modules* and focus on development of oral language skills.
- Two projects offering professional development workshops to EAL practitioners on oral language skills development were supported through the EAL Assessment Funding.
- There was a partnership with the University of Saskatchewan and Saskatchewan Teachers of English as an Additional Language (SK TEAL) to offer a free webinar that focused on developing academic language in EAL learners.

Work with school divisions and First Nations education authorities to support the implementation of a writing approach to inform teaching and learning.

- The Ministry continues to be available to assist school divisions and First Nations education authorities with the use of the writing approach and support documents. Two school divisions requested support in 2017-18.
- In spring 2018, school divisions and First Nations education authorities were reminded of the date and process for reading and writing data submissions.

Maintain and update *Saskatchewan Reads* and *Saskatchewan Reads for Administrators* resources.

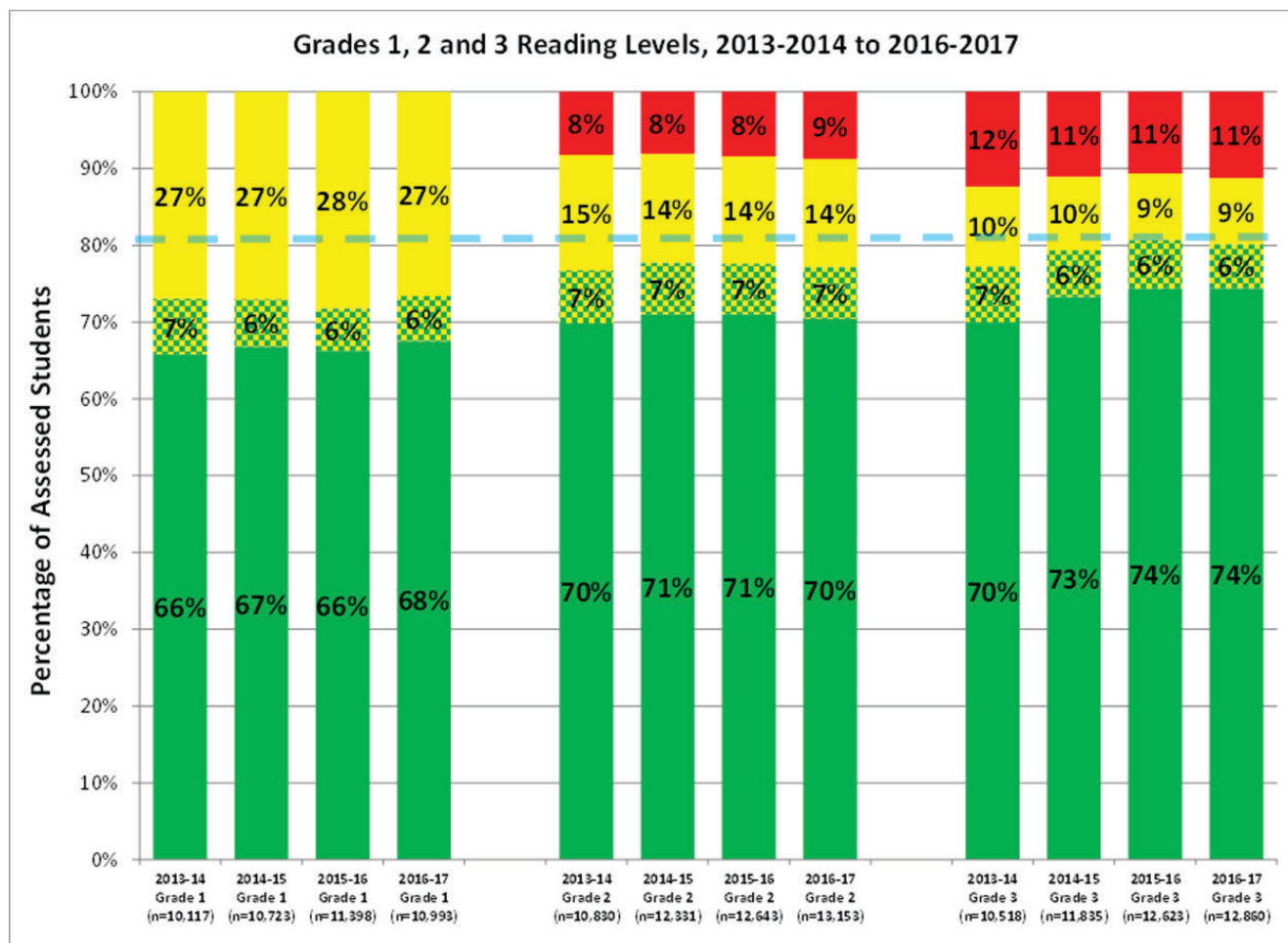
- The Ministry hosted a webinar on March 1, 2018, to review reporting requirements and answer questions regarding reading and writing data collections.

- In April 2017, the sector held a *Saskatchewan Reads* celebration of success in Regina, where several school divisions and First Nations education authorities came together to share their success in improving reading rates.
- The *Saskatchewan Reads* website has been viewed 117,040 times by 26,892 unique visitors.

Performance Measures

Reading Achievement

- Percentage of grades 1-3 students reading at grade level.
- Percentage of grades 1-3 students reading one level below grade level.
- Percentage of grades 1-3 students reading more than one level below grade level.
- Percentage of grades 2-3 students reading more than one year below grade level.



Source: Ministry of Education, Student Data System (Data generated on September 5, 2017).

NOTES:

Due to rounding, percentages in each column may not total 100 per cent.

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 (including Learners of English as an Additional Language with language proficiency levels below B1.1 on the Common Framework of Reference (CFR), home-based or Grade 1 French Immersion) or who did not participate in the reading assessment were not included in the denominator for these calculations. Data includes Francophone grades 1-3 and French Immersion grades 2-3. Provincial results do not include students who attend a school administered by a First Nation or by a Hutterite colony.

Government Goals

Sustaining growth
and opportunities for
Saskatchewan people

Meeting the challenges
of growth

Securing a better quality
of life for all
Saskatchewan people

Delivering responsive
and responsible
government

Strategic priority from the *Saskatchewan Plan for Growth* and the Education Sector Strategic Plan: Reduce the Grade 12 graduation disparity between First Nations, Métis and Inuit and non-Indigenous students in the Prekindergarten to Grade 12 system by 50 per cent by 2020.

Ministry and Education Sector Goal

Collaboration between First Nations, Métis and Inuit and non-Indigenous partners will result in significant improvement in First Nations, Métis and Inuit student engagement and will increase three-year graduation rates from 35 per cent in June 2012 to at least 65 per cent, and the five-year graduation rate from 54 per cent in June 2014 to at least 75 per cent in June 2020.

Success Story: *Following Their Voices*

Teachers at E.D. Feehan Catholic High School in Saskatoon have been working hard to better meet the needs of First Nations, Métis and Inuit and non-Indigenous students. Through the implementation of *Following Their Voices*, students at E.D. Feehan Catholic High School have become active participants in their learning and the results are beginning to speak for themselves.

In 2014, credit attainment for Indigenous students was at 74 per cent, compared to nearly 91 per cent for non-Indigenous students. By February 2018, credit attainment for Indigenous students rose a full 15 percentage points to 89 per cent. Through the implementation of *Following Their Voices*, E.D. Feehan Catholic High School has reduced the achievement gap between Indigenous and non-Indigenous students, in the area of credit attainment, to a mere three percentage points. Indigenous attendance rates at E.D. Feehan Catholic High School have also increased two percentage points in two years to 85 per cent in 2017-18. These results are a testament to successes they continue to see in student engagement, attendance, credit attainment and graduation rates since beginning *Following Their Voices* at E.D. Feehan Catholic High School.

Strategies

Work collaboratively with school divisions, First Nations education authorities and education sector organizations to achieve an annual increase of four percentage points in the First Nations, Métis and Inuit three-year and five-year graduation rates.

Work with school divisions to achieve parity between First Nations, Métis and Inuit and non-Indigenous students on the OurSCHOOL survey engagement measures. The OurSCHOOL surveys for students, teachers and parents provide anonymous and reliable data to support local school improvement planning.

Key Actions and Results

Encourage partnership initiatives by administering the Invitational Shared Services Initiatives, which are partnerships between school divisions and First Nations education authorities, and encouraging other partnership initiatives including Elder engagement.

- Ministry staff met with all 16 partnerships throughout the school year to discuss goals and targets and to review annual reporting requirements.
- The Ministry hosted the annual Invitational Shared Services Initiatives (ISSI) partnership gathering in February 2018 in North Battleford. Attendees shared promising practices, achievements and next steps to improve partnerships between First Nations schools and provincial schools.

In response to the Truth and Reconciliation Calls to Action, promote learning environments that are responsive to students' needs, including positive relationships and shared responsibility.

- The Ministry entered into a service agreement with the Martin Family Initiative to facilitate the Aboriginal Youth Entrepreneurship Program (AYEP) in 11 Saskatchewan schools. Students can earn a Grade 11 and/or Grade 12 entrepreneurship credit by participating in the program.
- The *Supporting Reconciliation in Saskatchewan Schools* site was made publicly available in spring 2017. The site was developed using feedback from Elders, the Office of the Treaty Commissioner and education partners. The purpose of the site is for educators to:
 - learn more about the meaning of reconciliation and the Calls to Action;
 - further understand the legacy of residential schools and examine how we can talk about this legacy with students;
 - share learning resources in a variety of formats (website, videos, text) for a variety of grade levels in French and English;
 - provide professional development opportunities and materials, along with the opportunity for educators to connect online; and,
 - list funding opportunities to help schools and educators pursue their own reconciliation projects in their own communities.
 - The site is accessible through the link on the Ministry's curriculum website or directly through reconciliation.edonline.sk.ca. As of March 31, 2018, there were 3,979 visitors to the site.
- The *Shattering the Silence* e-book was completed and the French translation provided to the University of Regina. The e-book is an informative and accessible resource developed to facilitate teaching and learning about the history of residential schools in Saskatchewan.

Identify an action committee to identify structures and practices to overcome racism and build relationships, understanding and trust between First Nations and Métis and non-Indigenous people.

- A professional development program was piloted for school-based administrators called *Leading to Learn*. This program assists principals to foster inclusive and welcoming school environments to improve student achievement for all students, including First Nations and Métis students. Plans are underway to expand the program in the 2018-19 school year.

Implement *Help Me Tell My Story*, an oral language development assessment for three-to-five year olds and *Help Me Talk About Math*, a numeracy assessment for grades 1, 2 and 3 students in all schools.

- Nine school divisions and three First Nations education organizations, including approximately 150 classrooms and 2,500 students, participated in *Help Me Tell My Story* in 2017-18.
- The Ministry continued its work with Zu, a Saskatchewan digital design agency, to re-engineer the *Help Me Talk About Math* software for its use in the 2018-19 school year.

Redevelop the *Help Me Tell My Story* application and platform and make it available for use in all interested schools in fall 2017.

- *Help Me Tell My Story*, the assessment app, storybook app and web portal were redeveloped between April and August 2017. The project went live in fall 2017.

Facilitate transition plans for students moving through and among systems, including mechanisms for sharing information.

- The Ministry assisted schools to customize local OurSCHOOL student surveys to learn about different groups of students' sense of belonging and other engagement measures to determine effectiveness of transition supports when transitioning between school systems. OurSCHOOL surveys for students, teachers and parents provides anonymous and reliable data to support local school improvement planning.
- The Ministry provided presentations and invitations for participation to First Nations education authorities.

Implement and expand *Following Their Voices* in provincial and First Nations schools. *Following Their Voices* focuses on enhancing relationships between students and teachers, creating structures and supports for teachers and school administrators to co-construct teaching and learning interactions with students, and creating safe, well-managed learning environments.

- The annual Elders' Gathering was held in fall 2017 with First Nations and Métis Elders representing all Indigenous language groups in the province. Elders and Knowledge Keepers were included in all provincial professional learning and development sessions and committee work.
- In 2017-18, 26 schools including approximately 430 teachers and over 3,800 First Nations, Métis and Inuit students were participating in *Following Their Voices*.

- Additional funding was received from Indigenous Services Canada as part of a three-year funding partnership to support *Following Their Voices* implementation in up to eight First Nations schools.

Work with school administration to improve responsiveness to student needs in learning environments, build positive relationships and share responsibility in delivering targeted professional development for school administrators to improve responses through students' needs and by using OurSCHOOL data.

- The OurSCHOOL provincial student survey was designed to ensure that each school division and participating First Nations education authority received a *Student Engagement Report*. The report included a list of factors influencing engagement and actions that can inform school response to improve student engagement.
- Supports and webinar training were provided for all schools and school divisions in using OurSCHOOL data to increase student engagement.
- Feedback was gathered from all participating schools, school divisions and First Nations education authorities about strategies to effectively gather and respond to student voice through the OurSCHOOL surveys.

Continue to provide early childhood education opportunities and engage families and caregivers in student support by providing summer literacy camps on-reserve.

- The Ministry, in collaboration with the Ministries of Economy, Social Services and Justice, supported a three-year pilot project to fund First Nations Summer Literacy Camps delivered by Frontier College. Nearly 250 First Nations children attended seven camps in summer 2017 – 23 per cent more than 2016. Each summer literacy camp received more than 225 books, and at the end of the camp a total of 1,752 books were given away to children so they could continue reading at home. During the camp, each child read at least 10 books and spent an average of 39 minutes reading each day. Local youth and adults were recruited and trained as camp counsellors. Parents, Elders and community members made 332 visits to the camp, a 30 per cent increase over 2016 attendance figures.
- The Ministry supported eight provincial school divisions to host 22 summer literacy camps, which included camp counsellor training, cultural and community relevant materials and resources. The summer literacy camps promoted better reading habits, academic readiness, improved attitudes to learning and increased self-confidence of students in northern, remote and rural communities. It was reported that 83 per cent of campers surveyed said that the camp made them more excited about school and 93 per cent of parents said their child developed stronger reading and writing skills.

Success Story: Summer Reading Club

The Ministry works with and supports Saskatchewan public libraries in the provision of the Summer Reading Club each summer. Summer is a key time in a child's development and there is a need for programs that can fill the 'learning gap' that can form when children are away from school. The TD Summer Reading Club is a Canada-wide initiative that encourages kids to read during these crucial weeks. In 2017, the participation rate at libraries in Saskatchewan was the best in the country, with over 10 per cent of kids aged 0-12 taking part in at least one event. For kids aged six to eight, the participation rate was over 26 per cent. Thousands of parents and caregivers also attended, making the 2017 TD Summer Reading Club in Saskatchewan a true community undertaking.

To help libraries provide programming for TD Summer Reading Club and beyond, in 2017 the province provided a \$7,500 grant to each of the nine library systems that applied to create travelling STEAM (Science, Technology, Engineering, Arts and Mathematics) kits. The kits were designed for an all-age approach to STEAM/Maker programming, with options ranging from low-tech (origami) to simple robotics to 3D drawing and printers. More than 70 kits and technology projects were designed and shipped as the highlight of summer 2017 programming in rural systems.

Continue to embed responses to *Student First* within the ways of working in the Ministry and with education sector organizations (e.g., Education Sector Strategic Plan, Poverty Reduction Strategy, Mental Health and Addictions Action Plan).

- The Poverty Reduction Strategy was supported through key actions of the Early Years Plan and Education Sector Strategic Plan, including: improving engagement of First Nations, Métis and Inuit students and graduation rates of all students; increasing the percentage of students who are ready for learning after Kindergarten; and increasing the percentage of Grade 3 students at or above grade level in reading, writing and math.
- The Ministry remained committed to the goals for student success that it shares with the Prekindergarten to Grade 12 education and early years sectors as outlined in the Education Sector Strategic Plan. School divisions, First Nations and Métis education organizations and the Ministry implemented the actions outlined in the Education Sector Strategic Plan

for 2017-18 and met five times throughout the year to monitor progress towards results.

- The Ministry continues to collaborate with other ministries, including the Ministry of Health to implement the Mental Health and Addictions Action Plan. A total of 25 school divisions will benefit from the funding provided to train personnel in Mental Health First Aid. Cost efficiencies were realized by school divisions using local facilitators that were supported to be trained by the Ministry of Health. The Ministry also collaborated with the Ministry of Health to support over 45 sessions that raised awareness and increased students' confidence to seek help when needed through the *Kids Help Phone Counsellor to the Classroom* initiative. Over 2,600 *Speak Up Against Bullying* posters were distributed to provincial and independent schools to reinforce the message to students that, if bullied, students should speak to a trusted adult, report through the *Report Bullying Student Online Reporting Tool* or call *Kids Help Phone* or *HealthLine*.

Engage with First Nations, Métis and provincial stakeholders in renewing *Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework*.

- The Ministry collaborated with education stakeholders, First Nations and Métis organizations and Elders to inform renewal of *Inspiring Success*. When released, *Inspiring Success* will become the umbrella for all actions related to First Nations and Métis education. This approach will help ensure alignment with the goals of the Education Sector Strategic Plan and improve consistency in efforts throughout the education sector to improve outcomes for First Nations and Métis students.

Success Story: Invitational Shared Services Initiative

Agency Chiefs Tribal Council and Living Sky School Division continued their Invitational Shared Service Initiative partnership in 2017 between Spiritwood High School, Pelican Lake First Nation High School and Kisikohk School in Witchehan Lake First Nation.

Through the work of community liaisons, students are provided culturally responsive supports to meet the students' needs, such as transition plans. Transition plans are used to help identify students' needs and supports, link them to necessary staff/agencies and support them when moving between schools. The partnership also sees Elders visit the schools, increased extracurricular activities and land-based learning opportunities. Through this partnership, Spiritwood and Pelican Lake have seen increased student attendance. It has also resulted in increased credit attainment at Spiritwood and an increased five-year graduation rate at Pelican Lake.

Performance Measures

Invitational Shared Services Initiatives

Of the Invitational Shared Services Initiative (ISSI) partnerships that showed improvement in at least one of their identified student outcome measures:

- Eight out of 20 reporting schools showed improvement in the 'three-year graduation rate' student outcome measure.
- Eight out of 19 reporting schools showed improvement in the 'five-year graduation rate' student measure outcome.
- Thirteen out of 19 reporting schools showed improvement in the 'students earning five or more credits per year' student measure outcome.
- Fourteen out of 21 reporting schools showed improvement in the 'students earning eight or more credits per year' student measure outcome.
- Seven out of 15 reporting schools showed improvement in the 'students with 80 per cent attendance' student measure outcome.

ISSI Attendance

Percentage of students with at least 80 per cent attendance, Prekindergarten to Grade 12			
	All	ISSI First Nations, Métis and Inuit ₁	Provincial First Nations, Métis and Inuit ₂
2013-14	86.7	61.8	68.6
2014-15	87.0	62.0	69.9
2015-16	87.1	63.5	70.1
2016-17	86.1	60.2	67.8

¹ First Nations, Métis and Inuit students that are in schools with an Invitational Shared Services Initiative (ISSI) partnership and are those who choose to self-identify as First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.

² Provincial First Nations, Métis and Inuit students are those who choose to self-identify as First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.

Source: Ministry of Education, Information Management and Support Branch. Ministry Student Attendance Files (Profile Attendance Running Record). July 2017.

NOTES:

Attendance in the chart is compiled using monthly student attendance files submitted by 26 of 28 school divisions (no attendance is collected from Englefeld School Division or from Conseil des écoles fransaskoises, and no attendance is collected from First Nations schools or independent schools). Monthly attendance has been collected since 2013-14, capturing possible and absent attendance for individual students, but does not include reasons for absences (excused or unexcused).

First Nations, Métis and Inuit and non-Indigenous results are compiled using student self-identification data. Not all students choose to self-identify as First Nations, Métis or Inuit, and it is likely that some First Nations, Métis and Inuit students may be included in the non-Indigenous results.

Students with at least 80 per cent attendance are significantly more likely to achieve higher educational outcomes than students with lower than 80 per cent attendance.

Numbers can fluctuate due to a number of factors that may differ in each school year (e.g., number of schools contributing to the measure or the nature of the student populations, etc.).

ISSI Credit Attainment

Year	Proportion earning eight or more credits per year ₁		
	All	ISSI First Nations, Métis and Inuit ₃	Provincial First Nations, Métis and Inuit ₄
2013-14	60.2	27.2	29.9
2014-15	61.2	25.4	31.0
2015-16	61.1	28.0	31.2
2016-17	60.6	28.8	31.3
Year	Proportion earning at least five or more credits per year ₂		
	All	ISSI First Nations, Métis and Inuit ₃	Provincial First Nations, Métis and Inuit ₄
2013-14	77.4	43.6	47.8
2014-15	77.7	42.6	49.1
2015-16	77.9	45.6	49.7
2016-17	77.2	45.1	49.0

¹ On track for graduation within three years.

² On track for graduation within five years.

³ First Nations, Métis and Inuit students that are in schools with an Invitational Shared Services Initiative (ISSI) partnership and are those who choose to self-identify as First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.

⁴ Provincial First Nations, Métis and Inuit students are those who choose to self-identify as First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.

Source: Ministry of Education, Student Data System (data generated September 2017).

NOTES:

Data includes students in provincial school divisions, Historical High Schools and First Nations schools.

Only students who are active on September 30 are included. Other students who enrol after September 30 and complete credits (or do not complete credits) are not included in this measure.

Students in Functionally Integrated or Special Education programs are excluded. Students enrolled outside provincial school divisions who are in Adult Secondary programs are excluded. Home-based education students and students in custody and care schools are excluded. Students in regular 24 credit programs (English, Fransaskois or French Immersion) or Alternative Education (English or French) programs are included.

Students who have achieved Grade 12 standing in years previous to the specified year are excluded.

Numbers may differ from those previously reported due to broader inclusion of students on the Student Data System, and due to ongoing maintenance and updating of the Student Data System.

ISSI Three-Year and Five-Year Graduation Rate

Completing Grade 12	Three-year (within three years)			Five-year (within five years)		
	All	ISSI First Nations, Métis and Inuit ¹	Provincial First Nations, Métis and Inuit ²	All	ISSI First Nations, Métis and Inuit	Provincial First Nations, Métis and Inuit
June 2014	74.7	44.4	40.3	81.4	59.4	54.2
June 2015	75.2	40.4	40.1	82.5	59.0	55.9
June 2016	75.6	41.2	41.8	83.3	63.2	59.6
June 2017	76.5	42.0	43.2	84.0	59.8	59.8

¹ First Nations, Métis and Inuit students that are in schools with an Invitational Shared Services Initiative (ISSI) partnership and are those who choose to self-identify as First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.

² Provincial First Nations, Métis and Inuit students are those who choose to self-identify as First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.

Source: Ministry of Education, Student Data System (Data 'not frozen' run on September 1, 2017).

NOTES:

Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10.

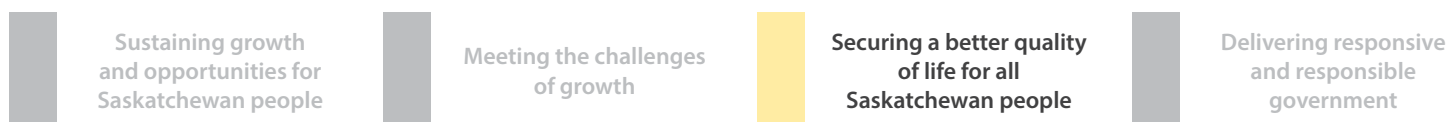
Five-year graduation rates are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10. For example, the group of students who 'started' Grade 10 in 2012-13 and completed Grade 12 anytime on or before the end of the 2016-17 school year.

Data includes students in provincially funded, independent and First Nations schools.

Grade 12 completions include graduation in a Saskatchewan school through the 24 credit, Adult Secondary or Alternative Education programs.

Numbers may differ slightly from those previously reported due to broader inclusion of students in the Student Data System, and due to ongoing maintenance and updating of the system.

Government Goals



Strategic priority from the *Saskatchewan Plan for Growth* and the Education Sector Strategic Plan: Ensure Saskatchewan leads the country in graduation rates.

Ministry and Education Sector Goal

By June 30, 2020, Saskatchewan will achieve an 85 per cent three-year graduation rate and a 90 per cent five-year graduation rate.

Strategies

Work to achieve an annual increase of three percentage points in the provincial three-year graduation rate.

Work towards a five per cent increase by June 2018 in the intellectual engagement measure that is part of the OurSCHOOL perceptual survey of student engagement.

Key Actions and Results

Explore, collect and share successful initiatives, stories and promising practices from school divisions and First Nations education authorities.

- The Provincial Leadership Team developed the SaskGraduates website <https://saskgraduates.ca/> for school divisions and First Nations education authorities to submit success stories and promising practices.
- The Provincial Leadership Team developed the *My Student First Classroom* model with a focus in 2017-18 on Grade 10 throughout the province. The *My Student First Classroom* consists of action items for students, teachers, schools and school divisions to promote graduation.

Support the annual graduation rate symposium.

- In September 2017, the second annual graduation rate symposium entitled *Bending the Line* was held in Moose Jaw. Over 100 people attended including representatives from 27 school divisions and five First Nations education authorities.

Conduct an analysis of sector policies and procedures that may create barriers to student achievement and identify Ministry policies and procedures which impact opportunity for graduation, such as policies related to provincial exams, prerequisites, Adult 12 and credit attainment (apprenticeship, special projects, course challenges, etc.).

- In August 2017, the Ministry began a review of special projects and apprenticeship credit policies.
- In December 2017, the Ministry released the summer school and credit recovery policies.

Create a mechanism for ensuring that educators, parents and students are aware of provincial policies and procedures that can be utilized to increase their opportunity to achieve credits and complete Grade 12.

- The Ministry created *Saskatchewan High School Credit Options*, which provides an overview of what students need to graduate. It is available online at saskatchewan.ca.

Identify and re-engage non-attending students by distributing provincial OurSCHOOL reports to all participating school divisions and First Nations education authorities.

- The OurSCHOOL student survey was delivered to all provincial schools with grades 4-12, and invited all interested First Nations education authorities to participate in the 2017-18 survey. Over 100,000 students across the province provided their voice as to their conditions, engagement and experiences in learning.
- A provincial summary report of all of the OurSCHOOL engagement measures was provided to all provincial school divisions and participating First Nations education authorities to inform engagement as well as teaching and learning experiences.
- OurSCHOOL data and strategies for responding to the data were presented at the provincial graduation symposium.
- The OurSCHOOL student survey was designed to ensure that each school division and participating First Nations education authorities received a *School Completion Report* describing five profiles of students, their probability to graduate and areas to focus on in order to positively influence graduation rates of those students.
- A virtual OurSCHOOL school division was created that included all of the participating schools implementing *Following Their Voices* to provide insights into effectiveness of supports from a school-wide perspective. *Following Their Voices* used OurSCHOOL survey data to inform progress and correlate results with data collected.

Encourage every school division and First Nations education authority in the province to develop a strategy for all Grade 9 students to have a graduation and post-graduation plan, and establish a process for maintaining those plans through Grade 12.

- Promising practices of effective strategies for maintaining and utilizing graduation and post-graduation plans, were collected from and shared with schools and school divisions.
- The Ministry facilitated the development of a continuum of support and activities to support the maintenance of graduation and post-graduation plans through Grade 12.

Work with myBlueprint, an online education and career planning tool, to develop provincial reporting that will provide data with respect to the number of students who have established a graduation and post-graduation plan. Collect data from school divisions that might not be using myBlueprint.

- In 2017-18, 23 school divisions were using myBlueprint. The Ministry is working closely with myBlueprint to establish a process for extracting data from the system that reports the number of students who have established a graduation and post-graduation plan.

Conduct a review of provincial high school graduation requirements.

- A review of provincial high school graduation requirements will be conducted in 2018-19.

Renew curricula for high school, including grades 10-12 social sciences, arts education, practical and applied arts and physical education in French and English.

- Curricula renewal began in six areas at the secondary level (practical and applied arts, arts education, physical education, social studies, French Immersion language arts and Fransaskois language arts).
- Curriculum reference committees, representing a wide range of sector and non-sector stakeholders, are established and have met to provide advice and direction for renewal of high school social sciences, arts education, practical and applied arts and physical education curricula.
- The Ministry has approved the development of two high school practical and applied arts curricula, Financial Literacy 20 and 30 levels and Robotics 10, 20 and 30 levels with coding incorporated, and began the process of establishing writing groups.
- Writing groups have been established for Physical Education 20 and 30, Dance 10, 20 and 30, Drama 10, 20 and 30, Music 10, 20 and 30; and Visual Art 10, 20 and 30.
- Piloting and vetting began for Physical Education 20 and 30.
- Curricula was completed and posted on the Ministry's curriculum.gov.sk.ca website for Vocal Jazz 10, 20 and 30, Earth Science 30, and Computer Science 20 and 30.
- Implementation began for Science 10, Health Science 20, Physical Science 20, Biology 30, Chemistry 30 and Physics 30.
- Implementation started in the second semester of 2017-18 in Computer Science 20 and 30 and Earth Science 30.

Complete French curricula renewal for language arts to Grade 12, grades 1-9 arts education and Grade 1 and 2 physical education.

- Français en immersion curricula were completed and posted on the Ministry's curriculum.gov.sk.ca website.
- Implementation continues for Programme interdisciplinaire, Immersion française M-2 and Français en immersion 3-9.
- A writing team of teachers and consultants began work on developing curricula for Français en immersion 10, 20 and 30.
- Français langue première 6-9 curricula were completed and posted on the Ministry's curriculum.gov.sk.ca website.
- A contract writer was hired and is developing the Français fransaskois A10, B10 and 20 curricula.
- Completed grades 1 to 9 arts education curricula for French Immersion and Fransaskois and grades 1 and 2 physical education for Fransaskois.

Facilitate conversations with employers and Adult Education about education requirements for future workers.

- The Ministry and sector partners were not able to begin work towards conversations with employers and Adult Education about education requirements for future workers at this time.

Performance Measures

Provincial Three-Year and Five-Year Graduation Rate

Annual percentage of students who graduate.

Completing Grade 12	Three-year (within three years)				Five-year (within five years)				Eventual (more than five years)			
	All	Non-Indigenous ₁	First Nations, Métis, and Inuit ₂	Disparity	All	Non-Indigenous	First Nations, Métis, and Inuit	Disparity	All	Non-Indigenous	First Nations, Métis, and Inuit	Disparity
June 2011 (baseline)	72.7	81.8	32.9	48.9	81.3	87.9	48.5	39.4	84.0	88.4	58.3	30.1
June 2012	73.7	82.9	35.9	47.0	81.2	88.0	49.7	38.3	84.8	88.6	60.8	27.8
June 2013	74.8	83.9	37.4	46.5	80.1	87.0	50.0	37.0	83.8	88.3	59.9	28.4
June 2014	74.7	83.4	40.3	43.1	81.4	88.1	54.2	33.9	84.6	89.7	59.8	29.9
June 2015	75.2	84.3	40.1	44.2	82.5	89.2	55.9	33.3	84.5	89.9	60.1	29.8
June 2016	75.6	84.6	41.8	42.7	83.3	89.5	59.6	29.9	83.2	88.7	59.7	29.0
June 2017	76.5	85.4	43.2	42.2	84.0	90.4	59.8	30.6	84.7	90.0	63.1	26.7

¹ Non-Indigenous students are those who do not identify themselves to be First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk, and may include First Nations, Métis or Inuit students who choose not to self-identify.

² First Nations, Métis and Inuit students are those who choose to self-identify as First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit.

Source: Ministry of Education, Student Data System (Data 'not frozen' run on September 1, 2017).

NOTES:

Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. Five-year graduation rates are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10. For example, the group of students who 'started' Grade 10 in 2012-13 and completed Grade 12 anytime on or before the end of the 2016-17 school year are included in the five-year graduation rate for June 2017. Eventual graduation rates shown in the table represents students who have had at least eight years to graduate from the 'start' of Grade 10. For example, June 2017 eventual graduation rates would be the percentage of students who 'started' Grade 10 in 2009-10 who completed within eight years by June 2017. In subsequent years, this number will be adjusted to show those who have graduated in eight or more years.

Each row of data includes results for three groups of students (e.g., graduates within three-years in June 2017 'started' Grade 10 in 2014-15, while graduates within five-years in June 2017 'started' Grade 10 in 2012-13 and students graduating in June 2017 within eight-years 'started' Grade 10 in 2009-10). More recent years' Grade 10 groups may be stronger than previous years, resulting in "within five-years" graduation rates being higher than "within eight-years" graduation rates (e.g. June 2016).

Data includes students in provincially funded, independent and First Nations schools.

Grade 12 completions include graduation in a Saskatchewan school through the 24 credit, Adult Secondary or Alternative Education programs. Numbers may differ slightly from those previously reported due to broader inclusion of students in the Student Data System, and due to ongoing maintenance and updating of the System.

Attendance

Percentage of students with 80 per cent or higher attendance.

Percentage of students with at least 80 per cent attendance, Prekindergarten to Grade 12			
	All	First Nations, Métis and Inuit ¹	Non-Indigenous ²
2013-14	86.7	68.6	90.6
2014-15	87.0	69.9	90.9
2015-16	87.1	70.1	91.1
2016-17	86.1	67.8	90.5

Percentage of students with at least 80 per cent attendance, Grades 10-12			
	All	First Nations, Métis and Inuit ¹	Non-Indigenous ²
2013-14	76.6	49.3	83.2
2014-15	76.6	47.9	83.0
2015-16	77.3	50.9	83.8
2016-17	76.1	47.9	83.2

¹ First Nations, Métis and Inuit students are those who choose to self-identify as First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit.

² Non-Indigenous students are those who do not identify themselves to be First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk, and may include First Nations, Métis or Inuit students who choose not to self-identify.

Source: Ministry of Education, Information Management and Support Branch. Ministry Student Attendance Files (Profile Attendance Running Record). May 2017.

NOTES:

Attendance in chart is compiled from monthly student attendance files submitted by 26 of 28 school divisions (no attendance is collected from Englefeld School Division or from Conseil des écoles fransaskoises, and no attendance is collected from First Nations schools or independent

schools). Monthly attendance has been collected since 2013-14, capturing possible and absent attendance for individual students, but does not include reasons for absences (excused or unexcused).

First Nations, Métis and Inuit and non-Indigenous results are compiled using student self-identification data. Not all students choose to self-identify as First Nations, Métis or Inuit, and it is likely that some First Nations, Métis and Inuit students may be included in the non-Indigenous results.

Students with at least 80 per cent attendance are significantly more likely to achieve higher educational outcomes than students with lower than 80 per cent attendance.

Credit Attainment

Percentage of students who attain eight or more credits in Grade 10.

Percentage of students who attain eight or more credits in Grade 10			
	All	First Nations, Métis and Inuit ₁	Non-Indigenous ₂
2008-09 (base line)	64.4	24.5	80.1
2014-15	68.7	33.1	83.4
2015-16	68.8	32.6	84.0
2016-17	69.8	34.1	84.0

¹ First Nations, Métis and Inuit students are those who choose to self-identify as First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.

² Non-Indigenous students are those who do not identify themselves to be First Nations, Métis or Inuit, and may include First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis and Inuit students who choose not to self-identify.

Source: Ministry of Education, Student Data System (2017).

NOTES:

Data includes students in provincial school divisions, Historical High Schools and First Nations schools.

Only students who are active on September 30 are included. Other students who enrol after September 30 and complete credits (or do not complete credits) are not included in this measure.

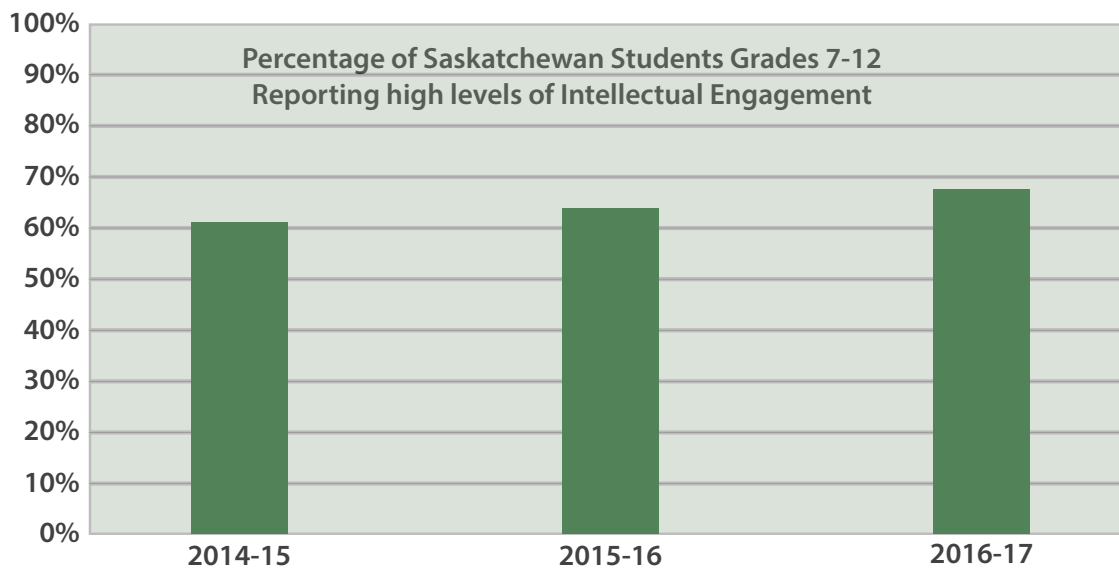
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Students who have achieved Grade 12 standing in years previous to the specified year are excluded.

Numbers may differ from those previously reported due to broader inclusion of students on the Student Data System, and due to ongoing maintenance and updating of the Student Data System.

Engagement

Percentage of students who report high levels of intellectual engagement on the OurSCHOOL survey.



Source: Ministry of Education, OurSCHOOL Survey.

NOTES:

Intellectual Engagement is a composite measure including measures for interest, effort, effective learning time, relevance and rigour. The Canadian norm for Intellectual Engagement is 44 per cent. Each year more than 100,000 Saskatchewan students from all provincial school divisions and interested First Nations education authorities participate in the OurSCHOOL survey. Approximately 55,000 students in grades 7-12 participate annually.

Grade 9 Graduation and Post-Graduation Plan

Percentage of Grade 9 students who have completed a graduation and post-graduation plan.

- As of March 30, 2018, 23 school divisions and four First Nations education authorities have school-wide implementation of myBlueprint.

Government Goals



Ministry and Education Sector Goal

By August 31, 2020, implement a sector-wide approach to find efficiencies and increase value-add in order for the sector to be responsive to the challenges of student needs.

Strategy

Work with school divisions toward achieving accumulated savings of \$60 million by August 31, 2019.

Key Actions and Results

Provide comparative information to support school divisions in the development of a sector-wide approach.

- The Ministry began an annual dissemination of the trending and allocation of expenditures by school divisions to support coordinated strategic approaches to find efficiencies and improve student experiences.

Support school divisions in exploring options, gathering data and working with stakeholders in order to realize savings.

- The Education Sector Purchasing and Services Project, which is a collaborative effort between the Ministry and the sector to find efficiencies in procurement and shared services, was implemented.
- Two procurement projects were implemented in 2017-18 and one further project is currently in the business case development phase and is expected to be implemented in 2018-19 if positive developments continue with the business case assessment. Savings will exceed \$1 million per year once these projects are fully implemented.
- Planning began on developing permanent structures to continue the project with the sector and find further savings.

Provide continuous improvement training and development tools for use in the Ministry and school divisions.

- Continuous improvement training materials were developed to support Ministry and school divisions. Specific training opportunities for continuous improvement were not pursued because the scope changed to expand beyond continuous improvement to broader improvement practices and specific efficiency initiatives.

Collect and compile results of continuous improvement events.

- Continuous improvement activity is collected and compiled by school divisions and reported to the Ministry on a quarterly basis.

Work with school divisions to develop a long-term project on employee attendance management.

- A provincial focus on purchasing (goods and services) was chosen by the Ministry and school divisions. Employment attendance management was led and completed by some of the school divisions.

Work with the sector to support implementation plans of approved efficiency projects as required.

- The efficiency projects implemented through the Education Sector Purchasing and Services Project required detailed implementation and risk management strategies in order to ensure success.

Performance Measures

Provincial Summary of Accumulated Savings

Total actual savings resulting from school division initiatives and provincially coordinated initiatives. (Note: initiatives are completed at the school division level).

- The efficiency and effectiveness improvements conducted by school divisions are projected to result in approximately \$39,424,481 cumulative savings and \$9,790,511 cumulative cost avoidance savings. This information is based on reporting from school divisions as at March 31, 2018.

Continuous Improvement

Number of continuous improvement initiatives conducted in school divisions and the Ministry.

- School divisions have implemented approximately 551 improvement activities since 2012. The improvements and savings have been realized in areas such as administration, classrooms, facilities and maintenance, purchase cards, purchasing, human resources, information technology and transportation.

Government Goals



Ministry and Education Sector Goal

Work with school divisions, independent schools and interested First Nations schools to establish the feasibility, efficiency, criteria and vendor(s) of a sector unified student information system for the timely collection of student data.

Strategy

In consultation with the sector, continue to develop the business case for a provincial unified student information system.

Key Actions and Results

Complete work and review the results of the business case, and determine whether to acquire or select a provincial Unified Student Information System to track student achievement, including a Ministry Student Data System and a communication plan.

- A business case was brought forward and approved by school divisions, First Nations education authorities and the Ministry of Education in April 2017.
- A Request for Proposals (RFP) was advertised on SaskTenders from October 31 to December 28, 2017.
- A recommendation to enter into an agreement with Fujitsu Consulting (Canada) Inc. was put forward in February 2018.
- The Ministry entered into an agreement with Fujitsu Consulting (Canada) Inc. for the provision and implementation of a student information system. The ASPEN SIS is a product for all Saskatchewan schools and the Ministry of Education.
- A comprehensive management plan will be developed in 2018-19.

Government Goals

Sustaining growth and opportunities for Saskatchewan people

Meeting the challenges of growth

Securing a better quality of life for all Saskatchewan people

Delivering responsive and responsible government

Ministry Goal

Improved supports for all learners province-wide.

Success Story: Learning Opportunities Program

One of the project themes of the Learning Opportunities Program is to fund culturally relevant projects. Seven projects were awarded in the field of culture and the data reflected that students showed a great deal of pride, and built confidence and skills in traditional ways of living and knowing. While working with First Nations and Métis culture, students' sense of self-worth and self-image improved. Students' self-esteem and sense of belonging were tapped into and an overall sense of validation of the culture was achieved. This was particularly evident in students who do not always perform well in the academic classroom. Organizers commented that it was wonderful to see struggling students feel and achieve success in their programs.

Key Actions and Results

Continue to support school divisions in creating safe, caring and accepting learning environments for all students using a *Comprehensive School Community Health* approach, which is an internationally recognized framework that provides a foundation for families, students, communities and the sector to work together to support students and address school community health.

- Working with the Ministry of Health, three e-newsletters were released that focused on how schools are using a *Comprehensive School Community Health* approach to support student well-being and achievement.
- There was continued emphasis on student safety and positive school climate through *Saskatchewan's Action Plan to Address Bullying and Cyberbullying*. Some examples include:
 - the Canadian Red Cross received funding to continue to train school divisions in the three components of the Canadian Red Cross' *Respect Education Program* to prevent bullying, violence in youth relationships and child abuse by the promotion of healthy relationships. To date, a total of 19 school divisions have received training;
 - nine schools in Saskatoon benefitted from a Restorative Action Program as part of the school staff training through the Saskatoon Restorative Action Program; and,
 - students continue to have access to the *Report Saskatchewan Online Reporting Tool* to document incidents of bullying. To support students to take positive steps in their schools and communities, from June 2015 to March 2018, 68 grants totaling \$59,305 have been awarded.

Renew the *Caring and Respectful Schools* policy which will include support to school divisions in developing school safety plans.

- The *Caring and Respectful Schools* policy was renewed, including drafting of school safety plans that will be vetted by education sector partners.

Implement Government direction on transformational change.

- The Ministry worked with school divisions on Education Governance Renewal, including education sector-wide efficiencies, organization design and staffing, education regulatory amendments, and shifts in structural governance.
- Four project teams co-led by the Ministry and school divisions were created to lead the Education Governance Renewal work.
- All 28 school divisions agreed to enter into one provincial Fuel Standing Offer. There is a projected savings of approximately \$1 million per year province-wide.
- An agreement was negotiated on behalf of all school divisions, First Nations schools and post-secondary institutions for discounts on select SMART hardware and SMART Learning Suite licenses.
- A site was created where province-wide staffing opportunities were posted for impacted school division staff to consider

as possible placement/redeployment opportunities.

- A school division out-of-province travel policy was developed and implemented.
- Existing school division policy frameworks were gathered and reviewed for policies with fiscal implications with the intent to have these policies similar where possible.
- Regulations to support *The Education Act, 1995* were developed and implemented.
- A strategy was developed to support school divisions in having consistent capacity for operating School Community Councils.

In partnership with other ministries and northern stakeholders, implement a northern strategy to provide community and education supports for northern communities, as part of a northern action plan.

- Support was provided for Mental Health First Aid training for northern school divisions. The Ministry-funded pilot was offered in fall 2017 in four locations (Cumberland House, Creighton, La Loche and La Ronge) and trained 25 educators in each location.
- Invitations and opportunities to assist Northern schools, school divisions and First Nations education organizations in departmental examination provincial policies and procedures were provided.
- The Ministry supported a number of community-based and interministerial initiatives to support student achievement and success including the *Lac La Ronge Community Alcohol Management Plan*, *Lac La Ronge Regional Community Mobilization*, *Embracing Life Committee* and *Northern Human Services Partnership*.

Negotiate the *Protocol for Agreements for Minority-Language Education and Second-Language Instruction*.

- Negotiation continued for the *Protocol for Agreements for Minority-Language Education and Second-Language Instruction*.

Continue to support the Distance Learning Portal to allow for Saskatchewan learners to access distance, online and blended learning opportunities.

- The Distance Learning Portal is an example of a sector-driven, Ministry-supported initiative. The information required to populate the online directory is provided by the sector partners and is coordinated and posted centrally by the Ministry. The Distance Learning Portal is publicly accessible through www.skdistancelearning.ca. School divisions that do not offer their own distance learning courses may work with others to provide student access to this learning opportunity.
- During the 2016-17 school year there were 13 school divisions, one associate school and one Qualified Independent School offering distance education opportunities to students seeking secondary-level credits online. There were 11,400 secondary-level course enrolments involving 6,946 students with 7,831 credits being earned. Results are not yet available for 2017-18.

In partnership with school divisions, develop supports to assist in the transition of newcomers into and through the provincial education system.

- Special Project funding was provided to support school division led English as an Additional Language (EAL) projects.
- The Ministry supported the Regina Open Door Society, Regina Catholic School Division and the Regina Public School Division in the acquisition of three transition workers to assist high school students' transition into and through the education system.

Identify successful practices and continue to develop supports to assist English as an Additional Language (EAL) learners to acquire increased language proficiency.

- Approximately \$600,000 was provided to school divisions to support the initial assessments of English as an Additional Language (EAL) learners and innovative projects to support their learning.
- The middle years EAL modules to support EAL students in Reading and Writing was renewed.

Continue to develop resources and supports within the classroom, small group and individualized targeted interventions to increase the learning opportunities for students who require additional support.

- The *Adaptive Dimension and Inclusive Education* resources were developed. *Adaptive Dimension* is a guide to assist educators when developing the conditions and approaches to maximize learning for all students. *Inclusive Education* is a framework that encourages schools to be inclusive of all individuals through the development of a welcoming and accepting environment that values every individual.
- The Alternate Format Materials Library exists to support students with visual impairments. Resources, including large print, audio and braille are available to Saskatchewan students and are distributed to school divisions upon request.
- Over the Phone Interpretation services are available to all Saskatchewan school divisions to assist school-based staff

when communicating with individuals whose first language is not English or French. Real time interpreters can be accessed through a phone line or video link.

- The Ministry supported people with print disabilities through provincial participation in two national services, the Centre for Equitable Library Access and National Network for Equitable Library Services. The Ministry purchased items that included Saskatchewan content to be digitized in order to be available to residents with print disabilities. Last year, 952 residents accessed 45,354 items from the two services.

Success Story: Canada-Saskatchewan Agreement on Minority-Language Education and Second Official-Language Instruction

Through the *Canada-Saskatchewan Agreement on Minority-Language Education and Second Official-Language Instruction* (2013-2014 to 2017-18), Saskatchewan school divisions and francophone cultural organizations were able to access funding to support French second-language and French minority-language education. This agreement yielded remarkable results. For example, in 2014-2015, 23 learning enrichment initiatives were offered by francophone cultural organizations to French second-language and French minority-language students. These initiatives included a provincial oratory competition, a French youth parliament, theatre workshops, and a French parents' symposium. During the course of this agreement, French Immersion enrolments grew from 12,445 students in 2013-2014 to 15,313 students in 2017-2018, an increase of 23 per cent.

The agreement encouraged collaboration between francophone cultural organizations and school divisions. An example of this collaboration was the Fransaskois Authors in the Classroom project, an initiative of the Fransaskois publishing company Éditions de la nouvelle plume. Through this project, Fransaskois authors travelled to French Immersion schools in Prince Albert, Saskatoon, Regina and Moose Jaw and presented their recent publications to students. Students then engaged in writing workshops with the authors with the goal of creating an online magazine as well as a novel. The project was able to reach 10 French Immersion schools and a total of 317 students.

Government Goals

Sustaining growth
and opportunities for
Saskatchewan people

Meeting the challenges
of growth

Securing a better quality
of life for all
Saskatchewan people

Delivering responsive
and responsible
government

Strategic priority from the *Saskatchewan Plan for Growth*: The Government of Saskatchewan will invest in the infrastructure needed to support education and quality of life priorities.

Ministry and Education Sector Goal

Maximize infrastructure investments for safe, secure and functional learning facilities in partnership with stakeholders.

Success Story: New Schools

History was made in the fall of 2017 when Saskatchewan opened 21 new and renovated schools – the most ever at one time in the province. As part of that achievement, 18 new elementary schools opened on time and on budget in Regina, Saskatoon, Martensville and Warman as part of the P3 Joint-Use Schools Project. This innovative approach was used to help support Saskatchewan's fastest growing communities, providing space for more than 11,000 students from Prekindergarten to Grade 8, as well as 810 child care centre spaces.

The successful project was the result of input from students, teachers and school divisions who took part in the design workshop in 2014 to ensure many of their ideas were included. Since the schools opened, three students from Greater Saskatoon Catholic Schools who were a part of the design workshop have toured the new St. Nicholas Catholic School in Saskatoon Evergreen and were delighted to see first-hand how many of their ideas were incorporated into the design. Of particular note was the curved wall at the office entrance and library, the number of breakout spaces, the amount of natural light, and access to outdoor learning spaces.

After many years of planning and constructing the joint-use schools, as well as new and renovated Connaught, Scott Collegiate, Sacred Heart and St. Brieux schools, thousands of students are enjoying the full benefits of these schools now and for generations to come.

Strategies

Work with the education sector to renew infrastructure policy and guidelines in order to enhance existing approaches used to address the highest provincial infrastructure needs.

Work towards a new capital asset strategy that coordinates overall capital needs province-wide.

Key Actions and Results

Develop the next phase of policies and processes for capital planning, funding and procurement as part of the capital manual for use by school divisions.

- Numerous policies and guidelines were developed during the year with respect to planning, funding and procurement. Consultations were held with the sector and the Infrastructure Advisory Committee and all approved policies are available at saskatchewan.ca.

Develop measurements and targets to monitor the success of the Ministry's capital asset strategy.

- Information on the condition of all school facilities was gathered.

Develop a utilization formula that more accurately describes the usage of Saskatchewan schools.

- A sector working group was formed and a new utilization formula has been developed. Consultations occurred with the sector throughout the year and the new method will be implemented for the 2019-20 fiscal year.

Oversee on time and on budget delivery of nine new joint-use schools in Regina, Saskatoon, Martensville and Warman for completion by September 2017.

- Nine joint-use schools were opened on time and on budget in Regina, Saskatoon, Martensville and Warman.

Performance Measures

Joint-Use Schools Project Progress

All nine joint-use schools, including the nine child care centres, were ready and open for the start of the 2017-18 school year.

Government Goals



Ministry Goal

Continue with the development and deployment of workforce diversity initiatives/strategies.

Key Actions and Results

Develop a strategic workforce plan.

- The Ministry implemented a strategic workforce planning process to ensure it has the workforce available and ready to deliver on the Ministry's strategic priorities.
- The Ministry is committed to continuing to build strength in the executive team to ensure the success of strategic priorities.

Increase percentage of employees self-identified as First Nations, Métis, youth or persons with a disability.

- The Ministry directed several staffing actions to increase representation within the Ministry. An internal focus on improvement of intercultural competence through awareness education and training resulted in 91 per cent of Ministry employees attending Aboriginal Awareness Training.

Continue implementation of the youth strategy.

- The Ministry participates in the government-wide Engaging and Developing Government Employees (EDGE) network which identifies and provides practical learning and development opportunities to employees; engages with senior leaders to provide a youth perspective on key issues; and consults with employees and brings forward innovative ideas and initiatives that will enhance the leadership capacity of employees. In 2017-18, EDGE initiated multiple projects including Innovation Hackathon, Design Thinking Webinar, Mindful Stretching, Government of Saskatchewan Annual Slo-Pitch Tournament, EDGE Mixer Speaker Series and Annual Run, Walk and Roll for United Way.

Performance Measures

Workforce Measures

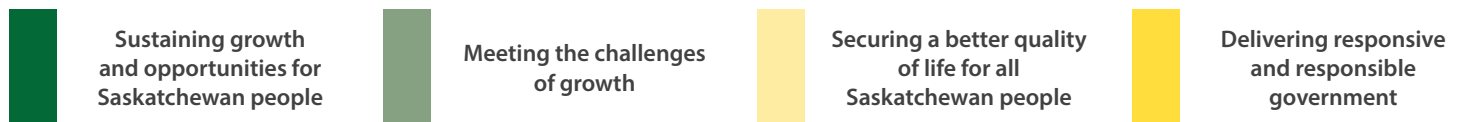
Percentage of Ministry of Education staff self-declared as First Nations and Métis.

- The Ministry fiscal year-end percentage of self-declared First Nations and Métis staff was 4.1 per cent. The Government of Saskatchewan fiscal year-end percentage of self-declared First Nations and Métis staff was 9.9 per cent.

Percentage of Ministry of Education staff self-declared as person with a disability.

- The Ministry fiscal year-end percentage of self-declared persons with a disability is 3.3 per cent. Government of Saskatchewan year-end percentage of self-declared as persons with a disability is 2.1 per cent.

Government Goals



Ministry Goal

Deliver responsive and responsible government.

Key Actions and Results

Renew *The Education Act, 1995* including accompanying regulations.

- The Ministry continues to make updates to the legislation as needed each year.

Renew/update *The Independent School Regulations* and policy manual.

- Amendments to *The Independent Schools Regulations* were reviewed, drafted and expected to be approved in May 2018. *The Registered Independent Schools Regulations* will come into effect on September 1, 2018. These bilingual regulations reflect current practices and policies, improve clarity of intent and consistency of interpretation. The regulations will be uploaded to the Publications Centre in September 2018.
- The *Independent Schools Policy Manual* was reviewed, drafted and expected to be released in September 2018 to support independent school educators, parents and other stakeholders. The policy manual will reflect the changes in *The Registered Independent Schools Regulations*.

Continue to review programs and services to ensure they are aligned, relevant and effective. Implement recommendations and monitor outcomes.

- The Ministry continues to make amendments to education-related regulations to ensure regulations are up-to-date with current practice. Recent amendments to regulations include revisions to *The Education Regulations, 2015*, *The Child Care Regulations, 2015* and the creation of *The School Division Administration Regulations*.
- The Ministry continues to review programs, processes and functions to ensure they are aligned, relevant and effective. Improvement highlights in 2017-18 included reviewing the child care funding, learning resources and the student information system.

2017-18 Financial Overview

Introduction

Total 2017-18 actual expenditures for the Ministry were \$1,987.0 million resulting in a variance of \$34.9 million under the budget of \$2,021.9 million.

Actual expenditures were under the 2017-18 budget primarily due to savings realized from a timing difference between the tax year and the government's fiscal year, in relation to Education Property Tax, the Joint-Use Schools Project relocatable classrooms installed ahead of schedule, and decreased requirements for the Teachers' Superannuation Plan and Saskatchewan Teachers' Retirement Plan. These savings were partially offset by pressures associated with the reinstatement of funding for public libraries and investment in the *Canada-Saskatchewan Early Learning and Child Care Agreement*.

Revenue for the Ministry was \$20.3 million, an increase of \$13.6 million over the budget of \$6.7 million. The increase was primarily due to the federal investment in the *Canada-Saskatchewan Early Learning and Child Care Agreement*.

Expenditures

The table on the following page provides information on actual and original budgeted expenditures by subvote and allocation. Variance explanations are provided for all variances greater than \$1.0 million.

(in thousands of dollars)	2016-17 Actual Expenditures	2017-18 Estimates	2017-18 Actual Expenditures	2017-18 Variance	
Central Management and Services (ED01)					
Minister's Salary (Statutory)	\$60	\$49	\$58	\$9	
Executive Management	\$1,996	\$1,661	\$1,745	\$84	
Central Services	\$9,278	\$7,135	\$6,755	(\$380)	
Accommodation Services	\$4,568	\$3,952	\$4,250	\$298	
Subvote Subtotal	\$15,901	\$12,797	\$12,808	\$11	
K-12 Education (ED03)					
Achievement and Operational Support	\$27,742	\$31,313	\$30,238	(\$1,075)	1
School Operating	\$1,198,794	\$1,304,339	\$1,296,754	(\$7,585)	2
K-12 Initiatives	\$34,372	\$35,820	\$34,328	(\$1,492)	3
School Capital	\$405,166	\$119,086	\$102,082	(\$17,004)	4
Educational Agencies	\$403	-	-	-	
P3 Joint-Use Schools Maintenance and Interest	-	\$9,712	\$9,438	(\$274)	
Subvote Subtotal	\$1,666,477	\$1,500,270	\$1,472,840	(\$27,430)	
Early Years (ED08)					
Operational Support	\$3,888	\$4,227	\$3,827	(\$400)	
<i>KidsFirst</i>	\$15,528	\$15,528	\$15,528	-	
Early Childhood and Intervention Programs	\$4,044	\$3,953	\$4,089	\$136	
Child Care	\$52,611	\$55,813	\$63,285	\$7,472	5
Subvote Subtotal	\$76,071	\$79,521	\$86,729	\$7,208	
Literacy (ED17)	\$1,655	\$1,858	\$1,580	(\$278)	
Provincial Library (ED15)	\$12,752	\$7,928	\$12,581	\$4,653	6
Teachers' Pension and Benefits (ED04)					
Teachers' Superannuation Commission	\$1,113	\$1,200	\$1,042	(\$158)	
Teachers' Superannuation Plan (Statutory)	\$276,534	\$285,787	\$277,253	(\$8,534)	7
Teachers' Group Life Insurance (Statutory)	\$2,181	\$2,310	\$2,162	(\$148)	
Teachers' Dental Plan	\$12,446	\$12,602	\$12,589	(\$13)	
Saskatchewan Teachers' Retirement Plan (Statutory)	\$84,755	\$96,127	\$85,985	(\$10,142)	8
Teachers' Extended Health Plan	\$20,635	\$21,001	\$21,001	-	
Subvote Subtotal	\$397,663		\$400,032	(\$18,994)	
Total Appropriation	\$2,170,519	\$2,021,401	\$1,986,571	(\$34,830)	
Capital Asset Acquisitions, Net	-	-	-	-	
Non-Appropriated Expense Adjustment	\$547	\$548	\$435	(\$113)	
Total Ministry of Education Expense	\$2,171,066	\$2,021,949	\$1,987,006	(\$34,943)	

Variance Analysis 2016-17 Actual Expenditures to Budget

1. Variance is primarily due to fiscal restraint savings related to contract and travel expenditures.
2. Variance is primarily due to a timing difference between the tax year and the government's fiscal year, in relation to Education Property Tax, partially offset by a mid-year funding increase provided to school divisions.
3. Variance is primarily due to under-utilized programs.
4. Variance is primarily due to the Joint-Use Schools Project relocatable classrooms installed ahead of schedule in 2016-17.
5. Variance is primarily due to the federal investment in the *Canada-Saskatchewan Early Learning and Child Care Agreement*.
6. Variance is due to reinstatement of funding for public libraries.
7. Variance is due to fewer teachers retiring than expected, lower annual pensioner payables than projected, lower amount of contributions released and higher average contributions released per retiring teacher.
8. Variance is due to a lower base of salary dollars than was anticipated.

Funding Provided to Third Parties

Actual funding provided to third parties totaled \$1,945.5 million. This was comprised of:

- \$1,296.8 million School Operating grants
- \$398.9 million Teachers' Pensions and Benefits
- \$102.1 million School Capital transfers
- \$63.2 million Child Care grants
- \$33.8 million K-12 Initiatives
- \$15.5 million *KidsFirst* strategy
- \$11.1 million Provincial Library grants
- \$4.1 million Early Childhood Intervention Program
- \$3.8 million First Nations and Métis Education Achievement Fund
- \$3.6 million French Education grants
- \$3.1 million P3 Joint-Use Schools Maintenance
- \$2.4 million Invitational Shared Service Initiatives
- \$1.7 million Saskatchewan Professional Teachers Regulatory Board
- \$1.7 million *Following Their Voices*
- \$1.4 million Literacy grants
- \$0.6 million Various grants < \$50,000
- \$0.5 million Anti-bullying initiatives
- \$0.4 million Ability In Me program
- \$0.3 million Council of Ministers of Education, Canada
- \$0.2 million General Proficiency Awards
- \$0.2 million MyBlueprint Software
- \$0.1 million Microsoft Licensing

Revenue

(in thousands of dollars) Revenue Category	2017-18 Estimates	2017-18 Actual Expenditures	2017-18 Variance
Sales, Services and Service Fees			
Other Miscellaneous Services	\$530	\$530	\$0
Subtotal	\$530	\$530	\$0
Receipts from Other Governments			
Federal-Provincial Cost Sharing Programs	\$5,263	\$19,111	\$13,848 ¹
Subtotal	\$5,263	\$19,111	\$13,848
Other Revenue			
Casual Revenue	\$65	\$101	\$36
Refund from Previous Years' Expenditures	\$40	\$25	(\$15)
Changes in Previous Years' Estimates	\$830	\$541	(\$289)
Salary Overpayment Refund - Prior Years	\$10	\$22	\$12
Subtotal	\$945	\$689	(\$256)
Total Revenue	\$6,738	\$20,330	\$13,592

Variance Analysis 2017-18 Actual Revenue to Budget

1. Variance due to the federal investment in the *Canada-Saskatchewan Early Learning and Child Care Agreement*.

Special Purpose Funds

Audited financial statements for the following special purpose funds may be found at saskatchewan.ca/government/government-structure/ministries/finance#programs-and-services or by contacting the Communications and Sector Relations branch of the Ministry of Education.

Education Scholarship Fund

The Education Scholarship Fund operates under the authority of section 4.1 of *The Education Act, 1995*. The Education Scholarship Fund was established on January 1, 2003, for the purpose of assisting students in Community Schools to complete their secondary education. *The Education Amendment Act, 2017*, repealed the Fund effective September 1, 2017. Subsequently, authority to provide bursaries, scholarships or awards to pupils are made pursuant to *The Education Act, 1995*, sections 4 and 370(1)(zz).

Prior to the wind up, the Ministry of Education administered the Fund. Donations received by the Fund qualified for a receipt for income tax purposes. The Minister of Education was able to award 20 scholarships of \$500 each and six scholarships of \$1,000 each to students through the Fund.

School Division Tax Loss Compensation Fund

The School Division Tax Loss Compensation Fund was created by an amendment to *The Education Act, 1995*, through *The Treaty Land Entitlement Implementation Act* and came into force on June 22, 1993. Regulations to administer the School Division Tax Loss Compensation Fund were established by an Order in Council on December 14, 1994.

The School Division Tax Loss Compensation Fund is administered by the Ministry of Education on behalf of school boards. The purpose of the School Division Tax Loss Compensation Fund is to provide tax loss compensation to school divisions that lose tax revenue as a result of lands within that school division converting to reserve status. The School Division Tax Loss Compensation Fund receives money from the provincial (Ministry of Government Relations) and federal (Indigenous Services Canada) governments as part of the Treaty Land Entitlement Framework Agreement. Payments are made to affected school divisions according to the formula stated in the regulations.

For More Information

For more information about Ministry programs and services, please visit the Ministry's website at: saskatchewan.ca/government/government-structure/ministries/education.

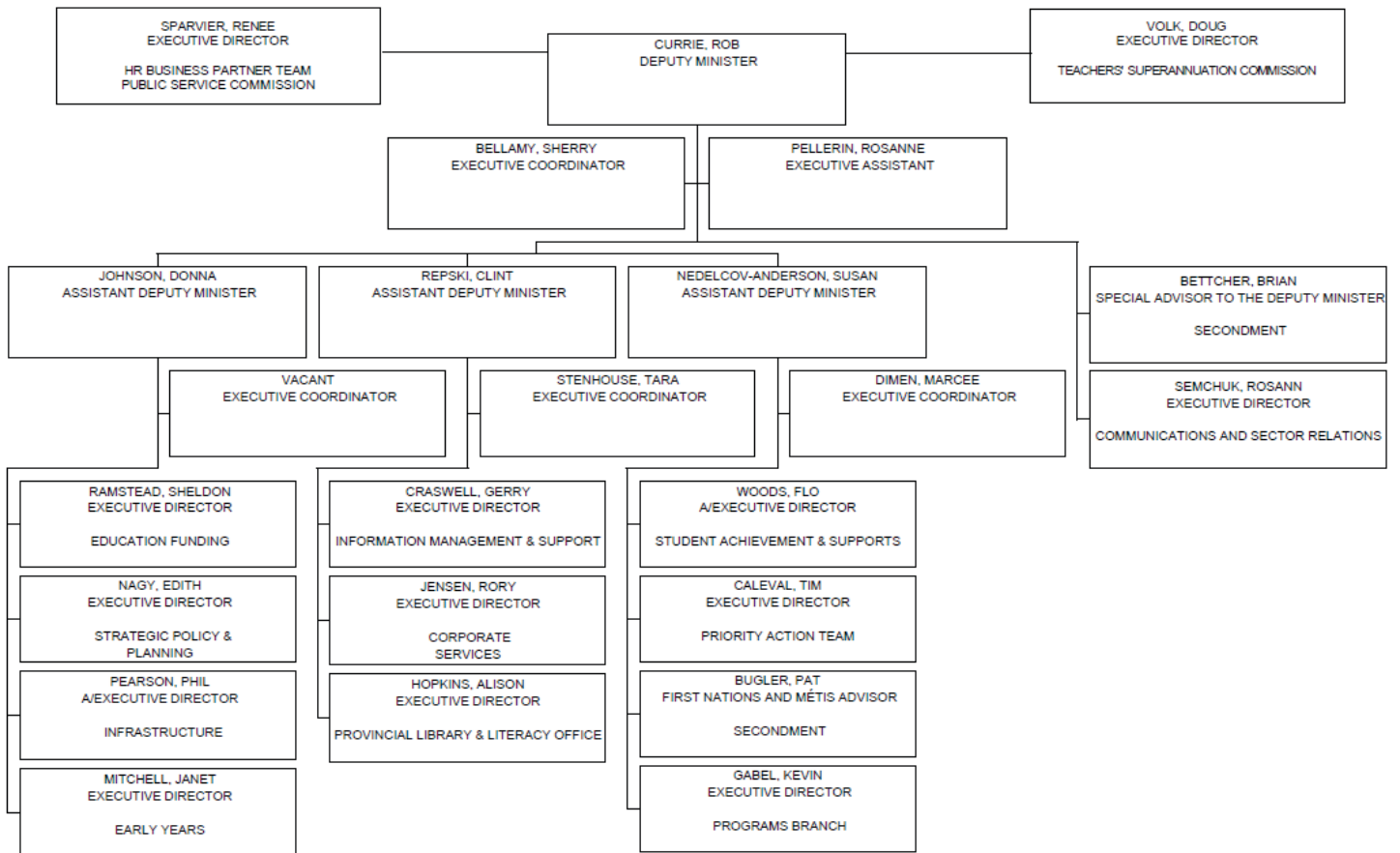
This annual report is available online at: saskatchewan.ca/government/government-structure/ministries/education#annual-reports.

If you have any questions, please email learning.inquiry@gov.sk.ca or call our Communications and Sector Relations branch at 306-787-0040.

Ministry of Education
Communications and Sector Relations
5th Floor, 2220 College Avenue
REGINA SK S4P 4V9

Appendices

Appendix A – Organization Chart at March 31, 2018



Appendix B – Legislation and Regulations

MINISTRY OF EDUCATION LEGISLATION

C-7.31	<i>The Child Care Act, 2014</i> (shared responsibility with Social Services)
C-7.31	<i>Loi de 2014 sur les garderies d'enfant</i>
C-7.31 Reg 1	<i>The Child Care Regulations, 2015</i>
C-7.31 Règl 1	<i>Règlement de 2015 sur les garderies d'enfants</i>
C-7.2	<i>The Child and Family Services Act</i> (only with respect to section 5 which is jointly held between the Ministries of Education and Social Services)
E-0.2	<i>The Education Act, 1995</i> (except section 3(1) which is jointly assigned to the Minister of Education, the Minister of Advanced Education and the Minister of Immigration and Career Training)
E-0.2	<i>Loi de 1995 sur l'éducation</i>
E-0.2 Reg 4	<i>The Conseil scolaire fransaskois Election Regulations</i>
E-0.2 Règl 4	<i>Règlement sur les élections du Conseil scolaire fransaskois</i>
E-0.2 Reg 24	<i>The Education Regulations, 2015</i>
E-0.2 Reg 20	<i>The Education Funding Regulations</i>
E-0.2 Reg 6	<i>The Electronic Meeting Procedures Regulations</i>
E-0.2 Règl 6	<i>Règlement sur la procédure régissant les téléréunions</i>
E-0.2 Reg 23	<i>The Home-based Education Program Regulations, 2015</i>
E-0.2 Règl 23	<i>Règlement de 2015 sur les programmes de scolarisation à domicile</i>
E-0.1 Reg 11	<i>The Independent Schools Regulations</i>
E-0.1 Reg 18	<i>The School Division Tax Loss Compensation Fund Administration Regulations</i>
E-0.2 Reg 25	<i>The Teacher Salary Classification Regulations</i>
E-0.2 Règl 25	<i>Règlement sur la classification salariale des enseignants</i> (These are Minister's regulations, pursuant to Clause 3(2)(g) of <i>The Education Act, 1995</i>)

E-13.1	<i>The Executive Government Administration Act</i>
G-5.1 Reg 132	<i>The Ministry of Education Regulations, 2007</i>
L-9.02	<i>The League of Educational Administrators, Directors and Superintendents Act, 1991</i>
L-14.01	<i>The Libraries Co-operation Act</i>
L-14.01 Reg 1	<i>The Libraries Co-operation Honoraria Regulations</i>
P-16.11	<i>The Post-Secondary Education and Skills Training Act</i> (only with respect to Section 5, clauses 15(2)(a), (c), (d), (e), (i), (j), and Section 17 which are jointly assigned to the Minister of Education, the Minister of Economy, and the Minister of Advanced Education)
P-39.2	<i>The Public Libraries Act, 1996</i>
P-39.2 Reg 1	<i>The Public Libraries Regulations, 1996</i>
P-46.1	<i>The Public Works and Services Act</i> (only with respect to clauses 4(2)(a) to (g), (i) to (l), (n) and (o) and section 8, which are jointly assigned to the Minister of Education, the Minister of Central Services, the Minister of Health and the Minister of Highways and Infrastructure).
R-11.1	<i>The Registered Music Teachers Act, 2002</i>
R-15.1	<i>The Registered Teachers Act</i>
S-52.01	<i>The Social Services Administration Act</i> (only with respect to section 8 which is jointly assigned to the Minister of Education and the Minister of Social Services)
T-6.1	<i>The Teachers' Dental Plan Act</i>
T-7.1	<i>The Teachers' Federation Act, 2006</i>
T-8	<i>The Teachers' Life Insurance (Government Contributory) Act</i>
T-8 Reg 2	<i>The Teachers' Life Insurance Regulations, 2015</i>
T-9.1	<i>The Teachers Superannuation and Disability Benefits Act</i>
T-9.1 Reg 1	<i>The Teachers' Superannuation and Disability Benefits Regulations</i>
C-40	<i>The Teachers' 1990-91 Collective Agreement Implementation Act</i>

The Training Programs Regulations (jointly assigned to the Minister of Education and the Minister of Economy, but with respect to the Minister of Education, only as those regulations relate to literacy programs)