

Ministry of Education



Annual Report for 2018-19

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Letters of Transmittal



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

Office of the Lieutenant Governor of Saskatchewan

I respectfully submit the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2019.

The Government of Saskatchewan is dedicated to increasing accountability, honouring its commitments and taking responsibility for managing expenditures. I am pleased to present this report highlighting the Ministry of Education's ongoing commitment to Prekindergarten to Grade 12 students, the early years, libraries and family literacy initiatives.

Delivering quality education means ensuring students have the supports they need to be successful both inside and outside the classroom. With this in mind, we have moved forward with work on curricular renewal and prioritized the mental health and well-being of all students by ensuring inclusive and welcoming learning environments. We are also supporting initiatives to promote student engagement. Improving engagement and graduation rates among Indigenous students, in particular, has been an important priority for all of us in the education sector. In 2018-19, we saw further improvements as collaboration continued between First Nations, Métis, and non-Indigenous partners and efforts were made to respond to the Truth and Reconciliation Commission Calls to Action.

In 2018-19, we increased access to quality early learning and child care opportunities, supporting positive child development, early literacy and achievement while investing in programs to serve children with intensive needs and their families. We also engaged with our public library stakeholders to gather feedback that will help shape priorities in our public library sector moving forward.

The Ministry of Education had positive engagement with education sector partners this year as work began on co-constructing a future provincial education plan. Education partner organizations across the province began collecting feedback from students, parents, teachers and community members about how we should respond to the opportunities and challenges that lie ahead for Saskatchewan students. These ongoing efforts will have a significant impact in shaping the future of education in Saskatchewan.



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

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

Dear Minister:

I have the honour of submitting the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2019.

The report has been prepared and carefully reviewed under my direction, and I acknowledge responsibility for the accuracy, completeness and reliability of the information contained herein. I further acknowledge responsibility for the financial administration and management control of the ministry.



J. Robert Currie
Deputy Minister of Education



*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, 2019. It provides results of publicly committed strategies, key actions and performance measures identified in the *Ministry of Education Plan for 2018-19*. It also reflects progress toward commitments from:

- the *Government Direction for 2018-19: On Track*;
- 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 2018-19 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, agencies and organizations 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 student success, well-being for Saskatchewan children and youth, and improved family literacy as a foundation of the province's social and economic growth.

Service Delivery System

Within the Ministry of Education in 2018-19, services were provided by 253.12 full-time-equivalent employees.

2018-19 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 (16,797 child care spaces; 5,056 children in 316 Prekindergarten programs; 1,315 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 200 communities);
- learning programs in English and French (to 186,143 Kindergarten to Grade 12 students in schools receiving provincial funding and home-based students); and,
- literacy initiatives and public library services (to approximately 346,000 registered borrowers).

The ministry engaged local, regional and provincial boards of community volunteers and elected education representatives throughout the province in the governance of: 717 schools in 27 school divisions (excluding programs); 573 licensed child care facilities and 14 Early Childhood Intervention Programs. The ministry also supported 304 public libraries in 11 public library systems, and seven Family Literacy Hubs that provide services in eight regions/communities.

Education Sector Strategic Plan

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 for 2018-19 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; and,
- student engagement and attendance for credit completion and graduation, particularly for First Nations, Métis and Inuit students.

Provincial Education Plan

Work on a provincial education plan framework began in spring 2018. This ongoing work is being led by a planning team with representation from education sector partner organizations, including:

- Federation of Sovereign Indigenous Nations (FSIN);
- League of Educational Administrators, Directors and Superintendents of Saskatchewan (LEADS);
- Métis Nation-Saskatchewan (MN-S)/Gabriel Dumont Institute (GDI);
- Ministry of Education;
- Office of the Treaty Commissioner (OTC);
- Saskatchewan Association of School Business Officials (SASBO); and,
- Saskatchewan School Boards Association (SSBA).

An education summit, *Shaping the Future of Education: A Shared Vision*, was held on October 11-12, 2018. It was attended by approximately 260 individuals from about 80 organizations including representatives from the Prekindergarten to Grade 12 system, post-secondary education system, First Nations organizations, Métis Nation, community, business, new Canadian organizations, unions, industry and the provincial government. Eight themes came out of the discussions:

1. Graduation requirements are current and flexible, preparing students for their futures.
2. The education system is equitable and sustainable.
3. Early learning and literacy are foundational to future learning and success.
4. Indigenous languages, cultures and identities are affirmed and reconciliation is advanced through education.
5. Inclusive and safe school environments support diversity.
6. Strength-based approaches support mental health and well-being.
7. Curriculum, instruction and assessment are relevant, engaging and culturally affirming.
8. Students, parents, teachers and communities are engaged in respectful relationships.

The education summit started the discussion that will guide co-construction of a framework for a future provincial education plan in Saskatchewan.

Public Library Engagement

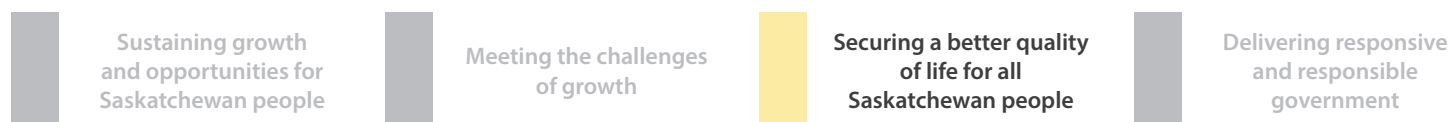
A sector engagement process with public libraries, Saskatchewan Urban Municipalities Association (SUMA), Saskatchewan Association of Rural Municipalities (SARM) and other library stakeholders took place between September and December 2018 that resulted in a report that highlighted eight themes that emerged from the engagement sessions:

1. Funding structure and predictability
2. Provincial public library strategic plan
3. One Card, One Province
4. Communication with Provincial Library
5. Governance training
6. Indigenization
7. Value of public libraries
8. Legislation

A public online survey on the report and the eight themes was conducted between January 10-25, 2019. A summary of the survey results was compiled and released online at saskatchewan.ca on March 18, 2019. The report and survey results will shape the future direction for public libraries in the province.

Progress in 2018-19

Government Goals



Saskatchewan's Early Years Plan 2016-2020: All Saskatchewan children prenatal to age eight are safe, healthy and develop to their full potential in strong families and supportive communities.

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: Early Years Site Visits

A site visit is a professional learning opportunity for educators and administrators in early learning.

Over the past seven years, more than 4,000 educators have taken the opportunity to attend the sessions organized by the Ministry of Education. Educators across the province of Saskatchewan identify that the opportunity to visit sites assists them in making changes to improve the quality and practices of their programs.

"Site visits are extremely inspiring and motivational. The collaborative nature of these visits allows educators to make connections with others so they don't feel isolated and alone in their journey." - participant

"I understood the theory of play-based learning but was able to see it in action, ask questions and experience the joy the students had while learning." - participant

Strategy

- Work with the early years sector, including child care, Prekindergarten, community-based organizations, school divisions, the health authority and First Nations and Métis groups in order to implement *Saskatchewan's Early Years Plan* by 2020. This work will contribute to achieving the early years goal of the Education Sector Strategic Plan to ensure that 90 per cent of students exiting Kindergarten are ready for learning in the primary grades.

Key Actions and Results

In accordance with the *Canada-Saskatchewan Early Learning and Child Care Agreement*, Saskatchewan will further build its early learning and child care system by addressing provincial priorities including enhancing inclusion opportunities for children experiencing disabilities, increasing access to licensed child care and improving the quality of child care and early learning environments.

- The ministry announced the development of seven new Early Years Family Resource Centres in the communities of The Battlefords, Meadow Lake, Moose Jaw, Nipawin, Prince Albert, Saskatoon and La Ronge.
- The ministry expanded access to high-quality licensed child care through the commitment of 1,295 new centre-based spaces by 2019-20. These new spaces will include 75 new licensed Francophone child care spaces to support the continued growth of the Francophone culture and heritage.
- The ministry supported infant care and inclusion of children experiencing disability and assisted centres to meet significant fire safety requirements through one-time *Accessibility and Building Support* funding provided to 28 licensed child care centres for physical space improvements.

- The *Early Learning Intensive Support* program in Regina and Saskatoon became fully operational and served 106 preschool-aged children with intensive needs.
- The *Early Learning Intensive Support* pilot was expanded to the communities of Prince Albert, Moose Jaw, Yorkton, Swift Current and North Battleford, adding an additional 50 spaces.
- The *Children Communicating, Connecting and in the Community* pilot was launched in fall 2018 in Regina and Saskatoon. The pilot is currently serving 14 preschool-aged children who are deaf or hard of hearing or who are connected to the deaf or hard of hearing communities.
- The ministry improved access to early learning and literacy for children who would not otherwise have access to these opportunities through the development of training, the purchase of books to be used in early learning and child care across the province, partnered with *KidsFirst* to deliver early language and literacy programming to families with children under six in communities across the province and the purchase of multilingual early literacy books available for loan through the libraries for families whose first language is not English.
- High quality early learning and child care programming was supported through the development of multiple professional development opportunities covering Aboriginal awareness training, director leadership, inclusion, early literacy and *Play and Exploration*.

Implement the recommended changes to grant funding that supports the objectives for licensed child care in *Saskatchewan's Early Years Plan*.

- The ministry conducted a two-phase program review of the child care funding model. Recommendations from the first phase are completed and recommendations from the second phase are in various stages of implementation or are still under consideration. Consideration for a child care waitlist, supporting the development of early childhood educators and creating efficiencies in the licensing and monitoring system are all being done through the *Canada-Saskatchewan Early Learning and Child Care Agreement*.

Explore opportunities for the enhancement of the *Home Child Care Program* to increase licensed group and family child care home spaces in the province.

- A review of home-based child care was conducted. As a result, there was an increase of the two main grants for which licensed child care homes are eligible; the nutrition grant increased from \$40 to \$60 per space per month and the equipment and program grant increased from \$100 to \$150 per year per licensed child care space.

Success Story: Canora Literacy Expo

Canada-Saskatchewan Early Learning and Child Care Agreement funding supported family literacy programs in communities with almost 110 events across the province. Programming was led by regional and targeted *KidsFirst* programs supported by a variety of early years partners.

Partners in the Yorkton area worked to host eight children's expos, including an event in Canora on March 4, 2019. The event was the result of the shared efforts from partners Triple P Parenting, Big Brothers Big Sisters, Parkland Valley Sport Culture and Recreation, Kamsack and Yorkton Family Resource Centres, targeted *KidsFirst* speech language pathologists and early years mental health therapists from the Saskatchewan Health Authority, Yorkton Tribal Council, Parkland Regional Library, Christ the Teacher Roman Catholic Separate School Division and Good Spirit School Division literacy coaches.

In total, 14 stations were set up at the Rainbow Hall in Canora for parents and children aged zero to five to explore. Each station provided families with fun, engaging activities that supported early language and literacy development with their young children. Families toured the stations and experienced different ways to make stories come alive, learning how to help their children explore letters and discovering new nursery rhyme games and ways to help children learn letter sounds. Children also had a chance to move around in the gross motor activity station and to create and represent through art stations. These seemingly simple actions form the experiences necessary for children to put together the building blocks for learning language and learning to read in elementary school.

The interactive event was attended by more than 90 children, parents and caregivers from Canora. Children's Literacy Expos in the Yorkton region were also held in Preeceville, Norquay, Churchbridge, Melville, and Kamsack as well as Cote and Keeseekoose First Nations. The events in the Yorkton region reached over 560 parents, children and caregivers.

Performance Measures

Inclusivity

Number of children experiencing disability participating in child care or early learning programs.

- In 2018-19, 457 children received an *Enhanced Accessibility* grant, 131 children were served through the *Early Learning Intensive Support* pilot, 14 children were served through the *Children Communicating, Connecting and in Community* pilot and 1,315 families were served through the *Early Childhood Intervention Program*.

Number of licensed child care spaces that support French language minority communities.

- As of March 31, 2019, there were 381 licensed child care spaces targeted for French language minority communities.

Accessibility

Number of children who have access to licensed child care.

- As of March 31, 2019, there were 16,797 licensed child care spaces in Saskatchewan including 2,192 spaces in 238 licensed family homes and 14,605 spaces in 335 licensed centres. This is providing licensed child care spaces for approximately 8.4 per cent of the population of children zero to 12 in the province or 18 per cent of children zero to five.

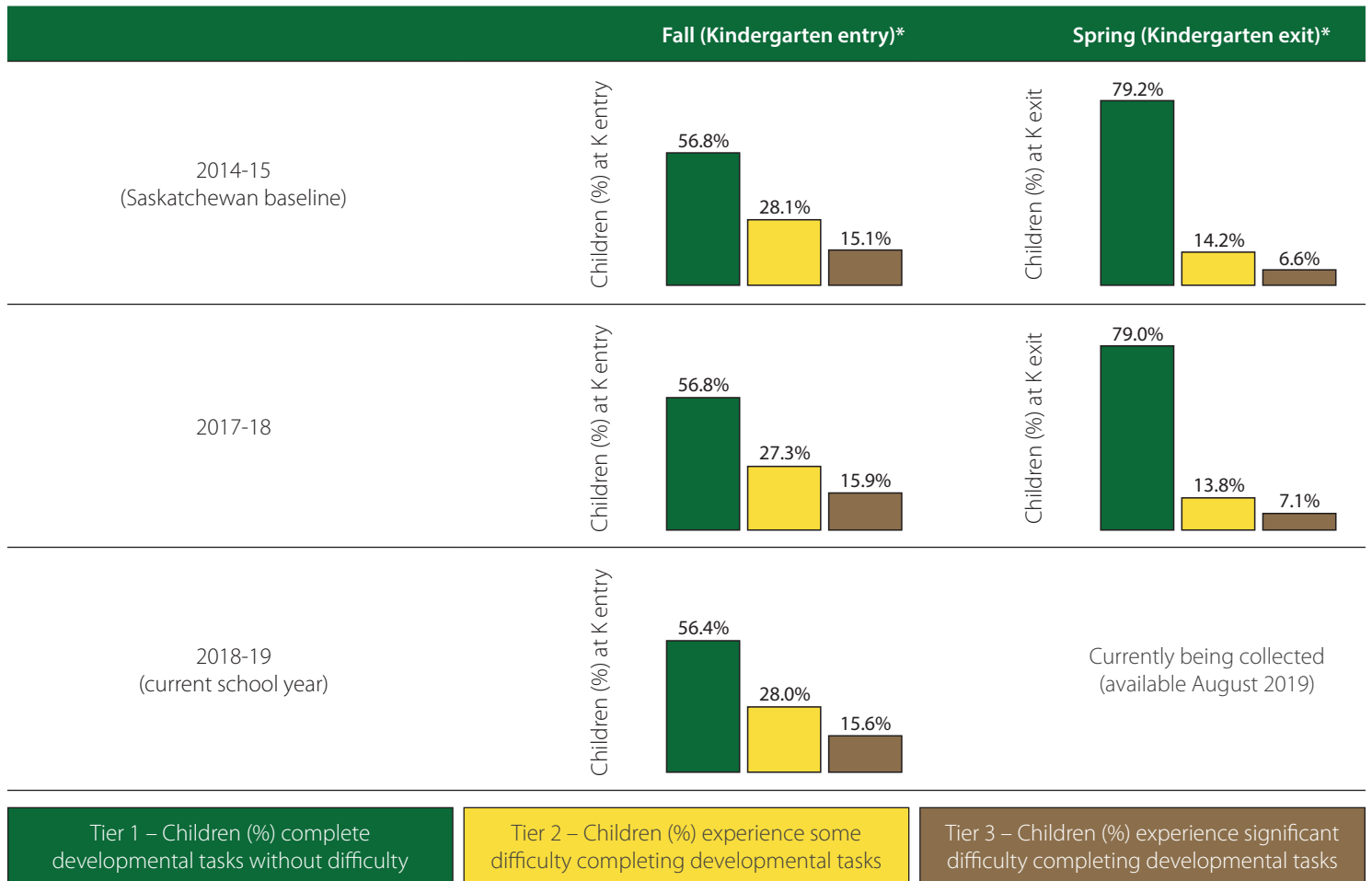
Quality

Number and percentage of early childhood educators participating in professional development.

- In 2018-19, several different professional development opportunities were created for the early learning sector including:
 - Leadership training for child care centre directors. A series of five in-person leadership training modules to support directors to enhance their array of leadership knowledge and skills delivered through 30 in-person workshops in Regina, Saskatoon and Prince Albert.
 - *Play and Exploration* for family child care home providers. Four one-day in-person workshops focusing on how *Play and Exploration: Early Learning Guide* can be used in child care homes in Regina and Saskatoon.
 - Five in-person workshops for early childhood educators to complete *Play and Exploration Phase 2*.

Early Learning Readiness

Percentage of children whose learning and development is typical for children of the same age in Kindergarten according to an early childhood observational readiness screening tool with a focus on reading readiness skills.



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

NOTES:

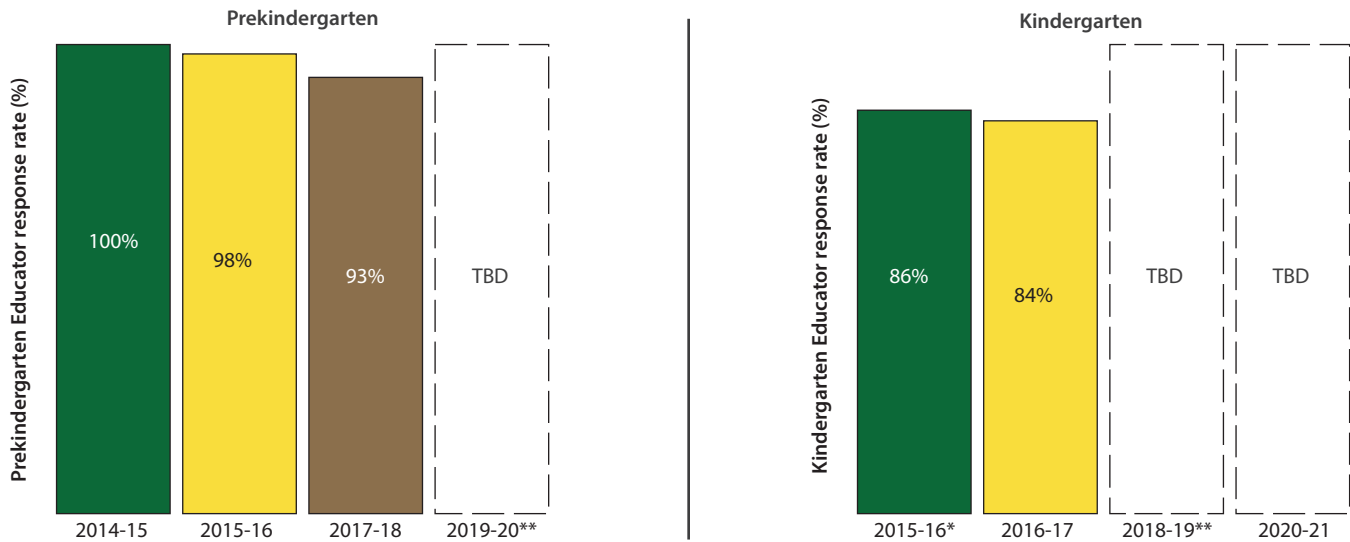
*Due to rounding, totals may not add to 100.0.

The early childhood observational readiness screening tool 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 tool is used to monitor progress towards meeting the target for 2020.

Prekindergarten and Kindergarten Teacher 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. A high percentage of educators completing the survey every two years provides comprehensive data that can be used in prioritizing and identifying supports needed in Prekindergarten and Kindergarten.

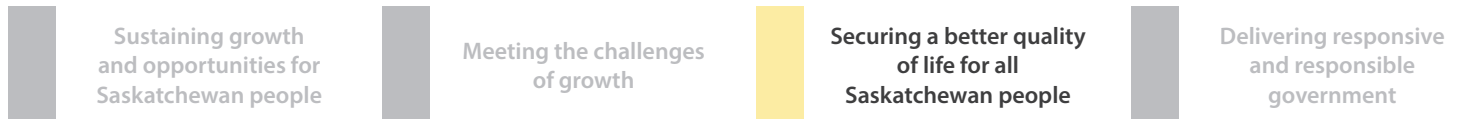
Educator response rates, Biennial Prekindergarten and Kindergarten Report surveys



Source: Ministry of Education, Prekindergarten and Kindergarten Reports, 2014-15 through 2018-19.

- 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 2019-20 school year, concluding June 2020.

Government Goals



Strategic priority from the *Saskatchewan Plan for Growth* and the Education Sector Strategic Plan: Reduce the difference in Grade 12 graduation rates between First Nations, Métis and Inuit students 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 the three-year graduation rate 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: Carlton Comprehensive High School

Carlton Comprehensive High School in Prince Albert began implementing *Following Their Voices* at the beginning of the 2017-18 school year and saw 28 per cent of First Nations, Métis and Inuit students attain at least eight credits in the school year, an increase of eight percentage points from the previous year. This success continued into the 2018 fall semester with 35 per cent of First Nations, Métis and Inuit students attaining at least four credits, an increase of nine percentage points from the previous year. Throughout 2018-19, teachers are collaboratively planning and have been increasing their use of teaching strategies that are more engaging and interactive for students. Teachers are sharing the following as they implement the initiative:

"I have noticed that group work has really improved! I believe that this is due to our collective work as teachers. Teaching students how to work in groups, giving them the opportunity to work together and with different people. Yay for building social skills!"

"I have become more mindful of encouraging student-student interactions."

"FTV has changed the way I approach almost all the things in my classroom from what I plan, how I plan, what I say, what I ask and how I respond to most situations. I am more open to students wants and needs and to doing things in new ways."

Strategy

- Work collaboratively with school divisions, First Nations education organizations 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 that have schools involved in *Following Their Voices* for at least two years to collectively realize an eight per cent annual increase in First Nations, Métis and Inuit graduation rates.
- Work with school divisions to achieve parity between First Nations, Métis and Inuit and non-Indigenous students on the youth perception survey engagement measures. A youth perception survey provides anonymous and reliable survey data from students, teachers and parents to support local school improvement planning.

Key Actions and Results

Pursue partnerships and continue to administer the *Invitational Shared Services Initiatives* to build relationships between First Nations schools and provincial schools.

- The ministry approved and provided funding for a new partnership between Northern Lights School Division and Lac La Ronge Indian Band, which began in the 2018-19 school year.
- The ministry engaged with the sector in January 2019 to begin the process of re-visioning the *Invitational Shared Services Initiative* to establish future direction. The ministry compiled the feedback from the gathering and shared with the sector in spring 2019.

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

- The *Inspiring Success* policy framework was released in June 2018 and a pipe ceremony to recognize its significance was held in October 2018.

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.

- In 2018-19, *Following Their Voices* expanded by adding eight provincial schools and five First Nations schools.

In partnership with Indigenous Services Canada, support the implementation of *Following Their Voices* in up to eight First Nations schools.

- Eleven First Nations schools participated in implementing *Following Their Voices* in 2018-19.
- 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; 2018-19 is the second year of the three-year agreement.

Continue to engage First Nations and Métis Elders and Knowledge Keepers in the implementation and development of *Following Their Voices* through their involvement in Elders' Gatherings, blessings, provincial professional learning and development sessions, leadership team meetings and focus group committees.

- The annual Elders' Gathering was held in September 2018 with 23 Elders and Knowledge Keepers representing all the Indigenous language groups in the province. Elders and Knowledge Keepers were engaged and involved in all provincial professional learning and development sessions and committee work.

As part of *Following Their Voices*, improve responsiveness to students' needs in learning environments, build positive relationships and share responsibility by delivering targeted professional development for school administrators (focused on the needs of First Nations, Métis and Inuit students) and use a youth perception survey in provincial and First Nations schools.

- Provincial and First Nations schools implementing *Following Their Voices* were supported in its implementation and provided professional learning and development opportunities throughout the year by the ministry and in collaboration with the Saskatchewan Professional Development Unit of the Saskatchewan Teachers' Federation.

Implement *Help Me Tell My Story* in all school divisions and interested First Nations education organizations. *Help Me Tell My Story* is a holistic and interactive tool used to measure children's oral language development.

- Twelve school divisions and two First Nations education organizations, including approximately 187 classrooms and 2,180 students, implemented *Help Me Tell My Story*.

Redevelop the *Help Me Talk About Math* application and platform and make it available to pilot in all interested provincial and First Nations schools. *Help Me Talk About Math* is an interactive tool used to measure the growth of a student's numeracy skills and understanding of mathematical processes.

- The redevelopment of *Help Me Talk About Math* is complete. *Askí's Pond*, an interactive iPad game that sets the context for the assessment, is available free of charge from the App Store.

To increase support for students in transition, promote the utilization of the *Student Transitions Guide: Supporting New Students in Your School: A Guide for Schools* and evaluation of school divisions' graduation rate improvement plans.

- The *Student Transitions Guide* is intended to provide school staff in Saskatchewan a framework to support students who are transitioning to a new school. Schools were strongly recommended to develop a local student transition protocol, using the *Student Transitions Guide*, to provide the best opportunity for success for all new students. The *Student Transitions Guide* is available at: www.saskgraduates.ca.
- A draft rubric was developed for assessing school divisions' graduation rate improvement plans. Each school division developed a graduation rate improvement plan outlining key actions and measures to focus efforts on improving student attendance, engagement and graduation rates.

Support the development of targeted professional development and other processes for school-based administrators that begin with a focus on the needs of First Nations, Métis and Inuit students.

- The ministry supports the development and implementation of the *Leading to Learn* initiative. The *Leading to Learn* initiative provides capacity-building professional learning opportunities for provincial and First Nations education organizations' in-school administrators that enable these educational leaders to make a positive impact on Métis, First Nations and Inuit student outcomes as outlined in the Education Sector Strategic Plan.
- Participating administrators were provided six days of professional learning which they take back and lead in their division/organization. Participating administrators have access to the *Leading to Learn* website for continued resource support.
- In 2018-19, nine provincial school divisions had administrators who participated in the initiative.

Success Story: Rossignol High School

Rossignol High School in Île-à-la-Crosse began implementing *Following Their Voices* at the beginning of the 2017-18 school year and experienced a 17 percentage point rise in the number of First Nations, Métis and Inuit students attaining at least eight credits in the school year with 55 per cent achieving this goal. In the 2018 fall semester, this trend continued with 66 per cent of First Nations, Métis and Inuit students attaining at least four credits, an increase of eight percentage points from the previous year. Throughout 2018-19, teachers are collaboratively planning and have been increasing their use of teaching strategies that are more engaging and interactive for students.

Performance Measures

Following Their Voices

Number of students, teachers, administrators and schools participating in *Following Their Voices*.

- For the 2018-19 school year, 37 schools (26 provincial schools and 11 First Nations schools) including approximately 870 teachers, 42 administrators and 14,956 students (9,050 students self-identify as First Nation, Métis or Inuit and 5,906 are non-Indigenous students) were participating in *Following Their Voices*.
- In the 2017-18 school year, there were 26 schools (18 provincial and seven First Nations schools and one joint federal/provincial school) including approximately 430 teachers and 10,288 students (6,384 students self-identify as First Nation, Métis or Inuit and 3,904 are non-Indigenous) participating in *Following Their Voices*.

Three-year, five-year graduation rates and credit attainment rates for schools that have implemented *Following Their Voices*.

Three-year, five-year graduation rates and credit attainment rates for schools that have implemented <i>Following Their Voices</i>					
Measures		Change from Previous Year – 2016-17 to 2017-18 (# of schools)			Total number of schools
		Increase of two percentage points	Decrease of two percentage points	Very little change	
All Students	Three-year graduation rate	13	5	6	24
	Five-year graduation rate	11	6	6	23
	Eight or more credits per year ¹	10	6	6	22
	Five or more credits per year ²	11	7	4	22
First Nations, Métis and Inuit Students ³	Three-year graduation rate	14	7	1	22
	Five-year graduation rate	10	5	4	19
	Eight or more credits per year	9	5	6	20
	Five or more credits per year	11	8	1	20

¹ Graduation within three years of 'starting' Grade 10.

² Graduation within five years of 'starting' Grade 10.

³ 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, February, 2019.

NOTES:

The two percentage point threshold is used to screen out schools that had very little change in results year over year. The two percentage point threshold does not necessarily represent a meaningful change, especially for small or medium-sized schools. For example, an increase of one graduate in a school with 25 'possible' graduates represents an increase of four percentage points, and while that is very meaningful for the additional individual graduate, it may just be fluctuation that does not represent a sustainable trend. However, when monitored over a series of years, the chart provides an indication of the relative frequency of increases versus decreases across the set of *Following Their Voices* schools.

"Very little change" indicates schools that had an increase or decrease of less than two percentage points.

For every achievement measure in the chart, more schools are demonstrating increases than decreases. In many cases, the number of schools showing increases is greater than those with decreases or very little change.

Data were derived for the 26 schools involved in *Following Their Voices* implementation over the 2017-18 school year. Not all students in these schools are in *Following Their Voices* teachers' classrooms; likewise, not all teachers in these schools are implementing *Following Their Voices* yet. Large schools have large proportions of students who have not been impacted by the initiative, which can skew results. Data for schools with five or fewer students are not included.

First Nations, Métis and Inuit 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 results for all students.

Student attendance for schools that have implemented <i>Following Their Voices</i>			
Measures		February, 2017-18 to February, 2018-19	
		2017-18	2018-19
All Students	Average monthly attendance	81%	80%
	80 per cent or higher attendance	66%	64%
First Nations, Métis and Inuit Students ¹	Average monthly attendance	75%	74%
	80 per cent or higher attendance	54%	52%

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.

Source: Ministry of Education, 2019.

NOTES:

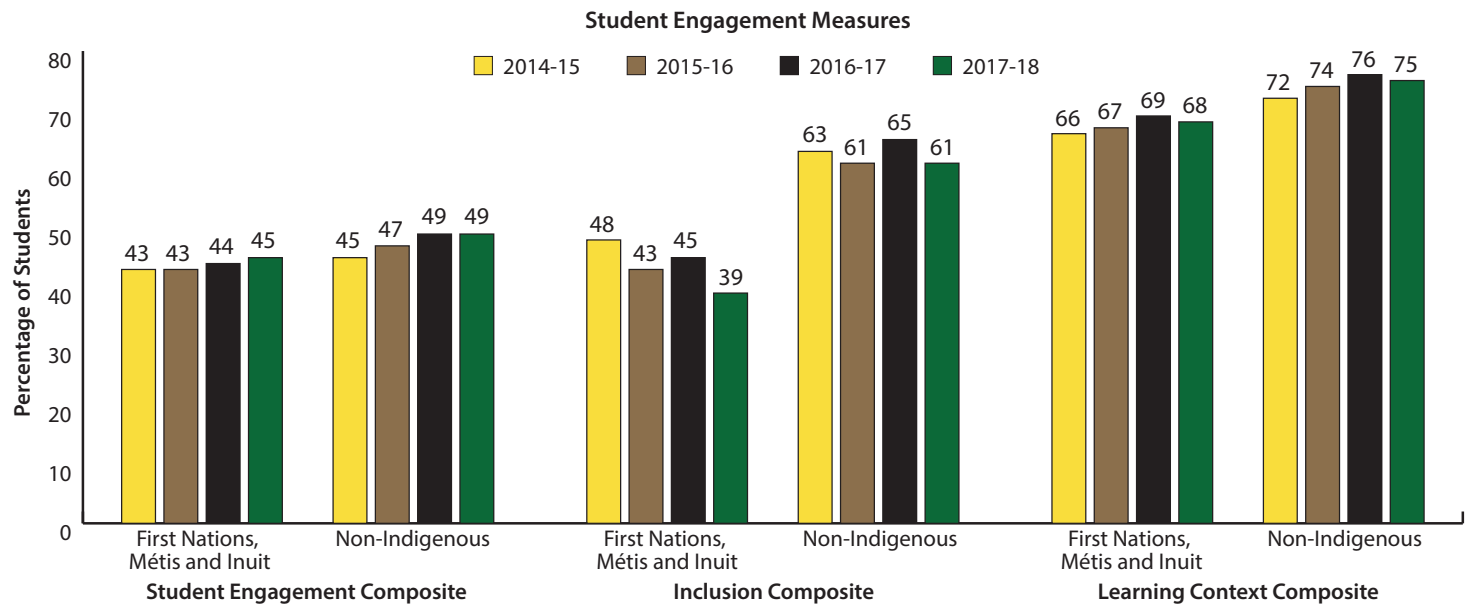
Data are derived from the 26 schools involved in *Following Their Voices* implementation over the 2017-18 school year.

Measures demonstrate attendance has been consistent over the last two years, with a small decrease in the percentage of students attending 80 per cent or more of the time.

First Nations, Métis and Inuit 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 results for all students.

Student Engagement

Youth perception survey engagement measures including composite scores for Student Engagement (Interest Effort); Inclusion (Sense of Belonging, Participation in Sports Clubs, Positive Friendships, Bullying School Safety); and, Learning Context (Positive Learning Climate, Positive Teacher-Student Relationships, Expectations for Success).



Source: Ministry of Education, 2019.

NOTES:
 The results from the youth perception survey inform school learning improvement plans and support the Education Sector Strategic Plan. The composite data reported relate to the strategy of achieving parity between First Nations, Métis and Inuit and non-Indigenous students.
 First Nations, Métis and Inuit 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 results for non-Indigenous.

Government Goals



Ministry Goal

Community supports for all learners province-wide are strengthened.

Key Actions and Results

Embed Student First practices and response to Truth and Reconciliation Commission Calls to Action within ministry and inter-ministry strategies (e.g., Education Sector Strategic Plan, Poverty Reduction Strategy, *Mental Health and Addictions Action Plan*).

- The *Inspiring Success Education Policy Framework* was released by the ministry and implementation began in 2018-19. The framework values education as a tool for reconciliation, which is an ongoing process of establishing and maintaining respectful relationships, and of understanding the history and intergenerational effects of the residential schools experience through learning opportunities for students and staff at all levels of the education system.
- The new *Kindergarten to Grade 9 Treaty Education Learning Resource* has been created in collaboration with the Office of the Treaty Commissioner and launched in November 2018. The resource, available in English and French, provides suggestions for learning activities and related resources that integrate Treaty education into a range of subjects and grades and is found on the curriculum website. Since its launch, there have been 4,559 visitors to the English resource and 202 visitors to the French resource.

Renew and implement the *Caring and Respectful Schools* policy to support student mental well-being and promote positive school climate. In addition, address plans for student safety.

- The ministry began developing the final draft of an online *Caring and Respectful Schools* site based on the four interrelated components of the *Comprehensive School Community Health* approach: Family and Community Engagement, Healthy Physical and Social Environments, High Quality Teaching and Learning, and Effective Policy. The site will provide school and school division staff, parents and community members with information and links to resources to support student mental well-being and promote positive school climate.

Continue to support the *Mental Health and Addictions Action Plan*, in particular, through training for the education sector in the areas of mental well-being and student safety.

- The ministry disbursed funding to support school divisions with costs associated with mental health and student safety training opportunities. A total of 25 out of 27 school divisions applied for and received this support in the following initiatives:
 - Mental Health First Aid – seven school divisions;
 - Violence Threat Risk Assessment – twelve school divisions;
 - Applied Suicide Intervention Systems Training (ASIST) – four school divisions; and,
 - Traumatic Events Systems Training – nine school divisions.*note some school divisions participated in multiple training opportunities.
- As a result of ministry funding, two school divisions have also certified school-based personnel as trainers:
 - Saskatchewan Rivers School Division – two Applied Suicide Intervention Skills Training (ASIST) trainers; and,
 - Living Sky School Division – two safeTALK trainers.

Continue to support the implementation of the *Child Abuse Protocol*.

- The ministry released the *Child Abuse Prevention Education and Response* policy statement in May 2018. The policy statement encourages school divisions to create a policy/administrative procedure to mandate the teaching of child abuse prevention for all students in Prekindergarten through Grade 12; provide professional development for staff to identify the signs of child abuse and understand the legal duty to report child abuse; develop and maintain a list of community contacts to support victims, their families, and school division staff; and, promote the practices of self-care to their staff.
- To support school divisions, the ministry developed a *Model Administrative Procedure for Boards of Education on Child Abuse Prevention Education and Response* to assist in the implementation of the *Child Abuse Prevention Education and Response* policy statement.

Continue to support initiatives for Francophone minority education and second language instruction.

- A Francophone funding model was released and implemented. The Francophone PreK-12 funding distribution model pertains solely to Francophone education. The funding model will address the Conseil des écoles francsaskoises student transportation and supports for learning components specific to Francophone education. Creation of a culture and language component has also been considered to address the Conseil des écoles francsaskoises's triple mandate.
- The ministry is involved in ongoing negotiations for the new *Protocol for Agreements for Minority-Language Education and Second-Language Instruction*.
- The *Memorandum of Understanding for the Development of Fransaskois Schools Planning between the Government of Saskatchewan and the Conseil des écoles francsaskoises* was signed in March 2019.

Renew secondary curricula in a collaborative way to ensure that the needs of all Saskatchewan students are met.

- Curriculum renewal and development are occurring in the areas of secondary practical and applied arts, arts education and social sciences. Curriculum development is guided by the principles of collaboration, meeting the needs of all Saskatchewan students and supporting implementation.
- *Physical Education 20* and *30* have been renewed and resources are being developed to support their implementation.
- A total of 498 instructional supports have been developed for secondary sciences curricula.
- A total of 26 out of 27 school divisions, and three First Nations education organizations have been involved in the secondary renewal. The one non-participating school division does not have a secondary school.
- New provincial curricula in practical and applied arts for students in grades 7-12 in financial literacy and robotics and automation (which incorporates coding) are being developed.
- Math assessment supports for teachers of grades 1 to 9 students are in development.
- The development of supports to assist parents in understanding what their children are learning in math is also underway.

Respond to the recommendations from the Curriculum Advisory Committee.

- The Curriculum Advisory Committee is in the process of being established.

Continue to support school divisions in improving the learning success and well-being of all Saskatchewan children and youth including those requiring additional supports.

- The Ministry of Education promotes the needs-based model through the foundational documents *Actualizing a Needs-Based Model* (2015), *The Adaptive Dimension for Saskatchewan K-12 Students* (2017) and *Inclusive Education* (2017).
- The ministry developed *Supporting All Learners*, an online repository, to provide school division teams with ministry documents, resources and supports that align with a needs-based approach when planning responsive instruction and interventions and supports for students.
- The ministry also promotes the needs-based model through webinars and presentations to school division staff, that includes student support services and English as an Additional Language (EAL) teachers, consultants, coordinators and supervisors.
- Students identified by school divisions as requiring intensive supports benefit from collaborative inter-professional team planning for instruction, interventions, supports and resources in an inclusive school environment guided by foundational resources developed by the ministry.

Performance Measures

Be Kind Online

Number of initiatives provided in the *Be Kind Online Grant Program* (formerly *I Am Stronger*) and total of funds dispersed.

- The ministry provided SaskTel with funding to support youth-led initiatives. Eighteen youth-led initiatives were approved and actualized.

Mental Health and Student Safety Training

Number of school divisions engaged in training to support mental well-being and safety.

- A total of 25 out of 27 school divisions engaged in mental well-being and student safety training with funding support from the ministry.

French Education and Immersion

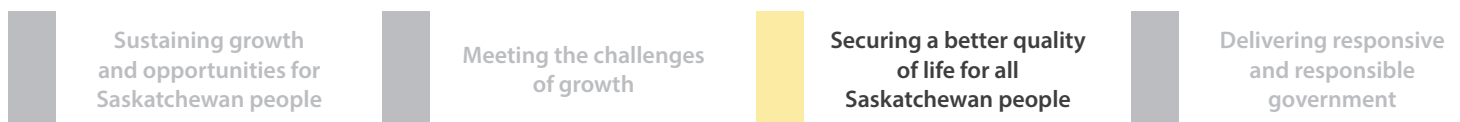
Number of students enrolled in Francophone minority education.

- 1,917 students enrolled with the Conseil des écoles francsaskoises.

Number of students enrolled in French as a second language instruction programs.

- 16,074 French Immersion enrolments.
- 31,203 Core French registrations.

Government Goals



Ministry Goal

Community supports for all learners province-wide are strengthened.

Key Actions and Results

Continue to build and maintain relationships with northern school divisions and First Nations education organizations by supporting a northern approach to the Education Sector Strategic Plan.

- The Northern Education Advisor position in La Ronge was staffed. The key purpose of the position is to provide advisement to the ministry on northern issues. The Northern Education Advisor also works to strengthen relationships between the ministry and northern stakeholders.

Continue to support the provision of summer literacy camps for students in northern communities.

- The ministry provided funding to the Northern Lights School Division, Creighton School Division and Île-à-la-Crosse School Division to deliver summer literacy camps in their communities.
- Support was provided to Frontier College to support the delivery of a summer literacy camp on the Clearwater River Dene Nation.

Success Story: Northern Literacy Carnivals

Families with children aged zero to five were invited to attend language and literacy events in communities across the province. Funding for these events was made available as part of literacy initiatives under the *Canada-Saskatchewan Early Learning and Child Care Agreement* through *KidsFirst* regional and targeted programs. The focus of these fun, interactive events was to help parents understand more about how children learn language and early literacy skills and provide opportunities for families to connect in the community.

Literacy carnivals were hosted in five communities in March 2019: Pinehouse, Île-à-la-Crosse, La Loche, Buffalo Narrows and Beauval. Key partners in hosting the events included Early Childhood Intervention Program (ECIP), community and elementary schools, Saskatchewan Health Authority, Canada Prenatal Nutrition Programs, child care centres, local Head Start programs and the Saskatchewan Literacy Network.

The events were well-attended, with eight to 20 or more families taking part in each community. Families loved the puppet show put on by partner Wide Open Theatre from Saskatoon that kicked off the Literacy Carnival and shared messages about early language and literacy in an engaging way. After the puppet show, families enjoyed a variety of activities, including making a ring of rhymes to take home, learning to tell stories through picture books, discovering more about the impacts of screen time on learning and enjoying storytelling by local Elders. Families were also given a registration package filled with ways to engage in early literacy with their children. The events concluded with a community meal and a fish pond for the children.

In addition to the literacy events, more than 1,500 books were distributed to families in the North or will be shared through *KidsFirst NORTH* program. These important resources will help to promote the development of early language skills in northern homes on an ongoing basis.

Performance Measures

Credit attainment of students in northern Saskatchewan

Percentage of secondary-level northern students attaining five or more, or exceeding eight credits per year.

Credit attainment measures, Northern School Divisions, 2013-2014 to 2017-2018					
Measure	2013-14	2014-15	2015-16	2016-17	2017-18
Percentage of students attaining:					
At least five credits per year	43.6%	42.8%	46.5%	47.8%	46.1%
At least eight credits per year	25.3%	26.2%	27.3%	28.0%	27.0%
At least one credit per year	71.7%	69.1%	71.3%	74.2%	71.4%
Average credits per year	4.16	4.05	4.24	4.42	4.22

Source: Ministry of Education, Student Data System (Data 'not frozen' run on September 5, 2018).

NOTES:

"Secondary-level northern students" refers to grades 9 to 12 students attending schools north of the 54th parallel.

Students learning through home-based education are not included in these measures.

Students in Functionally Integrated or Special Education programs are excluded. Students in Regular 24 Credit programs (English, Fransaskois or French Immersion), in Alternative Education (English or French) programs, and in Adult Secondary programs in school divisions are included.

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

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

All credits earned by a student (regardless of where the credits were earned that year) are attributed to the school division to which the student was enrolled on September 30.

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.

Northern students reading at or above grade level

Percentage of northern students reading at or above grade level.

Reading Results, Northern School Divisions, 2013-2014 to 2017-2018					
Measure	2013-14	2014-15	2015-16	2016-17	2017-18
Percentage of students reading at or above grade level:					
Grade 1	34.6%	31.7%	23.4%	36.8%	30.5%
Grade 2	29.1%	24.7%	24.9%	33.9%	44.0%
Grade 3	38.7%	34.5%	40.2%	42.7%	44.5%

Source: Ministry of Education, Student Data System (Data generated on July 13, 2018).

NOTES:

"Northern students" refers to students attending schools north of the 54th parallel.

Students were assigned to schools and divisions based on their June 1, 2018, enrolment data in the Student Data System, regardless of which school or school division submitted levelled reading data for them.

Students were assigned to grade level based on data for the current year as found in the Student Data System.

The analysis methodology for 2018 was the same as that since 2015. There were some differences between the calculation methods used in 2014 (slightly different approach to the inclusion/exclusion rules, using 'last' assessment score instead of 'best' assessment score, not including all school divisions). These differences between 2014 and more recent years should be noted but do not invalidate comparisons with recent years' results.

Exemptions, Exclusions and Non-Participation: Reading level data that were submitted for students who were exempt from this assessment were not included in calculating percentages of students reading at or above grade level. Students were considered to be "exempt" if they met one of the following criteria:

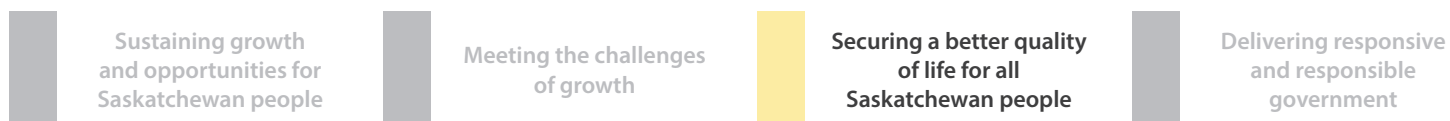
- Their EAL Proficiency level was below B.1;
- Their school of record in the Student Data System was a "Home Based School" and they did not have any reading level data submitted;
- They are enrolled in either a Special Education or Functional Integrated program (in the Student Data System); or,
- They were a Grade 1 French Immersion student.

Following Their Voices

Number of northern schools implementing *Following Their Voices*.

- Nine northern schools are implementing *Following Their Voices*. Six are provincial and three are First Nation.

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.

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

Strategy

- Work toward achieving an annual increase of three percentage points in the provincial three-year graduation rate.
- Work toward a five per cent increase by June 2018 in the Intellectual Engagement measure that is part of a youth perceptual survey of student engagement.
- Work toward an improvement to at least 75 per cent of students reading and writing at or above grade level in reading and writing by June 2018.
- Work toward an improvement to at least 75 per cent of students at or above grade level in math by June 2019.

Key Actions and Results

Establish new opportunities and supports to graduation including policy reviews, communicating leading practices within school divisions, creating an electronic student profile, recognition of dual credits, locally developed courses, modified courses and *Adult 12*.

- Released renewed *Special Project and Apprenticeship* policies. These policies provide broad guidance to school divisions, the conseil scolaire, independent schools, and First Nations schools approved to offer secondary-level credits regarding development of administrative procedures for student-initiated and designed projects in the *Special Project 10, 20 and 30* credits. These policies better provide students with alternative learning opportunities. Special projects are student-initiated and designed to encourage the pursuit of learning in an area of personal interest or passion. Apprenticeship credits may be used to meet the Practical Arts/Arts Education credit requirement or as electives to meet the credit requirements in the regular and *Adult 12* programs.
- The *SASKGraduates* website continues to provide provincial data regarding graduation rates and a listing of leading practices and research.
- The third annual Graduation Rate Symposium was held in fall 2018, with over 120 participants including school division graduation rate improvement teams. The symposium brings together representatives from school divisions and First Nations education organizations to start conversations, share information and identify possible solutions to increase the provincial graduation rates.
- A Provincial Attendance Symposium was held in May 2018 to share best practice ideas and strategies and family engagement strategies.
- The ministry provided more data regularly to school divisions such as division and school-level reports on credit attainment, attendance, students lost, early learning readiness, student engagement and staffing profiles. Electronic student profiles continue to be made available to all school divisions.
- Recognition of dual credits expanded with additional courses being added.
- Opportunities will continue to exist for school divisions to develop locally developed and modified courses.

Provide support and direction to school divisions in the development and implementation of graduation improvement plans.

- The ministry collected graduation rate improvement plans from all school divisions and a draft rubric was prepared to analyze the plans.
- Monthly data reports were provided to school divisions to support planning and improvement and to monitor progress.

Provide support to school divisions and First Nations education organizations to increase student engagement through the use of youth perception surveys and responses to surveys.

- The ministry is committed to collaborating with school divisions and First Nations education organizations to ensure the sector is able to respond to the youth perception survey results with the goal of improving the engagement and achievement of all Saskatchewan students.
- Thirty-one First Nations schools from Treaty Six Education Council, Agency Chiefs Tribal Council, File Hills Qu'Appelle Tribal Council and the Lac La Ronge Indian Band participated in the 2017-18 administration of the survey.

Collect and analyze reading at grade level data for all eligible students in grades 1, 2 and 3 and writing at grade level data for all eligible students in grades 4, 7 and 9 and provide reports to school divisions to inform reading and writing targets.

- In June 2018, grades 1 to 4, 7 and 9 reading data were collected from all 28 school divisions. Data was analyzed and results were reported back to each division by September 1, 2018.

To support improvements in writing, develop instructional supports for teachers to assist students with additional needs and develop supports for oral language acquisition for English as an Additional Language (EAL) students.

- The ministry provides school divisions with professional support and resources for newcomer learners' needs through the *EAL Immigration and Languages* website.

To support improvements in math, define at grade level and develop instructional supports for mathematics, consult with the sector regarding the use of a province-wide mathematics approach, and develop instructional supports to assist students who struggle in math.

- In spring 2019, the Education Sector Strategic Plan included a one-year priority that will focus on the development of a province-wide mathematics approach to improve math achievement for all learners in 2019-20.

Support the development of the unified student information system implementation planning and onboarding processes.

- As of March 31, 2019, 22 school divisions and one independent school were on track for implementation in fall 2019 with five school divisions delaying implementation until fall 2020.

Performance Measures

Graduation Rate

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%
June 2018	77.4%	86.5%	44.5%	42.0%	84.4%	91.1%	59.4%	31.7%	85.8%	90.9%	65.4%	25.5%

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 run on September 1, 2018).

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 2013-14 and completed Grade 12 anytime on or before the end of the 2017-18 school year.

Eventual graduation rates shown in the table represent students who have had at least eight years to graduate from the 'start' of Grade 10. For example, June 2018 eventual graduation rates would be the percentage of students who 'started' Grade 10 in 2010-11 who completed within eight years by June 2018. In subsequent years, this number will be adjusted to show those who have graduated in eight or more years.

Data include 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 Student Data System.

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%
2017-18	86.4%	68.2%	90.7%

Percentage of students with at least 80 per cent attendance, Prekindergarten to Grade 12			
	All	First Nations, Métis and Inuit	Non-Indigenous
2013-14	76.6%	47.9%	83.0%
2014-15	76.6%	49.3%	83.2%
2015-16	77.3%	50.9%	83.8%
2016-17	76.0%	47.9%	83.1%
2017-18	76.1%	48.0%	83.3%

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). July 2018.

NOTES:

Attendance in chart is compiled from monthly student attendance files submitted by 26 of 27 school divisions (no attendance is collected 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.

Credit Attainment

Year (at June 30)	Proportion exceeding eight credits per year ¹			Proportion attaining five or more credits per year ²		
	All	First Nations, Métis and Inuit ³	Non-Indigenous ⁴	All	First Nations, Métis and Inuit ³	Non-Indigenous ⁴
2009 (baseline)	60.3%	24.6%	70.5%	76.9%	42.6%	86.8%
2014	60.2%	29.9%	71.4%	77.4%	47.8%	87.4%
2015	61.2%	31.0%	71.3%	77.7%	49.1%	87.2%
2016	61.1%	31.2%	71.4%	77.9%	49.7%	87.6%
2017	60.6%	31.3%	70.8%	77.2%	49.0%	87.0%
2018	60.8%	31.4%	71.2%	77.4%	49.2%	87.4%

¹ Graduation within three years of 'starting' Grade 10.

² Graduation within five years of 'starting' Grade 10.

³ 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.

⁴ 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 (2018).

NOTES:

Data includes students in provincial school divisions, Historical high schools and First Nations schools. It does not include students whose base school enrolment is in custody and care schools, or in post-secondary institutions offering Grade 12 completion. Students learning through home-based education are not included in these measures.

Students in regular 24 credit programs (English, Fransaskois or French Immersion), in Alternative Education (English or French) programs, and in Adult Secondary programs in school divisions are included. Students in Functionally Integrated or Special Education programs are excluded.

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

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.

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.

Reading Achievement

Percentage of Grade 3 students reading at grade level.

Percentage of Grade 3 students reading at or above grade level		
Year	All	First Nations, Métis and Inuit ¹
June 2013 (base line)	65%*	NA
June 2014	70%	49%
June 2015	73%	52%
June 2016	74%	53%
June 2017	74%	53%
June 2018	75%	55%

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.

Source: Ministry of Education, Student Data System.

NOTES:

*June 2013 results are based on available data from 13 school divisions.

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 administrated by a First Nation or by a Hutterite colony. Results are rounded up.

Writing Achievement

Percentage of grades 4, 7 and 9 students writing at grade level.

Percentage of grades 4, 7 and 9 students writing at or above grade level		
Year	All	First Nations, Métis and Inuit ¹
Grade 4	62.5%	42.3%
Grade 7	63.8%	40.2%
Grade 9	67.7%	44.6%

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.

Source: Ministry of Education, Student Data System.

NOTES:

Writing data were collected for the first time in June 2018. No data were collected from First Nations schools.

Government Goals



Ministry and Education Sector Goal

Sector-wide joint-procurement, shared services and value-add opportunities will be evaluated, selected and implemented.

Key Actions and Results

Work with school divisions to identify opportunities and to develop measures and methods to collect and compile savings realized and other results of joint-procurement, shared services and value-add work.

- The ministry continues to work with school divisions to identify, compile and report on savings realized from joint-procurement and shared services work. Progress continues on monitoring provincially coordinated initiatives such as the Bulk Fuel savings project, SMART and Athletics licensing.

Performance Measures

Accumulated Savings

Total actual reported savings resulting from provincially coordinated initiatives.

- The efficiency and effectiveness improvements conducted by school divisions are projected to result in approximately \$54,270,201 cumulative savings and \$10,356,431 cumulative cost avoidance savings. The information is based on reporting from school divisions beginning in 2010-11 and as of March 31, 2019.

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 Goal

Maximize infrastructure funding to ensure safe, secure and functional learning facilities in partnership with stakeholders.

Success Story: Rosthern Consolidated PreK-12 School

In the fall of 2018, Premier Scott Moe joined Prairie Spirit School Division officials, teachers, students and community members to break ground on the start of construction of a new school in Rosthern.

Designed by Group 2 Architecture, the new school is scheduled to open in the fall of 2020. It consolidates two existing schools, Rosthern Elementary School and Rosthern High School, and will make room for approximately 450 students from Kindergarten to Grade 12. It will feature new classrooms, practical and applied arts space, a new resource centre, full-size gym and common areas, and new administration offices. It will also house a 30 space child care facility resulting in early learning, elementary and secondary education under one roof.

The new school project in Rosthern will serve the students and community of Rosthern. They are all eagerly anticipating the opening of this amazing school facility.

Key Actions and Results

Manage maintenance contracts for nine new joint-use schools in Saskatoon, Regina, Warman and Martensville.

- The ministry managed maintenance contracts for nine new joint-use schools and has a contractual obligation to manage maintenance contracts throughout the duration of the agreement.

Work with each school division to collect a complete inventory of non-school facility assets to gain a comprehensive perspective of all facilities within the education sector.

- The ministry received feedback from the Infrastructure Advisory Committee on how best to collect this data and continues to work with the committee in developing a plan to complete an inventory of non-school facility assets.

Support safe and secure school facilities through investment in *Preventative Maintenance and Renewal Program* funding for school divisions to respond to maintenance issues and priorities.

- The ministry continues to support safe and secure school facilities through investment in *Preventative Maintenance and Renewal Program* funding, which increased by 15 per cent.

Develop an infrastructure plan to calculate the Facility Condition Index (FCI) baseline and establish a FCI target to plan repairs and improvements.

- The Facility Condition Index (FCI) is a useful tool to evaluate school building condition. The ministry continues to partner with school divisions to ensure the FCI calculation accurately represents schools.

Provide funding to school divisions to address emergent infrastructure needs that are outside the scope of preventative maintenance.

- The ministry continued to address emergent infrastructure needs. Since 2013-14 there has been a gradual decrease in emergent funding requests. This decrease in emergent needs is related to the continued increase in *Preventative Maintenance and Renewal Program* funding.

Develop a plan to address future growth in Regina, Saskatoon and surrounding areas.

- Data sources to develop growth profiles have been identified. Effective practices research in other jurisdictions and sectors has been completed.

Performance Measures

School Utilization Rate

A utilization rate represents an indication of how full the school is based on the size of the facility and the enrolment in it.

- After an extensive local and interjurisdictional review was completed by a joint school division and ministry working group, an updated method of calculating capacity was implemented in 2018. In 2019-20 a review of the year over year data will be completed to determine where the greatest growth has occurred and what action may be necessary to assist school divisions to manage space concerns.

Government Goals



Ministry Goal

An engaged and high-performing ministry.

Key Actions and Results

Increase cultural awareness and cultural competency by continuing to offer cultural awareness training for ministry staff including a suite of options for continued progressive learning and onboarding.

- The ministry reached 100 per cent of staff completing Aboriginal Cultural Awareness training.
- Dates of significance, i.e., Orange Shirt Day, Louis Riel Day, Pink Shirt Day, etc. were recognized in the ministry.
- Development of ministry-specific onboarding presentation.

Continue to ensure the ministry has the workforce available and ready to deliver on key strategic priorities.

- Workforce planning was held in fall 2018 with senior leadership and will be revisited yearly.
- The ministry committed to posting all career opportunities as giving preference to qualified First Nations and Métis candidates.
- The 2018-19 Employee Engagement and Culture Survey results were received and reviewed by each branch in the ministry. The survey provides a measure of progress towards increasing engagement and advancing values-based culture.

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

Support for public library programs enhances literacy, community vibrancy and contributes to residents' lifelong learning and participation in the economy.

Success Story: Multitype Libraries

The Multitype Library Board (MLB) held a very successful library and archives community meeting on October 30, 2018, at Wanuskewin Heritage Park, near Saskatoon. The event was themed around the Canadian Federation of Library Association/ Fédération canadienne des associations de bibliothèques (CFLA/FCAB) Truth and Reconciliation Report and Calls to Action. The MLB extended a formal invitation for the day to include the official signing ceremony of the Strategic Alliance between Saskatchewan public libraries and the Office of the Treaty Commissioner (OTC). The signing immediately preceded the community meeting. The Strategic Alliance aims to extend Treaty education outside of the classroom. During the two-year agreement, the OTC will provide free sessions, workshops and discussions at public libraries. Public libraries will provide the space, audience and promotion for these sessions.

Key Actions and Results

Engage public libraries in planning.

- The ministry supported a panel that met with stakeholders and public library systems. A report was presented to the Minister that summarized eight themes heard by the panel.
- The public was given the opportunity to provide feedback on the report and 5,800 survey responses were received. The vast majority agreed with the themes.
- The ministry met with the Saskatchewan public library systems and the group agreed that their priority in 2019-20 would be to create a sector plan.

2018-19 Financial Overview

Introduction

Total 2018-19 expenditures for the ministry were \$2,476.2 million resulting in a variance of \$24.8 million under the approved expense budget of \$2,501.0 million.

Expenditures were under the 2018-19 budget primarily due to savings associated with construction delays in the Weyburn and Rosthern capital projects, the *Canada-Saskatchewan Early Learning and Child Care Agreement* as more was spent in 2017-18 than expected which decreased spending requirements in 2018-19, savings related to various child care programs and decreased requirements for the Teachers' Superannuation Plan and Saskatchewan Teachers' Retirement Plan. These savings were partially offset by a pressure associated with the 2017 Education Property Tax reconciliation.

Revenue for the ministry was \$23.5 million resulting in a variance of \$5.8 million under the approved revenue budget of \$29.3 million. Revenues were under the 2018-19 budget primarily due to 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.

<i>(in thousands of dollars)</i>	2017-18 Actual Expenditures	2018-19 Estimates	2018-19 Actual Expenditures	2018-19 Variance	
Central Management and Services (ED01)					
Minister's Salary (Statutory)	\$58	\$56	\$59	\$3	
Executive Management	\$1,745	\$1,651	\$1,818	\$167	
Central Services	\$6,755	\$7,148	\$7,234	\$86	
Accommodation Services	\$4,250	\$3,922	\$3,933	\$11	
Subvote Subtotal	\$12,808	\$12,777	\$13,044	\$267	
K-12 Education (ED03)					
Achievement and Operational Support	\$30,238	\$26,495	\$25,949	(\$546)	
School Operating	\$1,296,754	\$1,801,473	\$1,809,140	\$7,667	1
K-12 Initiatives	\$34,328	\$35,776	\$34,979	(\$797)	
School Capital	\$102,082	\$76,413	\$62,300	(\$14,113)	2
P3 Joint-Use Schools Maintenance and Interest	\$9,438	\$13,501	\$13,425	(\$76)	
Subvote Subtotal	\$1,472,840	\$1,953,658	\$1,945,793	(\$7,865)	
Early Years (ED08)					
Operational Support	\$3,827	\$4,420	\$4,114	(\$306)	
<i>KidsFirst</i>	\$15,528	\$15,528	\$15,528	-	
Early Childhood and Intervention Programs	\$4,089	\$3,953	\$4,089	\$136	
Child Care	\$63,285	\$76,764	\$71,549	(\$5,215)	3
Subvote Subtotal	\$86,729	\$100,665	\$95,280	(\$5,385)	
Literacy (ED17)	\$1,580	\$1,855	\$1,720	(\$135)	
Provincial Library (ED15)	\$12,581	\$12,753	\$13,048	\$295	
Teachers' Pension and Benefits (ED04)					
Teachers' Superannuation Commission	\$1,042	\$1,293	\$1,190	(\$103)	
Teachers' Superannuation Plan (Statutory)	\$277,253	\$292,069	\$282,935	(\$9,134)	4
Teachers' Group Life Insurance (Statutory)	\$2,162	\$2,378	\$2,306	(\$72)	
Teachers' Dental Plan	\$12,589	\$12,917	\$13,034	\$117	
Saskatchewan Teachers' Retirement Plan (Statutory)	\$85,985	\$88,740	\$86,697	(\$2,043)	5
Teachers' Extended Health Plan	\$21,001	\$21,526	\$20,753	(\$773)	
Subvote Subtotal	\$400,032	\$418,923	\$406,915	(\$12,008)	
Total Appropriation	\$1,986,571	\$2,500,631	\$2,475,800	(\$24,831)	
Capital Asset Acquisitions, Net	-	-	-	-	
Non-Appropriated Expense Adjustment	\$435	\$389	\$389	\$0	
Total Ministry of Education Expense	\$1,987,006	\$2,501,020	\$2,476,189	(\$24,831)	

Variance Analysis 2018-19 Actual Expenditures to Budget

1. Variance is primarily due to the 2017 Education Property Tax (EPT) reconciliation.
2. Variance is primarily due to construction delays in the Weyburn and Rosthern capital projects.
3. Variance is primarily due to savings related to the *Canada-Saskatchewan Early Learning and Child Care Agreement* as more was spent in 2017-18 than expected which decreased spending requirements in 2018-19. In addition, the variance is also due to savings related to various child care programs.
4. Variance is primarily due to lower annual pensioner payables than projected, partially offset by less monies being released due to fewer retiring teachers than projected.
5. Variance is primarily due to requirements being less than anticipated.

Revenue

<i>(in thousands of dollars)</i>			
Revenue Category	2018-19 Estimates	2018-19 Actual Revenues	2018-19 Variance
Sales, Services and Service Fees			
Other Miscellaneous Services	\$531	\$585	\$54
Subtotal	\$531	\$585	\$54
Receipts from Other Governments			
Federal-Provincial Cost Sharing Programs	\$28,433	\$21,835	(\$6,598)
Subtotal	\$28,433	\$21,835	(\$6,598)
Other Revenue			
Casual Revenue	\$70	\$144	\$74
Refund from Previous Years' Expenditures	\$45	\$70	\$25
Changes in Previous Years' Estimates	\$250	\$927	\$677
Salary Overpayment Refund - Prior Years	\$10	\$3	(\$7)
Subtotal	\$375	\$1,144	\$769
Total Revenue	\$29,339	\$23,564	(\$5,775)

Variance Analysis 2018-19 Actual Revenue to Budget

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

Special Purpose Fund

Audited financial statements for the following special purpose fund may be found at saskatchewan.ca/education or by contacting the Communications and Sector Relations branch of the Ministry of Education.

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 of Education programs and services, please visit the ministry's website at: saskatchewan.ca/education.

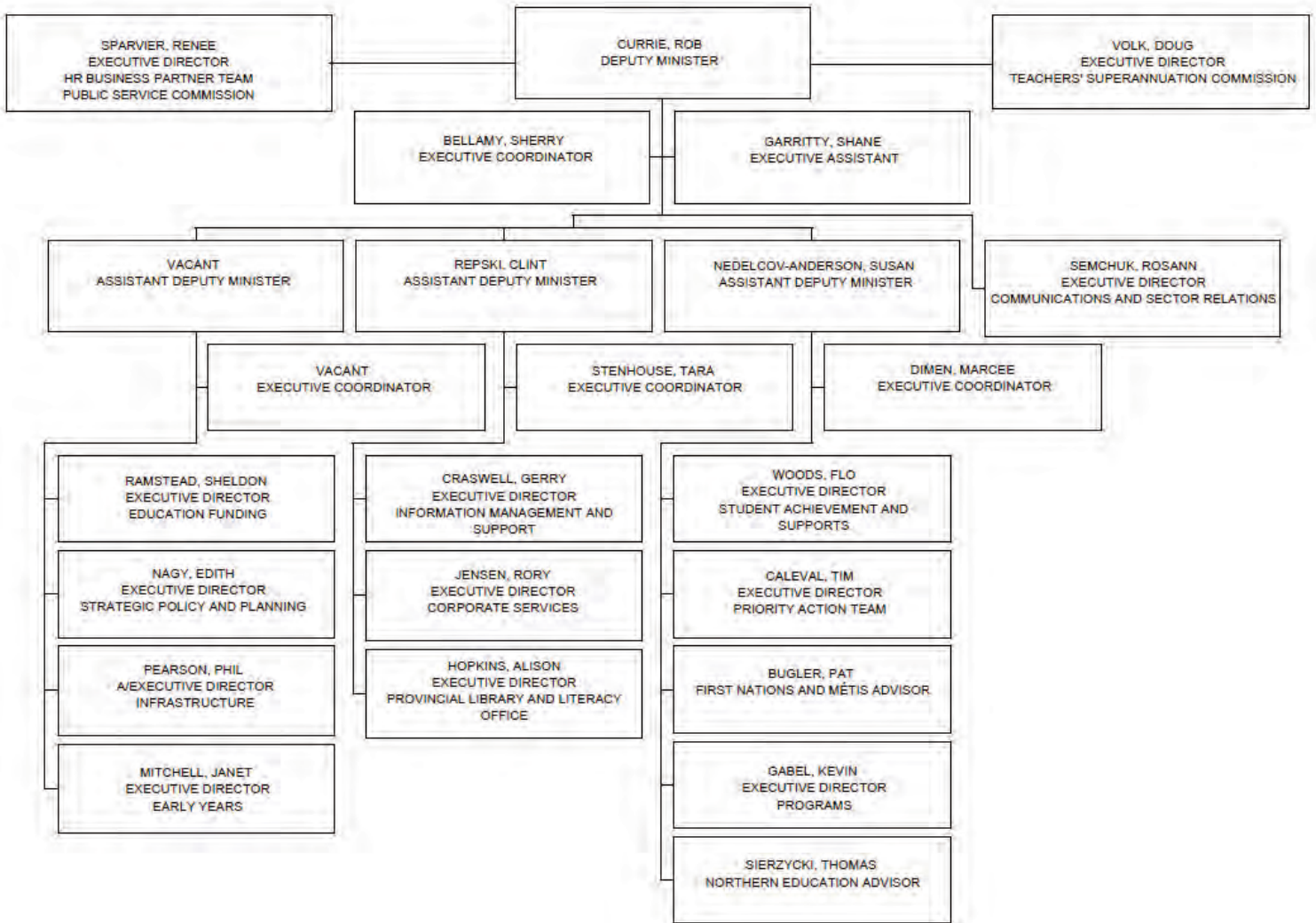
This annual report is available online at: saskatchewan.ca/government/government-structure/ministries/education#annual-reports.

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, 2019



Appendix B: Legislation and Regulations

Ministry of Education Legislation

C-7.31	<i>The Child Care Act, 2014</i> (jointly assigned to the Minister of Education and the Minister of 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 assigned to the Minister of Education and the Minister of 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 28	<i>The Education Funding Regulations, 2018</i>
E-0.2 Règl 28	<i>Règlement de 2018 sur le financement l'éducation</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 téléconférences</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-0.2 Reg 27	<i>The Registered Independent Schools Regulations</i>
E-0.2 Règl 27	<i>Règlement sur les écoles l'indépendantes inscrites</i>
E-0.2 Reg 26	<i>The School Division Administration 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 Immigration and Career Training, and the Minister of Advanced Education)
D-22.01 Reg 1	<i>The Training Program Regulations</i> (are jointly assigned to the Minister of Education and the Minister of Immigration and Career Training, but with respect to the Minister of Education, only as those regulations relate to literacy programs)
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>