

Annual Report for 2022-23

Ministry of Education

Letters of Transmittal



The Honourable
Dustin Duncan
Minister of Education

Office of the Lieutenant Governor of Saskatchewan

I respectfully submit the Annual Report for the Ministry of Education for the fiscal year ending March 31, 2023.

This report highlights the ministry’s dedication to Saskatchewan learners from their earliest years to Grade 12 and through life-long learning. It is the work of many organizations and sector partners including early years, Prekindergarten to Grade 12, libraries and literacy working together with a common goal of ensuring Saskatchewan students receive high-quality education.

A handwritten signature in black ink, appearing to read 'Dustin Duncan'.

Dustin Duncan
Minister of Education



Clint Repski
Deputy Minister of Education

The Honourable Dustin Duncan
Minister of Education

Dear Minister:

I have the honour of submitting the Annual Report for the Ministry of Education for the fiscal year ending March 31, 2023.

As Deputy Minister of Education, I accept responsibility for the financial administration and control of the ministry. I further take responsibility for the ministry’s public accountability and provide assurance that the information contained in the 2022-23 Annual Report is accurate and reliable.

A handwritten signature in black ink, appearing to read 'Clint Repski'.

Clint Repski
Deputy Minister of Education

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.

2022-23 Operational Environment

The Ministry of Education and its early years, Prekindergarten to Grade 12, libraries and literacy sectors continued 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 three goals in *Saskatchewan's Growth Plan: The Next Decade of Growth 2020-2030* – strong economy, strong communities and strong families – drive the Ministry of Education and sector plans.

The Ministry of Education and its early years sector delivered a number of key programs and services. A total of 20,307 child care spaces were provided in 723 regulated child care facilities. Fifteen Early Years Family Resource Centres welcomed over 23,000 children and adults in person and received over one million social media and web-views. Fourteen Early Childhood Intervention Programs served more than 1,200 children in 211 different communities. Almost 2,000 families were engaged in KidsFirst targeted programming available in 12 northern communities and eight additional communities across the province. KidsFirst Regional programming was available in more than 343 communities serving approximately 16,000 children and adults. Prekindergarten programs were provided to 5,602 children including 5,052 in 316 targeted programs.

The Ministry of Education's key programs and services supported the delivery of learning programs in English and French to 189,924 Kindergarten to Grade 12 students in 770 schools in 27 provincial school divisions including associate schools and home-based settings. Additionally, the Ministry of Education supports 2,503 students in 19 qualified independent schools and four historical high schools.

The Ministry of Education also supported 305 public libraries in 11 public library systems, eight Family Literacy Hubs (FLHs) serving families in their local areas/communities and one FLH serving francophone families throughout Saskatchewan. Literacy initiatives and public library services were provided for over 399,000 registered borrowers.

The Ministry of Education 2022-23 Business Plan is available online here:

<https://publications.saskatchewan.ca/#/products/117223>.

Progress on Goal 1: Saskatchewan citizens of all ages learn, develop and experience improved quality of life.

This ministry goal supports the government direction from *Saskatchewan's Growth Plan 2020-2030*: delivering on the purpose of growth by ensuring growth builds a better quality of life for Saskatchewan families and communities; growing a skilled labour force through education and training; improving education and child care; and building an accessible Saskatchewan for people with disabilities.

Strategy 1.1:

Strengthen relevance and responsiveness.

Key Actions:

- Strengthen partnerships and encourage the development of skills and knowledge that will prepare students and citizens for post-secondary education, entrepreneurship, business and self-management of their careers.
 - Completed the renewal of *Entrepreneurship 20, 30* curriculum.
 - Worked with industry to ensure Practical and Applied Arts curricula are current with industry standards.
- Work with the sector to improve the experience and engagement of all learners.
 - Supported Family Literacy Hubs on a special project with libraries in the fall of 2022 to encourage families with young children to use the library. As a result, family literacy events were held in 31 communities with 207 new library cards issued to children under the age of six.
 - Reviewed board of education annual reports to compile and communicate the extent to which the 27 school divisions used effective strategies to improve graduation rates.
- Ensure the Prekindergarten to Grade 12 system provides students with necessary foundational skills, knowledge and competencies.
 - Developed provincial education plan actions to build resiliency in students and the foundational skills, knowledge and competencies that they will need for their future.
 - Increased the number of available spaces in the Early Learning Intensive Support Program by 150, bringing the total number of spaces to 392, and making the program available in 26 school divisions.
 - Facilitated the increase of more than 300 educational assistants in Saskatchewan schools in the 2022-23 school year with approximately 200 provided by \$7 million in targeted funding.
 - Established and supported the 12-member Youth Council to provide advice and insights in several areas, including Indigenous education, the draft long-term provincial education plan, high school graduation requirements and access to electronic resources in schools.

Strategy 1.2:

Improve access to services and programs.

Key Actions:

- Continued to implement the federal-provincial *Early Learning and Child Care Agreement* and the *Canada-Wide Child Care Agreement* with an increase of approximately \$212.3 million.
 - Reduced regulated child care fees for families with children under the age of six beginning in September 2022, by an average of 70 per cent compared to March 2021, making regulated child care more affordable for families.
 - Added 2,677 new child care spaces in communities across the province.
 - Provided one-time grants to child care facilities to improve affordability, support preventative maintenance and fund outdoor winter play equipment.
 - Provided an additional up to \$2 per hour wage increase for Early Childhood Educators, building upon an up to \$3 per hour wage increase in 2021.
 - Invested in grants to support the recruitment and retention of certified Early Childhood Educators and group family child care assistants.
 - Invested in supports for families with vulnerable children to make child care more inclusive, including embedding staff with skills specific to caring for children with medically complex needs at Hope's Home, and funding for developmental consultants and child care facilitators across the province to help build inclusive environments.
 - Partnered with Collège Mathieu, Saskatchewan Indian Institute of Technologies (SIIT) and Saskatchewan Polytechnic (Sask Polytech) to make Early Childhood Education (ECE) training opportunities available at no charge as part of the commitment to improve quality in the early years and child care sector.
 - Supported post-secondary institutions to offer free training, including 486 ECE I training seats, 245 ECE II training seats, 60 ECE III training seats and 2,797 professional learning training seats, including micro-credentials, autism training and leadership training.
 - Developed three new Early Years Family Resource Centres (FRCs) in Lloydminster, Swift Current and Weyburn bringing the total number of FRCs in the province to 15.
 - Introduced Program Designer positions into 13 FRCs in January 2023 to improve the quality of early learning programs within the province.
 - Provided an increase of \$655,000 to the Early Childhood Intervention Program to address the waitlist pressure and allow more children to receive early intervention.
- Continue to advance accessibility to supports and services in the Prekindergarten to Grade 12 education sector by working with other human services ministries, school divisions, the Saskatchewan Health Authority and First Nations and Métis partners.
 - Supported Saskatchewan students who are in the care of the province, in custody facilities and in hospitals through partnerships with third-party providers and school divisions.
 - Offered \$5,000 to each Family Literacy Hub to engage with First Nation and Métis partners within their region to support increased family literacy activities.

Strategy 1.3:

Improve services and supports by identifying and sharing innovative practices.

Key Actions:

- Support and pilot innovative approaches in all sectors to increase citizens' quality of life and success.
 - Provided Saskatchewan residents with access to a credible and authoritative information resource through the Saskatchewan Electronic Resources Partnership (SERP) program. The digital resources in the SERP collection are a key tool in developing information literacy skills among K-12 students and encouraging lifelong learning.
 - Supported the Saskatchewan School Boards Association to implement the Parent Teacher Home Visits program, which promotes connections and relationships between educators, students and their families.
- Address the impact of the COVID-19 pandemic and support innovation in the sectors.
 - Extended the interim provincial education plan into the 2022-23 school year to respond to the pressures experienced by school systems resulting from the COVID-19 pandemic.
 - The interim plan included key actions to meet the needs of all students in the areas of mental health and well-being, literacy, numeracy and engagement. The interim plan also promoted supports for students and staff that are available across ministries and agencies.

Performance Measure Results:

Graduation Rates

Percentage of students who graduate within three years, five years and eight years or more of starting Grade 10.

Completing Grade 12	Three-year (within 3-years)				Five-year (within 5-years)				Eight-year (within 8-years)			
	All	Non-Indigenous ¹	FNMI ²	Disparity	All	Non-Indigenous	FNMI	Disparity	All	Non-Indigenous	FNMI	Disparity
June 2012	73.7	82.9	35.9	47.0	81.2	88.0	49.7	38.3	83.2	87.8	54.0	33.8
June 2017	76.5	85.4	43.2	42.2	84.0	90.4	59.8	30.6	84.7	90.0	63.1	26.9
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
June 2019	77.3	86.8	43.4	43.5	84.7	91.2	61.0	30.2	86.3	91.3	67.2	24.1
June 2020	79.8	89.2	46.7	42.5	85.5	91.9	62.6	29.3	87.1	92.2	68.1	24.2
June 2021	78.8	88.7	44.7	43.9	85.5	92.2	61.6	30.7	87.2	92.6	67.3	25.3
June 2022	75.7	87.4	39.7	47.8	86.4	93.4	61.6	31.8	87.2	92.5	67.7	24.8

¹Non-Indigenous students are those who do not identify themselves to be First Nation, Métis or Inuit/Inuk (FNMI),

²FNMI students are those who choose to self-identify as FNMI.

NOTES:

For each school year, the June graduation rate results are shown for three different years' Grade 10 cohorts that may have had different graduation successes earlier or later relative to one another.

Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. For example, June 2022 three-year graduation rate would be the percentage of students who 'started' Grade 10 in 2019-20 who completed within three years by June 2022.

Three-year graduation rates from 2019 to 2022 fluctuate due to, in part, the temporary provincial policy set in place in response to the COVID-19 pandemic, along with school operational and instructional responses.

Five-year graduation rates are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10. The eight-year graduation rates shown in the table provide an indication of some students' persistence to complete Grade 12 as an adult, perhaps several years later.

Data includes students in provincially funded, independent and First Nations schools. Numbers may differ slightly from those previously reported due to broader inclusion of students in the Student Data System.

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

Source: Ministry of Education, Student Data System

Credit Attainment

Percentage of grades 10 to 12 students attaining eight or more credits per year.

Year	Proportion earning 8 or more credits per year ¹			Proportion earning 5 or more credits per year ²		
	All	FNMI ³	Non-Indigenous ⁴	All	FNMI	Non-Indigenous
2011-12	59.8	27.5	70.6	75.8	45.0	86.0
2016-17	60.5	31.3	70.6	77.1	49.0	86.9
2017-18	60.8	31.4	71.2	77.4	49.2	87.4
2018-19	61.2	32.3	71.6	78.1	50.0	88.2
2019-20	64.7	36.9	74.8	81.3	57.9	89.8
2020-21	58.1	26.7	70.2	75.1	42.7	87.5
2021-22	58.5	30.5	70.2	75.2	46.1	87.3

¹ Credit attainment pace required for graduation within three years.

² Credit attainment pace required for graduation within five years.

³ FNMI students are those who choose to self-identify as First Nations, Métis or Inuit/Inuk.

⁴ Non-Indigenous students are those who do not identify themselves to be FNMI.

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.

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

Credit attainment in 2020-21 shows a decrease from pre-pandemic levels that can likely be attributed in part to disruptions in learning caused by the COVID-19 pandemic. Provincial policies set in place in response to the COVID-19 pandemic, along with school operational and instructional responses, likely contributed to a larger than usual year-over-year percentage point increase in credit attainment for June 2020.

Source: Ministry of Education, Student Data System (September 2022).

Reading Levels

Percentage of students Grades 1 to 3 reading at or above grade level.

		2016-17	2017-18	2018-19	2019-20 ₃	2020-21	2021-22
Grade 1	All	67.6	68.0	66.9	na	60.4	62.3
	Indigenous ₁	40.6	41.6	40.0	na	29.2	33.9
	Non-Indigenous ₂	73.8	73.9	72.7	na	66.2	67.7
Grade 2	All	70.5	72.4	71.4	na	62.4	65.5
	Indigenous	46.0	50.4	46.5	na	36.4	37.4
	Non-Indigenous	76.3	77.2	76.7	na	67.4	71.0
Grade 3	All	74.4	74.8	74.9	na	66.8	68.3
	Indigenous	53.0	55.1	55.3	na	45.1	44.1
	Non-Indigenous	79.6	79.2	79.2	na	70.9	73.6

₁ Indigenous students are those who choose to self-identify as First Nations, Métis or Inuit/Inuk.

₂ Non-Indigenous students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.

₃ As a result of the COVID-19 pandemic response, June 2020 reading data is unavailable.

NOTES

Reading levels are based on provincially developed benchmarks. The percentage of students reading at or above grade level was determined as the proportion of those students with a 'valid' reading score (excluded or non-participant students were not included in these calculations).

Results for students who were excluded (including English as an Additional Language learners with language proficiency levels below B1.1 on the Common Framework of Reference and home-based or Grade 1 French Immersion students) or for students who did not participate in the reading assessment were not included in calculating these proportions.

Results are for provincial school division schools and independent schools associated with the school divisions, including Francophone grades 1-3 and French Immersion grades 2-3 students. Results for students who attend a school administered by a First Nation or by a Hutterite colony are not included.

The percentage of students in grades 1 to 3 whose reading at or above grade level in 2020-21 shows a decrease from pre-pandemic levels that can likely be attributed in part to disruptions in learning caused by the COVID-19 pandemic.

Source: Ministry of Education, 2022

Early Learning Readiness

Percentage of children whose learning and development is typical for children of the same age in Kindergarten, according to an observational early childhood readiness screening tool.

	Fall (Kindergarten entry)	Spring (Kindergarten exit)																
2014-15 (baseline)	<p>Students (%) at K entry</p> <table border="1"> <tr><th>Tier</th><th>Percentage (%)</th></tr> <tr><td>Tier I</td><td>56.8</td></tr> <tr><td>Tier II</td><td>28.1</td></tr> <tr><td>Tier III</td><td>15.1</td></tr> </table>	Tier	Percentage (%)	Tier I	56.8	Tier II	28.1	Tier III	15.1	<p>Students (%) at K exit</p> <table border="1"> <tr><th>Tier</th><th>Percentage (%)</th></tr> <tr><td>Tier I</td><td>79.2</td></tr> <tr><td>Tier II</td><td>14.2</td></tr> <tr><td>Tier III</td><td>6.6</td></tr> </table>	Tier	Percentage (%)	Tier I	79.2	Tier II	14.2	Tier III	6.6
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2021-22	<p>Students (%) at K entry</p> <table border="1"> <tr><th>Tier</th><th>Percentage (%)</th></tr> <tr><td>Tier I</td><td>57.3</td></tr> <tr><td>Tier II</td><td>27.3</td></tr> <tr><td>Tier III</td><td>15.4</td></tr> </table>	Tier	Percentage (%)	Tier I	57.3	Tier II	27.3	Tier III	15.4	<p>Students (%) at K exit</p> <table border="1"> <tr><th>Tier</th><th>Percentage (%)</th></tr> <tr><td>Tier I</td><td>77.7</td></tr> <tr><td>Tier II</td><td>14.5</td></tr> <tr><td>Tier III</td><td>7.8</td></tr> </table>	Tier	Percentage (%)	Tier I	77.7	Tier II	14.5	Tier III	7.8
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2022-23 (current)	<p>Students (%) at K entry</p> <table border="1"> <tr><th>Tier</th><th>Percentage (%)</th></tr> <tr><td>Tier I</td><td>56.9</td></tr> <tr><td>Tier II</td><td>27.4</td></tr> <tr><td>Tier III</td><td>15.7</td></tr> </table>	Tier	Percentage (%)	Tier I	56.9	Tier II	27.4	Tier III	15.7	<p><i>Spring data for the current 2022-23 school year will be available in August 2023.</i></p>								
Tier	Percentage (%)																	
Tier I	56.9																	
Tier II	27.4																	
Tier III	15.7																	
	Tier I – Students (%) complete developmental tasks without difficulty	Tier II – Students (%) experience some difficulty completing developmental tasks																
		Tier III – Students (%) experience significant difficulty completing developmental tasks																

NOTES:

*Due to rounding, totals may not add to 100.0

The EYE-TA is an assessment for learning that provides the province with a good understanding of young children’s development when they first enter school, with a particular focus on reading readiness skills. As an assessment for learning used universally in provincial Kindergarten programs, the EYE-TA is an important tool for educators and school divisions and helps guide planning and practice at the classroom, school and division levels.

Source: Ministry of Education, Early Years Evaluation – Teacher Assessment (EYE-TA).

Progress on Goal 2: Indigenous learners experience equitable opportunities toward improved outcomes.

This ministry goal supports the government direction from *Saskatchewan's Growth Plan 2020-2030*: delivering on the purpose of growth by ensuring growth builds a better quality of life for Saskatchewan families and communities; and growing a skilled labour force through education and training.

This goal aligns with the goals of *Inspiring Success: First Nations and Métis Prekindergarten to Grade 12 Education Policy Framework*, including First Nations and Métis languages and cultures are valued and supported; equitable opportunities and outcomes for Indigenous learners; and all learners demonstrate knowledge and understanding of the worldviews and historical impact of Indigenous people.

Strategy 2.1:

Enhance and support partnerships and relationships.

Key Actions:

- Engage with First Nations and Métis partners to facilitate improvements to supports and services for Indigenous students.
 - Initiated the development of a plan for a coordinated early learning and child care system that reflects the needs of Saskatchewan's First Nations and Métis Peoples and is centered on children, grounded in culture and guided by leaders in Indigenous early learning and child care in the province.
 - Facilitated Indigenous participation in the development of the provincial education plan.
 - Increased the number of Invitational Shared Services partnerships between First Nations education authorities and school divisions from 19 to 24.
- Work closely with Indigenous partners and the Government of Canada to maximize support for Indigenous learners.
 - Implemented *MySchoolSask/MonÉcoleSask* in 40 First Nations schools during the 2022-23 school year.
 - Implemented a *MySchoolSask/MonÉcoleSask* integration with Indigenous Services Canada to transfer First Nations schools' enrolment information.

Strategy 2.2:

Support action toward reconciliation and honour the contributions of First Nations, Métis and Inuit people.

Key Actions:

- Provide additional opportunities for ministry staff to develop cultural capacity and learn about reconciliation and Indigenous world views and perspectives.
 - Provided staff learning opportunities related to the National Day for Truth and Reconciliation and Indigenous Storytelling Month.

- Made available the Indigenous Speaker Series videos and updated ministry online portal with Indigenous resources in French.
- Assist the library sector in creating diverse, equitable and inclusive organizations, including initiatives specific to truth and reconciliation.
 - Worked with Indigenous Peoples and groups in Saskatchewan to determine preferred subject headings for use in all Saskatchewan library catalogues as an act of reconciliation. This work will remove or replace derogatory terminology used in the past.
- Plan and implement actions in the ministry and sectors that advance progress on the Truth and Reconciliation Commission's Calls to Action and Principles of Reconciliation.
 - Partnered with Saskatchewan Indian Institute of Technologies (SIIT) to offer free training and professional development opportunities. In addition, SIIT was supported in the development of an advanced certificate in Indigenous Early Childhood Education.
 - Continued to develop a First Nation and Métis Language Framework for grades 1-9 to support locally determined options.
 - Continued to develop *Dakota 10, 20, 30* curricula.
 - Continued to develop *Indigenous Mentorship 10L and 20L* curricula.
 - Completed updates to the *Supporting Reconciliation in Sask Schools* Blackboard site (French and English).
 - Created a *Teaching Treaties in the Classroom* Blackboard site (French and English).
 - Supported the inclusion of Truth and Reconciliation in the interim provincial education plan and long-term provincial level priority action plans.
 - Participated on the Council of Ministers of Education, Canada (CMEC) Indigenous Education Committee to share successful practices and actions to improve Indigenous education.
 - Participated in the planning for the 2022 CMEC Symposium on Indigenizing Education. This hybrid in-person/virtual event was hosted at First Nations University of Canada on July 5 and 6, 2022.
- Plan and implement initiatives that respond to the Calls for Justice from the *Final Report of the National Inquiry on Missing and Murdered Indigenous Women and Girls*.
 - Made available the following online learning module and toolkits as reported in the [2021 Government of Saskatchewan Response To the National Inquiry Into Missing And Murdered Indigenous Women And Girls](#)
 - [Supporting Reconciliation in Saskatchewan Schools](#)
 - [Deepening the Discussion: Gender and Sexual Diversity Toolkit](#)

Strategy 2.3:

Focus supports and programs to improve outcomes for Indigenous learners.

Key Actions:

- Promote, support and monitor progress of the goals and principles of *Inspiring Success: First Nations and Métis Pre-K-12 Education Policy Framework* to guide actions at all levels of the Prekindergarten to Grade 12 education system.
 - Hosted the Indigenous Education Symposium 2022: Inspiring Success Continuing the Journey on May 16 and 17, 2022, with 262 in-person and 80 online participants attending.

- Worked with the Saskatchewan School Boards Association to develop the *Indigenous Education Responsibility Framework* which will inform reporting requirements for *Inspiring Success: First Nations and Métis Pre-K-12 Education Policy Framework*.
- Assisted boards of education in publicly reporting *Inspiring Success* actions in their annual reports and reviewed those reports to provide school divisions with trends, effective practices and areas for growth.
- Identify and focus supports on schools and communities with a significant Indigenous population.
 - Distributed \$3.8 million through the First Nations and Métis Education Achievement Fund which has provided dedicated funding annually since 2011-12 specifically for the improvement of First Nations and Métis education outcomes in the province.
 - Distributed \$143,000 to northern Saskatchewan school divisions through the Learning Opportunities Program for innovative projects that utilize Indigenous knowledge to improve Prekindergarten to Grade 12 student outcomes.
- Support/enhance opportunities for student learning and family literacy in northern Saskatchewan.
 - Distributed over 30,000 books through the Family Literacy Hub program, which includes the La Ronge and Area Family Literacy Hub, and 17,368 books and 536 literacy learning kits through the 2022 Summer Literacy Program. This program is delivered by eight school divisions reaching 29 communities with 2,550 readers participating. These materials were used to build home libraries across Saskatchewan.
 - Provided funding to Pakkisiḡon Nuyeyáh Library System to purchase culturally relevant material to support summer literacy programming. These materials are then available through public libraries throughout the year.
 - Provided \$135,710 in funding to northern school divisions for French as a second language programs and recruitment and retention for French speaking teachers.

Performance Measure Results:

Following Their Voices

Number of teachers and provincial and First Nations schools participating in *Following Their Voices*.

- In 2022-23, there were 42 schools implementing *Following Their Voices*. Of these, 37 are provincial schools, four are First Nations schools and one is a joint provincial/federal school. There are over 1,500 teachers that have been involved in *Following Their Voices* since its inception.
- Four new schools began implementation in the fall of 2022. These schools are Archbishop M.C. O'Neill High School (Regina Roman Catholic Separate School Division), Cornwall Alternative School (Regina), Kinistino Public School (Saskatchewan Rivers Public School Division) and Turtleford School (Northwest School Division).

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

- Three- and five-year graduation rates have increased since the 2014-15 school year, when *Following Their Voices* began implementation. Three-year rates have increased by three percentage points, from 37 per cent to 40 per cent in 2021-22. Five-year graduation rates have increased by one percentage point, from 57 per cent to 58 per cent in 2021-22.
- The percentage of grades 10 to 12 students attaining eight or more credits per year has increased by seven percentage points from 26 per cent to 33 per cent from 2014-15 to 2021-22.

Inspiring Success

Number of school divisions that reported actions in relation to the goals of *Inspiring Success*.

- Twenty-four school divisions reported actions in relation to all five goals of *Inspiring Success*. Two school divisions reported actions in relation to four of the goals, and one in relation to three of the goals.

Professional Development

Number of individuals in Multitype Libraries having completed the *4 Seasons of Reconciliation* professional development modules.

- Registrations from Multitype Libraries were received for all 300 licensed spots of the *4 Seasons of Reconciliation* professional development module.

Number of school divisions with staff who have completed *Leading to Learn* training, a capacity building professional learning and development opportunity to build administrators' knowledge and skills to best support First Nations, Métis and Inuit student learning.

- Four school divisions completed *Leading to Learn* training in the 2022-23 school year. There have been 22 school divisions and three First Nations education authorities that have completed training since the 2018-19 school year.

Progress on Goal 3: Saskatchewan citizens of all ages feel valued, safe and supported in their learning and development.

This ministry goal supports the government direction from *Saskatchewan's Growth Plan 2020-2030*: ensuring the Prekindergarten to Grade 12 education system builds resiliency in students and the foundational skills, knowledge and competencies through the completion of a high school education; and supporting mental health and wellness in schools.

This goal aligns with the four priority actions of the provincial education plan:

- Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction;
- Actualize the vision and goals of [Inspiring Success: Prek-12 First Nations and Metis Education Policy Framework](#);
- Enrich and enhance mental health and well-being capacity in students; and,
- Foster connections for learners and their families while supporting transitions as learners enter and progress through school to graduation and determine a life pathway.

Strategy 3.1:

Support safe, respectful, inclusive and culturally affirming environments for learning, growing and developing.

Key Actions:

- Engage with sector partners to identify and address areas of focus for safety, respect, inclusivity and cultural affirmation in supports and services.
 - Allocated an increase of \$6.0 million for learning supports for students who require intensive supports, students with vulnerable circumstances, students who require English as an Additional Language supports, and student refugees.
 - Implemented the new *The Registered Independent Schools Regulations* with enhanced supervision of independent schools to ensure student safety.
 - Allocated \$168.6 million for school infrastructure to continue to provide safe and inclusive learning environments for students, including:
 - \$95.2 million to support 20 ongoing capital projects to build 15 new schools and renovate five existing schools;
 - \$4.5 million for the creation of a new minor capital renewal program;
 - \$55.9 million for preventative and emergency maintenance;
 - \$12.0 million to buy or move relocatable classrooms for the 2023-24 school year; and,
 - \$1.0 million for school facility assessments.
 - Consulted with francophone organizations and school divisions to ensure funding from the *Canada-Saskatchewan Agreement on Minority-Language Education and*

Second-Language Instruction 2019-2020 to 2022-2023 addresses cultural affirmation within a minority context and/or a second language programming.

- Continued to provide programming that is tailored to the unique needs of communities to ensure equitable access to literacy opportunities.
- Provided over 5.4 million meals through the Child Nutrition program.

Strategy 3.2:

Foster an environment that supports physical and mental health for all learners.

Key Actions:

- Plan, implement and monitor the effectiveness of initiatives that support health and wellness in schools.
 - Implemented *Take a Break* to promote awareness of the importance of taking time to log off to improve mental and physical health.
- Ensure the Prekindergarten to Grade 12 education system builds resiliency in students.
 - Continued to work alongside the education sector in support of stronger mental health and well-being and by promoting high impact initiatives to Saskatchewan school divisions.
 - Supported the Provincial Mental Health and Well-Being Spring Symposium 2022 - *Working Together; What's Strong With Us* with over 300 participants representing all 27 school divisions, 16 First Nations education organizations and the Métis Nation. There was also representation from eight different education stakeholder organizations and ministries.
- Increase access to well-being and mental health services in the province by building on best practices and working with other ministries and third parties.
 - Allocated \$603,000 to support initiatives related to resiliency through the funding of initiatives related to bullying prevention, positive mental health and student safety.

Performance Measure Results:

Performance Measure Results (2021-22 Elementary and Secondary results)				
Perceptual Survey Measures	Grade Levels	All students	Indigenous students	Non-Indigenous Students
Safety				
Percentage of students feeling safe at school.	Grades 4-6	60%	53%	64%
	Grades 7-12	57%	48%	62%
Percentage of students that report being a moderate/severe victim of bullying and exclusion (i.e., physical, verbal, social, cyber).	Grades 4-6	28%	35%	25%
	Grades 7-12	23%	26%	20%
Relationships				
Percentage of students that report positive peer-to-peer relationships.	Grades 4-6	80%	70%	84%
	Grades 7-12	74%	66%	77%
Percentage of students that report positive teacher-student relationships.	Grades 4-6	90%	89%	91%
	Grades 7-12	64%	62%	66%
Sense of Belonging				
Percentage of students reporting positive sense of belonging.	Grades 4-6	69%	63%	72%
	Grades 7-12	59%	49%	64%
Mental Health				
Percentage of students reporting positive mental health.	Grades 4-6	68%	60%	72%
	Grades 7-12	68%	61%	70%

NOTES:

The Ministry of Education provided school divisions, Independent/Historical High Schools and First Nation education authorities access to a student survey that measured factors known to affect school completion including engagement, well-being, instruction, inclusive practices, school safety and climate. Approximately 100,000 students participated in the survey in the 2021-22 school year.

Source: Ministry of Education, 2022.

Progress on Goal 4: Saskatchewan's early years, Prekindergarten to Grade 12, library and literacy sectors are effective and sustainable.

This ministry goal supports the government direction from *Saskatchewan's Growth Plan 2020-2030*: delivering on the purpose of growth by ensuring growth builds a better quality of life for Saskatchewan families and communities; and growing a skilled labour force through education and training.

Strategy 4.1:

Provide responsive leadership and strategic direction.

Key Actions:

- Foster an engaged, healthy, high performing, representative workforce within the Ministry of Education.
 - Developed plans to strengthen employee engagement, health and safety.
 - Implemented *Not Myself Today* to support workplace mental wellness.
 - Staffed all ministry positions in alignment with ministry representative workforce priorities (persons who self-identify as Indigenous or persons experiencing disabilities).
- Work with all sectors to improve the recruitment and retention of Indigenous staff toward a representative workforce.
 - Worked with senior leadership in the education sector to establish an action to develop an inclusive workforce strategy to recruit and retain staff in the education sector at all levels.
- Ensure effective stewardship and oversight of sector delivery partners through: transparent reporting and accountability; effective governance and administration; and effective communication within the sectors.
 - Reported on the results achieved in developing child care spaces and reducing child care fees in 2021-22 under the [Canada-Wide Early Learning and Child Care Agreement](#) and the [Canada-Saskatchewan Bilateral Early Learning and Child Care Agreement](#).
 - Assisted school divisions in the preparation of board of education annual reports. Reviewed implementation of School Community Councils through board of education reports and provided a report of actions, successes and challenges.
 - Enhanced supervision of all independent schools.
- Leverage federal and provincial-territorial relationships and agreements to further government, Ministry of Education and sectoral priorities.
 - Promoted and managed bilingual programs for students and teachers through the *Official Languages Programs* and the *Canada-Saskatchewan Agreement on Minority Language Education and Second Language Instruction (2019-20 to 2022-23)*.
 - Continued to work with the federal government toward initiatives that strengthen minority language education.

- Acquired funding for teacher retention and recruitment projects and infrastructure projects through *Canada's Action Plan for Official Languages 2018-2023*.

Strategy 4.2:

Work with the sectors to identify provincial priorities and develop plans.

Key Actions:

- Work with partners in the early years, Prekindergarten to Grade 12 and provincial library sectors to develop, implement, monitor and report on progress on sector strategic plans.
 - Worked with the Prekindergarten to Grade 12 education sector to develop and secure board of education endorsement for four priority actions and related milestones for the development of the long-term provincial education plan.
 - Implemented year one of the *Provincial Public Library Sector Plan*, focused on benchmarking in the five key areas of the plan. Work centered on jurisdictional reviews, assessments of collaborative practices and identification of information technology needs in the sector and for service delivery.
- Ensure federal-provincial agreements and action plans are aligned with the Ministry of Education priorities and the *Growth Plan*.
 - Created a new category of qualified independent schools (QIS) with enhanced eligibility and accountability recognizing the difference that currently exists among QIS.
 - Continued to support the *Canada-Saskatchewan Agreement for Minority-Language and Second-Language Instruction* to sustain and strengthen French language opportunities for Saskatchewan students.

Strategy 4.3:

Encourage and support equity, efficiency and effectiveness.

Key Actions:

- Support sector partners in developing and implementing projects aimed at achieving efficiencies.
 - Coordinated the purchase of 4,250 books for five book titles to support Family Literacy Hubs' book distribution and summer literacy programming delivered by school divisions.
 - Negotiated better pricing for digital resources with Saskatchewan libraries and schools.
- Ensure programs, policies and resources are strategic, relevant and achieve objectives and expectations.
 - Allocated \$4.5 million for the creation of a new minor capital renewal program allowing school divisions to address structural repairs, renovations and additions to prolong the life of schools across the province.
 - Approved renovation projects at both Kyle Composite School and École St. Margaret School in Moose Jaw.
 - Updated the Student Cumulative Records Guidelines to address recommendations from the Advocate for Children and Youth and to update information related to access and privacy.
 - Aligned the literacy priorities of the Literacy Office's five-year strategic direction focusing on key themes with *Saskatchewan's Growth Plan* and the Ministry of Education's Business Plan.

- Explore and implement improvements to ministry systems and programs to improve client service.
 - Established a new treasury board crown, the Saskatchewan Distance Learning Corporation (DLC), to deliver centralized online education in the province for flexibility in educational choice:
 - Worked collaboratively with relevant education sector partners to identify nine regional campuses to ensure all areas of the province have access to high quality online learning.
 - Developed a quality assurance framework for online learning in the province to ensure that all students accessing online learning receive high-quality education no matter where they live in Saskatchewan.
 - Continued to develop the multilingual library collection and service, adding approximately 10,000 print and ebook titles in a variety of languages for children and adults.
 - Distributed over 1,000 books to participating library systems across Saskatchewan as part of a Dyslexia-Friendly Print Collection pilot.

Performance Measure Results:

Professional Development

Percentage of ministry staff that completed the *4 Seasons of Reconciliation* module.

- Prior to June 2022, approximately 75 per cent of ministry staff completed the module.

Recruitment and Retention

Percentage of ministry staff that self-identify as Aboriginal or Persons experiencing a Disability.

- 6.2 per cent of ministry staff self-identify as Aboriginal.
- 8.1 per cent of ministry staff self-identify as Persons experiencing a Disability.

Employee Engagement

Percentage of employees completing the employee engagement survey.

- 78 per cent of ministry staff completed the 2021-22 Employee Engagement and Culture Survey, exceeding the government-wide participation rate of 63 per cent.

Percentage of engaged employees as measured by an employee values index.

- 80 per cent of ministry staff are engaged as measured by an employee values index, exceeding the government-wide score of 74 per cent.

Safety Survey

Percentage increase in the physical and psychological safety climate scores.

- A slight decline in the safety climate scores compared to the previous year: physical (1.2 per cent) and psychological (3.9 per cent).

Financial Summary

Introduction

Total 2022-23 expenditures for the Ministry of Education were \$2,885.3 million resulting in a variance of \$25.9 million under the approved expense budget of \$2,881.2 million. Revenue for the Ministry of Education in 2022-23 was \$208.9 million, resulting in a variance of \$23.5 million. Expenditures and revenue were under the 2022-23 budget primarily due to underspending in the *Canada-Saskatchewan Canada-Wide Early Learning and Child Care Agreement*.

Expense Summary

(in thousands of dollars)	2021-22	2022-23	2022-23	2022-23
	Actual	Estimates	Actual	Variance
Central Management and Services (ED01)				
Minister's Salary (Statutory)	\$54	\$53	\$56	\$3
Executive Management	\$1,661	\$1,776	\$1,997	\$221
Central Services	\$7,777	\$8,551	\$8,114	(\$437)
Accommodation Services	\$3,730	\$3,906	\$4,335	\$429
Subvote Subtotal	\$13,222	\$14,286	\$14,502	\$216
K-12 Education (ED03)				
Achievement and Operational Support	\$25,104	\$25,782	\$27,761	\$1,979
School Operating	\$1,836,905	\$1,858,565	\$1,874,850	\$16,285
K-12 Initiatives	\$41,159	\$49,493	\$66,360	\$16,867
School Capital	\$103,812	\$168,625	\$152,290	(\$16,335)
P3 Joint-Use Schools Maintenance and Interest	\$14,052	\$14,552	\$14,434	(\$118)
Subvote Subtotal	\$2,021,032	\$2,117,017	\$2,135,695	\$18,678
Early Years (ED08)				
Operational Support	\$3,959	\$4,461	\$4,041	(\$420)
KidsFirst	\$16,303	\$16,629	\$16,629	\$0
Early Childhood and Intervention Programs	\$4,464	\$5,208	\$5,208	\$0
Child Care	\$133,543	\$287,831	\$245,992	(\$41,839)
Subvote Subtotal	\$158,269	\$314,129	\$271,870	(\$42,259)
Provincial Library and Literacy (ED15)				
	\$14,431	\$14,446	\$14,362	(\$84)
Teachers' Pension and Benefits (ED04)				
Teachers' Superannuation Commission	\$1,157	\$1,325	\$1,140	(\$185)
Teachers' Superannuation Plan (Statutory)	\$282,219	\$285,355	\$286,234	\$879
Teachers' Group Life Insurance (Statutory)	\$2,414	\$2,555	\$2,256	(\$299)
Teachers' Dental Plan (Statutory)	\$14,953	\$15,895	\$15,578	(\$317)
Saskatchewan Teachers' Retirement Plan (Statutory)	\$91,942	\$93,590	\$91,684	(\$1,906)
Teachers' Extended Health Plan	\$21,807	\$22,609	\$21,996	(\$613)
Subvote Subtotal	\$414,492	\$421,329	\$418,888	(\$2,441)
Total Appropriation	\$2,621,446	\$2,881,207	\$2,855,317	(\$25,890)
Capital Asset Acquisitions, Net	-	-	-	-
Non-Appropriated Expense Adjustment	\$389	\$0	\$0	\$0
Total Ministry of Education Expense	\$2,621,835	\$2,881,207	\$2,855,317	(\$25,890)

Variance Analysis 2022-23 Actual Expenditure to Budget

1. Variance is primarily due to additional federal funding for the *Canada-Saskatchewan Agreement on Minority Language and Second Official Language Instruction*.
2. Variance is primarily due to enrolment growth and the development of the Saskatchewan Distance Learning Corporation.
3. Variance is primarily due to inflationary pressure on school divisions.
4. Variance is primarily due to construction delays.
5. Variance is primarily related to increased projected spending occurring in future years for the *Canada-Saskatchewan Canada-Wide Early Learning and Child Care Agreement*.
6. Variance is primarily due to a lower number of teachers retiring than projected.
7. Variance is primarily due to fewer retired teachers than projected.

Revenue Summary

(in thousands of dollars)	2022-23 Estimates	2022-23 Actual	2022-23 Variance
Sales, Services and Service Fees			
Other Miscellaneous Services	\$576	\$728	\$152
Subtotal	\$576	\$728	\$152
Receipts from Other Governments			
Federal-Provincial Cost Sharing Programs	\$231,484	\$203,496	(\$27,988) ¹
Subtotal	\$231,484	\$203,496	(\$27,988)
Other Revenue			
Casual Revenue	\$110	\$148	\$38
Refund from Previous Years' Expenditures	\$55	\$1	(\$54)
Changes in Previous Years' Estimates	\$160	\$4,545	\$4,385 ²
Salary Overpayment Refund - Prior Years	\$10	\$0	(\$10)
Subtotal	\$335	\$4,694	\$4,359
Total Revenue	\$232,395	\$208,918	(\$23,477)

Variance Analysis 2022-23 Actual Revenue to Budget

1. Variance is primarily due to savings related to child care in the *Canada-Saskatchewan Canada-Wide Early Learning and Child Care Agreement*.
2. Variance is due to increased refunds from school divisions relating to previous year capital projects.

Additional financial information can be found in the Government of Saskatchewan Public Accounts located at <https://publications.saskatchewan.ca/#/categories/893>.

Appendix

Legislation and Regulation

The following acts and regulations are administered by the Ministry of Education:

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 subsection 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 Reg 29	<i>The Education Regulations, 2019</i>
E-0.2 Règl 29	<i>Règlement de 2019 sur l'éducation</i>
E-0.2 Reg 30	<i>The Education Emergency Pandemic Support Program Regulations</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 télérencontres</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-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 SaskBuilds and Procurement, the Minister of Health and the Minister of Highways)
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>