

Annual Report

2024-25

Ministry of Education

Letters of Transmittal



The Honourable
Everett Hindley
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, 2025.

Everett Hindley
Minister of Education



Clint Repski
Deputy Minister of
Education

The Honourable Everett Hindley
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, 2025.

Clint Repski
Deputy Minister of Education

Organization Overview

Mandate

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

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.

2024-25 Operational Environment

The Ministry of Education continues 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 deliver several key programs and services. In 2024-25, a total of 26,544 child care spaces were provided in 1,138 regulated child care facilities. Prekindergarten programs were available to up to 5,056 children in 316 targeted Prekindergarten programs and five specialized Prekindergarten programs.

The Ministry of Education's key programs and services support the delivery of learning programs to 200,066 Kindergarten to Grade 12 students in 755 schools in 27 provincial school divisions including associate schools and home-based settings. Additionally, the Ministry of Education supports 2,635 students in 17 qualified independent schools, three certified independent schools and four historical high schools.

The Ministry of Education also supports 302 public libraries in 12 public library systems, eight Family Literacy Hubs (FLHs) serving families in their local areas/communities and one FLH serving Francophone families throughout Saskatchewan. Family Literacy programming and services were provided to 12,082 children and 7,105 adults including Francophone families and public library services were provided for 411,000 registered borrowers.

The Ministry of Education 2024-25 Business Plan is available here: [Publications Centre \(saskatchewan.ca\)](https://publications.saskatchewan.ca)

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

This ministry goal supports the achievement of *Saskatchewan's Growth Plan 2020-2030* by: supporting and developing lifelong learning and participation in the economy through a skilled labour force; building better communities and stronger families through improved education and training through all stages in life; providing greater access to child care and early learning; and building an inclusive and diverse community for people from all walks of life, giving Saskatchewan residents a better quality of life.

Strategy 1.1: *The approach we took to achieve our goal*

Improve learner outcomes.

Key Actions: *What we did to get there*

- Work with the Prekindergarten to Grade 12 education sector to develop a province-wide plan to assess and support student learning and success.
 - Launched the Saskatchewan Student Assessment program to provide a snapshot of student performance in mathematics in Grades 5 and 9 and English language arts in Grades 4, 7 and 10. Implementation will begin in the 2025-26 school year.
 - Facilitated monthly meetings with contacts from each school division to provide project status updates and request teacher involvement in assessment item development and validation.
- Support the early years and literacy sectors and Kindergarten to Grade 12 education system in providing learners with necessary foundational skills, knowledge and competencies.
 - Provided the opportunity for up to 632 three and four-year old children requiring intensive support to attend Prekindergarten in 26 school divisions through the Early Learning Intensive Supports program.
 - Implemented changes to graduation requirements for students enrolled in Grade 10 in the 2024-25 school year, including the addition of a Financial Literacy 10 credit requirement, a reduction in English language arts credits from five to three (with one required at each of the 10, 20, and 30 levels), and a reduction in social sciences credits from three to two (with one required at the 10 and 30 levels).
 - Established the Reading Advisory Group to provide expert advice related to the selection and approval of a screener for assessing foundational reading skills in the early years of school.
 - Developed and renewed curricula in the following areas of study:
 - Financial literacy;
 - English language arts;
 - Social sciences, and,
 - First Nations and Métis languages.
 - Supported 19 schools in 14 school divisions to participate in the Mental Health Capacity Building (MHCB) program which promotes and sustains positive mental health and well-being capacity for students, families, caregivers, staff and

- communities by enhancing protective factors and reducing preventable risk factors for mental illness in each school community.
- Strengthen partnerships to prepare learners for post-secondary education, entrepreneurship, business and self management of their careers.
 - Released the preliminary version of Financial Literacy 10, which includes content related to career development.
 - In partnership with the Canadian Foundation for Economic Education, provided 500 copies of Money and Youth to Saskatchewan school divisions to support the implementation of Financial Literacy 10.

Strategy 1.2: *The approach we took to achieve our goal*

Improve access to services and programs.

Key Actions: *What we did to get there*

- Implement actions to achieve the affordability, quality, access and inclusion targets established in the *Canada-Saskatchewan Bilateral Early Learning and Child Care Agreement* and the *Canada Saskatchewan Canada-Wide Early Learning and Child Care Agreement*.
 - Increased access to early learning and child care spaces and achieved 84 per cent of the target set in the *Canada Saskatchewan Canada-Wide Early Learning and Child Care Agreement*.
 - Added 2,526 child care home spaces and 1,284 child care centre spaces in 2024-25. In addition, there were 7,635 child care spaces in various stages of development and 6,984 other early learning program spaces available for children under six years of age.
 - Provided \$10 per day child care for children under six years of age in regulated child care spaces saving Saskatchewan families up to \$9,168 per year per child since 2021.
 - Invested in a made-in-Saskatchewan recruitment and retention approach for the early childhood educator profession, including:
 - Increased wage enhancements for certified early childhood educators up to \$8.50 per hour;
 - Increased workforce enhancement grants to support employer-led recruitment and retention funding to support investments; and,
 - Expanded opportunities for tuition-free post-secondary education, bursaries, and grants to support individuals to take training.
 - Increased the Enhanced Accessibility Grant to \$3,200 per month to assist regulated child care facilities offering services to children with intensive needs.
- Explore ways to improve the reach and delivery of services through family resource centres and Mobile Early Learning.
 - Invested \$7.6 million in Early Years Family Resource Centres (FRC) for families with young children to continue to have access to 21 FRC programs in various communities in Saskatchewan.
 - Served 28,924 children and adult individuals in 314 communities across the province in the Mobile Early Learning Program. The program distributed 9,023 early learning kits to families in rural communities and had over 1.1 million social media and web page views.

- Continue to improve online access to programs, resources and services.
 - Implemented MyCreds which offers students online access to request and receive transcripts anytime, anywhere and using any device. Shifting away from paper-based transcripts has reduced costs for both students and taxpayers. What previously took up to two weeks or more now takes minutes.
 - Engaged in a value stream mapping event to map and analyze the current Early Childhood Education (ECE) Certification processes, and identified actions to streamline workflow, eliminate inefficiencies, and improve processes. The process was enhanced by transitioning to fully electronic document submissions, including application forms, transcripts, and World Education Services reports. This shift eliminated the need to open, date-stamp, and scan physical documents received by mail or courier for digital storage.
 - Funded free, accelerated and remote ECE training in partnership with Saskatchewan Polytechnic, Collège Mathieu, Saskatchewan Indian Institute of Technologies, Dumont Technology Institute and the province's regional colleges. Provided 63,530 sessions on the early learning online portal.
- Work with other ministries to advance [Saskatchewan's Children and Youth Strategy](#).
 - Partnered with the Ministry of Justice to host monthly family law information services at the Meadow Lake Early Years FRC to address a gap in access to information in that community.
 - Created a partnership with the [Counsel for Children](#) to utilize FRC as a safe and confidential place to meet with young children.
 - Distributed a resource inventory to Early Years FRC resource centre staff on government programs and services to close information gaps. Coordinated with partner ministries to provide topical presentations to FRC coordinators to improve service response for families.
 - Supported interministerial actions to address recommendations in the Saskatchewan Advocate for Children and Youth's [Desperately Waiting](#) report. This includes the establishment of [HOMEBASE](#) which is an Integrated Youth Services model of care intended to improve how youth and their caregivers find and access the resources, services, and support they need.
 - Implemented *Provincial Education Plan* actions to enhance mental health supports for students in all provincial school systems through interagency cooperation that includes collaboration with the Ministry of Health and the Saskatchewan Health Authority to expand the Mental Health Capacity Building initiative.
 - Integrated the *LivingWorks Start* initiative to promote suicide awareness and prevention in partnership with the Ministry of Health. The initiative aims to provide accessible, evidence-based training to various sectors, including education, community services and hospitality. In the education sector, this training was offered to school divisions as professional development, aiming to build mental health capacity among educational staff.

Strategy 1.3: *The approach we took to achieve our goal*

Improve services and supports by identifying and sharing innovative practices.

Key Actions: *What we did to get there*

- Implement pilot projects to assess approaches to classroom complexity.
 - Invested \$2.4 million to fund the Specialized Support Classroom (SSC) pilot in eight school divisions which each received a payment of \$300,000. The SSC pilot projects are providing students with specialized short-term supports to help with self-regulation skill development while also reducing classroom disruptions. The SSC pilot is developing long-term solutions with targeted intervention methods and increasing teacher capacity to manage complex classrooms. Interim reports and SSC pilot project updates indicate that participating school divisions are experiencing:
 - a decrease in dysregulation of students supported by the SSC;
 - a decrease in classroom disruptions and off-task behaviour;
 - an increase in teacher capacity to prevent and/or address challenging student behaviour;
 - a decrease in student office referrals reported by administrators; and,
 - an increase in support for classrooms reported by teachers and school staff.
 - Invested over \$2.5 million to fund the Teacher Innovation and Support Fund (TISF) with the goal to have local, innovative ideas brought forward to continue to enhance classrooms in the areas of student achievement, student and teacher wellness, and school safety.
 - 70 projects were approved and all 27 provincial school divisions received approval for at least one TISF project.
 - Approved projects provided a range of innovative ideas supporting literacy, student well-being, Science, Technology, Engineering and Math (STEM) and teacher practice.
 - Final evaluations submitted by successful applicants show that a significant number of students have experienced positive effects from the TISF projects implemented. Evaluation of the projects through teacher updates and final evaluations indicates the following positive impacts:
 - Increased student engagement, participation and attendance;
 - Improved student behaviour, social skill development and self-regulation skills evident through decreasing numbers of escalated behaviour incidents and office referrals; and,
 - Improved student learning, particularly evident through literacy and numeracy data.

Performance Measure Results:

Early Learning Readiness: Percentage of children in Kindergarten whose learning and development is typical for children of the same age.

Students (%) at Tier I, or able to complete developmental tasks without difficulty			
		Fall (Kindergarten entry)	Spring (Kindergarten exit)
2014-15 (baseline)	All students (%)	56.8	79.2
	Indigenous ¹ students (%)	30.3	58.0
	Non-Indigenous ² students (%)	61.2	82.5
2022-23	All students (%)	56.9	79.1
	Indigenous ¹ students (%)	30.8	58.2
	Non-Indigenous ² students (%)	61.2	82.6
2023-24	All students (%)	57.4	78.2
	Indigenous ¹ students (%)	34.8	58.3
	Non-Indigenous ² students (%)	61.1	81.7
2024-25 (current)	All students (%)	56.5	Available August 2025
	Indigenous ¹ students (%)	31.4	
	Non-Indigenous ² students (%)	60.9	

Notes:

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 Branch, Early Years Evaluation – Teacher Assessment (EYE-TA).

Reading Levels: Percentage of students in Grades 1 to 3 reading at or above grade level.

		2018-19	2019-20 ₃	2020-21	2021-22	2022-23	2023-24
Grade 1	All	66.9	na	60.4	63.3	64.2	60.3
	Indigenous ¹	40.0	na	29.2	39.6	38.0	36.9
	Non-Indigenous ²	72.7	na	66.2	68.0	69.5	64.6
Grade 2	All	71.4	na	62.4	66.1	67.9	64.6
	Indigenous ¹	46.5	na	36.4	40.8	42.8	41.4
	Non-Indigenous ²	76.7	na	67.4	71.2	72.8	69.1
Grade 3	All	74.9	na	66.8	68.9	70.0	67.3
	Indigenous ¹	55.3	na	45.1	47.1	45.5	45.9
	Non-Indigenous ²	79.2	na	70.9	73.9	75.2	71.4

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.

Source: Ministry of Education, 2024

Graduation Rates: Percentage of students graduating within three years and five years of starting Grade 10.

Completing Grade 12	Three-year (within 3-years)	Five-year (within 5-years)
June 2015	75.2	82.5
June 2016	75.6	83.3
June 2017	76.5	84.0
June 2018	77.4	84.4
June 2019	77.3	84.7
June 2020	79.8	85.5
June 2021	78.8	85.5
June 2022	75.7	86.4
June 2023	79.0	85.9
June 2024	77.6	83.4

Notes:

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 2024 three-year graduation rate would be the percentage of students who ‘started’ Grade 10 in 2021-22 who completed within three years by June 2024.

Three-year graduation rates for 2019-20 show a larger than usual year-over-year percentage point increase for June 2020. The provincial policy set in place in response to the COVID-19 pandemic, ensuring that students would receive passing grades in courses in which they were actively enrolled as of March 13, 2020, along with school operational and instructional responses, likely contributed to this increase. This same temporary credit policy likely contributed to the significant decrease in the three-year graduation rate for June 2022 and in the five-year graduation rate for June 2024.

Five-year graduation rates are calculated as the percentage of students who complete Grade 12 within five years of ‘starting’ Grade 10. For example, June 2024 five-year graduation rate would be the percentage of students who ‘started’ Grade 10 in 2019-20 who completed within five years by June 2024.

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

Progress on Goal 2: Indigenous learners experience improved outcomes.

This ministry goal supports the achievement of *Saskatchewan's Growth Plan 2020-2030* by: delivering on the growth of the economy, communities and families through equitable opportunities for all residents. We achieve this goal by working in partnership with Indigenous peoples, recognizing our shared history and honouring Indigenous voices and contribution.

Strategy 2.1: *The approach we took to achieve our goal*

Improve outcomes and opportunities for Indigenous learners through partnerships and relationships.

Key Actions: *What we did to get there*

- Continue to work with First Nations and Métis education organizations in the implementation of the Provincial Education Plan.
 - Worked with the Provincial Education Plan Implementation Team which consists of directors of education and other senior officials from school divisions and more than 20 participating First Nations education organizations, representatives from the Federation of Sovereign Indigenous Nations, the Métis Nation – Saskatchewan, Saskatchewan Teachers' Federation Professional Learning and senior Ministry of Education officials.
- Work with First Nations education systems to share access to training, network connectivity, security, and licensed applications.
 - Provided coordination and support of CommunityNet connectivity for most First Nation schools in the province which includes:
 - access to centralized internet, technical support and data security services to ensure robust and data-secure networks for students, teachers and administrators;
 - training and password-free access to provincially licensed resources from within CommunityNET that include educational videos, journals, newspapers, and encyclopedias; and,
 - access and training in the provincial Learning Management Systems for online course delivery and supplemental instruction.
 - Provided support of MySchoolSask/MonÉcoleSask (MSS/MÉS) for all First Nations schools in the province which includes:
 - training and technical support to resolve issues and improve understanding and efficiency of the student information system;
 - MSS/MÉS licensing for all First Nations schools at a cost of \$162,000; and
 - Microsoft licensing for teachers and students in all First Nation schools at a cost of about \$244,000.
- Work with partners in education toward the vision and goals of *Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework*.
 - Worked with provincial education partners, including First Nations and Métis education organizations and First Nations communities, Elders and Knowledge Keepers to revitalize Indigenous languages and promote land-based learning through Provincial Education Plan implementation.

- Implemented three new online tools to improve student outcomes through Following Their Voices (FTV), an approach shown to make a difference for Indigenous students. These tools help teachers construct effective lessons, get feedback from students on their learning and allow teachers to observe one another to develop goals and action plans for improvement. Since the start of the school 2024-25 school year, FTV teachers have received feedback on their lessons from over 11,000 students, who have provided over 20,700 responses to their teachers. The tools have positively impacted student learning, as shown in the following table:

Percentage of students who can clearly explain what they are learning					
Non-FNMI Students			FNMI Students		
Baseline October	November to March	Change	Baseline October	November to March	Change
24%	41%	17% ↑	22%	37%	15% ↑
Percentage of students who can use appropriate vocabulary or criteria to discuss their learning					
Non-FNMI Students			FNMI Students		
Baseline October	November to March	Change	Baseline October	November to March	Change
8%	14%	6% ↑	7%	13%	6% ↑

- Enhance opportunities for learning and family literacy in northern Saskatchewan.
 - Provided target supports to northern classrooms through the Learning Opportunities Program, 27 projects received funding grants totalling \$133,034. Of the 27 funded projects, 26 had a focus on learning and assessment with seven projects having a specific literacy focus.
 - Distributed over 1,100 books to celebrate Family Literacy Day through the La Ronge and Area Family Literacy Hub and the Pahkisimon Nuyeᑭáh Library System. Supported summer literacy programming in northern communities with Northern Lights, Creighton and Île-à-la-Crosse school divisions.
 - Celebrated nêhiyawak Language Experience (nLE) for receiving the 2024 Council of the Federation Literacy Award. The nLE originated in Sturgeon Lake First Nation where they have engaged in language revitalization research and contributed to the restoration of Cree literacy through workshops, presentations and community projects. Notably, since 2004, nLE has hosted summer literacy immersion camps which provide hands on experiences in land-based learning, reinforcing cultural connections and language skills.
- Work with Indigenous partners and the Government of Canada to maximize support for Indigenous learners.
 - Facilitated 27 active Invitational Shared Services partnerships between school divisions and First Nations education authorities to support on-reserve students attending provincial schools. There are 14 school divisions, 33 tribal councils/First Nations and one joint board of education involved in these partnerships.

Strategy 2.2: *The approach we took to achieve our goal*

Support action towards reconciliation, honouring the contributions of First Nations, Métis and Inuit people.

Key Actions: *What we did to get there*

- Improve cultural relevance and responsiveness in ministry and sector supports and services by engaging with Indigenous partners, Elders and Knowledge Keepers.
 - Incorporated the guidance of Elders and Knowledge Keepers in developing the Indigenous Education Priority Action Team's Focused Session delivered in May 2025 as part of the Provincial Education Plan Implementation Team general meeting.
 - Continued to engage Elders and Knowledge Keepers in the implementation of *Following Their Voices*. There is an active Elders' Council that provides advice and guidance, with representation from Indigenous language groups. Members of the council participate in committee work and are involved in the planning and delivery of all professional learning and development.
- Assist the library and literacy sectors in creating diverse, equitable and inclusive organizations, including initiatives specific to truth and reconciliation.
 - Continued to lead the province-wide Saskatchewan Indigenous Subject Heading project which began as a response to The Truth and Reconciliation Calls to Action Recommendation #5 which asks federal, provincial, territorial, and Indigenous governments to develop culturally appropriate parenting programs for Indigenous families.
 - Hosted two additional meetings with Indigenous community members to seek direction on the implementation of the catalogue subject headings project.
 - Piloted the new, culturally appropriate subject headings in seven Saskatchewan libraries, including the Provincial Library.
- 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.
 - Collaborated with Saskatchewan Indian Institute of Technology and Dumont Technical Institute to provide tuition-free early childhood educator training, professional learning opportunities, and bursaries for Indigenous learners.
 - Maintained the website, *Supporting Reconciliation in Saskatchewan Schools*, which includes learning modules to help teachers and other educational professionals learn more about the topic of reconciliation so that they can incorporate content about Treaty education, reconciliation, the Sixties Scoop and Missing and Murdered Indigenous Women and Girls into their work with students.
 - Supported the Calls to Action through the implementation of the Provincial Education Plan's Indigenous Education priority action plan supporting an equitable and inclusive system that focuses on improving outcomes for Indigenous students.
- Continue to 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*.
 - Implemented the Provincial Education Plan which aims to achieve equity in outcomes for Indigenous and non-Indigenous students.
 - Supported the preservation and growth of First Nations and Métis languages in Saskatchewan. A provincial Aboriginal Languages K-12 curriculum is currently available, and a Grades 1 to 9 Indigenous languages framework is being created to support locally determined options at the elementary levels.

- Operated Early Years Family Resource Centres in 21 communities that incorporate Indigenous cultural elements and work with Indigenous community-based organizations.

Performance Measure Results:

Overall graduation rates will increase annually with a focus on improved outcomes for Indigenous students.

Completing Grade 12	Three-year (within 3-years) Indigenous Students ₁	Five-year (within 5-years) Indigenous Students
June 2015	40.1	55.9
June 2016	41.8	59.6
June 2017	43.2	59.8
June 2018	44.5	59.4
June 2019	43.4	61.0
June 2020	46.7	62.6
June 2021	44.7	61.6
June 2022	39.7	61.6
June 2023	47.9	61.9
June 2024	47.4	56.8

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

Notes:

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 2024 three-year graduation rate would be the percentage of students who ‘started’ Grade 10 in 2021-22 who completed within three years by June 2024.

Three-year graduation rates for 2019-20 show a larger than usual year-over-year percentage point increase for June 2020. The provincial policy set in place in response to the COVID-19 pandemic, ensuring that students would receive passing grades in courses in which they were actively enrolled as of March 13, 2020, along with school operational and instructional responses, likely contributed to this increase. This same temporary credit policy likely contributed to the significant decrease in the three-year graduation rate for June 2022 and in the five-year graduation rate for June 2024.

Five-year graduation rates are calculated as the percentage of students who complete Grade 12 within five years of ‘starting’ Grade 10. For example, June 2024 five-year graduation rate would be the percentage of students who ‘started’ Grade 10 in 2019-20 who completed within five years by June 2024.

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

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

This ministry goal encourages the achievement of *Saskatchewan's Growth Plan 2020-2030* by: supporting the family literacy sector and Prekindergarten to Grade 12 education systems in building resiliency in students. Through fostering physical, mental, emotional and spiritual health and well-being in learners of all ages, the ministry aims to build the foundational skills, knowledge and competencies of citizens.

Strategy 3.1: *The approach we took to achieve our goal*

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

Key Actions: *What we did to get there*

- Support quality learning environments through investments in family literacy, early years and Kindergarten to Grade 12 operations and infrastructure.
 - Provided \$216 million in funding to support school infrastructure as part of the province's ongoing capital plan including:
 - \$12.8 million for two new and five ongoing minor capital renewal projects;
 - \$8.8 million for planning nine new schools and two renovations;
 - \$28.5 million for additional relocatable classrooms to address growth; and,
 - \$165.9 million for continued design and construction of 11 new schools, including one joint-use project that includes two schools, and three consolidated schools in construction providing six joint-use schools.
- Work with sector partners to create safe, inclusive learning environments that respect learners' diverse cultures, languages, experiences and world views.
 - Undertook initiatives across the sectors to remove barriers to accessibility, including, but not limited to:
 - the implementation of a new online system that allows transcripts to be downloaded as PDFs that are compatible with screen reader technology;
 - a core set of decodable materials in all public library systems;
 - an expanded set of dyslexia-friendly materials as well as access to the Centre for Equitable Library Access and the National Network for Equitable Library Services providing access to over one million items; and,
 - a one-time grant for licensed child care centres to undertake an evaluation of the accessibility of their services and make necessary renovations and adaptations.

Strategy 3.2: *The approach we took to achieve our goal*

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

Key Actions: *What we did to get there*

- Work with the Prekindergarten and Grade 12 education sector to implement actions that will enhance mental health and well-being capacity in students.

- Invested \$609,000 to support and promote initiatives related to bullying prevention, positive mental health and safety in schools. Through this investment, school divisions had access to Kids Help Phone and staff training opportunities, including: Respect in School training; Mental Health First Aid training; Applied Suicide Intervention Skills Training; Violence Threat Risk Assessment training; Traumatic Event Systems training; and, Nonviolent Crisis Intervention training.
- Worked with the Ministry of Health and the Saskatchewan Health Authority to expand the Mental Health Capacity Building program into five additional school divisions for a total of 14 in the 2024-25 school year.
- Reviewed curriculum alignment and developed a summary of common social and emotional learning resources and exemplars through the Provincial Education Plan.

Performance Measure Results:

Student Experience: Percentage of students that report a sense of connection and safety in schools.

Perceptual Survey: 2023-24 Elementary and Secondary results				
All Students	Grade Levels	2021-22	2022-23	2023-24
Percentage of students feeling safe at school.	Grades 4-6	60	59	56
	Grades 7-12	58	59	55
Percentage of students reporting positive sense of belonging.	Grades 4-6	68	71	67
	Grades 7-12	59	59	57
Indigenous Students	Grade Levels	2021-22	2022-23	2023-24
Percentage of students feeling safe at school.	Grades 4-6	52	50	49
	Grades 7-12	49	50	45
Percentage of students reporting positive sense of belonging.	Grades 4-6	62	65	60
	Grades 7-12	49	49	47

Notes:

The Ministry of Education provided school divisions, Independent/Historical 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 2023-24 school year.

Source: Ministry of Education, 2025.

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

This ministry goal supports the achievement of *Saskatchewan's Growth Plan 2020-2030* by: delivering on a transparent strategic direction, effective governance and communication and mechanisms to monitor growth and accountability in the education sector.

Strategy 4.1: *The approach we took to achieve our goal*

Provide leadership and strategic direction to early years, Prekindergarten to Grade 12, library and literacy sectors.

Key Actions: *What we did to get there*

- Cultivate an engaged, and high performing representative workforce through recruitment strategies and professional development opportunities.
 - Increased the child care workforce by 29 per cent between March 2021 and March 2024 through a made-in-Saskatchewan recruitment and retention approach for the early childhood educator profession according to the most recent data available.
 - Recruited and retained 1,088 more staff, excluding cooks, in child care centres as of March 2024 compared to March 2021. Increased the number of certified ECEs by 678, or 26 per cent, compared to March 2021.
- Provide effective stewardship and oversight of sector delivery partners.
 - Implemented a quality measurement tool for child care centres and began collecting baseline data. Introduced the Child Care Home Self-Assessment Checklist to streamline monitoring and support continued compliance with legislation.
 - Initiated a three-year agreement with Kids Help Phone (KHP) to support the promotion of KHP's e-mental health services for youth in Saskatchewan.
 - Initiated a two-year extension of Respect in School training which has increased awareness around bullying, abuse, harassment and discrimination in schools throughout the province.
 - Supported the *Canada-Saskatchewan Agreement on Minority-Language Education and Second Official-Language Instruction* to sustain and strengthen French language and cultural opportunities for Saskatchewan students in alignment with the Provincial Education Plan and *Saskatchewan's Plan for Growth*.
- Work with partners in the sectors to develop, implement, monitor and report on progress for sector strategic plans.
 - Consulted with various groups and individuals from the early learning and child care sector including child care educators, providers, associations, parents, and academics.
 - Monitored progress towards the Provincial Education Plan provincial-level targets and strategic activity in the board of education 2023-24 annual reports.

- Leverage federal and provincial-territorial relationships and agreements to further government, Ministry of Education and sector priorities.
 - Submitted the 2023-24 annual reports to the Government of Canada on the results achieved in 2023-24 under the *Canada-Saskatchewan Bilateral Early Learning and Child Care Agreement* and the *Canada-Saskatchewan Canada-Wide Early Learning and Child Care Agreement*.
 - Secured \$7.9 million in funding through the *Canada-Saskatchewan Agreement on Minority-Language Education and Second Official-Language Instruction* to sustain and strengthen French language opportunities for Saskatchewan students.
 - Worked with the Council of Ministers of Education, Canada to leverage partnerships with other Provinces and Territories to implement pan-Canadian and international assessments and new platforms to enhance teacher mobility across Canadian jurisdictions.

Strategy 4.2: *The approach we took to achieve our goal*

Encourage and support equity, efficiency and effectiveness.

Key Actions: *What we did to get there*

- Support sector partners in achieving efficiencies.
 - Continued to support province-wide resource sharing among the public library systems with supports for the Saskatchewan Information Library Services Consortium (SILS) and the shipping of materials between public library systems.
 - Continued to support the Saskatchewan Electronic Resources Partnership (SERP) program which allows libraries to maximize their buying capacity through cost-sharing.
 - Licensed a new database on behalf of program partners which allowed these libraries to reduce the database subscription cost by 20 per cent.
- Review and implement improvements to programs, policies and processes to ensure they are achieving objectives and expectations.
 - Developed a new payment system that allows parent fee reduction grant payments to be completed and processed faster and accurately. The new process eliminates grant reconciliation process for existing child care facilities, reducing the payment processing time from six weeks to a maximum of three days.

Performance Measure Results:

Recruitment and Retention:

Percentage of ministry staff who self-identify as Indigenous.

- 5.9 per cent of ministry staff self-identify as Indigenous.

Percentage of ministry staff who self-identify as Persons experiencing a Disability.

- 9.4 per cent of ministry staff self-identify as Persons experiencing a Disability.

Employee Engagement: Employees feel they have support to be effective in their work.

- 78 per cent of ministry staff report having the support needed at work to provide a high level of service.

2024-25 Improvement and Innovation Highlights

<p>1</p>	<p>Saskatchewan school divisions are piloting new specialized support classrooms focusing on helping staff manage and de-escalate behavioural incidents.</p> <p>Specialized support classrooms are helping to address complexity in Saskatchewan classrooms by providing opportunities for students to build self-regulation skills while also addressing the impacts of disruptions in classrooms. They are delivering long-term solutions through targeted intervention methods and increasing teacher capacity to manage complex classrooms. This pilot is responding to the needs of students and teachers, and by extension benefitting families.</p> <p>In the 2024-25 school year, the Ministry of Education invested \$2.4 million to fund the Specialized Support Classroom (SSC) pilot. Participating school divisions each received a payment of \$300,000 in the fiscal year.</p> <p>Participating pilot school divisions include Living Sky; Light of Christ; Prince Albert Catholic; Saskatchewan Rivers; Greater Saskatoon Catholic; Saskatoon Public; Regina Public; and, Regina Catholic. All eight pilot schools report using an inclusive education framework in the design and delivery of their SSC approaches. The Ministry of Education worked closely with the participating school divisions to develop plans for achieving and tracking outcomes and supported school division leadership throughout the pilot.</p> <p>Interim reports and SSC pilot project updates indicate that school divisions are experiencing:</p> <ul style="list-style-type: none"> • a decrease in dysregulation of students supported by the SSC; • a decrease in classroom disruptions and off-task behaviour; • an increase in teacher capacity to prevent and/or address challenging student behaviour; • a decrease in student office referrals reported by administrators; and • an increase in support for classrooms reported by teachers and school staff.
<p>2</p>	<p>Teacher Innovation and Support Fund</p> <p>The Teacher Innovation and Support Fund (TISF) provides opportunities to foster local, teacher-led solutions while addressing classroom and student needs. Funding is available for eligible Saskatchewan teachers, with the support of their local school divisions, to develop and implement projects that assist in providing better student and teacher experiences. The TISF is supporting innovative, locally developed ideas that are continuing to enhance Saskatchewan classrooms in the areas of student achievement, student and teacher wellness and school safety.</p>

	<p>Seventy TISF projects were approved for a total allocation of \$2.5 million, with each school division receiving approval for at least one TISF project. Approved projects provided a range of innovative ideas supporting literacy, student well-being, Science, Technology, Engineering and Math (STEM) and teacher practice. Final evaluations submitted by successful applicants show that a significant number of students have experienced positive effects from the TISF projects implemented. Evaluation of the projects through teacher updates and final evaluations indicates the following positive impacts:</p> <ul style="list-style-type: none"> • increased student engagement, participation and attendance; • improved student behaviour, social skill development and self-regulation skills evident through decreasing numbers of escalated behaviour incidents and office referrals; and, • improved student learning, particularly evident through literacy and numeracy data.
<p>3</p>	<p>Creation of new regulated child care spaces across the province</p> <p>Governments of Saskatchewan and Canada announced \$23.5 million for the creation of 2,349 new regulated child care spaces across the province in November 2023. Funding for the newly announced spaces was allocated to 51 organizations in 41 communities to either build new facilities or add new spaces within their existing facilities. Funding for these new spaces is provided through the <i>Canada-Saskatchewan Canada-Wide Early Learning and Child Care Agreement</i>, which provides a federal investment of nearly \$1.1 billion over five years for child care in Saskatchewan. These spaces support positive child development, early literacy and future student achievement. This benefits Saskatchewan’s citizens as it provides affordable child care options, creates new child care spaces, and in turn, supports parents in the workforce.</p> <p>Saskatchewan has achieved 84 per cent of the new child care spaces committed to in the <i>Canada-Saskatchewan Canada-Wide Early Learning and Child Care Agreement</i>. The total number of early learning and child care spaces in the province on March 31, 2025, was 41,163 including:</p> <ul style="list-style-type: none"> • 26,544 operational child care centre and family child care home spaces; • 7,635 child care spaces in development; and, • 6,984 operational other early learning spaces. <p>Out of the 26,544 operational child care spaces:</p> <ul style="list-style-type: none"> • 19,110 are centre spaces operating in 722 facilities; and, • 7,434 are home spaces operating in 416 facilities. <p>To achieve these outcomes, a variety of resources, including information sessions, board documents, centre development checklists, posters, and information sheets have been developed. These resources were made available online to help groups access relevant information about the requirements for opening child care centres, enabling them to make informed decisions. Additionally, the website was updated to better organize information for child care facilities. This involved restructuring the site to connect pages logically and creating a dedicated family information page.</p>

Financial Summary

Total 2024-25 expenditures for the Ministry of Education were \$3,373.3 million resulting in a variance of \$51.5 million over the approved expense budget of \$3,321.8 million. Revenue for the Ministry of Education in 2024-25 was \$333.8 million, resulting in a variance of \$40.7 million.

Ministry of Education Expenses

(in thousands of dollars)	2024-25 Budget	2024-22 Actual	2024-25 Variance
Central Management and Services (ED01)			
Minister's Salary (Statutory)	\$56	\$58	\$2
Executive Management	\$1,762	\$1,660	(\$102)
Central Services	\$8,518	\$10,004	\$1,486
Accommodation Services	\$3,156	\$2,967	(\$189)
Subvote Subtotal	\$13,492	\$14,689	\$1,197
K-12 Education (ED03)			
Achievement and Operational Support	\$35,289	\$30,244	(\$5,045)
School Operating	\$2,062,757	\$2,095,851	\$33,094
School Operating - PMR	\$50,000	\$50,000	\$0
K-12 Initiatives	\$50,753	\$47,242	(\$3,511)
School Capital	\$216,033	\$236,276	\$20,243
P3 Joint-Use Schools Maintenance and Interest	\$17,107	\$17,644	\$537
Saskatchewan Distance Learning Corporation	\$11,000	\$21,000	\$10,000
Subvote Subtotal	\$2,442,939	\$2,498,257	\$55,318
Early Years (ED08)			
Operational Support	\$4,428	\$4,752	\$324
KidsFirst	\$18,060	\$18,060	\$0
Early Childhood and Intervention Programs	\$5,525	\$5,525	\$0
Child Care	\$380,648	\$375,695	(\$4,953)
Subvote Subtotal	\$408,661	\$404,032	(\$4,629)
Provincial Library and Literacy (ED15)			
	\$15,733	\$16,177	\$444
Teachers' Pension and Benefits (ED04)			
Teachers' Superannuation Commission	\$1,438	\$1,252	(\$186)
Teachers' Superannuation Plan (Statutory)	\$294,417	\$303,679	\$9,262
Teachers' Group Life Insurance (Statutory)	\$2,555	\$2,257	(\$298)
Teachers' Dental Plan (Statutory)	\$17,376	\$17,091	(\$285)
Saskatchewan Teachers' Retirement Plan (Statutory)	\$102,576	\$93,123	(\$9,453)
Teachers' Extended Health Plan	\$22,609	\$22,722	\$113
Subvote Subtotal	\$440,971	\$440,124	(\$847)
Total Appropriation	\$3,321,796	\$3,373,279	\$51,483
P3 Financing Charges	\$0	\$0	\$0
Capital Asset Acquisitions, Net	\$0	\$0	\$0
Non-Appropriated Expense Adjustment	\$0	\$0	\$0
Total Ministry of Education Expense	\$3,321,796	\$3,373,279	\$51,483

Notes:

1. Variance is primarily due to SGEU and out of scope retroactive salary payments.
2. Variance is primarily due to the timing of payments related to the Provincial Assessment Program and pilot projects.
3. Variance is mainly due to retroactive salary payments related to the teachers' collective bargaining agreement.
4. Variance is primarily due to decreased enrollment in Qualified Independent Schools.
5. Variance is due to additional funding for school relocatables.
6. Variance is due to additional funding for the Saskatchewan Distance Learning Corporation.
7. Variance is due to changes in the *Canada-Saskatchewan Canada Wide Early Learning and Child Care Agreement*. Fall-off is carried forward into the next fiscal year.
8. Variance is due to less teacher retirements than originally projected.
9. Variance is due to actual expenditure being less than projected.

Ministry of Education Revenue

(in thousands of dollars)	2024-25 Estimates	2024-25 Actual	2024-25 Variance
Taxes			
PST Paid on TCA Acquisition	\$0	\$0	\$0
Subtotal	\$0	\$0	\$0
Sales, Services and Service Fees			
Other Miscellaneous Services	\$651	\$520	(\$131)
Subtotal	\$651	\$520	(\$131)
Interest, Premiums, Discount and Exchange			
All Other Interest Revenue	\$100	\$0	(\$100)
Subtotal	\$100	\$0	(\$100)
Receipts from Other Governments			
Federal-Provincial Cost Sharing Programs	\$292,135	\$328,773	\$36,638 ¹
Subtotal	\$292,135	\$328,773	\$36,638
Other Revenue			
Casual Revenue	\$110	\$1,416	\$1,306 ²
Refund from Previous Years' Expenditures	\$55	\$77	\$22
Changes in Previous Years' Estimates	\$160	\$3,001	\$2,841 ³
Salary Overpayment Refund - Prior Years	\$10	\$1	(\$9)
Subtotal	\$335	\$4,495	\$4,160
Total Revenue	\$293,121	\$333,788	\$40,667

Notes:

1. Increase is related to the *Canada-Saskatchewan Canada-Wide Early Learning and Child Care Agreement (CW-ELCC)*.
2. Increase is related to interest revenue.
3. Increase is related to changes in previous years' expense.

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 4	<i>Règlement sur les élections du Conseil scolaire fransaskois</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 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 G-5.1 Reg 132	<i>The Executive Government Administration Act</i> <i>The Ministry of Education Regulations, 2007</i>
L-9.02 1991	<i>The League of Educational Administrators, Directors and Superintendents Act,</i>
L-14.01 L-14.01 Reg 1	<i>The Libraries Co-operation Act</i> <i>The Libraries Co-operation Honoraria Regulations</i>
P-39.2 P-39.2 Reg 1	<i>The Public Libraries Act, 1996</i> <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 T-8 Reg 2	<i>The Teachers' Life Insurance (Government Contributory) Act</i> <i>The Teachers' Life Insurance Regulations, 2015</i>
T-9.1 T-9.1 Reg 1	<i>The Teachers Superannuation and Disability Benefits Act</i> <i>The Teachers' Superannuation and Disability Benefits Regulations</i>