



**2010-11 Continuous  
Improvement Framework  
Final Report  
January 2012**



## **Our Mission**

Greater Saskatoon Catholic Schools:  
a welcoming community where we nurture  
faith, encourage excellence in learning  
and inspire students to serve others,  
making the world a better place.

*We love because He first loved us. -1 John  
4:19*



## Our Vision

### We are:

- Rooted in Faith,
- Growing in Knowledge,
- Reaching Out to Transform the World.



## Our Structure

### Board of Education

- Greater Saskatoon Catholic Schools (GSCS) is led by a 10-member board. Three trustees represent Biggar, Humboldt, and areas surrounding Saskatoon. Seven trustees represent the city of Saskatoon.

### Executive Council

- Comprised of the Director of Education and eight senior administrators.

### Catholic School Community Councils

- A council has been established in each elementary and high school in GSCS. Linkages between the Board and councils continue to develop.



## Our Structure

### Co-governance partnerships

- In February 2010 GSCS signed separate memorandums of understanding with the Saskatoon Tribal Council (STC) and the Central Urban Métis Federation Inc., formalizing partnerships that had been in place since 2007. The official name of the partnerships is *māmawohkamātowin*, a Cree word meaning ‘working together.’ The name was chosen in November 2009 by a group of Elders representing the Saskatoon Tribal Council, Central Urban Métis Federation and Greater Saskatoon Catholic Schools.



## Our Students

In the 2010-11 academic year, GSCS served the following students:

- 14,927 students enrolled as of September 30, 2010 – an increase of 127 students from the previous year,
- 2,353 students identified themselves as First Nations or Métis – which represents 15.8% of total enrolment (a significant increase from previous year),
- 2,147 students participated in French Immersion programming – an increase of 2.9% over last year,
- 186 students (K-12) participated in Ukrainian Bilingual programming last year – stable over last year,
- 57 students (K-3) participated in the Cree bilingual program. One grade was added this year.



## Our Students cont'd

- A total of 866 students (314 Level 1 and 552 Level 2) were identified as having intense learning needs – an increase of 57 students from the previous year, and
- As of September 30<sup>th</sup> of 2010, 889 students were identified as requiring targeted English as Additional Language support. The number rose throughout the year to more than 1000 by June, 2011.



## Our Schools

GSCS has 45 schools to serve our communities:

- 37 elementary schools (1 associate elementary school: Saskatoon French School),
- 6 high schools (1 associate high school: Oskāyak),
- 1 jointly administered high school with Horizon School Division: Humboldt Collegiate Institute.



## Our Schools cont'd

In addition to the core curriculum, our schools offer a wide variety of supports and services that vary based on community interests and needs. Here is a small sample:

- Extended Learning Opportunities and Advanced Placement options for gifted learners,
- Inclusive supports in all schools for learners with intense needs,
- Social Pediatrics Program,
- Full-time kindergarten available at 9 schools (2 more than the previous year),
- Targeted English supports for New Canadians who need to learn English,



## Our Schools cont'd

- Intensive French programming available at 6 elementary schools (an increase of 3), enhanced French continuing in 2 high schools,
- French Immersion programming available at 6 elementary schools and 4 mainstream high schools,
- Cree Bilingual program at St. Frances (gr. K-3),
- Ukrainian Bilingual program at Bishop Filevich and Bethlehem Catholic High School,
- Core French available at 8 elementary schools and 4 high schools,
- Pre-kindergarten program available at 11 schools,
- EcoJustice program.



# OUR PRIORITIES



## Our Priorities

2010-11 marked the first year for the renewed Board priorities:

- Rooted in Faith
  - Celebrating and Promoting Catholic Identity
    - To nurture an awareness and understanding of Gospel values, with a focus on faith formation for staff and students while supporting each individual's faith.
    - To advocate for Catholic Education.



## Our Priorities cont'd

- Growing In Knowledge
  - Improving Student Learning and Achievement
    - To support transitions for all students, from early learning through to high school graduation.
    - To commit to increasing the health and wellness of all students.
    - To improve academic achievement, with an emphasis on literacy and numeracy.
    - To ensure First Nations and Métis students are successful in their program of studies.



## Our Priorities cont'd

- Reaching Out to Transform the World
  - Building Relationships and Partnerships
    - To continue to develop relationships with parents, through Catholic Community School Councils; and the Church, through the Diocese, Eparchy and parishes.
    - To nurture formal partnerships with First Nations and Métis groups, so these relationships may contribute to improved outcomes for First Nations and Métis students.
    - To maintain our focus on academic success for New Canadians through a variety of shared initiatives.
    - To continue to develop and enrich relationships with the broader community and all levels of government.



## Our Priorities cont'd

- Reaching Out to Transform the World
  - Promoting Stewardship
    - To nurture and develop God's people: our human resources.
    - To responsibly allocate and use financial resources and build and maintain facilities as centres of learning.
    - To teach children and youth to care for God's creation.



Local Priority

# ROOTED IN FAITH



## Celebrating Catholic Identity

**Objective 1:** To promote the permeation of the Catholic Faith throughout the curricula for all students.

- Goals in this area centred around implementation of the Revealing Christ in All We Teach provincial project.
- **Results:**
  - The following grades/subjects have been finalized and posted:
    - Grade 6 ELA, Arts Ed., Health Social Studies, and Science
    - Grade 7 ELA, Arts Ed., Health, Social Studies and Science
    - Grade 8 ELA, Health, and Social Studies
    - Grade 9 Social Studies
    - School level presentations are underway; as well, a division implementation support team will be developed.



## Celebrating Catholic Identity

**Objective 2:** To promote the integration of First Nations and Métis content into Religious Education programming

- Goals in this area centred around programming at the high school level.
- **Results:**
  - Work on this objective is ongoing. Specific work focused on understanding the Medicine Wheel. Dialogue continues in a manner that seeks to respect the importance and depth of the spiritualities represented.



## Celebrating Catholic Identity

**Objective 3:** To promote *Growing in Knowledge* through a continued effort to actualize the Religious Education curriculum.

- Goals in this area centred around 2 areas: the pending Canadian Conference of Catholic Bishop's (CCCB) new protocols regarding K-12 Religious Education, and a renewal of guidelines on the Christian Service component for high school Christian Ethics.
- **Results:**
  - The CCCB protocols were significantly delayed in their release; therefore, no specific results were identified this year.
  - Early draft of renewed guidelines for Christian Service were developed by June 2011. Work continues on this draft.



## Celebrating Catholic Identity

**Objective 4:** To promote the integration of the *Understanding Catholic Education* key messages and gospel values into the Elementary Religion Program.

- Goals in this area centred around the development of support materials for K- Grade 6 teachers.
- **Results:**
  - K-3 resources for the first 6 themes are finalized and with teachers. Grades 4-6 resources for the first 3 themes are finalized and with teachers. As the new protocols for the CCCB are delayed, so too is the renewal of the curriculum/resource.



## Celebrating Catholic Identity

**Objective 5:** To promote the theme *Reaching Out to Transform the World* with staff.

- Goals in this area centred around staff faith formation and understanding of key messages and gospel values.
- **Results:**
  - The new booklet was developed and distributed,
  - Staff worked through the booklet at a school-wide level in a variety of ways,
  - Very good feedback once again for this fourth in the series of four booklets.



Improving Student Learning and Achievement

## Growing in Knowledge



## Mathematics

**Objective 1:** To improve student learning in mathematics.

- Student goals in this area centred around a focus on patterning, estimation, whole number sense and geometry , since division monitoring indicates these are the areas of greatest need. These areas are also identified as being key areas of understanding in building a strong basis for math learning.



## Mathematics

### ▪Results:

- Activities in the division used a number of strategies to forward both student and teacher understanding including:
  - Mobilization of central and school-based supports such as math mentors, teachers-on-assignment, etc., to focus work on the identified areas,
  - Use of Numeracy Nets, First Steps in Math Diagnostic Tasks, Math Makes Sense lesson and unit assessments to provide effective supports for staff and students,
  - Responsive central supports for the needs schools identified through their Learning Improvement Plans and Learning Community work,
  - Supporting the development of common assessments.



## Mathematics

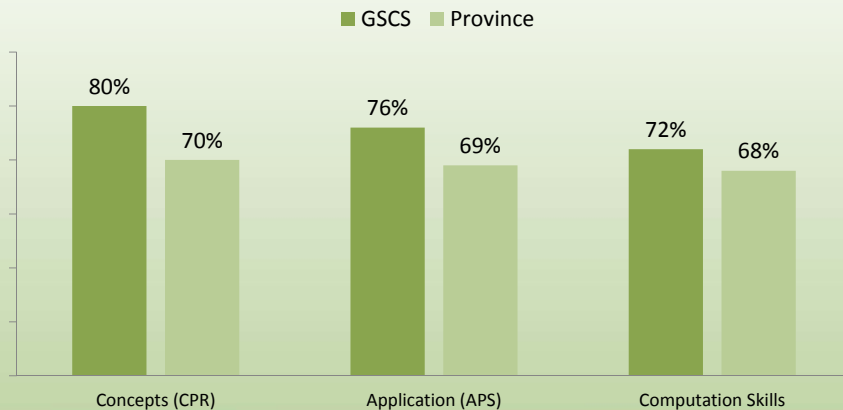
Through the Provincial Assessment for Learning program and division-administered Canadian Achievement Test (4<sup>th</sup> Ed.), GSCS monitors student achievement. The following pages present our division's summary results.

The AFL assessments were administered in the spring of 2011 (except at Grade 11 – no new assessment was done) while the CAT 4 assessments were administered in the fall of 2011.



## Mathematics – Grade 5 AFL

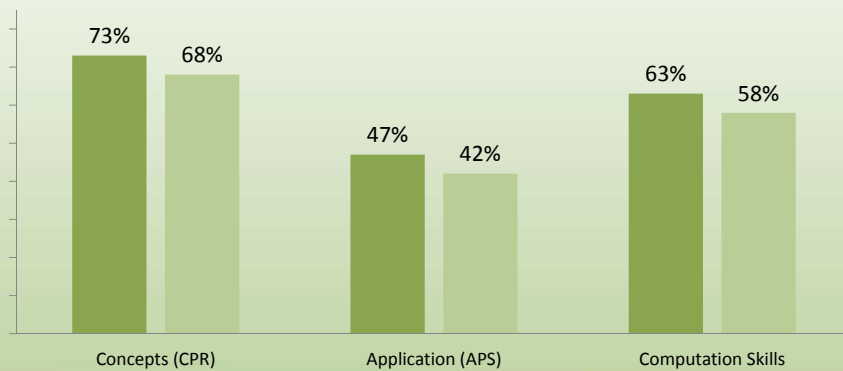
2011 AFL Math – % of Students Achieving Adequate or Higher



## Mathematics – Grade 8 AFL

2011 AFL Math – % of Students Achieving Adequate or Higher

■ GSCS ■ Province



## Mathematics – AFL 2011

- In no areas in Grades 5 or 8 did GSCS students perform meaningfully below the province.
- Grade 5 performance was strong – with 2 of the 3 areas meaningfully higher than the province.
- Grade 8 performance was also strong – with 2 of the 3 subsections meaningfully higher than the province.



## Math Content Skills: % of Students Achieving Adequate or Higher/Proficient Relative to the Province

	Grade 5		Grade 8	
	<u>Adequate or Higher</u>	<u>Proficient</u>	<u>Adequate or Higher</u>	<u>Proficient</u>
<u>Number</u>	Similar	Significantly Higher	Significantly Higher	Significantly Higher
<u>Space and Shape</u>	Significantly Higher	Significantly Higher	Similar	Significantly Higher
<u>Patterns and Relations</u>	Similar	Significantly Higher	Similar	Significantly Higher
<u>Statistics and Probability</u>	Significantly Higher	Significantly Higher	Similar	Similar



## Mathematics – AFL 2011

To support equity of outcomes for all, GSCS monitors performance of some sub-populations.

- Grade 5 First Nations and Métis (FNMI) students performed well above their provincial cohort in 5 of 7 performance measures and the same as the provincial cohort in the remaining 2 measures. However, their performance remains below the overall provincial results for all students.
- Grade 5 French Immersion students performed meaningfully above their provincial cohort in all 7 measures.



## Mathematics – AFL 2011

- Grade 8 First Nations and Métis students performed meaningfully above their provincial cohort in 6 of 7 measures and similar in the other. Performance compared to the overall population remains below the provincial results.
- Grade 8 French Immersion students had a varied performance compared to their cohort in the province.



## Mathematics – CAT 4

### Grade 4 Results:

- Results for Grade 4 in the 2 Math subtests indicate an above Canadian Norm performance in the Application of Mathematics portion (problem solving) and performance below the Canadian Norm in the Computation subtest.
- Further study reveals that Computation performance is actually on par with the Canadian Norm in most areas except whole number subtraction – and this element is not aligned with our curriculum.



## Mathematics – CAT 4

### Grade 7 Results:

- Results for Grade 7 in the 2 Math subtests indicate performance above the Canadian Norm in the Application of Mathematics portion (problem solving) and performance slightly below the Canadian Norm in the Computation subtest.



## Summary Comment on Math Performance

- **General comments on Math performance:**
  - Strong progress has been noted in many areas,
  - Increased proficiency in Math Content skills, and
  - Areas for future attention include specific learning needs of First Nations and Métis students and certain facets of computation.



## Mathematics

**Objective 2:** To support teaching staff in providing quality Math instruction.

- Goals in this area centred around targeted professional learning for staff with specific emphasis on high school as curriculum and resource implementation moves on.
- **Results:**
  - Work was undertaken in this area through a differentiated adult learning process. Support for teachers is provided through a combination of on-line, face to face in-services, grade alike meetings, individualized support, etc.



## Mathematics

- A few highlights include: 36 more teachers trained in First Steps in Math (total 454), individualized support provided for 46 secondary teachers and 82 elementary teachers as well as good progress in developing common assessments.



## Mathematics

**Objective 3:** To communicate with our parent community to strengthen understanding of and support for Math instruction and learning.

▪ **Results:**

- Building on the work that was completed the previous year, this year saw 2 more parent meetings.
- Online parent/student learning community hosting many resources and supports for families was launched the previous year through Cyber School. This support continues to be well used and updated.
- Work continued with administration to help solidify the understanding of the various components in place to support Math instruction.



## Mathematics

**General comments:**

- Mathematics has been a significant area of focus in GSCS for the past 5 years.
- Through the concerted efforts of many, good progress has been noted in the application of mathematics (problem-solving) skills of students.
- There remains a good deal of work to do in Math teaching and learning and division plans and goals in this area continue to evolve as we learn more.



## Literacy

Literacy is a broad and foundational skill that impacts student learning in a variety of ways.

GSCS approaches instruction in literacy through a balanced approach: recognizing each child as a unique learner and therefore supporting teachers to plan for and employ instructional practices that are responsive to student need.



## Literacy

Teacher assessment literacy continues to be an important focus.

Teachers use our assessment monitoring data to improve the reading achievement of all students.

This means that all students are assessed and the results inform instruction as well as the Division's monitoring processes.



## Literacy

**Objective 1:** To increase the reading achievement of all Grade 1-4 students.

- Goals in this area centred on increasing reading achievement for all students in these grades.
- **Results:**
  - A large amount of work took place in the division around these goals. This has been the continuation of work from previous years.
  - Monitoring of progress uses Pearson's Developmental Reading Assessment and Fountas and Pinnell's Benchmark Assessment System as well as Beauchemin's GB+ for French Immersion students.



## Literacy

- **Note that close to 100% of students participate in this non-standardized reading assessment. The main purpose of this assessment is teacher formative use for individual student progress.**
  - **Grade 1 English:** 74% of all students achieved the adequate standard (levels 8-10) or above. This did not reach our division target; however, most students reached their individual target.
  - **Grade 1 French Immersion:** 70% of all students achieved the adequate standard (levels 7-8) or above. This did not reach our division target; however, most students reached their individual target.
  - **Grade 2 English:** 79% of all students achieved the adequate standard (levels 15-16) or above. This met the division target.



## Literacy

- **Grade 2 French Immersion:** 74% of all students achieved the adequate standard (levels 13-14) or above. This met the division target.
- **Grade 3 and 4 English/French:** From the division monitoring standpoint, 2010-11 was a pilot year for using individual reading assessment data.
- Initial data were gathered, which will serve as the basis for future reporting.



## Literacy

**Objective 2:** To increase reading levels of Grade 4-8 students.

- Goals in this area centred on:
  - Reading Comprehension (measured in Grades 4 and 7),
  - Implicit Comprehension (French Immersion – measured in Grade 7) and,
  - Reader Response (measured in Grade 10).
- 2011 AFL results on these goals follows.



## Literacy

### ▪ 2011 AFL Results:

- **Reading Comprehension – Grade 4** showed improvement from previous years: 83% scoring adequate or higher (Province: 79%)
  - 64% of our Grade 4 FNMI students achieved the adequate standard, which was meaningfully higher than the results from this provincial sub population.
  - French Immersion students also performed meaningfully higher than their provincial sub population.



## Literacy

- **Grade 7** also showed improvement with 85% of students scoring adequate or higher (Province 81%)
  - 75% of our Grade 7 FNMI students achieved the adequate standard, which was meaningfully higher than the results from this provincial sub population.
- From CAT IV results – improvement was noted over the previous year's assessment with a strong overall performance in reading.



## Literacy

### ▪ Results:

- **Implicit Comprehension** – Grade 7 French Immersion showed improved performance in this area from previous assessments with 80% achieving the adequate standard, which was meaningfully higher than the provincial sub population.
- **Reader Response** – Grade 10 students showed improvement over previous results with 80% achieving the adequate standard.
  - 74% of our Grade 10 FNMI students achieved the adequate standard, which was meaningfully higher than the results from this provincial sub population.



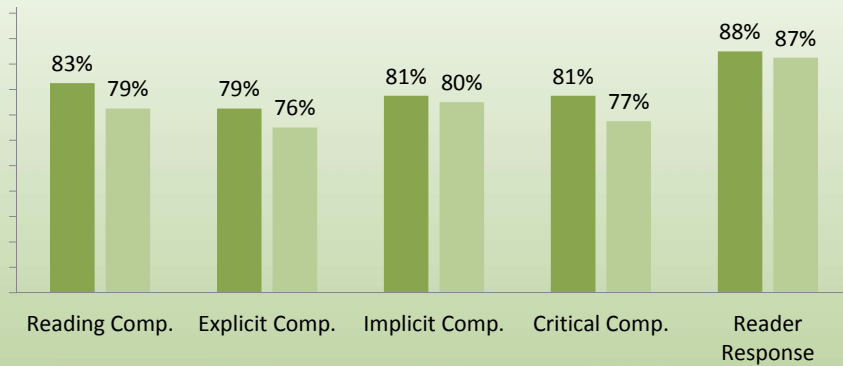
## 2011 AFL Reading Results



## AFL Reading – Grade 4

2011 AFL Reading - % of students achieving adequate or higher

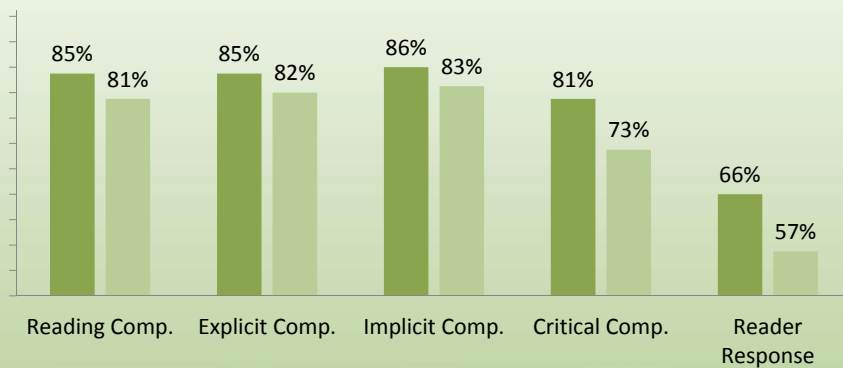
■ Division ■ Province



## AFL Reading – Grade 7

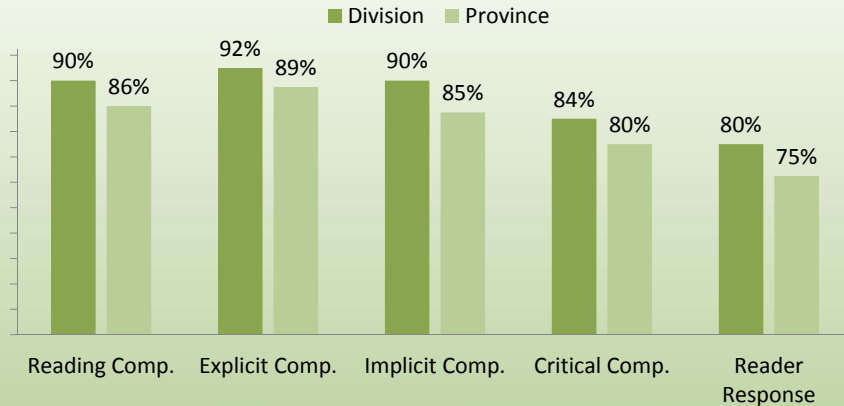
2011 AFL Reading - % of students achieving adequate or higher

■ Division ■ Province



## AFL Reading – Grade 10

2011 AFL Reading - % of students achieving adequate or higher



## AFL Reading – General Comments

- Overall GSCS student achievement in the 2011 Provincial Reading Assessment was either meaningfully higher, or similar to the province as a whole, at all grade levels.
- GSCS also monitors performance of some sub-populations in order to support equity of outcomes:
  - French Immersion students performed well above their provincial cohort at the proficient standard in: 5/5 areas in grade 4; 5/5 areas in grade 7; and 5/5 areas in grade 10.
  - First Nations and Métis students performed well above their provincial cohort at the proficient standard in: 5/5 areas in grade 7, and 5/5 areas in grade 10. At the grade 4 level performance was not as strong for this subpopulation. Strategies to address this are being employed.



## GSCS Literacy CAT 4

Canadian Achievement Test (4<sup>th</sup> Ed.), a standardized, norm referenced assessment, is used for division monitoring.

**Results:**

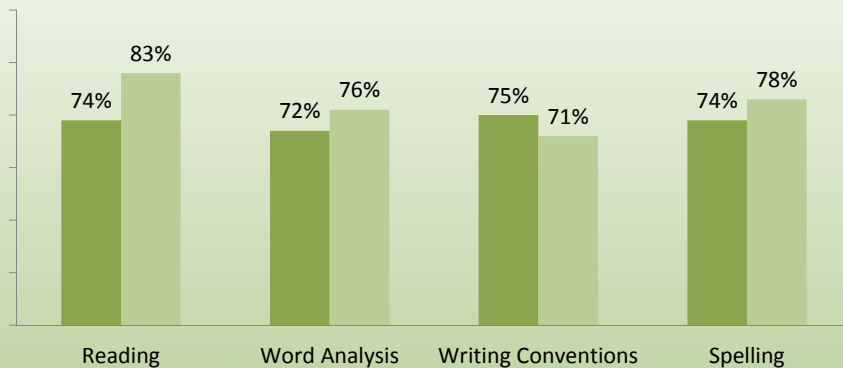
- In the reading and writing related subtests (full chart to follow) a consistent result is noted: students achieved at or slightly above the Canadian Norm in all 4 sub-tests in both grades. Grade 7 students performed particularly well in the reading sub-test.
- Last year’s results noted a low result in Grade 4 reading – that result is back to expected levels this year.



## GSCS Literacy - CAT 4

Stanine 4 and Above

■ Grade 4 ■ Grade 7



## Literacy

### General Comments:

- Literacy, the second major academic focus in the division, continues to develop well. Important instructional supports (resources, professional learning, strategies, etc.) in both elementary and high schools are moving forward.
- Progress monitoring is embedded at additional grade levels.
- As we continue to learn more, this area will develop and evolve. Generally, good results from the various measures are noted.



## Transitions – Early Learning

**Research indicates that providing responsive learning programs/environments for children in the early years improves future success in school. Three main components have been identified for a focus in this plan:**

1. The role of the early childhood educator has expanded and evolved during the last few years, therefore requiring staff to be knowledgeable in the area of early childhood education. This includes viewing the environment as the third teacher.
2. Excellent documentation/assessment practices and tools in early learning classrooms provide parents and teachers with information to assist children to grow to their potential.
3. Authentic partnerships with community agencies and families contribute to improved outcomes for early learners.



## Transitions – Early Learning

**Objective:** To improve student transitions and achievement in all areas through responsive programming and environments in early learning. Division work focused on:

1. Enhancing educators' understanding, knowledge and skills regarding early learning and literacy in prekindergarten and kindergarten.
  - **Results:** A variety of learning opportunities for staff occurred including:
    - the development of networked learning communities for early learning teachers,
    - targeted professional learning within and outside the division, and
    - a series of 8 professional learning sessions on foundational elements to early learning programming.



## Transitions – Early Learning

2. Enhance all prekindergarten and kindergarten environments.

- **Results:**
  - All prekindergarten classrooms purchased resources to support physical activity along with professional learning support,
  - budget was targeted and expended to enhance resources in kindergarten environments,
  - additional professional resources were made available to teachers, and
  - early learning consultant worked directly with staff to evaluate and improve the environment.



## Transitions – Early Learning

3. Establish numeracy and literacy goals for kindergarten and prekindergarten students through teacher observation and the use of screening developmental checklists and pedagogical documentation.

- **Results:**

- All kindergarten teachers completed the screening process,
- Data gathered informed the teacher regarding differentiating instruction (with the support of the early learning consultant),
- Other professional supports (Occupational Therapy [OT], Speech and Language Pathology [SLP]) were then involved to support program responses to identified needs, and
- A focus set for the subsequent year on assessment in kindergarten.



## Transitions – Early Learning

4. Authentic partnerships with families and community agencies to achieve program goals.

- **Results:**

- Work continues to foster expanded partnerships with outside agencies,
- Division focus on parent/family engagement strategies in prekindergarten and kindergarten classrooms was led by the early learning consultant. Targeted work was completed with all early learning staff and administration.



## Transitions: Career/Life Transition Planning

Research indicates that students, from the beginning of their schooling, are concerned with developing their abilities, interests and their understanding of their community and world and how they might contribute. As globalization and technology increase, families seek ways to better support students in career planning and preparation. Research also supports the need for career counseling to be more accessible and involved in career development education, particularly at the secondary level.



## Transitions: Career/Life Transition Planning

**Objective:** To improve student ability to transition into, within, and out of the Prekindergarten to Grade 12 education system.

- Goal 1: To have all schools implement career development education.
- **Results:**
  - Amongst many indicators, the following table is a snapshot of some of the progress to date.



## Transitions: Career/Life Transition Planning

Grade	Indicator
6	100% of students had Career Development Education grades on progress reports by June 2011.
7 and 8	100% of students had Career Development Education grades on progress reports by June 2011.
9	90% of grade 9 students are receiving the required hours and have established their portfolio. 96% took part in Take Our Student to Work Day.
10 and 11	Implementation of the Division strategy moved along well. 3 high schools have the supports fully implemented and the remaining 2 are nearing full implementation.
12	90-96% of grade 12 students have completed a transition plan and interview.



## Transitions: Career/Life Transition Planning

- Goal 2: To support educational and transition planning through career pathways and Practical and Applied Arts (PAA).
- **Results:**
  - For grades 7-8, 100% of schools are meeting or exceeding the PAA requirement.
  - High school enrolments: overall there were 2,693 registered PAA credits (grade 9 – 683; Media Studies – 446; Home Economics – 819, Construction – 375; Career Work Ed. – 370).



## Transitions: Career/Life Transition Planning

- Goal 3: To improve transitions for First Nations and Métis students.
- **Results:**
  - 2010-11 saw the second pilot of 2 tools:
    - a tracking tool to explore First Nations and Métis student engagement in 21 different school activities,
    - a grade 12 exit survey that can inform the effectiveness of division programming and supports for First Nations and Métis youth.
  - Further pilot information was gathered. Some information was gathered that can inform programming; however, more work remains to refine both the tools and the process for data collection.



## First Nations and Métis Education

Many initiatives - unique to this area and integrated into many other elements of the Division's work - occurred in 2010-11.

With the goal of improving participation and outcomes for First Nations and Métis students and the integration of Aboriginal Content and Perspectives throughout all curriculum areas for all students, updated progress on this work follows.



## First Nations and Métis Education

**Objective 1:** Learning environments and programs conducive to FNMI belonging.

- Goals in this objective centred on representative workforce strategies, staff cultural competencies and student engagement indicators.
- **Results:**
  - Significant steps were made in implementation of a 5-year Aboriginal Employment Strategy. Early indications of improvement in this area were seen in May-June hiring.
  - Cultural competency language and questions are now part of hiring process for some roles.



## First Nations and Métis Education

**Objective 2:** To increase knowledge of FNMI peoples and perspectives

- Goals in this area centred on building teacher knowledge, providing support (including documents) for the integration of FNMI content and perspectives, and providing access to cultural supports.
- **Results:**
  - Significant focus remains on teacher professional learning, therefore the following chart describes the number of new teachers who followed training opportunities in 2010-11.



## First Nations and Métis Education

Teacher Knowledge Training	Number of Participants
Circle of Courage Mastery 1	72
Circle of Courage Mastery 2	52
Medicine Wheel	32
Various traditional cultural elements...	46
<b>TOTAL</b>	<b>202</b>



## First Nations and Métis Education

- Support document development proceeded well with the following now online:
  - Social Studies 1-9 Integration Guide (created with the assistance of 14 GSCS teachers and 2 STC educators),
  - Health/Wellness 1-9 Integration Guide (created with the assistance of 9 GSCS teachers and 1 STC educator),
  - Arts Education 1-5 Integration Guide,
  - Physical Education/Wellness 1-8 Integration Guide,
  - Overall, the guides support the integration of FNMI content by providing links to the outcome/indicators in the form of: websites, resource people, print resources, power point presentations, etc.,
  - 6 School-wide staff in-services were provided as well as 264 individual classroom supports.



## First Nations and Métis Education

- Provincial Treaty Essential Learning Assessment was administered again in 2011. The following chart depicts the results.
- Note that some information has been included in the Mathematics and Literacy sections, while other information guides the specific improvement efforts undertaken at both the division and school levels.
- 47 classrooms participated in the knowledge survey with baseline data now collected.



## Grade Seven Treaty Essential Learning (TEL) Results

	Province		GSCS	
	<u>2010</u>	<u>2011</u>	<u>2010</u>	<u>2011</u>
Total Survey Score	51.6	54.6	53.9	59.3
TEL 1 Treaties	51	58	51	62
TEL 2 Treaty Relationship	52	49	54	51
TEL 3 History	53	53	54	57
TEL 4 Worldview	58	57	62	64
TEL 5 Symbolism	44	55	47	60
TEL 6 Contemporary Issues	42	51	45	54



## First Nations and Métis Education

**Objective 3:** To improve participation and outcomes for First Nations and Métis students.

- Goals in this area centred on developing routine data collection systems to track participation, retention and knowledge.
- **Results:**
  - As per division plans, this work is becoming more integrated into the regular functions of the division.
  - Baseline grade-level information tracking retention and knowledge is underway.



## Division Accountability and Governance

*Reaching Out... to Transform the World*



## Graduation Rates

**Objective:** To achieve equity of outcomes in graduation.

- A good deal of activity took place in the division with the intent of supporting all students to graduate:
  - high school reculturing work,
  - an exit survey, and
  - a variety of other school-based and division activities.
- Graduation rates as per the Ministry data follow.



## Graduation Rates

This table represents the percentage of all students that graduated within 3, 4 or 5 years after beginning grade 10 with the division. Students in Functionally Integrated programs are not factored in.

Year Students began grade 10	Graduated after 3 years or less (%)	Graduated after 4 years (%)	Graduated after 5 (or more)years (%)	Total GSCS (%)	Provincial Total (%)
2006	78.29	6.16	2.95	87.4	81.12
2007	77.17	4.84	1.88	83.89	80.9
2008	79.66	6.15		85.81	78.68
2009	78.08			78.08	71.89



## Graduation Rates for First Nations and Métis Students

This table represents the percentage of self-identified First Nations and Métis students that graduated within 3, 4 or 5 years after beginning grade 10 with the division. Students in Functionally Integrated programs are not factored in.

Year Students began grade 10	Graduated after 3 years or less (%)	Graduated after 4 years (%)	Graduated after 5 (or more) years (%)	Total GSCS (%)	Provincial Total (%)
2006	45.38	14.62	5.38	65.38	50.69
2007	35.29	8.41	3.36	47.06	47.75
2008	42.52	11.02		53.54	42.88
2009	45.97			45.97	32.32



## CSCC and Board Linkage

**Objective:** To increase the linkage between the Board of Education and the Catholic School Community Councils (CSCC).

- Goals in this area centred around establishing a systematic, responsive method for:
  - linking CSCCs with the Board in order to better fulfill the mandate as part of Board governance,
  - linking CSCCs with each other in order to better support their understanding and fulfillment of their legislated role.



## CSCC and Board Linkage

▪ **Results:**

- A format for 3 formal meetings per year was established and will be piloted for 2 years (2009 – 2011).

October	- Orientation (Guest speaker) - Networking and Linkage - Division-wide
January	- Learning Improvement Plans - Networking and linkage - Division-wide
February	- Networking and linkage - Annual Meeting of Electors

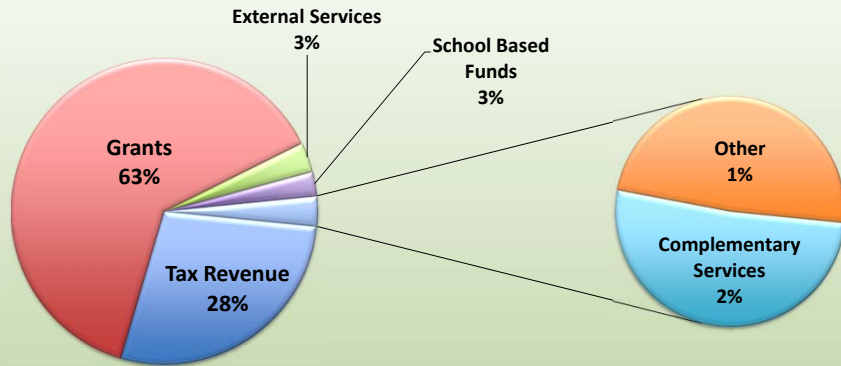


## Financial Summary 2010-11

<b>Details of Revenue</b>	
<i>Tax Revenue</i>	\$42,460,790
<i>Grants</i>	\$95,681,437
<i>External Services</i>	\$4,756,123
<i>School Based Funds</i>	\$3,939,352
<i>Complementary Services</i>	\$2,456,780
<i>Other</i>	\$2,322,620
<b>Total Revenue</b>	<b>\$151,617,102</b>



## Revenue 2010-2011

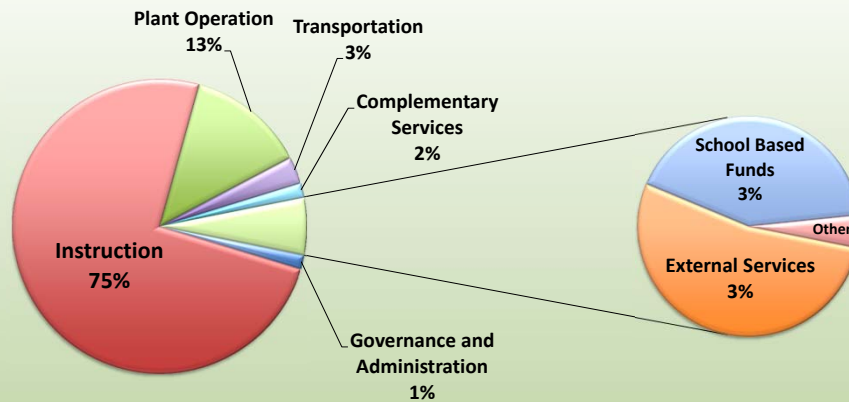


## Expenditures 2010-11

<b>Details of Budget Expenditure</b>	
<i>Governance and Administration</i>	\$2,222,348
<i>Instruction</i>	\$106,982,927
<i>Plant Operation</i>	\$18,583,794
<i>Transportation</i>	\$4,278,049
<i>Complementary Services</i>	\$2,277,840
<i>External Services</i>	\$4,784,289
<i>School Based Funds</i>	\$3,788,533
<i>Other</i>	\$427,886
<b>Total Budget Expenditure</b>	<b>\$143,345,666</b>



## Expenditures 2010-11



## Financial Summary

- The school division ended the year with a consolidated surplus of \$8,271,436 which was realized on revenues of \$151,617,102 and expenditures of \$143,345,666.
- Actual revenue was under budgeted revenue by \$18,345,636. The major factors contributing to the overall budget variance were in decreases in department grants of \$17,169,491, tax revenue of \$1,840,062, and tuition and related fees of \$269,820, with increases in other revenue of \$490,735, complementary services of \$332,032 school based funds of \$56,747, and external services of \$54,223.
- Actual expenditure was over budgeted expenditure by \$2,940,001. The major factors contributing to the overall budget variance were in increases in plant operations and maintenance of \$2,384,591, instruction of \$442,027, transportation of \$164,916, complementary services of \$158,444, administration of \$95,881, external services of \$47,747, and tuition and related fees of \$22,207, with decreases in school based funds of \$189,243 interest and bank charges of \$181,841, and governance of \$4,728.



## Five-Year Proposed Capital Budget

Location	Project	Estimated Cost	Submitted
Saskatoon French School	Addition/Renovation	\$3,950,000	2001
St. Frances Catholic Elementary School	Addition/Renovation	\$4,980,000	2008
Bishop Klein Catholic Elementary School	Addition/Renovation	\$6,800,000	2008
Blairmore Catholic Elementary School	New Construction	\$16,050,000	2011
St. Michael Catholic Elementary School	Addition/Renovation	\$7,200,000	2008
Martensville Catholic Elementary School	New Construction	\$12,760,000	2011
Evergreen Catholic Elementary School	New Construction	\$16,050,000	2011
Hampton Village Catholic Elementary School	New Construction	\$16,050,000	2003
Stonebridge Catholic Elementary School	New Construction	\$16,050,000	2006
Rosewood Catholic Elementary School	Addition/Renovations	\$16,050,000	2011



Greater Saskatoon Catholic Schools

420 22nd Street East

Saskatoon SK S7K 1X3

Telephone: (306) 659-7000

[info@gscs.sk.ca](mailto:info@gscs.sk.ca) • [www.gscs.sk.ca](http://www.gscs.sk.ca)

**Rooted** Growing Reaching Transforming

