

PROVINCE OF SASKATCHEWAN



08-09

ANNUAL REPORT

MINISTRY OF
EDUCATION

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This annual report is also available from the ministry's website at www.education.gov.sk.ca.

Letters of Transmittal



The Honourable Gordon L. Barnhart
Lieutenant Governor of Saskatchewan

May it Please Your Honour:

The Government of Saskatchewan is committed to delivering and building on its promises to Saskatchewan people. One of those promises is a commitment to increased transparency and accountability.

A significant number of commitments were made to Saskatchewan people in Government's first year of holding office. These include commitments made in: the election platform, the fall 2008 Speech from the Throne, the Minister's Mandate letters, and the 2008-09 Budget Summary. The 2008-09 Annual Report demonstrates progress towards the commitments that relate to this ministry as of March 31, 2009.

Government has defined its direction for ministries and has communicated this direction through a vision and goals released with the 2009-10 Budget. Ministries have aligned with this direction and have developed strategies and actions to help deliver on government's plan for Saskatchewan. The ministry will continue to engage in reviewing its processes to meet our commitment to increased accountability and student achievement.

The initiatives pursued in 2008-09, and the results achieved, are communicated to the legislature and to the Saskatchewan people through this report. The results achieved within government's first full year provide a foundation for establishing priorities and influencing government's future activities. Therefore, the annual report is not only an important accountability document, but it can help to inform future planning and resource allocation in the upcoming years.

I respectfully submit the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2009.

A handwritten signature in dark ink, appearing to read 'Ken Krawetz'.

Ken Krawetz
Deputy Premier and Minister of Education



The Honourable Ken Krawetz
Deputy Premier and Minister of Education

I have the honour of submitting the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2009. I acknowledge responsibility for the report contents and provide assurance with regard to the accuracy and reliability of the information contained within the report.

A handwritten signature in dark ink, appearing to read 'Audrey Roadhouse'.

Audrey Roadhouse
Deputy Minister of Education

Introduction

This Annual Report presents the ministry's activities and results for the fiscal year ending March 31, 2009. It reports on public commitments made, and other key accomplishments of the ministry.

As a transition year, the 2008-09 Annual Report follows a similar format to the 2007-08 Annual Report, and also includes the Government's vision and three goals. With the release of ministry Plans for 2009-10, ministries will report on publicly committed strategies and actions identified in their plans within their 2009-10 Annual Reports.

The 2008-09 Annual Report also sets the stage for the 2010-11 planning and budget process by providing an opportunity to assess the accomplishments, results, and lessons learned, and identifying how to build on past successes for the benefit of Saskatchewan people.

Please note: In this document, 'First Nations and Métis' refers to those individuals who self-identify as Treaty/Registered (Status) Indian, Non-Status Indian, Inuit, or Métis.

Alignment with Government's Direction

The ministry's 2008-09 Annual Report aligns with Government's vision and three goals:

Our Government's Vision

A secure and prosperous Saskatchewan, leading the country in economic and population growth, while providing a high quality of life for all.

Government's Goals

- Sustain Economic Growth for the benefit of Saskatchewan people, ensuring the economy is ready for growth and positioning Saskatchewan to meet the challenges of economic and population growth and development.
- Secure Saskatchewan as a safe place to live and raise a family where people are confident in their future, ensuring the people of Saskatchewan benefit from the growing economy.
- Keep Government's Promises and fulfill the commitments of the election, operating with integrity and transparency, accountable to the people of Saskatchewan.

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

Ministry Overview

The Ministry of Education provides direction for Prekindergarten to Grade 12 education. At the same time, the ministry strengthens the performance of the school system through consultation with school boards on funding and taxation and through curriculum enhancement. The ministry also monitors the progress of Saskatchewan students to ensure that they meet national and international performance standards.

Effective July 4, 2008 the ministry continued the restructuring of the regional office network, reducing the six remaining regional offices to three. The Central Regional Office is located in Saskatoon and the Southern Regional Office is located in Regina. The Northern Regional Office in La Ronge, which serves the ministries of Education and Advanced Education, Employment and Labour, was not restructured. Also in 2008-09, the ministry initiated the reduction of staff in the Technology Supported Learning Unit as the first phase of transitioning the responsibility for delivery of distance learning from the ministry to school divisions and other providers.

In supporting approximately 3,000 children in Prekindergarten (PreK) programs, 9,700 children in licensed child care spaces, 1,087 children and their families through Early Childhood Intervention Programs, 169,346 students¹ in provincially funded and independent schools, as well as 497,000 library patrons (registered borrowers within public library systems) throughout 2008-09, the ministry:

- provides program and policy support for the delivery of early learning and child care services, PreK-12 learning programs, French education, literacy initiatives, and library services; and,
- engages local, regional and provincial boards of community volunteers and/or education representatives in governance of 721 schools in 29 school divisions, 193 PreK programs, 449 licensed child care facilities, 15 Early Childhood Intervention Programs, and 305 public libraries in 10 public library systems.

Throughout 2008-09 the ministry expended \$1,305.89 million in carrying out the minister's responsibilities in the early learning and child care, K-12 education, library and literacy sectors.

Services were provided by 310.4 FTEs, which was 10.9 FTEs under the original budget of 321.3 FTEs. This variance was primarily due to delays in staffing vacancies within the ministry. Staff operated from headquarters in Regina and regional offices located in three communities throughout the province. See Appendix 'A' for the ministry's organizational chart.

There are a variety of relationships between the ministry and the institutions, agencies, boards, and organizations that comprise the sectors within the ministry's mandate. These relationships vary by degree of accountability and are described in Acts and Regulations (listed in Appendix B), orders in council, and memorandums of understanding. Key among these partners are: Aboriginal Literacy Network; Assemblée communautaire fransaskoises; Association des parents fransaskois; Canadian Parents for French; Conseil des écoles fransaskoises; Federation of Saskatchewan Indian Nations; League of Educational Administrators, Directors, and Superintendents of Saskatchewan; Métis Nation of Saskatchewan; Multitype Library Board; Saskatchewan Association of School Business Officials; Saskatchewan Early Childhood Association; Saskatchewan Literacy Network; Saskatchewan School Boards Association; Saskatchewan Teacher's Federation; and ten public library systems.

¹ Student figures are at September 30, 2008. All other figures are at March 31, 2009.

Progress in 2008-09

Significant Achievements in 2008-09

- In maintaining funding for child care and early childhood learning and development initiatives the ministry:
 - allocated 1,000 new licensed child care spaces for development by March 31, 2009:
 - in January of 2008, the Saskatchewan government confirmed the allocation of 500 new child care spaces for development by March 2009, funded through the 2007 Federal Child Care Spaces Initiative. In 2008-09, the province announced funding for another 500 new child care spaces for a total of 1,000 new spaces for development by the end of March 2009;
 - over 600 new spaces were operational as of March 31, 2009; a further 387 spaces will become operational through the fall of 2009;
 - a further 186 spaces, allocated for development in school-based child care centres, are delayed due to overall school construction schedules;
 - funding for additional centre spaces was allocated to offset the decline in the number of family home spaces; and,
- (Commitment made in Minister's Mandate letter, 2008 Throne Speech and 2008-09 Budget Summary)
- allocated \$1.70 million to implement an average four per cent funding lift for child care community based organizations effective April 1, 2008. Effective October 1, 2008 a further \$1.18 million was provided which is equivalent to a seven per cent annual funding lift.
- \$117.62 million in capital funding was provided in the 2008-09 Budget and was allocated as follows:
 - \$5.20 million for Facilities Asset Management for Education (FAME) software;
 - \$12.42 million for block projects;
 - \$13.70 million for completion of five pre-existing approved major projects;
 - \$4.60 million to complete seven multi-year block projects; and,

- \$81.70 million for nine new major projects.
(Commitment made in 2008-09 Budget Summary)
- The ministry received an additional \$141.70 million in accelerated capital funding approved in February 2009. This funding was allocated to completing 11 projects which had been approved in April 2008, and to approve construction for seven new major capital projects, for a total cost of \$117.90 million, as well as to complete 89 additional block projects for a total of \$23.80 million.
- To support the instruction of Treaty Education in all schools the ministry:
 - created a chart that shows how curriculum objectives in K-6 provincial curricula are both open and inclusive in order to encourage and support First Nations and Métis ways of knowing as well as other ways of knowing. In addition, these curriculum objectives are expansive and directive enough to affirm First Nations and Métis worldviews, and to embrace particular content such as Treaty Education;
 - developed a draft set of K-12 goals for Treaty Education to support the development of a K-12 developmental continuum of outcomes that can be used by teachers and curriculum developer/writers to support the instruction of Treaty Education in all schools;
 - published and distributed, in partnership with the Office of the Treaty Commissioner and the Federation of Saskatchewan Indian Nations, two new Kindergarten to grade 6 resources for inclusion in the Treaty Resource Kits already in all schools: *Kindergarten to Grade 6 Teaching Treaties in the Classroom* and *Treaty Essential Learnings*;
 - launched the Treaty Education website on March 11, 2009 which is hosted on the Ministry of Education website;
 - participated on the Curriculum Sub-committee of the Shared Standards and Capacity Building Council which continues to do work in support of the development of a K-12 scope and sequence for Treaty Education. A draft document is expected to be ready to share by the fall of 2009;
 - supported the Office of the Treaty Commissioner and the Saskatchewan Education Leadership Unit at the University

of Saskatchewan in conducting the Treaty Survey in June 2008. In 2009, all Grade 7 students in provincial schools will participate in the Treaty Survey;

- o distributed *Teaching Treaties in the Classroom* for grades 7-12 to French Immersion and Francophone schools; and,
- o began translation into French of *Treaty Essential Learnings* and *Teaching Treaties in the Classroom K-6*.

(Commitment made in the Minister's Mandate letter)

- The ministry continued its efforts to achieving a fairer balance in education funding through the government's commitment to double education property tax rebates over the next four years (2008-09 through 2011-12). Specifically:
 - o in the 2008-09 budget, effective January 1, 2008 the Education Property Tax Credit program provided a 47% credit on agricultural property and a 12% credit for non-agricultural (residential and commercial) property, with a \$2,500 cap on the credit for commercial property. This is an increase of 9% and 2% respectively over credits provided in the 2007-08 budget;
 - o effective January 1, 2009, the Education Property Tax Credit will no longer be utilized with the implementation of the new province-wide education property tax mill rates which will be set annually by the Lieutenant Governor in Council. In 2009, the total provincial education property tax will be approximately \$610.20 million. Funding for the former tax credit program (\$156.60 million) will be rolled into the school operating allocation for 2009-10 and will continue to be distributed to school divisions; and,
 - o the provincial funding share will increase from the 2008-09 estimated level of 51%, inclusive of the Education Property Tax Credit, to 63% for 2009-10. In 2010-11, it is anticipated the provincial share will increase to 66%.

(Commitment made in the 2008 Throne Speech and 2008-09 Budget Summary)

- The ministry organized and hosted the Council of Ministers of Education, Canada (CMEC) 2008-09 Summit on Aboriginal Education, held in Saskatoon on February 24-25, 2009. A Provincial Advisory Committee was established

in fall 2008, chaired by the Ministry of Education, to plan this event. Members included representatives of the Ministries of First Nations and Métis Relations, Intergovernmental Affairs, and Advanced Education, Employment and Labour. The Federation of Saskatchewan Indian Nations and the Métis Nation – Saskatchewan also participated in the initial regional dialogue meeting. The Summit was attended by 213 leaders and decision-makers from across Canada and concluded with a commitment by the CMEC to work in partnership with aboriginal and federal colleagues to improve educational outcomes for aboriginal learners. (Commitment made in 2008 Throne Speech)

Progress by Key Theme

Improve Children's Readiness To Learn

'Readiness to learn' is a broad concept that includes physical, social and emotional well-being, cognitive readiness, and openness to learning. Increased understanding of the importance of the early years on a child's development and future success has led to greater emphasis on early childhood policy and program development. Early childhood development is an important component in improving the long-term economic growth of our province.

Results

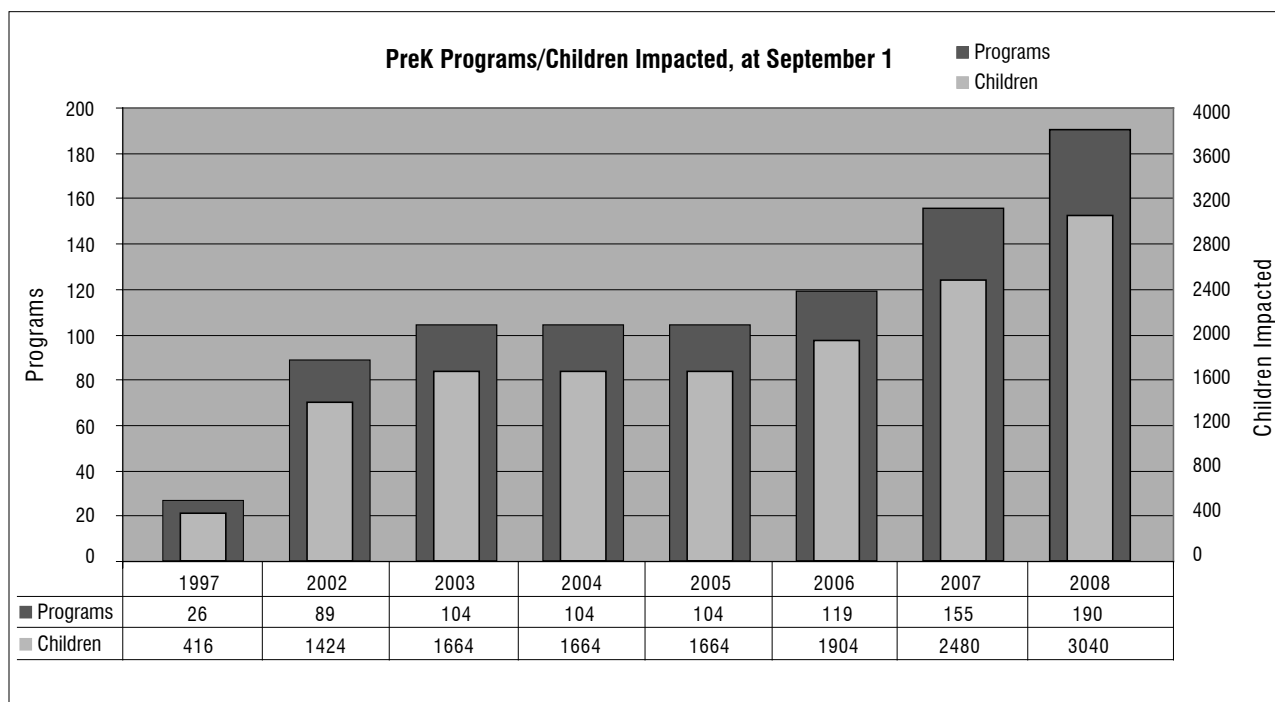
In 2008-09 the Ministry of Education received funding from the federal government to support early childhood initiatives through three separate funding streams. The Early Childhood Development Agreement provided \$7.82 million to support Early Childhood Development initiatives; these include Education's contribution to the *KidsFirst* Strategy, as well as support to early learning and child care, Prekindergarten, and Early Childhood Intervention Programs. The 2003 Multilateral Framework on Early Learning and Child Care and the 2007 Federal Child Care Spaces Initiative provided a total of \$18.35 million to support child care and Prekindergarten programs.

- In maintaining funding for child care and early childhood learning and development initiatives the ministry:
 - o continued to support vulnerable children and their families through the *KidsFirst* Strategy. Home visiting services are provided

- in nine targeted communities throughout Saskatchewan; regional *KidsFirst* Early Childhood Community Developers work with stakeholders and partners to strengthen early childhood services across the province;
- o allocated a total of \$1.80 million in funding for the implementation of 38 new Prekindergarten programs; over 3,000 children and their families now have access to Prekindergarten-based early learning opportunities, thus contributing to stronger communities and improved quality of life;
 - o implemented a program review of the Early Childhood Intervention Programs (ECIPs), in French and English, that provides an accountability process which ensures measurable outcomes for families and children. A transition protocol was developed, to be utilized by all 15 ECIPs; funding was increased by 10%, and an additional 69 spaces were added to the ECIPs. This activity will strengthen ECIPs to foster smooth transitions for children and families through the 0-3 years, ensuring equitable access to, and consistent delivery of, programs throughout the province;
 - o facilitated the *KidsFirst* program evaluation by completing the *Community Profiles and Theory* document components; and by substantially completing a literature review and a quantitative data collection process. This work was done in collaboration with the Saskatchewan Population Health Evaluation and Research Unit of the Universities of Regina and Saskatchewan;
 - o provided funding to 14 school divisions for implementation of the Early Development Instrument (EDI), a population-based tool used to measure the state of children's development at Kindergarten entry, as the first phase of province-wide implementation. Data sharing agreements were also implemented with each of the school divisions. Sharing of EDI data collected through the federally funded *Understanding the Early Years Projects* substantially completes the provincial profile for 2008-09; and,
 - o supported the enhancement of professional practice in child care facilities and Prekindergarten programs by:
 - continuing implementation of the *Play and Exploration: Early Learning Guide* throughout the sector. Over 7,000 copies of the Guide were distributed; 55 workshops were held in 16 communities, with over 1,400 participants; workshops were offered in both English and French to improve early childhood educator knowledge and skills; and supplementary resources were developed for online access;
 - providing \$500,000 to newly developed spaces in licensed child care centres and homes and Prekindergarten programs for the Early Learning Environment Grant. This funding supplemented the \$3.00 million provided for this Grant in 2007-08 to improve children's learning opportunities through enhanced program environments in more than 600 licensed family child care centres and homes, Early Childhood Intervention Programs, *KidsFirst* targeted sites, and Prekindergarten programs; and,
 - providing five Early Childhood Environment Rating Scale training workshops to more than 180 participants; these workshops enabled the participants to better use the Rating Scale to evaluate the quality of early childhood programs.
- (Commitment made in the Minister's Mandate letter and 2008-09 Budget Summary)

Measurement Results

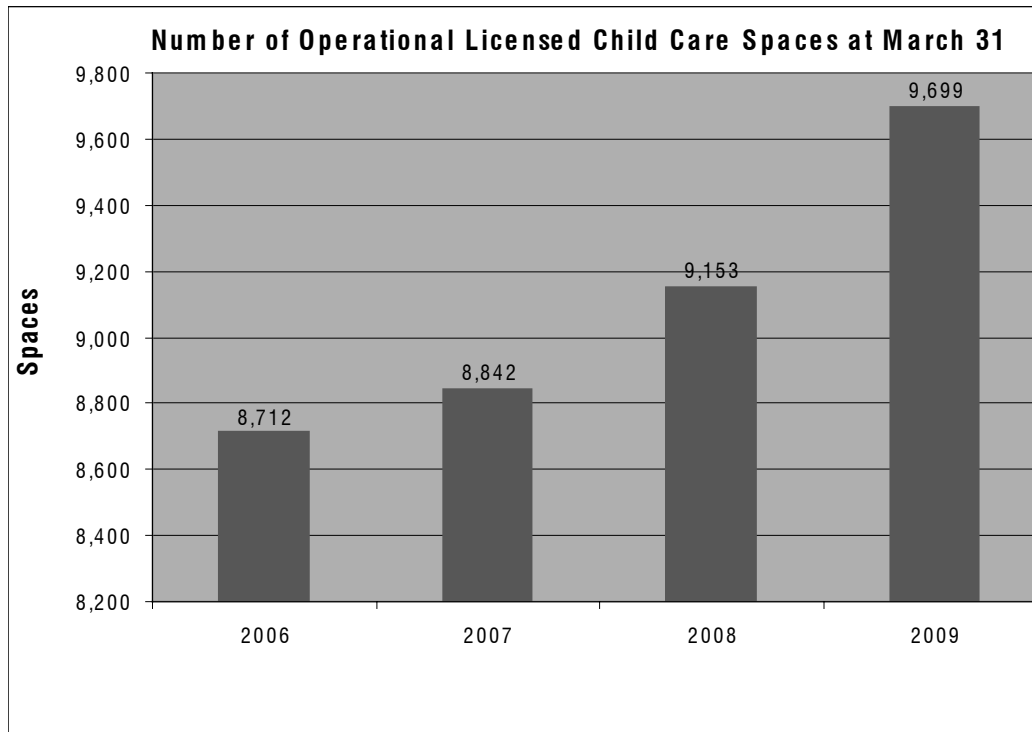
Number of Prekindergarten programs funded by the Ministry of Education, including number of children impacted.



(Source: Ministry of Education, Early Learning and Child Care Branch files)

Saskatchewan's Prekindergarten programs provide vulnerable 3- and 4-year old children with developmentally appropriate programming. Programming focuses on fostering social development and self esteem, nurturing educational growth and school success, promoting language development, and engaging families. The above measure reflects the ministry's commitment to preparing vulnerable children for success in their learning experience.

The number of operational licensed child care spaces in Saskatchewan



¹ Data differs from those previously reported due to clean up of source data.

(Source: Ministry of Social Services, Child Care Mainframe System and Ministry of Education Maximizer software database)

High quality child care services contribute to Saskatchewan's economy, both now and in the future, by providing support to parents who want to participate in today's labour force, or to seek post-secondary education. The above measure reflects the extent to which the ministry assists families and children needing licensed early learning and child care services.

Number of Early Childhood Intervention Program (ECIP) spaces

As of April 1:	Number of ECIP spaces
2005 (baseline)	614
2006	614
2007	635
2008	704

(Source: Ministry of Education, Children's Services Branch)

Early Childhood Intervention Programs (ECIPs) are a province-wide network of community-based supports for families of children who experience, or are at risk for, developmental delays. Children who are involved with ECIPs are often delayed in reaching age-appropriate developmental milestones or are born with a condition or diagnosis that makes it more difficult for them to develop at rates that are typical for a specific age group. The above measure demonstrates the ministry's support of these children and their families thereby ensuring the best learning experience possible for the children.

Improve Literacy And Student Achievement Of All Learners

The Ministry of Education is committed to promoting the importance of literacy and supporting literacy development of Saskatchewan residents in the family setting, in the community, in educational settings, and at work. As well, the ministry works collaboratively with partners to enhance the PreK-12 learning program by developing and implementing exemplary curricula/ courses that reflect research and the context of Saskatchewan teachers and learners, and by providing a number of supports to the education sector. These commitments contribute to developing a highly literate and skilled workforce.

Results

- To support and improve literacy skills of children, youth, and families the ministry:
 - expended \$2.10 million to support the development and delivery of a variety of literacy programs and services:
 - provided \$949,000 through the SaskSmart Innovations Fund (SSIF) to support the provision of innovative community-based literacy programs and services to address literacy needs in locations throughout the province. Community Literacy Plan funding was awarded to nine communities in Saskatchewan, and Expression of Interest grants were provided to four proposals. In addition, contracts were negotiated with the Saskatchewan Aboriginal Literacy Network and the Saskatchewan Literacy Network to provide funding to support professional development of fund recipients. The SSIF also funded three contracts in a

pilot project supporting Summer Literacy Camps that are focussed on aboriginal learners;

- provided \$758,047 through the Adult Literacy Program Fund to the Saskatchewan Institute of Applied Science and Technology (SIAST), seven regional colleges, and five community based organizations (CBOs) to support the delivery of adult literacy programs and services in Saskatchewan. This fund is estimated to support up to 1,500 part-time adult learners in provincially funded literacy programs; and,
 - provided \$369,663 through the Family Literacy Initiative Program to 10 regionally based 'family literacy hubs' that provide family literacy outreach programs and services throughout the province. These hubs provide direct family literacy programs and services to approximately 8,000 adults, children, and youth annually. In addition, the Program provided funding to support participants invited to a provincial family literacy hub meeting held in March 2009, and three grants for smaller initiatives: 1) support for a regional family literacy conference in Regina; 2) support for publication of a family literacy handbook; and 3) transition funding to close a family literacy project; and,
 - distributed additional funding to 10 ministry-funded community based literacy organizations that were eligible for the CBO lift implemented by the Government of Saskatchewan in 2008-09.
- (Commitment made in 2008-09 Budget Summary)
- The Provincial Panel on Student Achievement was established in early 2008 with a mandate to provide the Minister of Education with 10-20 recommendations for improving student achievement, including the outcomes of First Nations and Métis students. A sub-panel has been formed to function as a clearinghouse for proposals for actions, and draft a consultation paper and process in support of the recommendations that will be submitted to the Minister by the end of 2009.
 - New curricula was introduced in 2008-09. Specifically:

- o renewed curricula have been finalized and posted to the ministry's website for Grades 6-9 English Language Arts, Health Education, Physical Education, Social Studies, and Career Education, as well as Grades 2, 5, and 8 Mathematics; most of them have also been printed and distributed to school divisions. Science and Arts Education are in an advanced draft stage, and should be completed by the end of May 2009. First Nations, Métis and Inuit content, perspectives and ways of knowing have been made foundational in these curricula;
 - o nehiyawewin 10, 20, 30, a Cree language curriculum, was completed in 2008. The curriculum is available on the ministry website and full implementation will occur in the 2009-10 school year; and,
 - o introductory workshops were held in five locations across the province to introduce school division personnel to the foundational changes that are part of the curriculum renewal process, as well as a brief introduction to each of these renewed curricula. Approximately 450 people participated in these workshops. Each of the presentations from the workshops was video recorded and posted to the ministry website along with the PowerPoint presentations that were done. School divisions report that these have been very useful, and used frequently.
 - To support higher student achievement the ministry developed outcomes-based curriculum with a focus on teaching for deeper understanding. Specifically:
 - o drafts of the renewed curriculum for Grades 1-5 in English Language Arts, Health Education, Physical Education, Social Studies, Science, and Arts Education, as well as Mathematics 3, 6, 9 and a Kindergarten teacher resource have been developed. First Nations, Métis and Inuit content, perspectives and ways of knowing have been made foundational in these curricula;
 - o vetting groups and reference committees have provided feedback and the outcomes and indicators are in the process of being refined. Vetting groups have included representation from First Nations schools and organizations to ensure, for example, that infusion of First Nations, Métis and Inuit content, perspectives, ways of knowing, and outcomes respect the various First Nations and Métis geographical regions in Saskatchewan;
 - o draft documents of renewed French curricula were introduced for the following: Grades 6-9 Education physique, Education artistique, Sciences humaines, Bien-être, Sensibilisation aux carrières; Grade 6 Sciences; Grades 1-5 Français; and K-8 Mathématiques; and,
 - o four days of implementation workshops were offered to French Immersion teachers.
 - In developing K-12 curriculum that includes environmental education, conservation and sustainability the ministry:
 - o finalized curricula in Grades 6-9 Career Education, English Language Arts, Health Education, Physical Education, Social Studies, and in Grades 2, 5 and 8 Mathematics. Science and Arts Education (Grades 6-9) are near completion. Each of these curricula addresses education for sustainable development through attention to environmental, economic, and/or social justice education. Environmental education is particularly evident in the goals, outcomes, and indicators developed for, and included in, the new science and social studies curricula;
 - o continued to participate with Saskatchewan's Education for Sustainable Development (ESD) Network which promotes ESD in formal, informal, and non-formal education settings; and,
 - o participated on the Council of Ministers of Education, Canada's Education for Sustainable Development Working Group. The group is establishing benchmarks of ESD activity in all jurisdictions across the country, and plans to facilitate collaboration between jurisdictions to reduce overlap and fill gaps in resource identification and development.
- (Commitment made in Minister's Mandate letter and 2008-09 Budget Summary)
- In working with local school boards, the business community and community-based organizations to enhance business literacy, entrepreneurial and career education in Saskatchewan schools, the ministry:
 - o completed the renewed Middle Level Career Education curriculum, posted it to the ministry's website, and printed and distributed it to schools. Full implementation

is targeted for 2009-10 and will benefit all students enrolled in grades 6 through 9, approximately 50,000 students. An introductory workshop on this and other renewed curricula has been provided to school divisions as part of the curriculum renewal process with approximately 450 people attending;

- o completed an alignment of the Junior Achievement program with Entrepreneurship curriculum. Students are eligible to apply to receive an Entrepreneurship 30 credit for successful completion in or out of the regular school day. Ministry officials continue to meet with Junior Achievement staff to explore areas of common interest;
- o made *The Real Game Saskatchewan*, an online interactive career resource, available to all students in grades 7 and 8 through a two-year provincial site license between the ministry and the National Life Work Center. This career resource permits students to make choices about their future lifestyle and to experience, in a role-playing situation, the implications of their career choices. Through a partnership with Junior Achievement, three sessions have been developed in this resource that support entrepreneurship. This resource supports the new Career Education curriculum; and,
- o distributed a draft of the renewed Sensibilisation aux carrières curriculum for grades 6-9 to French Immersion schools.

(Commitment made in Minister's Mandate letter)

- In working with boards of education towards the goal of ensuring that children and youth engage in 30 minutes of moderate to vigorous physical activity daily while increasing healthy food options in schools, the ministry:
 - o developed, through a partnership with the University of Saskatchewan, University of Regina, and Saskatchewan *in motion*, the *Physical Education, Health Education, Physical Activity and Healthy Eating Schools Survey*. The Survey was distributed to schools to collect baseline data related to: the teaching/learning, physical environment, and supports for physical education and health education programs; the provision of physical activity opportunities at the school level; and school-wide approach to healthy eating. These data will help us measure progress related to the vigorous physical

activity of our children and youth and the healthy food options in schools; and,

- o worked towards completing a foundational document providing a provincial standard set of nutrition guidelines and expectations. School divisions, in their leadership capacity and in collaboration with education and community partners and students, are expected to develop nutrition policies to ensure that all food and beverages sold or offered at school adhere to the guidelines. An accessible, condensed version of the nutrition document is being created to assist Regional Intersectoral Committees, School Community Councils and other interested groups as they work to support schools, school divisions, and others mobilize communities to strengthen nutrition practice.

(Commitment made in Minister's Mandate letter)

- To advance strategies for addressing issues of violence in schools, including cyber bullying, the ministry worked collaboratively with the Canadian Mental Health Association, the Canadian Red Cross, and the Search Institute to identify school division needs related to school violence. A strategic plan is in development to align provincial resources to meet a number of school violence issues ranging from suicide to cyber bullying, through increasing the developmental assets of children and youth. Developmental assets represent the relationships, opportunities, and personal qualities that young people need in order to avoid risks and to thrive.
- The ministry administered the provincial Assessment for Learning program's writing assessment in Grades 4, 7, and 10 in spring 2008. Results for these writing assessments were communicated to school divisions in early October 2008, and follow-up workshops were held with school division personnel to help them understand and utilize the data for the improvement of teaching and learning writing in the classroom.
- Saskatchewan teachers began the development of test items for the Grades 4, 7, and 10 reading and Grades 5, 8 and 11 mathematics Assessment for Learning. The items were field tested and refined in Saskatchewan classrooms to provide for a quality assessment. These assessments have been printed and are ready for distribution to Saskatchewan schools for administration in the spring of 2009.

- The ministry drafted a Conceptual Framework and Table of Specifications for the Grades 7 and 10 science Assessment for Learning, which is on schedule for administration in the spring of 2010.
- The ministry supported the League of Educational Administrators, Directors and Superintendents (LEADS) of Saskatchewan in developing a First Nations and Métis Education module which was delivered to LEADS members on October 16 and 17, 2008. The module is aligned to the ministry's strategy document *A Time for Significant Leadership* and builds capacity for leaders to actualize First Nations and Métis education and improve learning outcomes for learners.

Measurement Results

15-Year-Old Student performance in Mathematics, Reading, and Science in the Programme for International Student Assessment (PISA)

		Sask	Canada
Mathematics	2000: (baseline)	525	533
	2003:	516	532
	2006:	507	527
Reading	2000: (baseline)	529	534
	2003:	512	528
	2006:	507	527
Science	2000: (baseline)	522	529
	2003:	506	519
	2006:	517	534

(2000 and 2003 Data Source: *Statistics Canada and the Council of Ministers of Education, Canada 2006, Report of the Pan-Canadian Education Indicators Program 2005)*

(2006 Data Source: *Statistics Canada (2007), Measuring Up: Canadian Results of the OECD PISA Study, The Performance of Canada's Youth in Science, Reading and Mathematics, 2006 First Results for Canadians Aged 15, Tables B1.1, B2.1, B2.2)*

The PISA study measures skills that are generally recognized as key outcomes of the educational process and are believed to be pre-requisites to efficient learning in adulthood and for full participation in society. The scales used to arrive at overall reading, mathematics and science scores were standardized to produce an international average of 500, with 2/3 of student scores between 400 and 600. The above measure shows that Saskatchewan 15-year-olds performed

statistically significantly below the Canadian average in all performance areas measured and are trending downward in mathematics and reading.

13-Year-Old Student performance in Mathematics, Reading and Writing, and Science on the national Pan-Canadian Assessment Program (PCAP)

		Sask	Canada
Mathematics	2007: (baseline)	461	500
Combined Reading	2007: (baseline)	471	500
Science	2007: (baseline)	480	500

(Source: The Council of Ministers of Education, Canada (2007). *PCAP-13 2007 Report on the Assessment of 13-Year-Olds in Reading, Mathematics, and Science*. pp 19, 35, 36)

The PCAP initiative informs Canadians on how well their education systems are meeting the needs of students and society. The information gained gives each minister of education a basis for examining the curriculum and other aspects of their school system. The scales used to arrive at overall reading, mathematics and science scores were standardized to produce a national average of 500, with 2/3 of student scores between 400 and 600. Although this is just one measure of student achievement at one age level, the 2007 mean score for Saskatchewan students is statistically significantly lower than that of Canadian students overall, in all three domains.

Average Grade 12 (Level 30) marks of all Saskatchewan students

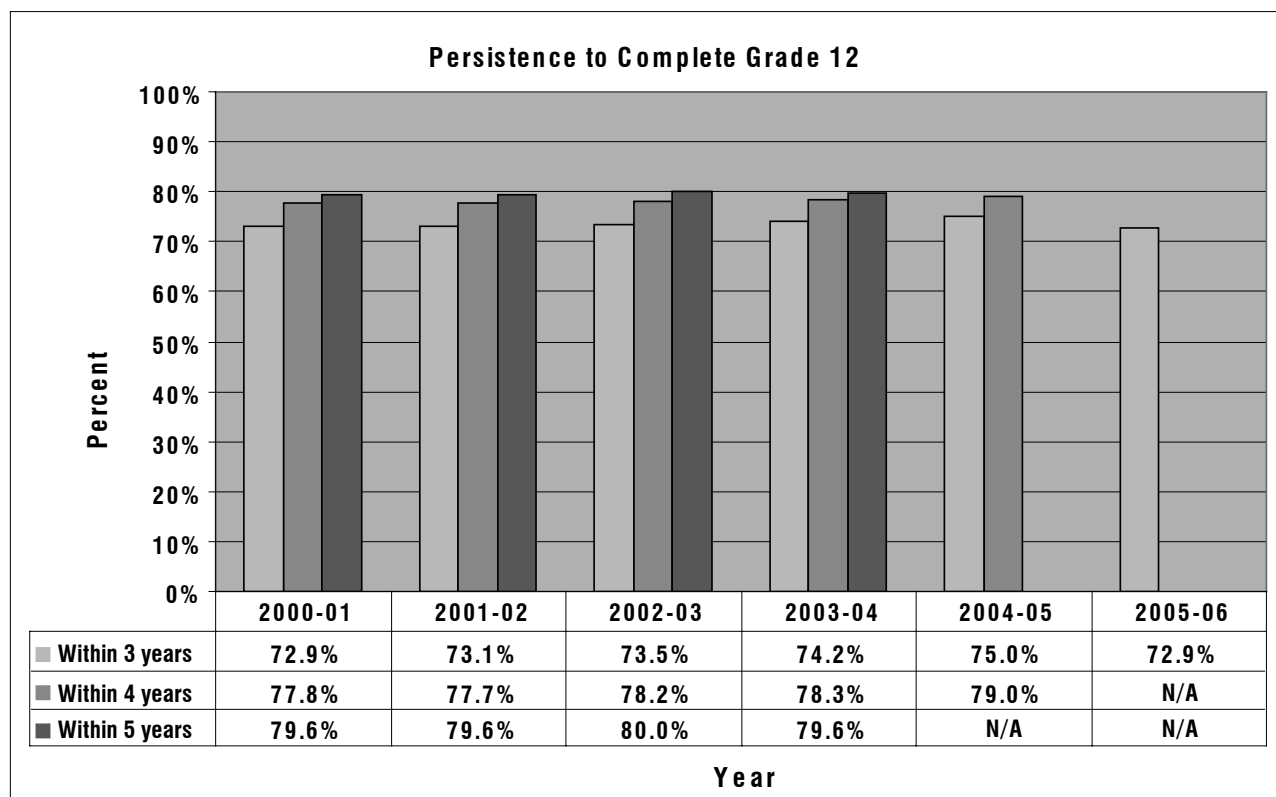
SUBJECT	2004-05 (baseline)	2005-06	2006-07	2007-08
Biology 30	71.2	71.3	71.5	71.7
Calculus 30	78.7	78.9	79.7	79.5
Chemistry 30	73.6	74.3	74.2	75.0
English Lang Arts A 30	70.4	70.6	70.4	70.9
English Lang Arts B 30	70.5	70.8	70.7	71.3
History 30: Canadian Studies	71.3	71.4	71.3	71.8
Math A 30	68.5	69.0	68.7	69.1
Math B 30	72.4	72.1	72.3	72.7
Math C 30	75.1	75.4	75.2	75.5
Native Studies 30: Canadian Studies	65.8	63.6	64.2	65.0
Physics 30	74.8	75.4	75.5	76.1
Social Studies 30: Canadian Studies	69.8	70.7	71.0	71.0

(Source: Ministry of Education, Student Data System)

Data is for students in provincially funded, independent, and First Nations Schools.

The above measure is based on Saskatchewan's curriculum, and reflects improvement, maintenance, or decline in the achievement of Grade 12 students over time.

Percent of students¹ in a cohort² starting Grade 10 in the year shown who complete Grade 12



¹ Data includes students in provincially funded, independent, and First Nations schools.

² Grade 10 cohort consists of students having marks in two Grade 10 subjects and enrolled in Grade 10 for the first time.

NOTE: Numbers may differ slightly from those previously reported due to broader inclusion of students on the Student Data System (and adjusting for in- and out-migration), and due to ongoing maintenance and updating of the System.

(Source: Ministry of Education, Student Data System)

Youth who do not graduate from high school are at a serious disadvantage in terms of personal and economic success. The above measure reflects the persistence of Saskatchewan students in achieving Grade 12 graduation within five years of entering Grade 10.

Improve Literacy and Student Achievement of First Nations and Métis Learners

Saskatchewan has a growing young First Nations and Métis population that is a major asset in offsetting the decline in the labour force due to the aging population. Improvements in the academic performance of First Nations and Métis students are necessary, not only to ensure a skilled and available workforce and the economic growth of the province, and for the province to benefit from First Nations and Métis perspectives and culture, but for First Nations and Métis peoples to benefit personally, economically, culturally, and linguistically.

Results

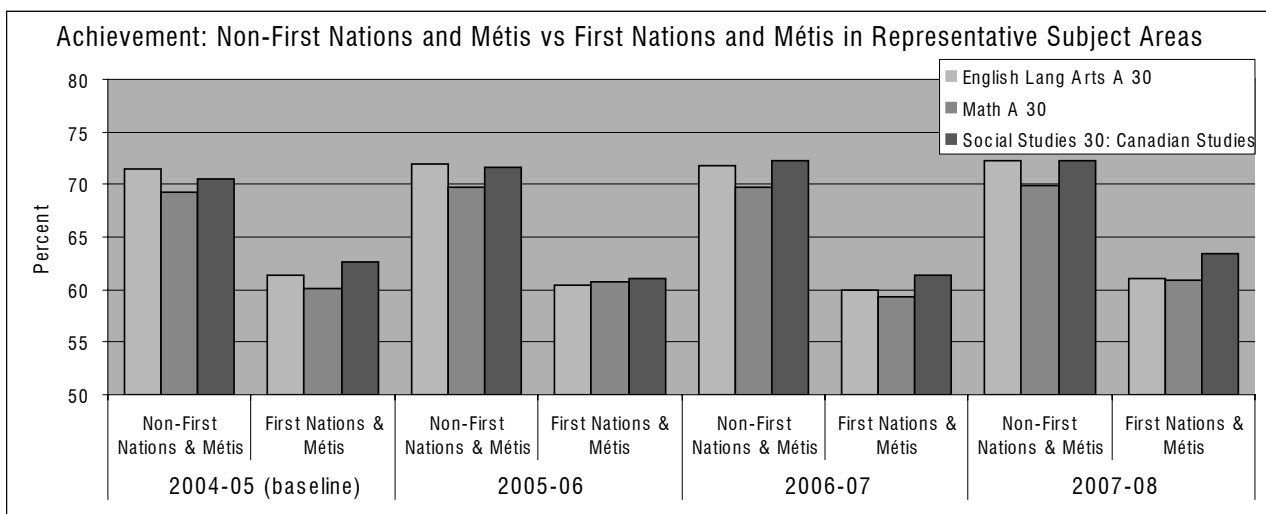
- The ministry and the Federation of Saskatchewan Indian Nations collaborated through the Shared Standards and Capacity Building Council on research projects in support of student achievement related to early learning and child care, special education, assessment, curriculum (treaty education), and teacher issues.
- The *Inspiring Success: Building Towards Student Achievement* policy framework was designed to improve the universal understanding, by all learners, of First Nations and Métis peoples and their contributions, and to improve outcomes for First Nations and Métis students. The document was finalized in 2008-09, released April 2, 2009 at the Promising Practices Symposium, and has also been made available on the Ministry of Education website.
- In implementing and expanding the Representative Workforce Strategy the ministry:
 - o continued to work collaboratively with the Ministry of First Nations and Métis Relations and the Saskatchewan School Boards Association in implementing the Strategy for those school divisions who have agreed to participate. Both ministries participate on the Reference Committee for the Aboriginal Employment Development Program and also participate in a working group to review the aboriginal awareness training package; and,
 - o committed \$200,000 to the Saskatchewan School Boards Association in support of the Aboriginal Education Development Program as part of the Representative Workforce Strategy. A total of eight school divisions in Saskatchewan now have signed partnership agreements with the Saskatchewan School Boards Association and another three school divisions have committed to the initiative.
- Preliminary work on a First Nations and Métis Language Strategy/Framework to support the retention and revitalization of Saskatchewan-based First Nations and Métis languages and dialects took place in 2008-09 through involvement with the Saskatchewan Indian Cultural Centre, and the Gift of Language and Culture Project (www.giftoflanguageandculture.ca). The Strategy will be developed in 2009-10.
- Implementation of *A Time for Significant Leadership*, a professional development process designed to improve school division, school, and classroom capacity for cultural affirmation and school climate, shared decision-making, learning program renewal, and lifelong learning, was continued. Fourteen school divisions are implementing, or planning to implement, this process. In April 2009, this document was made available as the implementation strategy for the new First Nations and Métis Education policy, *Inspiring Success: Building Towards Student Achievement*. A supporting document entitled *A Time for Significant Leadership: A Toolkit for Catalyst Leaders*, to support local capacity-building, was developed. This document is currently in draft; completion is anticipated in September 2009, pending review from school divisions.
- Assessment for Learning results for First Nations and Métis students were distributed to school divisions in a November 2008 release of a Core Set of Indicators. This release provided data comparing their school division results with provincial results. The First Nations and Métis student outcomes data were publicly released within the Saskatchewan Education Indicators Report in December 2008. Bi-annual conferences enabled follow-up discussion with school division personnel about use of the data for closing the gaps in achievement between

First Nations and Métis and non-First Nations and Métis students, as well as improvement of student achievement overall.

- The ministry chaired the Aboriginal Library Services Working Group, which was established to build relationships among First Nations and Métis communities and public libraries to enhance and expand library services to First Nations and Métis people and communities. The Working Group created a 'sound practices' report on library services for Aboriginal Peoples that was provided to the full Provincial and Territorial Public Library Council/Conseil provincial et territorial des bibliothèques.

Measurement Results

Average Grade 12 (Level 30) marks for self-declared First Nations and Métis students and non-First Nations and Métis students



(Source: Ministry of Education, Student Data System)

Data is for students in provincially funded, independent, and First Nations schools. Scale (50% - 80%) was selected to illustrate the gap in achievement.

The above measure reflects improvement, maintenance, or decline in the achievement of Grade 12 students, and demonstrates the gaps in achievement between First Nations and Métis and non-First Nations and Métis students.

Percent of self-declared First Nations and Métis students¹ in a cohort² starting Grade 10 in the year shown who complete Grade 12:

	Within 3 years	Within 4 years	Within 5 years
Self-declared First Nations and Métis Students			
2004-05	31.36%	40.57%	n/a
2005-06	30.15%	n/a	n/a

¹ Data includes students in provincially funded, independent, and First Nations schools.

² Grade 10 cohort consists of students having marks in two Grade 10 subjects and enrolled in Grade 10 for the first time.

NOTE: Numbers may differ slightly from those previously reported due to broader inclusion of students on the Student Data System (and adjusting for in- and out-migration), and due to ongoing maintenance and updating of the System.

(Source: Ministry of Education, Student Data System)

Youth who do not graduate from high school are at a serious disadvantage in terms of personal and economic success. As well, eliminating the gap between aboriginal and non-aboriginal learners who complete Grade 12 is an economic, societal, and ethical necessity. The above measure reflects the persistence of self-declared Saskatchewan First Nations and Métis students in achieving Grade 12 graduation within five years of entering Grade 10.

Proportion of educators in provincially-funded PreK-12 schools who self-declare as First Nations or Métis

School Year	First Nations	Métis
2004-05	1.98 %	3.74 %
2005-06	1.87 %	4.02 %
2006-07	1.90 %	4.16 %
2007-08	1.82 %	4.17 %
2008-09	1.87 %	4.32 %

(Source: Ministry of Education, Accountability, Assessment, and Records Branch)

Engaging and retaining First Nations and Métis students in school is a critical component of eliminating the gaps in achievement between First Nations and Métis students and non-First Nations and Métis students, of ensuring strong and stable families, and of continuing the economic growth of our province in the years to come. First Nations and Métis educators can not only assist First Nations and Métis students in better understanding and embracing their cultural identities, but can also foster an environment of inclusion that will benefit all students.

Provide Equitable Opportunities for All Students Regardless of Where They Live or Their Personal Circumstances

A growing number of children and youth require a broad range of social, health, cultural, justice, and other services to meet their needs and remove barriers to their learning. As well, access to information and resources through improved use of technology is a critical component to ensuring equitable access to learning, and of learner success, particularly given Saskatchewan's widely dispersed population. The ministry is committed to supporting Saskatchewan families by ensuring that every child, regardless of socio-economic status, location, first language or ability, has access to a high quality education.

Results

- Provided \$3.15 million for children with diverse needs to access licensed child care facilities, including \$2.04 million in Enhanced Accessibility funding to enable children with exceptionally high diverse needs to access licensed child care facilities.
- Participated with the Ministries of First Nations & Métis Relations (lead), Health, and Social Services, with Indian & Northern Affairs Canada and Health Canada, and with the Federation of Saskatchewan Indian Nations in the development of cross-ministry and intergovernmental protocols to work towards an environment where jurisdiction does not interfere with providing services to children with multiple disabilities (Jordan's Principle). Work is underway to define interim measures while a final policy is developed and implemented. (Commitment made in 2008 Throne Speech)
- Distributed \$500,000 in new funding to 98 community schools throughout Saskatchewan in 2008-09 to support nutrition programming (school lunch and anti-hunger programs). This funding will help support the healthy growth and development of vulnerable children, thus improving their ability to achieve desired learning outcomes. (Commitment made in Minister's Mandate letter and 2008-09 Budget Summary)
- Entered into a six-year agreement with the 10 regional, municipal, and northern public library systems (the Consortium) to establish a Single Integrated Library System (SILS). The ministry distributed \$2.53 million to this Consortium as the first payment of the four-year, \$5.20 million funding committed to this project. At the completion of this initiative, all public library branches in Saskatchewan will be connected via high speed Internet connections to a single computer system housed in Saskatoon. Public library users across the province will be able to easily access information and resources at home and within their local library through a single computer interface and with a single public library card. (Commitment made in the 2008 Throne Speech)
- Developed a draft immigration strategic framework to meet the needs of immigrant and refugee students and their families. A needs assessment and gap analysis have been completed, and current ministry actions related to immigration have been identified.

- Began work to develop a provincial policy and funding model to support English as an Additional Language (EAL) and French as an Additional Language (FAL) learning in provincially funded schools (French and English). Guidelines for school division procedures have been developed and distributed, and work is on-going with the ministry and school divisions, to identify EAL and FAL students through the Student Data System.
 - Worked with school boards to increase distance education and tele-learning opportunities in rural schools by:
 - o transitioning delivery of 26 of the ministry's distance learning courses that are offered to school divisions in the English language; the ministry continued to offer 11 courses with reduced staff. \$1.30 million was provided for this two-year initiative;
 - o upgrading and enhancing education technology infrastructure in K-12 schools, public libraries, and regional colleges (with the Ministry of Advanced Education, Employment and Labour) through a \$4.10 million one-time investment, and \$4.00 million on-going funding by:
 - assuming costs for 58 upgraded CommunityNet connections that had been previously paid by school divisions. In conjunction with SaskTel, and a new CommunityNet contract, planning has begun to schedule upgrades over a three-year rollout period for remaining schools;
 - providing a grant to the Saskatchewan Communications Network to begin acquisition of equipment to upgrade the Live Interactive Video Education (LIVE) Satellite Network. Upgrades and expansion of the Network are targeted for completion in fall 2009;
 - acquiring a Blackboard Content Management System license and developing an implementation strategy. The system will be in place and functional for the beginning of the 2009-10 school year; and,
 - installing 55 CommunityNet connections in 55 public libraries that were previously not connected to CommunityNet. In conjunction with SaskTel, and a new CommunityNet contract, planning
- has begun to schedule connectivity in approximately 35 library locations where CommunityNet is not yet available, and to schedule upgrades over a three-year rollout period for remaining public libraries already connected to the Network; and,
- o piloting a video streaming pilot project, R.O.V.E.R. (Recommended Online Video Educational Resources), in 44 provincially funded schools. This project provides "video on demand" access within the school to video resources that directly support Saskatchewan's K-12 curriculum. Lloydminster Catholic, Lloydminster Public and Regina Public school divisions have not been able to implement the pilot as they are not using the CommunityNet network to provide access.
- (Commitment made in Minister's Mandate letter and 2008-09 Budget Summary)
- Revised *The Education Act* to improve the consultation and assessment process before significant changes are made to school facilities. *The Education Amendment Act, 2008* was proclaimed in July 2008 at which time the necessary supporting amendments to *The Education Regulations, 1986* came into force. The amendments established a new school review process that is more comprehensive and involves greater community representation in a school division's review of rural schools considered for closure, or a reduction in grades or years of education. The amendments also allow for schools proposed for closure after the school division review process has been completed to be designated by the minister as Schools of Opportunity for a specified period of time, and to be eligible for additional funding. The process for the designation, criteria and subsequent review of Schools of Opportunity is clarified in the Regulations, and the minimum enrolment necessary for a school to remain open after the expiry of its designation as a School of Opportunity is also prescribed. (Commitment made in the Minister's Mandate letter)
 - Established an Education Review and Recommendation Committee to develop and implement an internal process of review to designate Schools of Opportunity. Two applications were received from communities in March 2009, and the Committee provided a recommendation to the minister within the established timeframe.

- Allocated \$1.00 million in the 2008-09 budget for schools designated as Schools of Opportunity. No Schools of Opportunity were designated in 2008-09; accordingly, no funding was distributed. (Commitment made in Minister's Mandate letter and 2008-09 Budget Summary)
- Developed a *School Review Handbook* to support boards of education, communities, and School Community Councils in the school review process and Schools of Opportunity Initiative. The Handbook was released on September 5, 2008. It describes and suggests ways to address many of the practical matters associated with the process, drawing from the experience of those school divisions that have undertaken these reviews. It also describes Schools of Opportunity and outlines the process that may lead to designation as a School of Opportunity. The Handbook can be accessed on the Ministry of Education's website.

Measurement Results

Number of provincially funded schools and public libraries having access to CommunityNet; and the number that have access meeting Industry Canada's broadband definition

At September 1	CommunityNet Connection		Connection Meeting Industry Canada 2003 definition ¹	
	Schools ²	Public Libraries	Schools ²	Public Libraries
2008 (baseline)	583 of 721	220 of 305	273 of 721	15 of 305

¹ A high-capacity Internet connection capable of supporting full-motion, real-time audio and video applications, peer-to-peer file interactions, etc. Minimum symmetrical speed is 1.5 megabits per second per individual user (subject to change).

² 138 of the total 721 provincially funded schools either choose not to be connected to the Internet, or choose an alternate network to connect to the Internet.

(Source: Government Services/SaskTel CommunityNet invoices; 2006 letters to school divisions; list of shared school/library locations)

CommunityNet is Saskatchewan's private broadband network that also provides access to the Internet. Access to information and resources through technology is a critical component to ensuring equitable access to learning, and of learner success, particularly given Saskatchewan's widely dispersed population. It is equally important that users have an Internet connection that allows full participation in their learning opportunities. It is imperative to create and maintain a reliable technology infrastructure that meets the needs of, and supports the increasing demand by, users. Enhancing this infrastructure to meet or exceed the Industry Canada standard will accomplish this task.

Number of student registrations in K-12 distance learning courses delivered by school divisions

As at June 30:	Number of Distance Courses	Number of student registrations	Number of students
2008 (baseline)	98	947	758

(Source: Ministry of Education, Student Data System)

NOTE: A student may be registered in more than one course.

The demand for distance learning in both English and French is increasing throughout Saskatchewan's education sector. The increased capacity of school divisions has allowed the ministry to transfer the delivery of distance learning courses to school divisions, thereby providing access to learning opportunities and support services for teachers and students, regardless of their geographic location or personal circumstances.

Support All Early Learning to Grade 12 Learners in Transitioning To, Within, Between, And From Education Systems

Transitions within the PreK-12 sector are many, and occur at varying times and under different circumstances. Children and youth leave school early for numerous and varied reasons. When students do not complete Grade 12 there are negative impacts upon a range of social and economic well-being indicators such as employment, health and income, while crime and human service demands increase. Therefore, finding solutions and providing supports for children and youth at risk of leaving school early, and those already disengaged from school, is necessary in supporting Saskatchewan families and growing our economy.

Results

- The ministry worked with school divisions and Regional Intersectoral Committees (RIC) to strengthen approaches to support youth connection and reconnection to school, family, and community by:
 - o maintaining and enhancing the Student Data System (SDS) which is functioning with a

high degree of reliability and includes 98% of all school-age children in Saskatchewan. 95% of students in First Nation Schools are included in the SDS;

- o providing directors of education, RIC chairpersons, and RIC coordinators with sample data reports that can be generated at the school division, RIC, and provincial level to support community planning in relation to connecting and reconnecting youth to school, family, and community;
- o finalizing the information-sharing Memorandum of Understanding between the Ministries of Education and Social Services to assist in follow-up activities related to children and youth who have left school and not re-enrolled in another school.

As well, a Saskatoon pilot project concluded with a report providing insight into the issues and services for keeping children and youth connected to school, family and community. The project was established to test approaches and provide input to the development of a provincial protocol on supporting children and youth who are not enrolled in an approved education program, or are at risk of leaving school. RIC regions and school divisions reported a range of activity, including: integrated case planning; intervention strategies focused on gangs, drugs, and alcohol; skill building around literacy and developmental assets; alternative school options; and school liaison to track attendance, work with other agencies, and reach out to non-attenders.

- The ministry participated with other ministries and community based organizations (CBOs) in the *Support Employment Transition Initiative* by participating regularly on the Supported Employment Transition Initiative Steering Committee. This Committee also includes representation from the following government/ non-government organizations: Saskatchewan Association of Rehabilitation Centres; Ministry of Advanced Education, Employment and Labour; Saskatchewan Association for Community Living; Service Canada; Office of Disability Issues; Ministry of Highways and Infrastructure; Public Service Commission; and the Gary Tinker Federation. The Committee oversees the funding, provided by the Ministry of Advanced Education, Employment and Labour, of supported employment initiatives such as job coaches and transition coordinators.

- The Human Services Integration Forum (HSIF) and the Regional Intersectoral Committees (RICs) developed an accountability and reporting framework for the purpose of strengthening integrated service delivery among human service ministries, agencies, and other stakeholders at the provincial, regional, and local levels. The framework is in place and data is being collected on RIC self-assessment, database development and use, progress on regional priorities, regional/provincial alignment of complex needs case protocol, budgets, and human resources. This work supports integrated services for children, youth and their families.
- The ministry created a grants database to record, track, and monitor granting processes for integrated services at the regional level. The database is operational and data entry is completed in six of the Regional Integrated Committee regions and is underway in the other four regions.
- The ministry allocated a \$6,000 grant to the League of Educational Administrators, Directors and Superintendents (LEADS) to assist in the development and delivery of an early learning module for LEADS members. The ministry also provided assistance in designing the module. It is expected the module will be completed in 2009-10, and presented to LEADS members at their fall 2009 conference.
- Implementation of the Career Development Action Plan, which focuses on supporting children and youth to participate effectively in the economic future of our province, continued in 2008-09. Specifically:
 - o a teacher reference resource, *Careers for Life, My Career Pathways*, is under development and is scheduled for completion in June 2009. This resource has been developed to support the implementation of the renewed Career Education curriculum;
 - o in November 2008 a call for career development short-term projects was sent out to school divisions with a deadline date of January 30, 2009. Seventeen school divisions submitted 24 proposals that would enhance career development programs and services to students. Approved projects will be announced in 2009-10; and,
 - o the 2008 Career Development survey was completed and demonstrated that

approximately 90% of school divisions have established career development teams to coordinate the planning and implementation of career development throughout their schools. School divisions are working with their communities to build partnerships in support of career development. Training of personnel in career development is a need, and ongoing communications between the ministry and school divisions is vital to ensure that there is continuous improvement of career service delivery to youth.

(Addresses commitment made in the Minister's Mandate letter)

Measurement Results

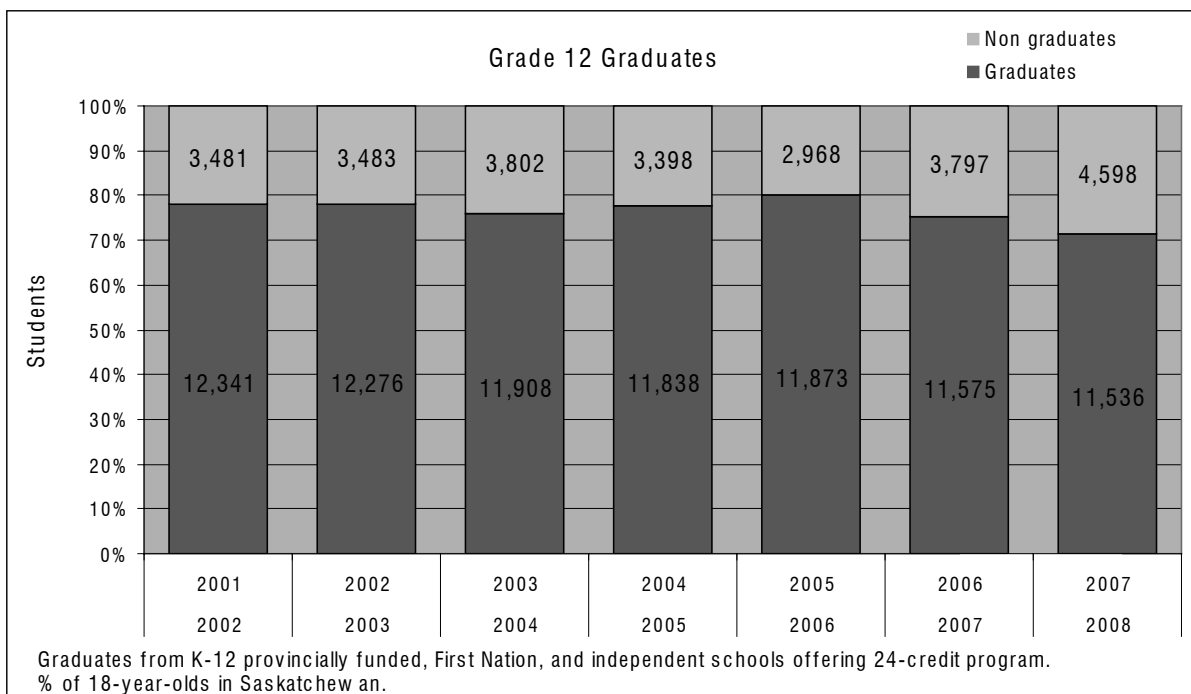
Percentage of students, by school type, included in the Student Data System

Provincially funded schools	June 30, 2004: 74.8 % (baseline) June 30, 2005: 97.8 % June 30, 2006: 100 % June 30, 2007: 100 % June 30, 2008 : 100%
First Nations schools	June 30, 2004: 57.5 % (baseline) June 30, 2005: 63.7 % June 30, 2006: 63.7 % June 30, 2007: 93.8 % June 30, 2008: 94.8%
Independent schools (includes historical high schools)	June 30, 2004: 75.1 % (baseline) June 30, 2005: 97.0 % June 30, 2006: 92.6 % June 30, 2007: 100 % June 30, 2008: 100%
Custody & Care schools	June 30, 2004: 100 % (baseline) June 30, 2005: 100 % June 30, 2006: 100 % June 30, 2007: 100 % June 30, 2008: 100%

(Source: Ministry of Education, Student Data System)

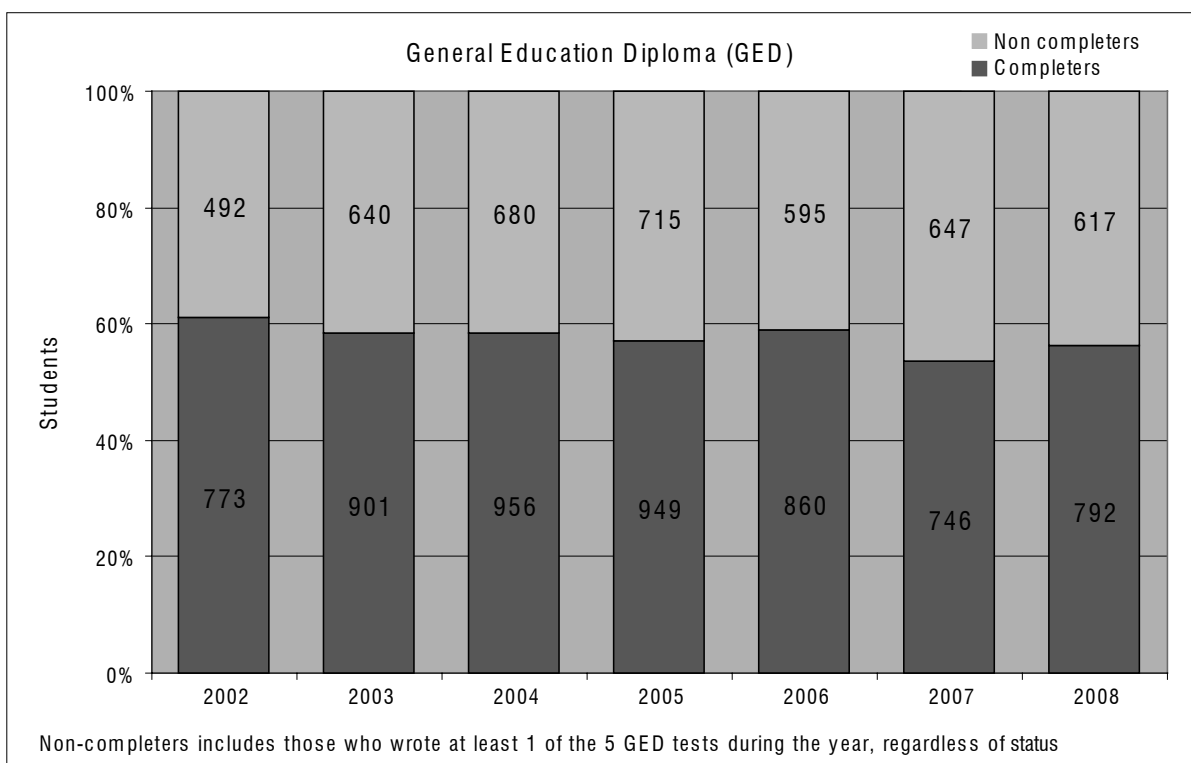
The above measure reflects the ministry's ability to track all students throughout their PreK-12 experience, regardless of their movement between and among school systems, including those children never registered in a school.

Graduation rates by type of credential



(Source: 2001-02 to 2004-05 – Ministry of Education, Accountability, Assessment and Records Branch)

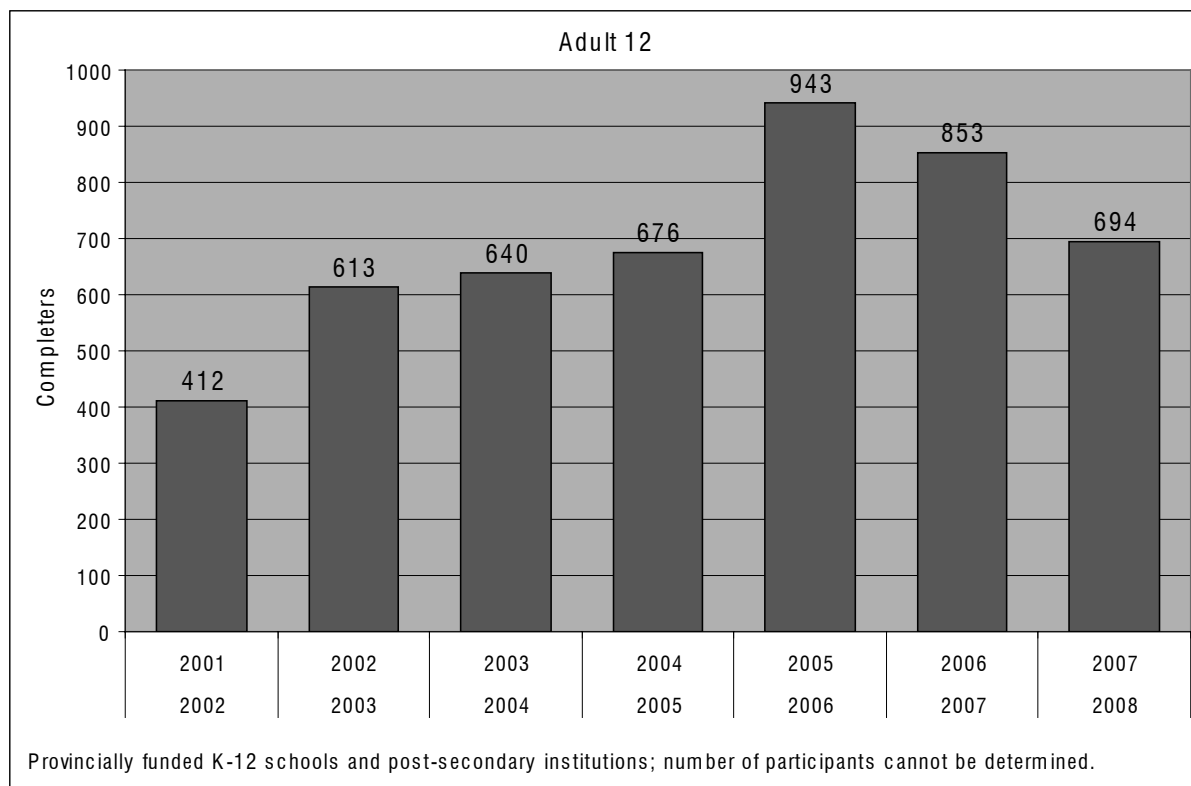
(Source: 2005-06 to 2007-08 – Ministry of Education, Student Data System; Statistics Canada, CANSIM Table 051-0051, 18-year-olds at July 1 in 2006, 2007, 2008 respectively)



(Source: NRSpro.com as reported by Advanced Education, Employment and Labour)

NOTE: The GED Tests measure the academic skills and knowledge expected of high school graduates.

NRSpro.com numbers may differ from those previously reported as this is a dynamic, changing database.



(Source: Ministry of Education, Student Data System)

NOTE: Through the Adult 12 Program, an adult may attain a Grade 12 standing by successfully completing 7 credit classes.

NOTE: Student Data System (SDS) numbers may differ from those previously reported due to broader inclusion of students on the SDS (and adjusting for in- and out-migration), and due to ongoing maintenance and updating of the SDS.

In the interests of a strong and growing economy, it is desirable that Grade 12 graduation or equivalency be the minimal achievement by Saskatchewan youth. Although the above indicator is impacted greatly not only by our sector partners, but by the students and their families, it measures the success of students in programs and services, and the sector's contributions to positive outcomes for learners.

Achieve Balance in Funding Provincially Funded School Divisions

Since 1905, Saskatchewan school divisions have taxed local property for the costs of education. Over time, our province has been more reliant on property taxes to fund education than any other province in Canada. The provincial government

is committed to achieving a fairer balance for education funding; ensuring K-12 education is properly funded; and ensuring that the education portion of property tax is further reduced, thereby supporting Saskatchewan families through a lower tax burden.

Results

- During the 2008-09 fiscal year the ministry reviewed the School Operating Grant, and made recommendations for future consideration, to ensure that the Grant is fair and achieves a better balance between classroom expenses and transportation costs when calculating per pupil funding. The following factors were reviewed:
 - o transportation (rural, urban, and special education);
 - o additional analysis on the geographic factor (this factor provides recognition for the significant, justifiable cost differences associated with providing educational services in school divisions whose schools are geographically dispersed); and,
 - o K-12 initiatives.(Commitment made in Minister's Mandate letter)
- In working towards government's commitment to increase operating funding for K-12 education by 20% over four years (2008-09 to 2011-12) the ministry provided a \$34.65 million increase to the School Operating Grant for a total of \$621.00 million in government fiscal year 2008-09, exclusive of education property tax credits. This 5.9% increase over 2007-08 funding is the first step toward this commitment.

(Commitment made in 2008-09 Budget Summary)

Measurement Results

To Be Developed

Support Strong System-wide Accountability and Governance through Reporting and Evaluation

The ministry develops and supports implementation of strong accountability standards and tools to monitor and report on both performance and financial results in school divisions. This includes defining accountability mechanisms and tools for the PreK-12 education

system that enhance operational accountability across school divisions, better engage the community in support of the learning program, align operations to provincial priorities, and improve student learning outcomes. In addition, the ministry supports system-wide financial accountability. These actions keep the government's promise of financial and operational transparency and accountability.

Results

- The ministry continued to work with the Saskatchewan Association of School Business Officials' (SASBO) Finance Committee throughout the 2008-09 fiscal year to continue implementation of the Public Sector Accounting Board's (PSABs) Generally Accepted Accounting Principles (GAAP) effective with school division's 2008-09 financial statements. Specifically:
 - o additions to the SASBO Handbook reflect the requirement for school divisions to account for their school generated funds, beginning in the 2008-09 school year;
 - o the ministry contracted with an actuarial firm to conduct valuations on school division's employee future benefits. This valuation of school division's liabilities are to be reflected in school division's 2008-09 financial statements; and,
 - o the ministry is continuing to work with school divisions in order to have their capital assets properly reflected on their financial statements for the school year ending August 31, 2010. A presentation from an expert in the field was arranged and was well attended by school division representatives and their respective auditors.
- In meeting Saskatchewan's accountability and reporting requirements to the Federal government with regard to early learning and child care agreements, the ministry:
 - o published the 2006-07 Early Childhood Development Progress Report as required under the Communiqué on Early Childhood Development 2000 and the Multilateral Framework on Early Learning Child Care 2003; and,
 - o will begin reporting on the 2007 Federal Child Care Initiative in the 2007-08 Early Childhood Development Progress Report.

- The ministry consulted with and supported school divisions in the planning, monitoring and reporting processes of the Continuous Improvement Framework (CIF). Specifically:
 - o scheduled bi-annual conferences were held with 17 school divisions. In each, ministry officials met with a core group of school division staff to discuss Continuous Improvement Reports and to engage in focused conversations about accomplishments, challenges, and opportunities related to advancing the four education sector priorities;
 - o a core set of indicators to assist school divisions in their reporting outcomes related to the CIF education sector priorities was distributed in November 2008;
 - o a set of recommendations was prepared, approved and implemented for adjustments to 2009-10 bi-annual conference processes; and,
 - o 28 school divisions have developed and distributed Continuous Improvement Plans, demonstrating public accountability; 24 school divisions have posted them on their websites.
- The 2008 Saskatchewan Education Indicators Report was released online during the first week of December 2008. This report was distributed to school divisions along with Core Indicators companion reports, developed by the ministry, which compare their school division data with provincial data. Several follow-up meetings with key stakeholders, including the Provincial Panel on Student Achievement, enabled follow-up discussion about implications for the education system in using the information to improve student outcomes, including closing the gaps in achievement between First Nations and Métis and non-First Nations and Métis students.
- As a member of the Council of Ministers of Education, Canada (CMEC), the ministry is committed to ensuring compliance with a 1999 CMEC interprovincial protocol which is designed to improve the process of identifying and disciplining teachers who have behaved in a manner that constitutes professional misconduct or incompetence. In fulfilling this commitment:
 - o amendments to *The Education Act, 1995* were introduced in the fall of 2008 to ensure the ministry's compliance with this protocol.

The amendments are expected to be passed in the spring of 2009;

- o the amendments will establish processes for hearing cases of professional misconduct and questions of competency regarding teachers who are not members of the Saskatchewan Teachers' Federation (STF);
- o school boards, independent schools, and other recognized employers of teachers will be required to report cases of professional misconduct or cases of incompetence to the Minister of Education. The STF will continue to determine professional misconduct and questions of competency regarding its members; and,
- o a committee of ministry and education stakeholders has been established to develop the necessary regulations and policies needed to implement the new processes.
- The ministry supported the mobility of teachers by implementing the Labour Mobility Chapter of the *Agreement on Internal Trade (AIT)*. Specifically:
 - o following consultation with the Board of Teacher Education and Certification, which includes representation from the ministry's partners in education, and with other jurisdictions, necessary amendments to *The Teacher Certifications and Classification Regulations, 2002* were developed to facilitate the mobility of teachers in accordance with the AIT. Draft amendments to the regulations have been developed and are expected to be finalized early in 2009-10; and,
 - o teachers who currently hold provisional, i.e. temporary, certificates will be issued permanent certificates.
- A ministry Environmental Stewardship Committee was established to lead development and implementation of ministry and individual activities that demonstrate environmental responsibility. This Committee is identifying measures that will empower each employee to increase the number of measurable improvements they can make to the environmental impact of their daily office routine. The Committee is also identifying ways to enhance energy literacy through ministry staff.

(Commitment made in the 2008-09 Budget Summary)

Measurement Results

The proportion of schools that are adhering to requirements established in The Education Act, 1995, and The Education Regulations, 1986 for the establishment of School Community Councils in provincially funded schools

	As at June 30:	Proportion of Schools
The percentage of School Community Councils in place in provincially funded schools	2006 – baseline	0%
	2007	90%
	2008	89%
The percentage of School Community Councils in provincially funded schools that have elected and required appointed members in place	2006 - baseline	0%
	2007	59%
	2008	76%
The percentage of School Community Councils in provincially funded schools that have constitutions approved by their boards of education	2006 – baseline	0%
	2007	42%
	2008	80%

NOTE: The work of School Community Councils is in early stages. 2007 progress includes data responses from 24 of the 28 eligible school divisions; 2008 progress includes data responses from 27 of the 28 eligible school divisions (the Conseil des écoles fransaskoises is exempt from the legislation).

(Source: Ministry of Education, Policy, Evaluation and Legislative Services Branch)

The Continuous Improvement Framework, among other matters, guides improvements in teaching and school operations. School Community Councils provide a mechanism for parents, students and community members to better understand school and school division operations, and to participate in the improvement process. The above measure demonstrates the adherence by schools and school divisions to the requirements of School Community Councils, and thereby their commitment to this new accountability process.

Enhance Physical Learning Environments to Meet the Diverse Needs of Prekindergarten – Grade 12 Learners

The provision and maintenance of high quality learning facilities directly impacts the ability of educators to achieve the desired student outcomes. Eighty-eight per cent of the school infrastructure in the province is more than 25 years old, requiring renewal or replacement. At the same time, school divisions and the ministry are working to respond to: enrolment increases, declines, or shifts; introduction of programs or initiatives that may require redesigned space; increase in Prekindergarten programs; inclusion of child care

centres in schools; and the increasing costs of inflation. The ministry needs to provide capital funding assistance to ensure that school divisions can move ahead with renewal or replacement of facilities where ongoing needs are identified. This investment demonstrates a high quality of support for children's education which, in turn, contributes to a strong and growing economy.

Results

- The ministry is developing capital policies that support the needs of First Nations and Métis learners and public libraries, and that address environmental concerns. Specifically:
 - cultural facilities are being developed based on the needs of the communities in which they are located. The Saskatoon and Regina Trades and Skills Centres have been designated as two pilot projects. The information gained through these two pilots will be used to develop the policy in 2010-11;
 - development of a proposal regarding support of libraries facilities management and funding for public libraries' capital needs was deferred. Additional work will be done in 2009-10 for inclusion in the 2010-11 budget development cycle; and,
 - initial development work was undertaken on the environmental standards for school construction. This enabled the ministry to implement a requirement for new school construction to be 30% better than model national energy code and meet Leadership in Energy and Environmental Design (LEED) Silver standard. Additional design considerations will be developed during 2009-10 for implementation in 2010-11.
- Capital funding has been available for early learning and child care facilities for two years. During that time, the ministry continued to explore options for development of capital policies for early learning and child care facilities. The initial findings from these first two years of capital support will enable the ministry to finalize the capital policy related to early learning and child care facilities during 2009-10.
- The Regina and Saskatoon Trades and Skills Centres are established to address employer's skilled workers needs and to prepare youth and young adults for employment and career opportunities. The centres serve youth and young adults, including inner-city youth, fast-tracking them into jobs available in Saskatchewan's strong economy. The Regina Trades and Skills Centre, currently operating in a temporary location, has completed the schematic design stage. In 2009-10, a request will be made to enable the project to continue through detailed design and construction to provide a permanent home for the program. The ministry continues to support the Saskatoon Trades and Skills Centre through the Facilities Committee on behalf of the Ministries of Education and Advanced Education, Employment and Labour. The project is in construction and will be completed during 2009-10.
- The North Central Shared Facility in Regina is the home of a partnership between community, schools and service providers working collaboratively to improve the health and well-being of youth and families in this inner-city neighbourhood. The schematic design stage has been completed and in 2009-10 a request will be made to enable the project to continue through detailed design to enable this integrated program and service delivery project to be constructed.
- In 2008-09 the ministry approved the implementation stage of the facility asset management support for long-range capital planning. Facility Asset Management for Education (FAME) software was approved for all school divisions, with a three-year implementation plan, to begin collecting facility data from school divisions that will serve as a capital assessment tool, and will assist with capital policy planning within the ministry and school divisions:
 - 12 school divisions had computer-aided design (CAD) drawings and building condition assessments completed in 2008-09; an additional 12 divisions will have CAD drawings and building condition assessments completed in 2009-10 with the remaining divisions completed in 2010-11. All data will be populated in FAME by early 2010-11; and,
 - an external reference committee and the Saskatchewan Association of School Business Officials were consulted regarding long-range planning templates for use by school divisions. The templates were further refined and are being used by four school divisions. In 2009-10, the long-range planning framework will be completed and provided to school divisions.

Measurement Results

Number/proportion of school divisions having purchased/implemented Facility Asset Management for Education (FAME) software

	Number of school divisions purchased software in 2008-09	Number of school divisions implemented software at September 30, 2008	Proportion of school divisions implemented
2008 - baseline	24 of 29	14	48.3%

(Source: Ministry of Education, Education Finance and Facilities Branch)

The provision and maintenance of high quality learning facilities directly impacts the system's ability to achieve desired outcomes. While a number of factors such as enrolment fluctuations, aging facilities and inflation in the construction industry challenge the education sector, the ministry strives to support the sector in providing learning facilities that support the diverse needs of all Saskatchewan students in provincially funded schools. Collection of data from school divisions that provides information on the age and condition of facilities will enable data-driven decision-making around the provision of capital funding.

Maximize Efficiency and Effectiveness of Technology, Human Resources and Information Management

Efficiency and effectiveness in the ministry's business will not only streamline operations for employees but will also enable the ministry to better serve the needs of the sectors for which it is mandated to serve. Efficient and effective practices align with fiscally responsible management as directed by government.

Results

- In developing a coherent Strategic Framework for PreK-12 Education in Saskatchewan that has the commitment of government and stakeholders, and in renewing ministry programs and policies to ensure strategic fit, effectiveness and efficiency with the Framework, the ministry:
 - o completed the project charter and draft plan for this Framework, and established a steering committee and working groups;

- o researched strategic frameworks for education in all Canadian jurisdictions and several international jurisdictions;
- o reviewed past consultation reports to determine relevant recommendations and actions in relation to the development of the Strategic Framework; and,
- o researched strategic framework components and definitions to inform development of the Framework within the overarching government strategic plan.

The Framework will be implemented in 2011-12, with the implementation of the new K-12 education funding model.

- The ministry reviewed its processes around the internal approval of contracts with a view to improving contract management and identifying areas for future improvement. A new contract template and contract approval process for the ministry was introduced to simplify the ministry's use of contracts while ensuring greater financial and legal accountability. The ministry also sponsored two courses on contract management which were attended by those who enter into contracts on behalf of the ministry, and those who supervise them.
- The ministry worked with the Public Service Commission to develop:
 - o a draft Human Resource/Workforce Plan for 2009-10 that will address the ministry's human resource priorities. The draft plan was ready for final review and discussion by March 31, 2009 with completion expected by May 30, 2009; and,
 - o a draft Client Service Agreement between the Public Service Commission and the Ministry of Education. The draft Agreement was ready for final review by March 31, 2009 with completion expected by May 30, 2009. The Appendices to the Client Service Agreement will be finalized in 2009-10.
- The ministry worked with the Information Technology Office (ITO) to begin development of a Memorandum of Understanding (MOU) that will provide a basis for a Service Level Agreement that clarifies the relationship between the ministry and the ITO.
- The ministry has addressed, as appropriate, or is in the process of addressing, all Public Account Committee recommendations respecting findings of the Provincial Auditor for the Ministry of Education.

Measurement Results

To Be Developed

2008-09 Financial Overview

Introduction

Total 2008-09 actual expenditures for the ministry were \$1,305.888 million resulting in a variance of \$120.553 million over the original budget of \$1,185.335 million and \$9.326 million under the revised budget of \$1,315.214 million.

The variance from the original estimates to actuals reflects increased capital funding to school divisions to provide for new schools, facility upgrades and renovations to schools throughout the province; expansion and enhancement of the E-Learning Satellite Network; funding for the Single Integrated Library System (SILS) and enhancements to CommunityNet in public libraries; and additional funding required for school divisions to transition to the new PreK-12 province-wide property tax rate system. These requirements were partially offset by an under expenditure in the Teachers' Superannuation Plan.

Supplementary estimates (including statutory adjustments) were provided to the ministry in the amount of \$129.879 million. This included increases to:

- enhance technology supported learning in school divisions and upgrade CommunityNet connections in K-12 schools to meet minimum broadband requirements (\$1.255 million);
- deliver the Ministry of Health's autism programming (\$0.150 million);
- fund a general increase for operating grants provided to community based organizations and child care space initiatives (\$1.905 million);
- expand and enhance the E-Learning Satellite Network including equipping all schools to receive video and data broadcasts (\$3.050 million);
- support the Single Integrated Library System (SILS) and enhanced CommunityNet in public libraries (\$3.045 million);
- contribute to PreK-12 education infrastructure projects as part of government's \$500 million infrastructure stimulus package to provide for new schools, facility upgrades, and renovations to 102 schools throughout the province (\$141.690 million); and,
- assist with increased education property tax credit program costs and for school divisions to transition to the new PreK-12 province-wide property tax rate system (\$41.122 million).

Adjustments to estimates were made for the following statutory items:

- adjustments to statutory contributions to Saskatchewan Teachers' Retirement Plan as a result of teachers' salary increases and the addition of new members (\$0.931 million), offset by
- adjustments to statutory contributions to the Teachers' Superannuation Plan as a result of more teacher retirements than anticipated (\$63.269 million).

The 2008-09 Budget Summary can be found by following the links at www.finance.gov.sk.ca/budget/2008-09.

Expenditures

The following table provides information on actual and budgeted expenditures by subvote and subprogram. Variance explanations are provided for all variances greater than \$0.5 million.

in thousands of dollars

	2007-08 Actual Expenditures	2008-09 Budgeted Expenditures	2008-09 Actual Expenditures	Variance Actual to Budget	
Central Management and Services (ED01)					
Executive Management	1,653	1,559	1,398	(161)	
Central Services	8,329	7,831	7,875	44	
Accommodation Services	3,582	3,886	3,208	(678)	¹
Sub Vote Subtotal	13,564	13,276	12,481	(795)	
PreK-12 Education (ED03)					
Operational Support	8,638	9,890	9,673	(217)	
School Operating	594,613	621,084	616,838	(4,246)	²
School Capital Transfers	33,910	117,622	259,967	142,345	³
School Capital-Debt Interest Payments	13	10	1	(9)	
Regional Services	2,412	2,261	2,063	(198)	
French Education	8,566	6,306	6,249	(57)	
Educational Agencies	1,292	623	1,301	678	⁴
Subvote Subtotal	649,444	757,796	896,092	138,296	
Early Learning and Child Care (ED08)					
Operational Support	2,844	3,981	3,679	(302)	
KidsFirst	4,005	4,077	4,195	118	
Early Childhood and Intervention Program	3,210	3,191	3,458	267	
Child Care Facilities	32,725	33,801	31,312	(2,489)	⁵
Early Childhood Education	204	209	209	-	
Subvote Subtotal	42,988	45,259	42,853	(2,406)	
Curriculum and E-Learning					
Operational Support	1,264	1,179	4,027	2,848	⁶
Curriculum and Instruction	3,077	3,084	2,711	(373)	
Children's Services	788	742	756	14	
Secondary Digital Learning	212	-	-	-	
Technology Supported Learning Revolving Fund-Subsidy	667	200	1,045	845	⁷
Subvote Subtotal	6,008	5,205	8,539	3,334	
Literacy (ED17)					
Literacy Office	616	506	617	111	
Literacy Initiatives	2,515	2,116	1,914	(202)	
Subvote Subtotal	3,131	2,622	2,531	(91)	
Provincial Library (ED15)	9,841	10,436	13,397	2,961	⁸
Education Property Tax Relief (ED09)	122,489	156,584	197,901	41,317	⁹

	2007-08 Actual Expenditures	2008-09 Budgeted Expenditures	2008-09 Actual Expenditures	Variance Actual to Budget	
Teachers' Pension and Benefits (ED04)					
Teachers' Superannuation Commission	1,352	1,426	1,412	(14)	
Teachers' Dental Plan	8,726	9,779	9,709	(70)	
Teachers' Extended Health Plan	24,192	14,364	14,016	(348)	
Subvote Subtotal	34,270	25,569	25,137	(432)	
Total Non-Statutory	881,735	1,016,747	1,198,931	182,184	
Capital Acquisitions	-	-	-		
Capital Amortization	1,081	979	1,573	594	10
Total Department Expense	882,816	1,017,726	1,200,504	182,778	
Statutory Subvotes					
Minister's Salary	-	49	49	-	
Teachers' Superannuation Plan	33,400	122,478	58,945	(63,533)	11
Teachers' Group Life Insurance	1,748	1,787	1,978	191	
Saskatchewan Teachers' Retirement Plan	42,052	44,249	46,150	1,901	12
Technology Supported Learning - Fund-Net Financing Requirement	(66)	25	(165)	(190)	
Total Statutory	77,134	168,588	106,957	(61,631)	
Total Ministry of Education Expense	959,950	1,186,314	1,307,461	121,147	
Total Education Expense	959,950	1,186,314	1,307,461		
Total Education Appropriation	993,572	1,185,335	1,305,888		
	33,622	(979)	(1,573)		

Variance Analysis Actual Expenditures to Budget

- 1 Accommodation Services was under expended by \$0.678 million as the result of planned branch relocations delayed by market conditions.
- 2 Supplementary estimates provided an additional \$1.255 million to enhance technology supported learning in school divisions and upgrade CommunityNet connections in K-12 schools. This was off-set by a \$5.501 million reduction in School Operating Grant requirements related to reconciliation of property tax assessment within the operating grant and Schools of Opportunity.
- 3 Supplementary funding provided an additional capital investment of \$141.69 million to PreK-12 education infrastructure projects as part of government's \$500 million infrastructure stimulus package, to provide for new schools, facility upgrades and renovations to 102 schools throughout the province. Adjustments related to projects from the prior fiscal year resulted in an additional \$0.655 million over expenditure.
- 4 Realignment of funds from various branches to support outside agencies.
- 5 Supplementary funding provided \$1.905 million for a general increase to operating grants provided to community based organizations. This was off-set by reduced operating grant requirements to child cares caused by fewer than anticipated start-ups.
- 6 Supplementary funding of \$3.050 million was provided to expand and enhance the E-Learning Satellite Network. This was off-set by \$0.202 million under expenditure due to savings in salary and operating costs.
- 7 The Technology Supported Learning Revolving Fund Subsidy was over expended by \$0.845 million due to additional costs associated with the wind down of operations.

-
- 8 Supplementary funding provided \$3.045 million for the Single Integrated Library System (SILS) and enhanced CommunityNet in public libraries.
 - 9 Supplementary funding provided \$2.022 million for increased education property tax credit program costs and \$39.100 million in additional funding required for school divisions to transition to the new PreK-12 province-wide property tax rate system.
 - 10 Supplementary adjustment of \$0.062 million was required due to a revised calculation of amortization. Capital amortization was over expended by an additional \$0.532 million as the result of the write down of capital assets.
 - 11 The Teachers' Superannuation Plan was under budget by \$63.533 million reflecting the impact of more teachers retiring than anticipated, thus decreasing the government's statutory funding requirement.
 - 12 The Saskatchewan Teachers' Retirement Plan exceeded budget by \$1.901 million, which includes supplementary funding of \$0.931 million reflecting a higher than expected level of matching contributions required from the government.

Funding Provided to Third Parties

Transfers totalled \$1,247.309 million. This was comprised of:

- \$604.855 million School Operating and K-12 Initiatives grants
- \$259.634 million School Capital transfers to support school divisions
- \$0.200 million General Proficiency Awards
- \$4.385 million French Education grants
- \$1.115 million miscellaneous grants to educational agencies
- \$10.529 million Provincial Library grants
- \$1.686 million Literacy grants
- \$4.195 million *KidsFirst* Strategy
- \$0.209 million Early Childhood Education
- \$31.801 million Child Care grants
- \$197.901 million Education Property Tax Relief (to offset reduction in school divisions' property tax revenue)
- \$130.799 million Teachers' Pensions and Benefits

Revenue

Revenue for the ministry was \$12.260 million, an excess of \$3.751 million over the net budgeted \$8.509 million. The increase was primarily due to increased recoveries of overpayments to school divisions related to property taxes and capital funding. These recoveries were partially offset by an adjustment to previous accounts receivable related to the French Education agreements.

The majority of revenue collected by the ministry is attributable to federal-provincial cost sharing agreements. Other revenue is collected through fee-related services, publications and other miscellaneous items. All revenue collected is deposited in the General Revenue Fund. A summary of the ministry's 2008-09 budgeted revenue compared to actual revenue follows. Variance explanations are provided for all variances greater than \$20,000.

in thousands of dollars

Revenue Category	Budget	Actual Revenue	Variance Over/ (under)
PRIVILEGES, LICENCES AND PERMITS			
Teacher Certificates	85	91	6
Property and Building Rentals	0	0	0
Examination Fees	0	0	0
Subtotal	85	91	6
SALES, SERVICES AND SERVICE FEES			
Maps, Prints, Books and Publications	130	42	(88) ¹
Other Miscellaneous Services	351	380	29 ²
Other Registration Fees	0	0	0
Subtotal	481	432	(59)
INTEREST, PREMIUMS, DISCOUNT AND EXCHANGE			
Profit on Foreign Exchange	0	0	0
Subtotal	0	0	0
RECEIPTS FROM OTHER GOVERNMENTS			
Federal-Provincial Cost Sharing Programs	7,154	5,492	(1,662) ³
Employability Assistance	507	507	0
Subtotal	7,661	5,999	(1,662)
OTHER REVENUE			
Proceeds from Other Funds	2	2	0
Casual Revenue	55	351	296 ⁴
Refund of Previous Year's Expenditures	225	5,394	5,169 ⁵
Subtotal	282	5,747	5,465
TOTAL REVENUE	\$8,509	\$12,260	\$3,751

Explanation of Major Variances

- Revenue for Maps, Prints, Books and Publications was lower than the budget by \$0.880 million due to fewer sales of curricula than expected.
- Revenue for Other Miscellaneous Services exceeded budget by \$0.029 million due to more student transcripts issued than expected.
- Revenue for Federal-Provincial Cost Sharing Programs was lower than the budget by \$1.662 million due mainly to adjustments to accounts receivable related to French Education agreements (\$1.673 million), offset slightly by revenue from the Western and Northern Canadian Protocol (\$0.011 million), which was not included in the revenue budget.
- Casual Revenue exceeded budget by \$0.296 million due to funding related to the Council of Ministers of Education, the Pan-Canadian Literacy Forum, and CommunityNet.
- Revenue for Refund of Previous Year's Expenditures exceeded budget by \$5.169 million due to recoveries of overpayments to school divisions related to property taxes and capital funding.

Special Funds

Audited financial statements for ministries and special funds may be found at www.finance.gov.sk.ca/public-accounts, or by contacting the ministry's Communications Branch.

Prince of Wales Scholarship Fund

The Prince of Wales Scholarship Fund (the Fund) operates under the authority of section 4.1 of *The Education Act*, 1995. The Fund was established on January 1, 2003 for the purpose of assisting students in Community Schools to complete their secondary education. The Ministry of Education administers the Fund. Donations received by the Fund qualify for a receipt for income tax purposes.

School Division Tax Loss Compensation Fund

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

The Fund is administered by the Ministry of Education on behalf of school boards. The purpose of the Fund is to provide tax loss compensation to school divisions that lose tax revenue as a result of lands within that school division being transferred to Reserve status. The Fund receives money from the provincial (Ministry of First Nations and Métis Relations) and federal (Indian and Northern Affairs Canada) governments as part of the Treaty Land Entitlement Framework Agreement. Payments are made to affected school divisions according to the formula stated in the regulations.

Revolving Funds

Technology Supported Learning Revolving Fund

The Technology Supported Learning Revolving Fund (the Fund) is created and governed by *The Education Act*, 1995. It provides secondary level distance learning courses to Saskatchewan students both within and outside of the province. It recovers its costs primarily through registration and course fees.

Technology Supported Learning (TSL) courses are provided to students for whom distance, disability, or time prevent them from physically attending classes. The provision of distance education courses ensures that all students have access to a high quality of education, enabling them to access post-secondary institutions, and enhance employment opportunities.

Since direct delivery of secondary level courses is the primary responsibility of school divisions, the ministry has announced that the Technology Supported Learning program will close effective July 3, 2009 and the delivery of distance education will transfer to school divisions. The ministry has been, and will continue, working with school divisions to ensure the smooth transfer of this responsibility.

The following table outlines summary information on budgeted and unaudited actuals, for 2008-09, relating to operations of the Fund. Explanations have been provided for all variances that are \$25,000 or greater.

in thousands of dollars (unaudited)

	Budget	Actual (unaudited)	Variance Over/(Under)
Revenue	781	645	(136) ¹
Expenditures			
Cost of Goods Sold	30	35	(5)
Gross Profit (Loss)	751	610	(141)
Administrative			
Administrative Expenditures	1,259	1,555	(296) ²
Net Profit (Loss)	(508)	(945)	(437)
Subsidy from General Revenue Fund	350	1,045	695 ³
Net Profit (Loss) After Subsidy	(158)	100	258

Explanation of Major Variances

- 1 Revenue was \$136 thousand lower than budget due to the transfer of TSL students to alternate providers of distance education courses.
- 2 Administrative expenses were \$296 thousand above budget mainly due to severance costs associated with the wind-down of operations.
- 3 Subsidy from General Revenue Fund was \$695 thousand above budget to support increased requirements related to the wind-down of ministry program delivery.

For More Information

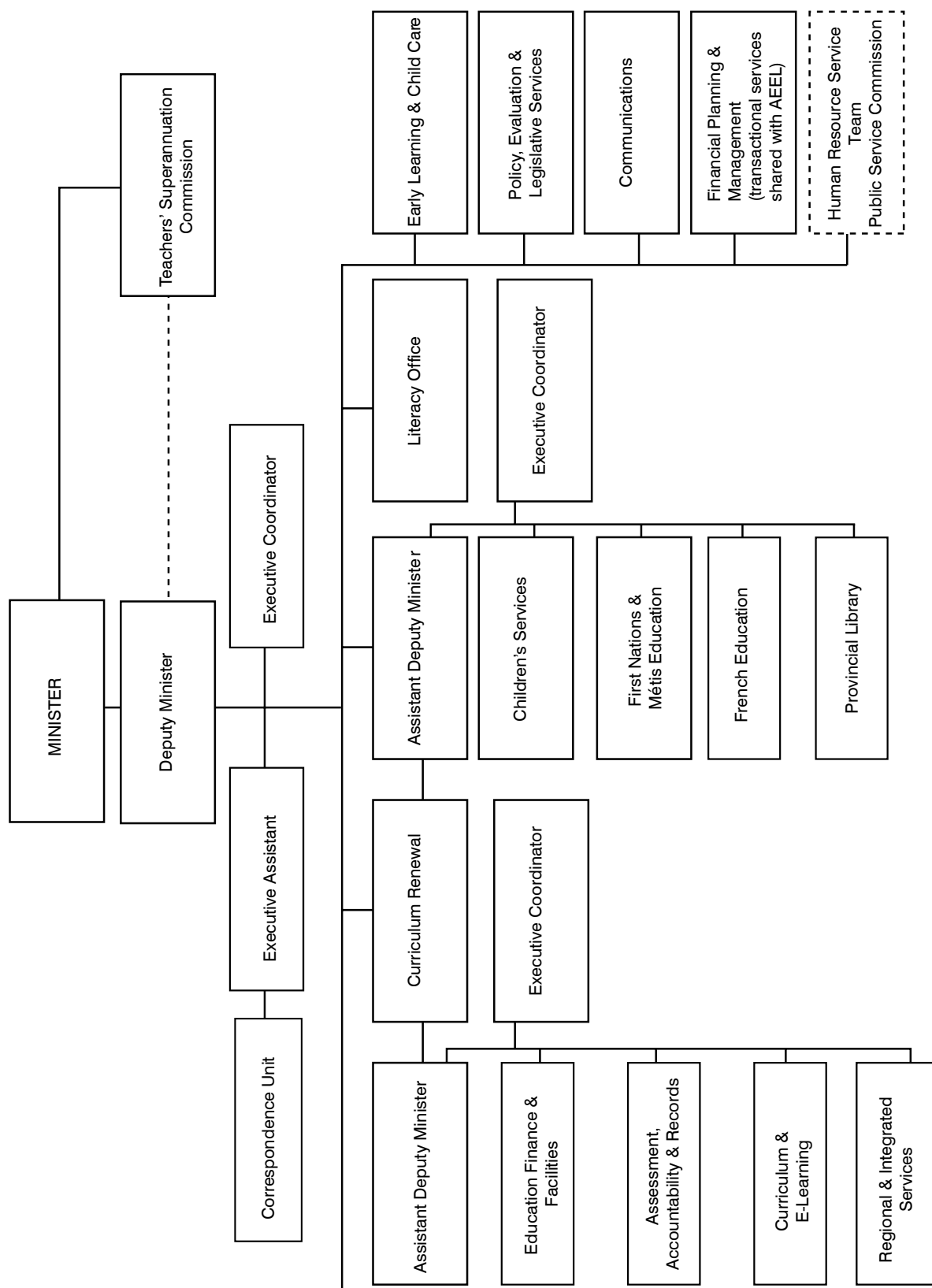
If you have any questions or comments on the Ministry of Education's performance results we invite you to call 1-888-775-3276.

Or contact:

Ministry of Education
Communications Branch
5th Floor, 2220 College Avenue
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You can also visit the ministry's website at www.education.gov.sk.ca to find more information about ministry programs and services, as well as links to our sector partners.

Appendix A – Organizational Chart at March 2009



Appendix B – Legislation

The Child Care Act (shared responsibility with Social Services)
Child Care Regulations, 2001

The Education Act, 1995
Loi de 1995 sur d'éducation
Education Regulations, 1986
Independent Schools Regulations
Home-based Education Program Regulations
School Division Tax Loss Compensation Fund Administration Regulations
Board of Education Public Accounts Regulations
Teacher Certification and Classification Regulations, 2002
2007-08 School Grant Regulations
Conseil scolaire Fransaskois Election Regulations
Electronic Meeting Procedures Regulations

The Education Property Tax Credit Act
Education Property Tax Credit Regulations
The Government Organization Act
Ministry of Education Regulations, 2007
League of Educational Administrators, Directors and Superintendents Act, 1991
The Libraries Co-operation Act
Libraries Co-operation Honoraria Regulations

The Public Libraries Act, 1996
Public Libraries Regulations, 1996
The Registered Music Teachers Act, 2002
The Teachers' Dental Plan Act
The Teachers' Federation Act, 2006
The Teachers' Life Insurance (Government Contributory) Act
Teachers' Life Insurance Regulations
The Teachers Superannuation and Disability Benefits Act
Teachers' Superannuation and Disability Benefits Regulations

The Teachers' 1990-91 Collective Agreement Implementation Act