



# **Prairie South School Division No. 210**

## **2024-25 ANNUAL REPORT**



**WE ARE ALL TREATY PEOPLE**

Prairie South Schools

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All board of education annual reports are available on the Government of Saskatchewan website at [Publications Centre Education](http://Publications Centre Education).

## Letter of Transmittal

Honourable Everett Hindley  
Minister of Education

Dear Minister Hindley:

The Board of Education of Prairie South School Division No. 210 is pleased to provide you and the residents of the school division with the 2024-25 annual report. This report presents an overview of Prairie South School Division's goals, activities and results for the fiscal year September 1, 2024 to August 31, 2025. It provides financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,



Giselle Wilson



## Introduction

This annual report provides information about Prairie South School Division for its 2024-25 fiscal year, its governance structures, students, staff, partnerships, strategic activity and progress, infrastructure, and finances. In addition to describing the school division's goals, activities and performance, the report details how the division implemented the provincial education plan in relation to its school division plan and the progress that has been made towards achieving the provincial level targets.

The 2024-25 school year prioritized the importance of attendance, connection and belonging, the well-being of students and staff, and the continuation of learning. This report will include details of actions undertaken in accordance with the school division's priorities and goals for the 2024-25 academic year.

## Governance

### The Board of Education

A ten-person elected Board of Education provides governance for Prairie South School Division (Prairie South). *The Education Act, 1995* gives the Board of Education authority to govern the school division. Prairie South is organized into six subdivisions for purpose of elections and representation, but every member of the Board represents all students in Prairie South and is committed to providing the best education possible for every student.

There was a School Board Election held on November 13, 2024. We had one trustee, Crystal Froese in Subdivision 6, who chose not to run again, and she was replaced by Tenielle McLeod. Our 2024-25 Board of Education Trustees are serving a four-year term and the members as of August 31, 2025 are:



**Subdivision 1:** Darcy Pryor (Vice-Chair)

**Subdivision 2:** Robert Bachmann

**Subdivision 3:** John Bumbac

**Subdivision 4:** Giselle Wilson (Chair)

**Subdivision 5:** Shawn Davidson

**Subdivision 6:** Patrick Boyle, Brett Hagan, Mary Jukes, Tenielle McLeod, and Lew Young

## School Community Councils

The Board of Education has established a School Community Council (SCC) for 31 of the 38 schools in Prairie South. Six Hutterite Colony Schools and two Associate Schools do not have SCCs. In Prairie South, SCCs are comprised of elected parent and community representatives, together with the school principal and a teacher assigned by the principal. All twenty of our K-12 and High Schools have student appointed representatives. All schools in Prairie South acknowledge the importance of SCCs as a mechanism for connecting community and school.

*The Education Regulations, 2019* require school divisions to undertake orientation, training, development and networking opportunities for their SCC members, and Prairie South has established board policy and administrative procedures that support these opportunities. SCC members work with school staff on many occasions, including during Learning Improvement Plan development meetings at the beginning of the school year. SCC elections were held in April 2024.

The Board of Education financially supports SCC operations and funds development opportunities to build SCC understanding and capacity to support student learning and well-being. Targeted funding for SCC development is assured in Prairie South through a centralized fund that allowed every development request received in 2024-25 to be met. Additional development opportunities are provided by a variety of Prairie South staff at individual SCC or school community meetings.

Operational funding for each SCC is provided by the Board of Education on an annual basis. This funding of \$1,000 per SCC is intended to provide means to meet and conduct the business of the SCC, and allowance for a grant carry-over allows SCCs to support ongoing work from year to year. Exclusive of staffing costs associated with SCC development support, the total financial commitment from Prairie South for SCCs was \$46,000 in 2024-25.

In addition to this, three SCC parent presentations were organized in 2024-25. The presentations were held in Eyebrow, Moose Jaw, and Rockglen in late October and early November 2024. The presentations focused on sharing the board's strategic plan and their strategic imperative which is Student Attendance. We shared Prairie South Schools' #YourPresenceMatters Campaign, and discussed research supporting the importance of student attendance, and the impact lack of attendance has on student learning and wellness. School Community Council members were able to connect with each other and share ideas around supporting school attendance in our schools and communities.

A second area of focus for these presentations was Jonathan Haidt's research regarding screen time and social media and the impact they have on our youth. Concepts from his book "The Anxious Generation" provided some fantastic discussion amongst parents regarding the challenges raising youth in today's world of changing technology. Following these presentations 6 of our school communities hosted a subsequent presentation open to all parents and community members to continue the conversation.

Examples of the community and family engagement at the school level included:

- Rouleau School engaged in a 6-week tech free challenge with their entire school population. Students left their technology at school or left it in a safe space so they could enjoy their day connecting with each other face to face. They also shared community challenges to spend time together as families doing fun activities outdoors during May and June.
- Rockglen community put a large #YourPresenceMatters sticker on the rink's Zamboni. Spectators and athletes saw the message that being present at school is incredibly important in their community.
- Prince Arthur School hosted a parent evening for families to discuss challenges they face around managing their child's technology. They invited the MJ Police Services School Liaison Officer to discuss the current situation related to youth and online activity, as well as an Advocacy and Behaviour Consultant to discuss impacts of screen time on the brain.

These are just a few examples of the many events and initiatives that took place in Prairie South schools throughout the year.

*The Education Regulations, 2019* also require SCCs to work with school staff to develop an annual school level plans and to recommend that plan to the Board of Education. Prairie South provides SCCs with a guidebook that provides the roles and responsibilities of school SCCs. The guidebook also provides direction on how to review their constitution, code of conduct, directing their finances and how to support their schools Learning Improvement Plans. SCC members attended our Learning Improvement Plan (LIP) Planning Sessions at the start of the year, and SCC chairs sign off on all school plans. LIPs are then reviewed and revised with SCCs on a bi-monthly basis. One of the challenges with this work is that SCC members can feel hesitant on exactly how to support learning initiatives. However, we feel that in Prairie South that as we engage our SCCs in this work, there continues to be increased comfort and success supporting learning in our schools. Some examples of this from the 2024-25 school year include:

- Coronach School SCC worked with the greater community to purchase books for students to take home over the Christmas holidays. SCC members as well as business owners and other community members engaged in the delivery of the books, promoting the importance of reading every day.
- Westmount School hosted Family Literacy Day on January 27, 2025 and invited parents and family members to participate in a variety of activities throughout the school with a focus on reading and writing.
- Mortlach School SCC hosted a Breakfast and Books event. Students wrote invitations to the guest of their choice and met with that person for muffins and reading to start the day.
- Many of our SCCs supported and coordinated welcome back activities as part of school belonging goals. They hosted backpack drop off nights and many celebrations throughout the year to support student wellness and belonging.



# School Division Profile

## School Division in Context

Prairie South School Division (Prairie South) has 40 schools located within 24 rural, urban, and Hutterian communities. Prairie South encompasses 32,747 square kilometres of southern Saskatchewan. It spans a geographic area from Coronach and Mankota in the south; Chaplin and Central Butte in the west; Bengough and Rouleau in the east; and Craik in the north.

Prairie South is situated on Treaty 4 Territory and acknowledges that **We Are All Treaty People**. Treaty 4 encompasses the traditional lands of the Nêhiyawak (Cree), Nahkawé (Saulteaux), Dakota, Lakota, Nakota, and the homeland of the Métis Nation. We respect and honour the Treaties made on all territories, recognize the harms and mistakes of the past, and remain committed to moving forward in partnership with Indigenous Nations in the spirit of reconciliation and collaboration.

In 2024-25, Prairie South's largest school was A.E. Peacock Collegiate in the City of Moose Jaw, a Grade 9 to 12 school with 782 students; and the smallest school was Vanguard Colony School, a Kindergarten to Grade 9 school with three students. The map below shows the geographic location of the division.

Prairie South encompasses rural and urban communities surrounding the City of Moose Jaw, where the school division office, learning department, John Chisholm Partnership Centre, facilities, and transportation offices are located. Six Hutterite colony schools and two associate schools are supported in partnership with Prairie South.



## **Division Philosophical Foundation**

### **Our Hope and Dream**

Education is valued in society and people are empowered to achieve their goals, contributing to a thriving Saskatchewan.

### **Our Mission**

Prairie South Schools serves students and families by understanding their needs and focusing on operational excellence, benefiting urban and rural communities in southern Saskatchewan.

We provide leadership and empowerment to schools through strategic direction and prioritization, resource allocation, and supports to deliver high quality education, aligned with our provincial mandate.

### **Our 4-Year Vision**

Prairie South equips and inspires students through education to become happy, thriving, contributing members of their communities. Learners and team members feel a sense of belonging in our schools, leading to results-based achievement exceeding the provincial average.

As a top employer in the province, Prairie South Schools empowers leaders in the organization to make decisions in alignment with our strategy and fosters continued growth and evolution to meet the needs of our changing environment.

### **Our Values**

1. Inclusion
  - We cultivate belonging for all through being a caring and inclusive leader in education.
2. Quality
  - We value, champion, and strive for excellence. We focus on quality in education, in relationships, and as an employer.
3. Accountability
  - We are a trusted leader in education, owning our collective and individual roles, accountable to our stakeholders and to each other.
4. Resilience
  - We are prepared and equipped to respond to a rapidly changing environment, demonstrating strength and adaptability as we evolve.
5. Positivity
  - We are driven by hope to focus on optimism and are solution-oriented. Our people are engaged, happy, and recognized.

## **Four-Year Objectives**

We meet our vision by accomplishing the following:

1. Skills & Knowledge
  - Develop and implement a system responsive to achieve academic targets
  - Achieve 90%+ of students graduating
  - Increase reading/writing/math proficiency
  - Expose students to multiple career opportunities
2. Mental Health and Well-being
  - Increase mental health wellness awareness and prevention resources
  - Increase professional learning regarding mental health wellness and our role in education
  - Explore community partnerships and inter-agency work that focuses on mental health and wellness
3. Connections and Relationships
  - Develop and administer a yearly SCC engagement plan
  - Tailor learning to meet the different needs of students
  - Formalize comprehensive student transition plans
  - Encourage leaders to use classroom innovation opportunities
4. Inclusive, Safe and Welcoming
  - Increase attendance rate to 90%+
  - Increase positive sense of belonging for students
  - Increase positive student-teacher relationships

## **Operational Goals and Objectives**

1. Communications and Public Relations
2. Capacity and Catchment Planning
3. Infrastructure and Facilities
4. Data Collective and Analysis

## **Organizational Goals and Objectives**

1. Building a Culture of Inclusion
2. Improving Recruitment and Retention
3. Building Skill and Capacity
4. Good Governance

## Demographics

### Students

Over the past five years, Prairie South's student enrolment has grown by 530 students, reflecting steady and significant growth. One of the most notable demographics shifts has been in the rise of English as an Additional Language (EAL) learners. In just the past three years, our EAL student population has grown by 229 students, representing a dramatic increase. The self-identified First Nations, Métis, or Inuit (FNMI) population has grown by 111 students in the last five years. However, the number of French Immersion students has continued to decrease over the last four years.

Grade	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Kindergarten</b>	482	504	465	429	457
<b>1</b>	497	518	520	503	457
<b>2</b>	525	509	530	533	510
<b>3</b>	557	531	515	538	566
<b>4</b>	533	567	534	535	551
<b>5</b>	553	545	571	565	552
<b>6</b>	582	555	554	587	569
<b>7</b>	520	591	548	568	594
<b>8</b>	557	523	597	568	580
<b>9</b>	493	593	585	659	624
<b>10</b>	506	512	598	605	681
<b>11</b>	517	499	518	590	603
<b>12</b>	559	589	563	559	667
<b>Total</b>	<b>6,881</b>	<b>7,036</b>	<b>7,098</b>	<b>7,239</b>	<b>7,411</b>
<b>PreK</b>	<b>230</b>	<b>241</b>	<b>239</b>	<b>240</b>	<b>241</b>

Subpopulation Enrolments	Grades	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Self-Identified First Nations, Métis, or Inuit</b>	<b>K to 3</b>	103	128	133	124	118
	<b>4 to 6</b>	99	103	100	115	110
	<b>7 to 9</b>	90	109	120	126	127
	<b>10 to 12</b>	95	95	107	125	143
	<b>Total</b>	<b>387</b>	<b>435</b>	<b>460</b>	<b>490</b>	<b>498</b>
<b>English as an Additional Language</b>	<b>1 to 3</b>	131	136	138	164	185
	<b>4 to 6</b>	113	105	127	170	201
	<b>7 to 9</b>	95	89	103	134	161
	<b>10 to 12</b>	60	40	52	71	102
	<b>Total</b>	<b>399</b>	<b>370</b>	<b>420</b>	<b>539</b>	<b>649</b>
<b>French Immersion</b>	<b>K to 3</b>	221	211	185	158	165
	<b>4 to 6</b>	125	142	143	135	110
	<b>7 to 9</b>	129	122	99	112	123
	<b>10 to 12</b>	76	86	100	93	90
	<b>Total</b>	<b>551</b>	<b>561</b>	<b>527</b>	<b>498</b>	<b>488</b>

Notes:

- Enrolment numbers are based on headcounts from the Student Data System (SDS) as of September 30 for each school year.
- Enrolments include all residency types, all ages, home-based and homebound students, with the exception of English as an Additional Language (EAL) enrolments, which exclude non-Saskatchewan residents, students 22 years and older and home-based students.
- Prekindergarten (PreK) enrolments are the 3- and 4-year-old student enrolments which include those children who occupy the ministry-designated PreK spaces and those in other school division-operated PreK or preschool programs.
- FNMI students are those who choose to self-identify as First Nations, Métis or Inuit/Inuk.

Source: Ministry of Education, 2024

## Staff

Job Category	FTEs
Classroom teachers	447.4
Principals, vice-principals	36.8
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists, resource centre staff, information technology staff, school clerical staff and other instructional employees	264.5
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	19.4
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	62.7
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	115.8
League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents	5.0
<b>Total Full-Time Equivalent (FTE) Staff</b>	<b>951.6</b>

Notes:

- The numbers shown above represent full-time equivalents (FTEs). The number of employees may be greater because some people work part-time or seasonally.

Source: Prairie South School Division, 2025

## Senior Management Team

The Director of Education, Ryan Boughen, is the Chief Executive Officer of Prairie South and reports directly to the Board of Education. The information below includes the Central Administrative Council (CAC), comprised of four LEADS superintendents and two SASBO superintendents who are responsible for school operations, learning, business, and human resources.

- Derrick Huschi, Superintendent of School Operations
- Amy Johnson, Superintendent of Human Resources
- Amanda Olson, Superintendent of Learning
- Jennifer Prokopetz, Superintendent of School Operations
- Ron Purdy, Superintendent of Business
- Dustin Swanson, Superintendent of School Operations

Together with the Director of Education, each member of the Central Administrative Council assumes responsibility for a leadership portfolio designed to ensure the effective implementation of Board of Education policy in Prairie South. The Central Administrative Council works closely with school and division-based staff.

## Strategic Direction and Reporting

### Provincial Education Plan

Saskatchewan's provincial education plan represents a commitment to Saskatchewan students and their families. The focus of the plan is to support students for their future, and to ensure students feel safe and supported.

The provincial education plan focuses on the needs of all Prekindergarten to Grade 12 students. It reflects the diversity of the province and ensures the presence and voices of First Nations and Métis education organizations are heard and felt throughout, as part of the journey towards reconciliation in Saskatchewan.

Saskatchewan's education sector is foundational in contributing to the goals of Saskatchewan's *Growth Plan – The Next Decade of Growth 2020-2030* and securing a better quality of life for Saskatchewan people. The provincial education plan actions build resiliency in students and the foundational skills, knowledge and competencies they will need for their future.

Central to the plan are the student-centred goals of the education sector:

- I am learning what I need for my future.
- I feel safe and supported.
- I belong.
- I am valued.
- I can be myself.

## Provincial Education Plan – Priority Actions

Four priority actions are being undertaken in the plan. These actions will be assessed and updated over the course of the plan as the work progresses, and priorities continue to be responsive to the educational experiences and outcomes of Saskatchewan students.

>>Priority Actions			
Learning & Assessment	Indigenous Education	Mental Health & Well-Being	Student Transitions

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

## Provincial Education Plan – Provincial-Level Targets

The following are provincial-level targets. Progress toward these targets will measure the impact of the plan over time. For each of these targets, the aim will be to achieve equity in outcomes for Indigenous and non-Indigenous students and to see improvement for all students.

Over the life of the plan:

- Student attendance will improve annually.
- Overall graduation rates will increase annually with a focus on improved outcomes for Indigenous students.
- Upon Kindergarten exit, the percentage of students ready for learning in the primary grades will increase year over year.
- Student literacy and numeracy outcomes will increase year over year.
- All students will have an increased sense of connection and safety in schools.



## ***Progress in 2024-25: Targets and Measures***

Reporting progress towards provincial-level and locally determined targets is an important component in the implementation of the provincial education plan. Knowing how students are doing with respect to key educational outcomes informs the actions needed to ensure more students can achieve desired outcomes each year.

**Target: Student attendance will improve annually.**

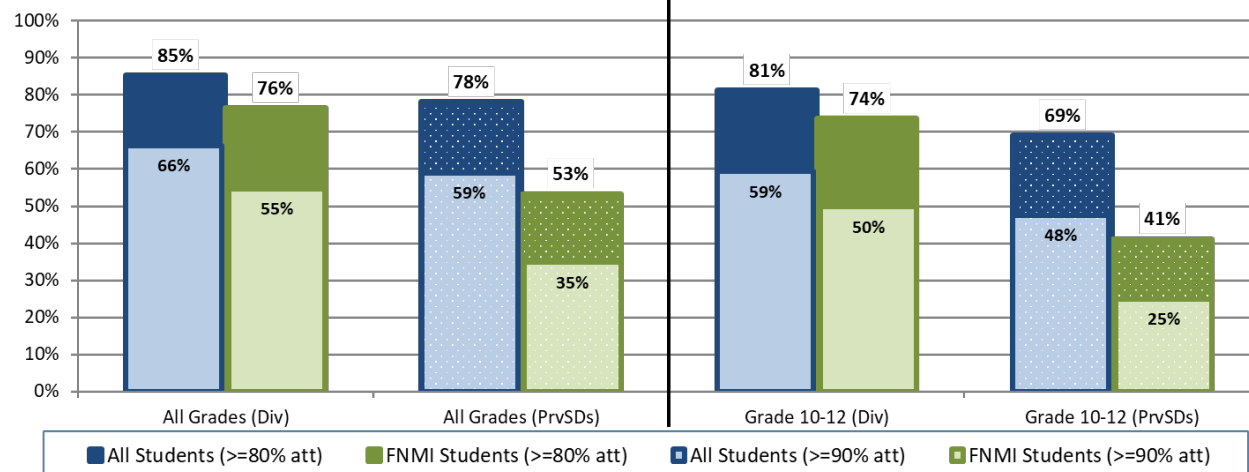
**Measures:**

- **The percentage of students with at least 80% attendance.**
- **The percentage of students with at least 90% attendance.**

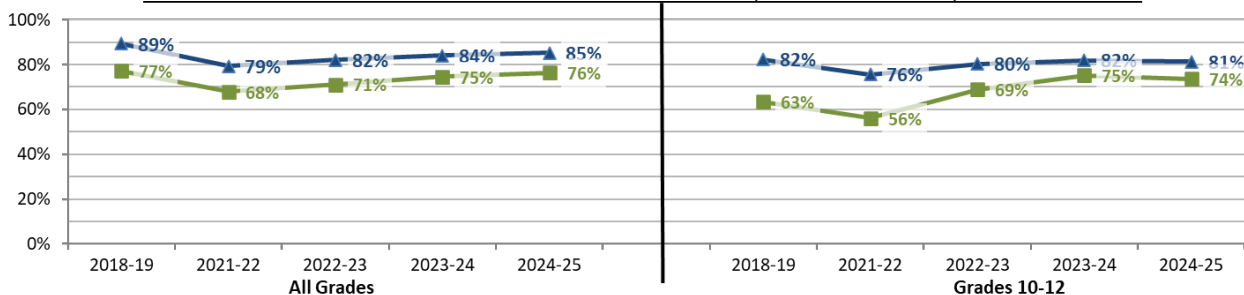
Attendance is an important indicator with a strong correlation to measures of student achievement. Students with at least 80% attendance are much more likely to achieve higher educational outcomes than students with lower than 80% attendance. In general, students with at least 90% attendance have even better educational outcomes.

The following bar graph displays the percentage of students in the school division (all students and the FNMI subpopulation) with at least 80% attendance and with at least 90% attendance, for all grades PreK-12 and grades 10-12, along with provincial results for each category. The line graph shows the percentage of students in the school division in the past five years who have at least 80% attendance for the specified year, with a specific look at grades 10-12.

### Percentage of Students With at Least 80% (and 90%) Attendance, Prairie South SD 210 and Provincial School Divisions, 2024-25



### Student Attendance - Pct of Students with at least 80% Attendance, Prairie South SD 210, 2018-19 to 2024-25



Notes: Percentages represent all attendance that occurred in the school division in the years reported. This includes all reported attendance for students attending the division during that year, whether or not they are currently enrolled in that division but only includes attendance data while students were enrolled in the school division. Each percentage is a weighted average of the monthly percentages of students enrolled in the division with at least 80% and at least 90% attendance. Results for populations of fewer than ten have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2025

### Analysis of Results – Attendance

- The percentage of students with at least 80% and 90% attendance in Prairie South have trended up for the last 4 years. Although this is a celebration, attendance rates for all grades are still below pre-COVID-19 rates by 4 percentage points which is concerning.
- Students with at least 80% attendance had a slight increase from 84% to 85%, with the rate for FNMI students also slightly increased from 75% to 76%. Students in grades 10-12 with at least 80% decreased slightly from 82% to 81%, with the FNMI rate also slightly decreasing from 75% to 74%.
- Students with at least 80% were 19 percentage points above the provincial average overall and FNMI were 21 percentage points above the provincial average. Students with at least 90% attendance were above the provincial average by 19 percentage points with FNMI above the provincial average by 18 percentage points.
- Students in grades 10-12 with greater than 80% were 22 percentage points above the provincial average overall and FNMI were 24 percentage points above the provincial average. Students with greater than 90% attendance were above the provincial average by 19 percentage points with FNMI above the provincial average by 16 percentage points.
- Attendance rates are trending upward. This can be attributed to the following:
  - review of our current attendance procedures to reflect need and practices;
  - social media campaign centered around “Attendance Matters”; and
  - an Advocacy and Behavior Consultant assigned to support students who are struggling to attend on a regular basis.

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

#### Measure

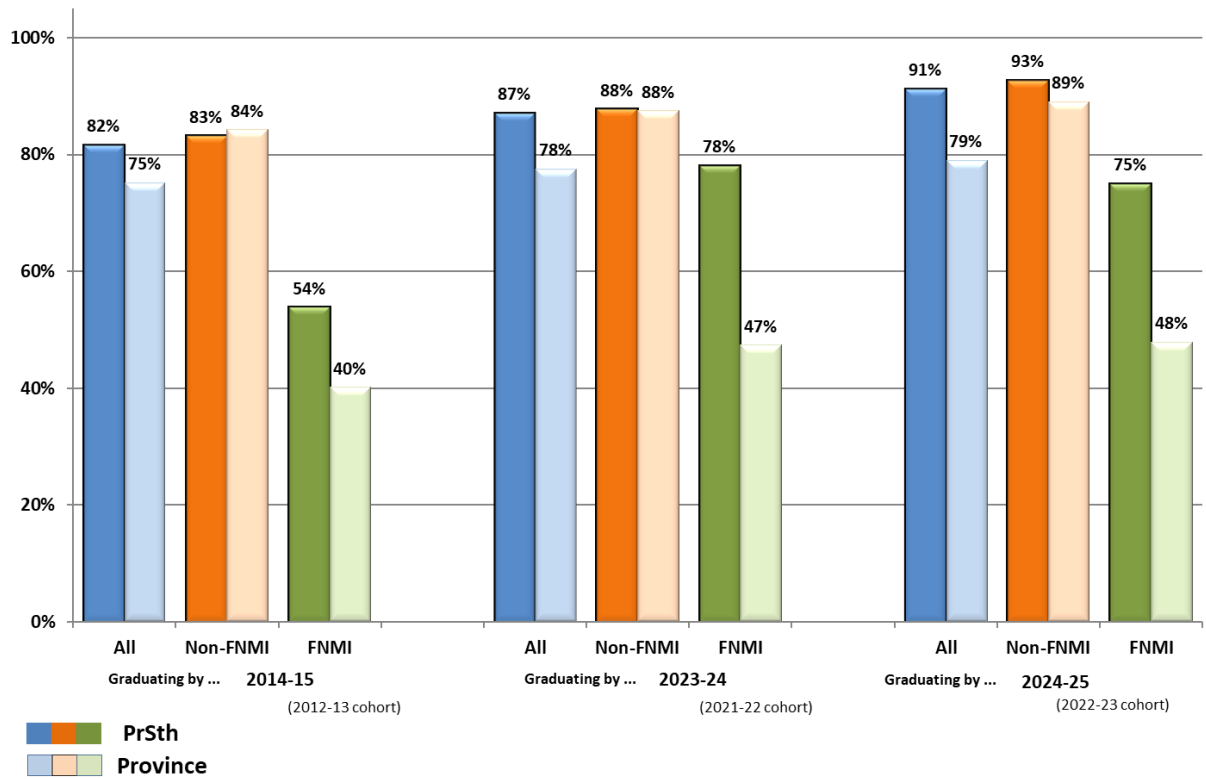
- **The percentage of students who graduate within 3-years of entering Grade 10.**

Generally, students who complete Grade 12 have more opportunities for education and work, and experience better health and well-being. More students graduating contributes to a stronger Saskatchewan through an educated and engaged population and to economic growth through the availability of skilled and knowledgeable entrepreneurs and employees.

To graduate within the typical three-year period after beginning Grade 10, students must accumulate an average of eight credits per year to achieve the minimum requirement of 24 secondary level credits by the end of Grade 12. Three-year graduation rates are one measure of the efficiency of a school system.

The following graph displays the percentage of students (all students, non-FNMI and FNMI) in the school division who graduated within three years of entering Grade 10, along with provincial results in each of these categories.

### '3-year' Graduation Rates, Prairie South SD and Province (Students Completing Grade 12 Within 3 Years of 'starting' Grade 10)



Notes: Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.  
Source: Ministry of Education, 2025

#### Analysis of Results – Three-Year Graduation Rates

- In 2024-25, three-year graduation rates for Prairie South students met the previously established provincial goal of 80% and local goal of 90% with a total graduation rate of 91% and a FNMI graduation rate of 75%.
- This is the sixth consecutive year that the school division has achieved at or above the provincial graduation rates. Non-FNMI students in Prairie South graduated 4 percentage points higher than their provincial counterparts (93% vs 89%). FNMI students in Prairie South graduated at a much higher rate compared to their provincial counterparts (75% vs 48%).
- Our graduation rates (both 3 year and 5 year) are attributed to the following strategies implemented:
  - Secondary students developed and maintained a graduation and post-graduation plan.
  - Schools monitored individual students' progress toward graduation and each student's story was understood and consciously supported by several adults in the school.

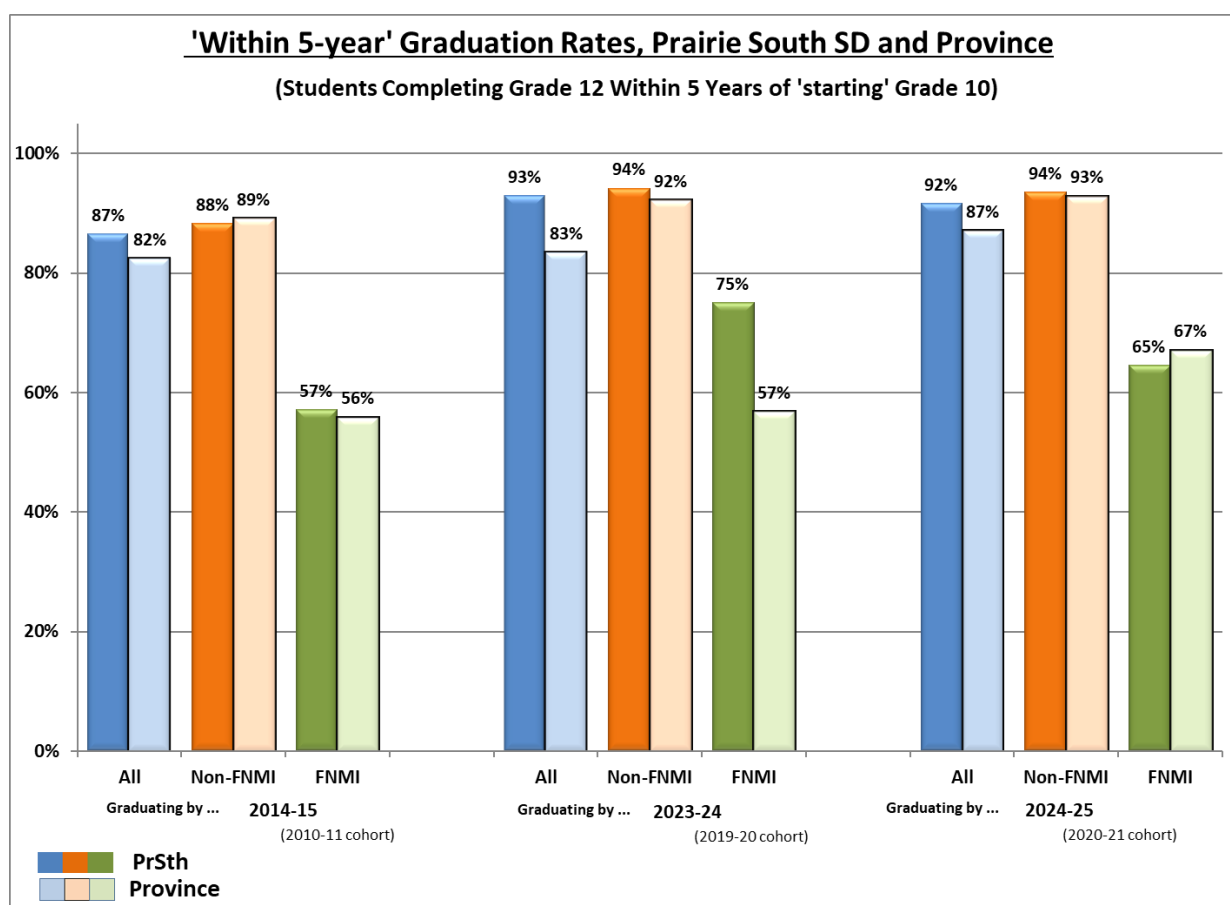
- Career Development Consultants provided resources and support to students, parents, and schools building pathways to successful adulthood and rewarding employment opportunities for our youth.
- Monthly Career Updates distributed to high school students, teachers and parents and numerous resources posted on the website.
- Career Development Consultants provided services to all schools to ensure informed decisions were made for career pathways. Services were delivered through group presentations and individualized face to face and online career counseling sessions.
- Responded to individual school needs to develop a more culturally responsive environment.
- The division supported school connections with cultural teachings, Elders, Knowledge Keepers and community members.
- Established and monitored an alternate approach to learning for Grades 10-12 students who were struggling to progress towards transitioning beyond high school in a traditional school setting.
- Elders, Knowledge Keepers, members of the community and Learning Department staff provided support and guidance for ceremonial events such as Smudging, Tipi Raising, Flag Raising and Cultural Feasts.

## Measure

- The percentage of students who graduate within 5 years of entering Grade 10.

Some students need more time to complete all the courses necessary to graduate, so they continue in school longer than the typical three years after beginning Grade 10. Graduation rates within five years are one measure of the responsiveness of a school system.

The following graph displays the percentage of students (all students, non-FNMI and FNMI) in the school division who graduated within five years of entering Grade 10, which includes those who graduated within three and four years, along with provincial results in each of these categories.



Notes: Graduation rates within five years are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10 (and include those who graduate within three or four years). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2025

## Analysis of Results – Graduation Rates Within Five Years

In 2024-25, extended time graduation rates for Prairie South students were slightly lower than the previous year (92% down from 93%). The FNMI subpopulation in Prairie South was slightly lower than the corresponding subpopulation provincially by 2 percentage points (65% compared to 67%), while results for the non-FNMI subpopulation were slightly above those for the provincial subpopulation (94% compared to 93%).

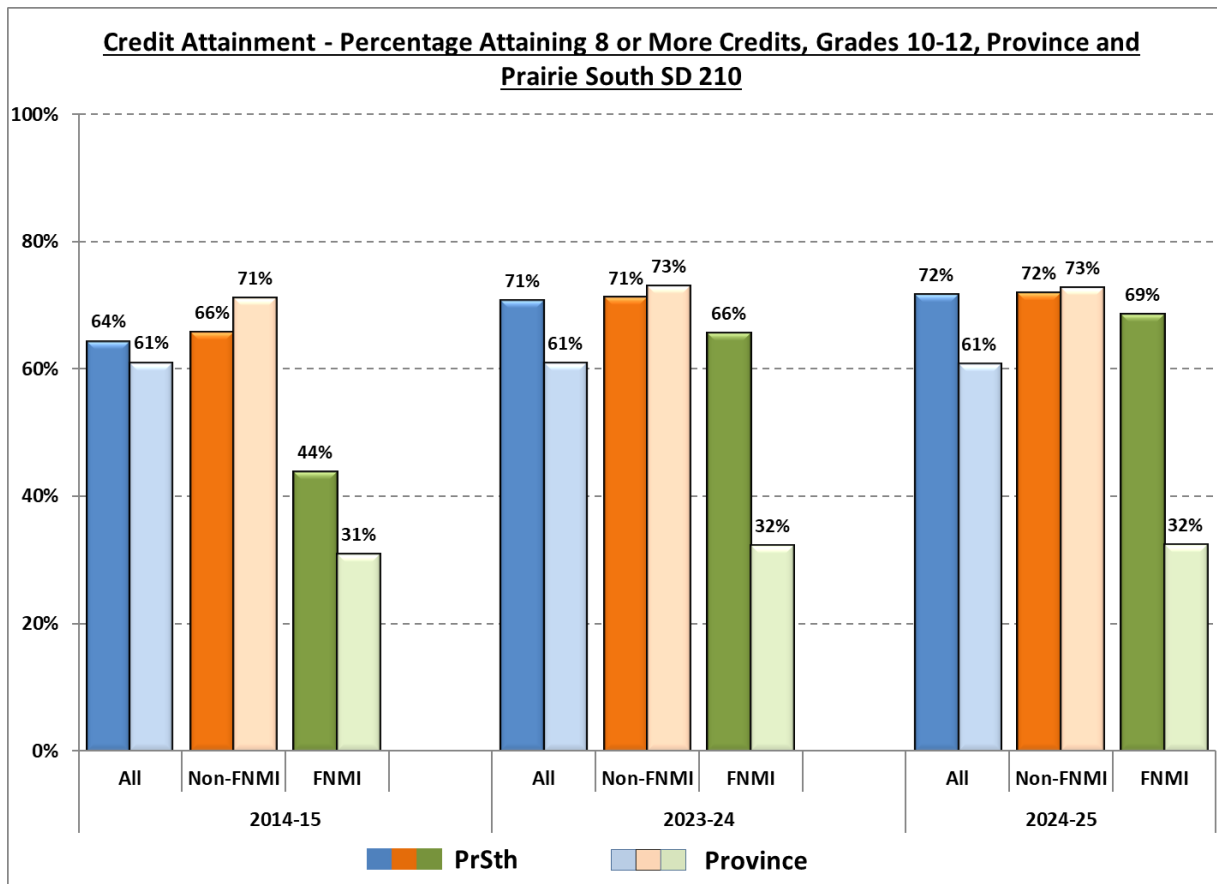
Our FNMI numbers are concerning and do not reflect previous data. As such, we will be looking closer into the data to determine reasons and next steps.

### Measure

- The percentage of students attaining 8 or more credits, Grades 10-12.

Credit attainment provides a strong predictive indicator of a school system's three-year graduation rate. Students receiving eight or more credits per year are more likely to graduate within three years of beginning Grade 10 than those who do not achieve eight or more credits per year.

The following graph displays the credit attainment of secondary students attaining eight or more credits per year for all students, and by non-FNMI and FNMI student subpopulations in the division, along with provincial results for each category.



Notes: Credit attainment measures are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight or more credits yearly. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2025

### **Analysis of Results – Credit Attainment**

Prairie South has seen slight increases in credit attainment over the last three years while the province has remained flat. Relatively stronger performance by Prairie South FNMI students when compared to provincial averages for the same demographic helped overall Prairie South results to be ahead of provincial results in 2024-25 by a margin of 72% compared to 61%. Although credit attainment has remained relatively consistent over the long term, FNMI students continue to earn fewer credits compared to their non-FNMI counterparts. Although FNMI students earned fewer credits, there was a significant increase in the percentage of FNMI students in Prairie South attaining eight or more credits compared to their provincial counterparts, 69% compared to 32%. This is accomplished through individualized graduation plans and high school course tracking sheets that are reviewed with students throughout their high school journey.

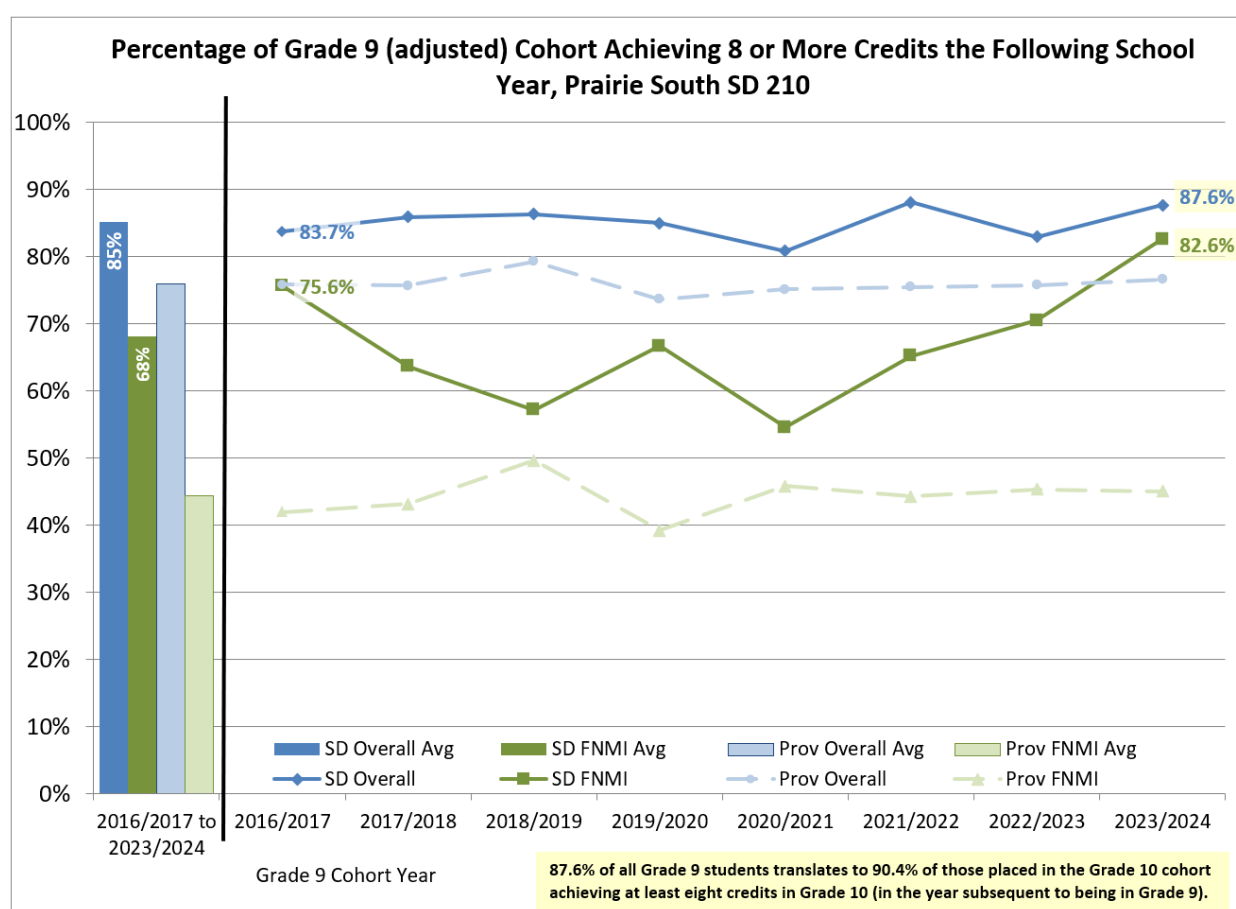


**Measure:**

- The percentage of the Grade 9 cohort achieving 8 or more credits the following school year.

The transition from Grade 9 to 10 can be difficult for some students for many different reasons, including not having reached all outcomes from each subject area in the elementary and middle grades. This measure is intended to show how well Grade 9 students adjust in the transition to Grade 10. Achieving eight or more credits in their Grade 10 year indicates a smooth transition to secondary school and a strong start towards three-year graduation.

The following chart displays the percentage of Grade 9 students (all students and the FNMI subpopulation) in the school division who achieved eight or more credits the following school year, along with provincial results for the past eight years and the eight-year average.



Notes: Grade 9 to 10 transition rates are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations, Métis or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2025

### Analysis of Results – Grade 9 to 10 Transition

- Higher percentages of Prairie South students attained eight or more credits the year after Grade 9 than provincial averages (85% as compared to 75.9% for the eight-year average). This included a 4.7 percentage point increase from 2023-24 to bring Prairie South up to the 2021-22 school year level. This is accomplished through individualized graduation plans and high school course tracking sheets that are reviewed with students throughout their high school journey.
- Prairie South had 126 students start a course through the Sask DLC and chose to drop before the course was completed, impacting their ability to earn the credit.
- A higher percentage of FNMI students in Prairie South have achieved eight or more credits on average than their provincial counterparts; however, the proportion of FNMI students achieving eight or more credits fluctuates more widely year to year due to small numbers in this demographic. While FNMI numbers fell in 2021-22 to below the 8-year average, they increased the last three years by more than 25 percentage points.

**Target: Student literacy and numeracy outcomes will increase year over year.**

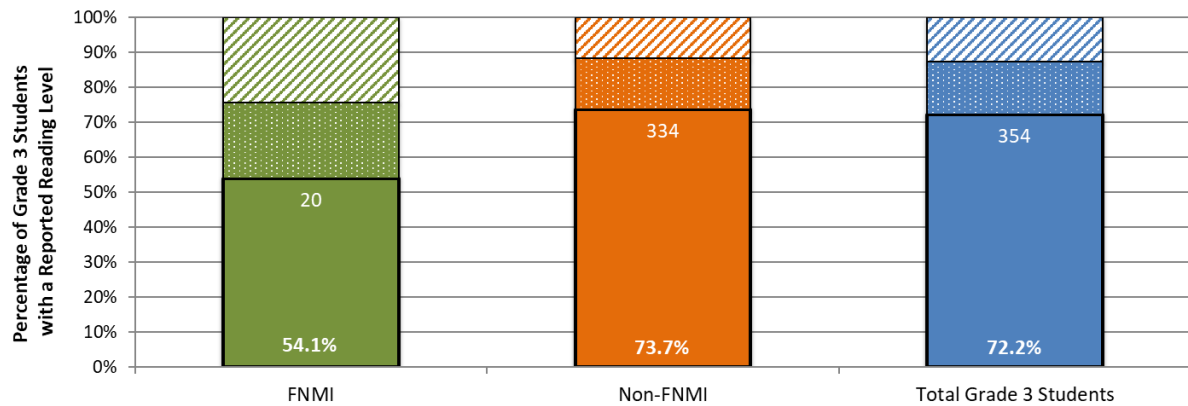
#### **Measure:**

- **The percentage of Grade 3 students reading at or above grade level.**

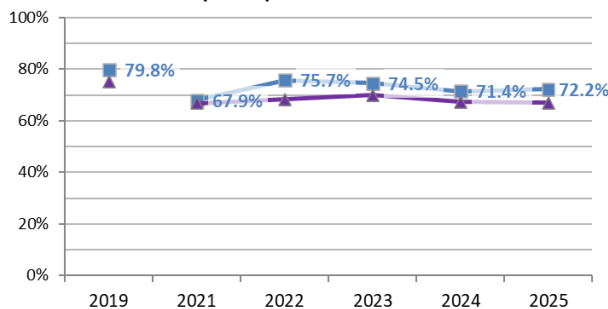
Grade 3 reading levels are considered a leading indicator of future student performance. A high proportion of students reading at or above grade level in Grade 3 means that more students are ready to learn in Grade 4 and beyond. Longitudinal data for Saskatchewan shows students' early-grade good reading proficiency provides continued benefit at least through to Grade 10 credit attainment results. Saskatchewan students who read at or above the benchmark in Grade 3 had a 24-percentage point advantage in achieving eight or more credits in Grade 10 over those who read below the benchmark.

The following bar graph displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level. The chart below the graph shows the percentage of Grade 3 students reading at or above grade level relative to the province for the five most recent years. The table shows the proportion of Grade 3 students with reported reading levels. As a result of the COVID-19 pandemic response, June 2020 reading data is unavailable.

### Reading Results Data, Prairie South SD 210, Grade 3, 2024-25



#### Percentage of Grade 3 Students Reading at Levels 3 and 4 (AAGL)



#### Proportion of Grade 3 Students with Reported Reading Levels, 2024-25

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	37	92.5%	5.0%	2.5%	40
Division (Total)	490	86.7%	12.9%	0.4%	565
PrvSDs** (FNMI)	2,168	86.1%	9.4%	4.5%	2,519
PrvSDs** (Total)	12,628	82.4%	16.3%	1.3%	15,331

Notes: Reading levels are reported based on provincially developed benchmarks. The percentage of students at each reading level was determined as a proportion of those students with a 'valid' reading score (excluded or non-participant students were not included in these calculations). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2025

### Analysis of Results – Proportion of Grade 3 Students Reading At or Above Grade Level

The 2024-25 cohort of Grade 3 students saw 2.3% growth between their Grade 1 year end data and their Grade 3 year end data moving from 69.9% of students reading at or above grade level to 72.2%. In 2024-25, the Indigenous sub-population for Grade 3 students shows that 54.1% of students were reading at or above grade level which is up 5.6% when compared to the grade 3s in 2023-24. This data outlines the need for continued targeted supports and resources for all students reading below grade level in Grade 4 and possibly beyond.

Prairie South is proud that our overall grade 3 reading results remain above the provincial average. This can be contributed to the solid tier 1 literacy instruction and intervention practices that schools have in place. Teachers in Prairie South assess the five components of reading – phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension – to identify missing skills and intervene where necessary.

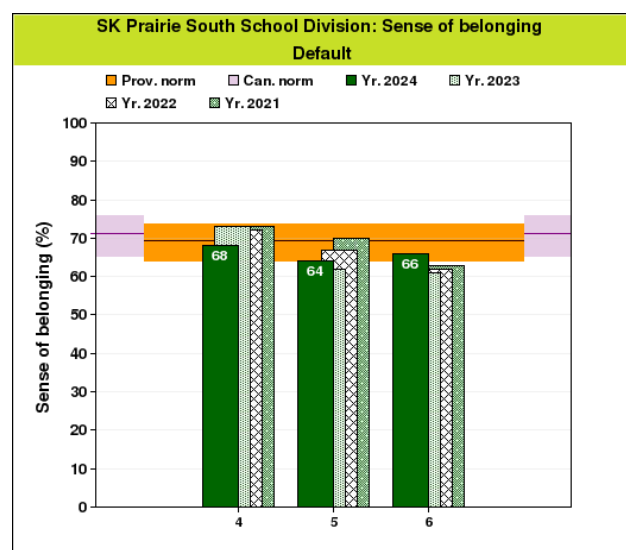
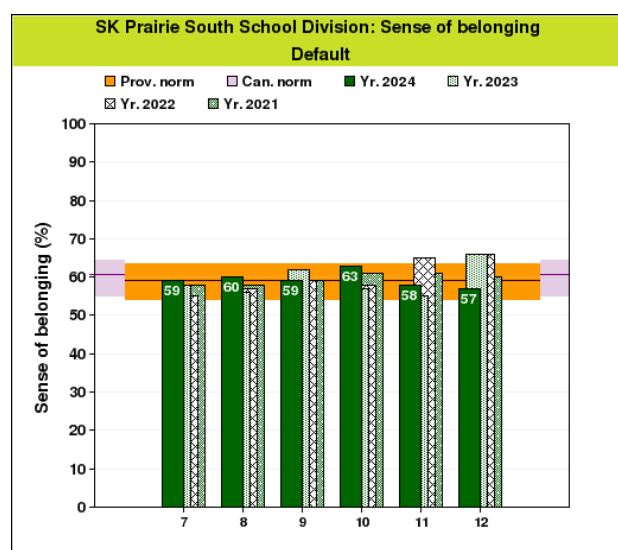
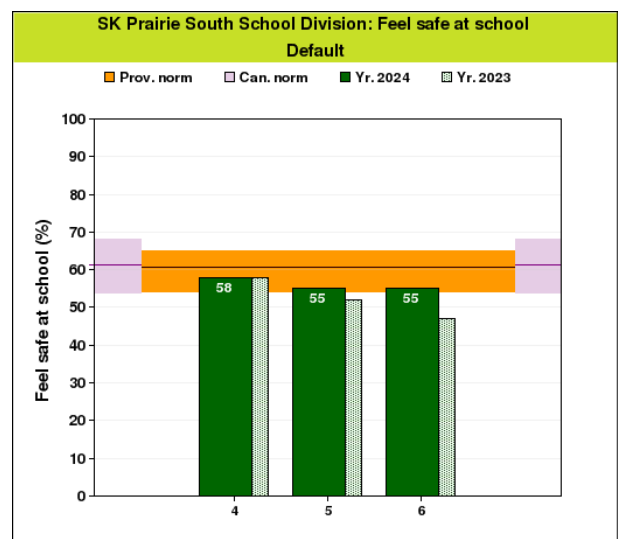
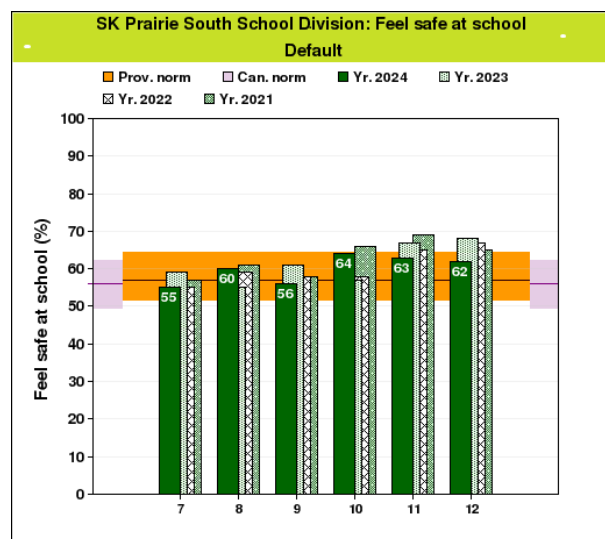
**Target: All students will have an increased sense of connection and safety in schools.**

**Measure:**

- The percentage of students reporting a sense of connection and safety in schools through a student perceptual survey.

When students feel connected to and safe in school, they will be more engaged in learning. Monitoring and responding to student perception and experiences helps school divisions to improve school environments to support learning, engagement, and mental health and well-being.

**School Division Selected Measure for Monitoring Sense of Connection and Safety in Schools**



## Analysis of Results

### Sense of Belonging

“Our deepest desire is to belong” (Dr. Robyne Hanley-Dafoe). When comparing Prairie South’s data from 2023-24 to 2024-25, the percentage of students reporting a positive sense of belonging saw an increase in grades 5, 6-8 and 10-11. When compared to the provincial average, grade 8 and 10s were above the provincial average and grade 7 and 9s were at the provincial average.

As part of the Provincial Education Plan, our Board’s Strategic Plan, and the great day to day work of staff, Prairie South will continue to focus on the importance of understanding what belonging means to each individual and how we can support all students to achieve a positive sense of belonging. Prairie South believes that connection is a contributing factor when it comes to belonging and therefore, we will continue to focus on connection as well. During the 2025-26 school year, Prairie South Schools will use a self created survey. Within this survey, students will be asked if they have a positive connection with an adult at school and do they have at least one meaningful friendship at school.

### Feel Safe at School

In Grades 7-12, 60% of students felt safe attending school; the Canadian norm for these grades is 58%. Prairie South is well above the provincial average in grades 8, 10 and 11-12. Although the school division is higher than the Canadian norm and well above the provincial average in four out of nine grades, there is significant room for improvement. In Grades 4-6, 56% of students felt safe attending school which is a 3% increase when compared to our 2023-24 data; the Canadian norm for these grades is 62%. For many years, the school division has had a division level student committee called Voices to Encourage Change (VTEC). This student voice committee is a mechanism for student engagement that leads to division level change. As part of the Board’s Strategic Plan and the Provincial Education Plan, all schools were asked to have a student voice/feedback committee. Prairie South is proud of the growth we saw in this area and look forward to seeing continued growth annually.

**Target: Upon Kindergarten exit, the percentage of students ready for learning in the primary grades will increase year over year**

**Measures: The percentage of students at Kindergarten exit ready for learning in the primary grades (Tier 1)**

- **The percentage of fall-identified Tier 2 students leaving Kindergarten at Tier 1.**
- **The percentage of fall-identified Tier 3 students leaving Kindergarten at Tier 2.**
- **The percentage of fall-identified Tier 3 student leaving Kindergarten at Tier 1.**

Student readiness for learning by the end of Kindergarten sets the foundation for future learning and success in school.

The Early Years Evaluation-Teacher Assessment (EYE-TA) is a readiness-screening tool that provides information about each child's development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify the students most likely to require extra support during the Kindergarten year, based on their levels of skill development in five key domains at school entry. In addition to results for specific domains, children are also assigned a comprehensive score known as a Responsive Tiered Instruction (RTI) level. RTI is a preventive approach that allows educators, school teams and divisions to allocate resources early and continuously, rather than waiting until a student experiences failure before providing a response.

Kindergarten EYE is a statistically significant leading indicator of a student's likelihood of reading at grade-level in Grade 3. Longitudinal analyses in the province show children who begin Kindergarten with good skills (Tier 1) in key areas, or who develop good levels of skill during their Kindergarten year, are far more likely to become grade-level readers by the end of Grade 3 in comparison to students who leave Kindergarten programs with lower levels of assessed skills.

The following charts display the percentage of students (all, non-FNMI and FNMI) who were assessed as Tier 1 at Kindergarten entry and after the Kindergarten year at exit for the school division and the province. The chart below the graph shows the percentage of Kindergarten students assessed as Tier 1 relative to the province since the baseline (2014-15). Due to school closures in response to the COVID-19 pandemic, there are no Kindergarten exit results for the 2019-20 school year.

**2024-25 EYE-TA results** displays the percentage of students (all, non-FNMI and FNMI) by their responsive instruction tier (1, 2 or 3) at Kindergarten entry (left side) and after the Kindergarten year at exit (right side) for the school division and the province (all divisions).

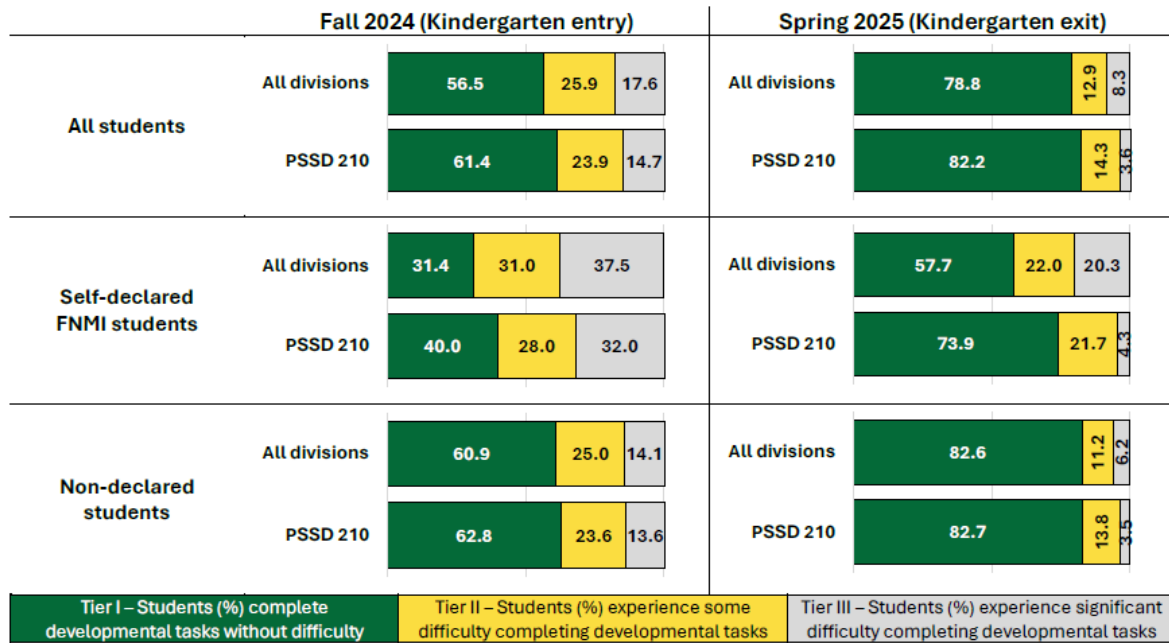
**Effectiveness metrics** show the percentage of Fall-identified Tier 2 and 3 students who improved to Tier 1, as well as the percentage of fall-identified Tier 3 students who improved to Tier 2 during the Kindergarten year. Effectiveness metrics are shown for both the province (all divisions) and the school division for the previous school year (left side columns) and the current school year (right side columns).

**Students (%) assessed as Tier 1 at Kindergarten entry / exit** charts the share of students assessed as Tier 1 at both Kindergarten entry and exit for the school division (Δ) relative to the province (all divisions) (□) for the baseline (2014-15), as well as the most recent five cycles. Due to school closures in response to the COVID-19 pandemic, there are no Kindergarten exit results for the 2019-20 (\*) school year.

**Percentage of students with valid EYE result at Kindergarten entry / exit** compares the percentage of enrolled students who were validly assessed with EYE-TA at both Kindergarten entry and exit for the school division with the percentages for the province (all divisions). The EYE-TA has been used as a

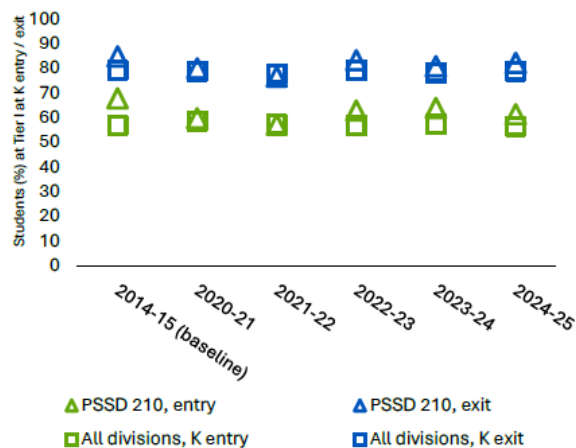
universal assessment for learning (every student, every classroom) in provincial Kindergarten programs since 2014-15. These figures are the percentage of students validly assessed against September 30<sup>th</sup> Official & Reconciled Kindergarten Enrolments (\*).

#### 2024-25 EYE-TA results – Prairie South SD 210 (PSSD 210)

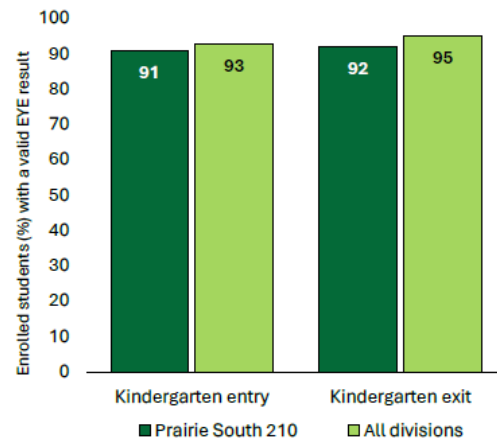


Effectiveness metrics	2023-24 (previous year)		2024-25 (latest)	
	PSSD 210	All divisions	PSSD 210	All divisions
Fall-identified Tier 2 students (%) who improved to Tier I	60%	72%	72%	74%
Fall-identified Tier 3 students (%) who improved to Tier 2	35%	37%	51%	36%
Fall-identified Tier 3 students (%) who improved to Tier I	18%	22%	25%	24%

#### Students (%) assessed as Tier I at Kindergarten entry / exit, baseline and most recent five years



#### Percentage of students\* with a valid EYE result at Kindergarten entry / exit, 2024-25



\*against official, reconciled September 30<sup>th</sup> 2024 Kindergarten Enrollment

Notes: Research shows that early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading challenges. The primary role of EYE is to help inform educational practice. EYE screening at Kindergarten entry is used by classroom teachers and school divisions to identify children who experience difficulties with important skills when they arrive in Kindergarten, and who may need closer monitoring or further assessment during the year. Children who have difficulty with important skills at Kindergarten entry are also re-assessed before the end of the Kindergarten year, allowing school divisions to measure the impact of their supports and responses. Children assigned Tier I RTIs can complete developmental tasks without difficulty. These children have a high probability of reading at grade level by Grade 3 - an important predictor of school success, including Grade 12 graduation.

**2024-25 EYE-TA results** figures show results for self-declared First Nations, Métis or Inuit/Inuk children (FNMI) and for those who do not identify as FNMI (non-FNMI), provided both comparison groups consist of a minimum of 10 children. It should be noted that the non-FNMI group may include FNMI students who choose not to self-identify, or who have yet to self-identify.

Source: Ministry of Education, Early Years Branch, 2025

### Analysis of Results – Early Years Evaluation

In November 2024, 61.4% of students were able to complete developmental tasks without difficulty. By spring 2025, this cohort of students showed 20.8% growth (82.2% of students were able to complete developmental tasks without difficulty). In November 2024, 40% of Indigenous students were able to complete developmental tasks without difficulty. By spring 2025, this cohort of students showed 33.9% growth (73.9% of students were able to complete developmental tasks without difficulty).

After the fall EYE data was received, each school reviewed their school specific data and worked within their school level team to determine necessary actions and interventions. Teams included the teacher, student support teacher, administrator(s), and Speech Language Pathologists. Parents were informed of their child's EYE results in a face-to-face meeting during fall conferences and at home activities that support development in areas of concern were provided.



## ***Progress in 2024-25: School Division Strategic Activity in support of the Provincial Education Plan Priority Actions***

**Priority Action: Foster connections for learners and their families while supporting learners as they enter and progress through school to graduation and determine a life pathway.**

**The following key actions were undertaken by the school division during the 2024-25 school year in support of this priority action.**

Prairie South Evidence:

- **Transitions to School – Prekindergarten**

During the 2024-25 school year, Prairie South continued to offer Prekindergarten (PreK) programming to 284 three- and four-year-olds within the city of Moose Jaw as well as Assiniboia, Gravelbourg, Lafleche, Central Butte, Glentworth, and Coronach. Twelve of these program spots were dedicated to the Early Learning Intensive Support Program with four spots added later in the year. Eight of our PreK programs are funded by the Ministry of Education. Nine of the programs are funded by Prairie South. This high-quality childhood educational programming is provided to improve intellectual development, increase social skills, improve health, and increase the child's self-esteem. In addition, children who are in our PreK program have access to speech and language services and our staff are committed to connecting families with appropriate internal and external supports and resources as needed.

- **Transitions to School – Prekindergarten and Kindergarten**

Prairie South continued to partner with our Early Years stakeholders [e.g., ECIP (Early Childhood Intervention Program), KidsFirst, Family Resource Center, Moose Jaw Literacy Network, Autism Spectrum Disorder Program, Saskatchewan Health Authority] to create a smooth early childhood education continuum and a smooth transition to elementary school. Our Early Learning Consultant continues to build relationships with child care facilities/early learning centers where relationships have not yet been established.

- **Middle Years Engagement**

New this year, one of our Learning Consultants hosted a small group learning collaborative that focused on engagement in a Math Rich Classroom. The Middle Years Math Learning Collaborative is a non-evaluative community of educators focused on strengthening mathematics instruction and assessment. The group worked to establish a unified philosophy of math education while exploring innovative Tier 1 strategies, rich tasks, manipulatives, and technology to make learning engaging, inclusive, and accessible for all students. Teachers received ongoing support through planning sessions, classroom modelling, co-teaching, and resource development, including a division-wide math scope and sequence and resource bank. A focus was promoting fair and meaningful assessment practices through triangulation and continuous feedback. Teachers deepened their understanding of how students progress through mathematics, moving from concrete to pictorial to symbolic representations and across the sequence of grade-level skills, while staying aligned with the Saskatchewan curriculum. Through this work, educators were improving student engagement, confidence, and achievement in mathematics.

- **High School Transitions**

For students who need intense and intentional transition planning, Multi-Action Planning System (MAPS) Meetings (grade 7 or 8 in preparation for high school) continued to take place throughout the year and were organized and supported by Student Support Consultant(s) in collaboration with

students, parents, and school-based staff. Grade 9 Transition Meetings take place annually and are supported by Student Support Consultant(s) in collaboration with school-based staff. New this year, an electronic Grade 9 Transition form was completed for all grade 8s transitioning to grade 9 in the city of Moose Jaw. This form provided the incoming school with a wealth of information regarding the individual student, including but not limited to their strengths, needs, interests, factors that affect achievement, and more. In addition to this high school transitional support, Prairie South piloted a grade 9 transition program called Peacock Preview. Over the summer, our Mental Health Capacity Building Team hosted weekly sessions for grade 9 students focusing on: relationship building, introduction to the school environment and familiarization with the spaces, supports available at school and in the community, extra-curricular offerings, and more.

- **Beyond School**

Throughout the school year, Prairie South offered Career Fairs, a Try a Career Fair and local Think Events. Think Events are innovative and engaging opportunities designed to enhance student learning and empower them in exploring future career paths. These events provided valuable hands-on experiences, allowing students to develop key skills and gain insight into various professions. By partnering with community businesses and post-secondary institutions, Think Events facilitated meaningful connections between students and industry professionals, offering a unique opportunity for networking and real-world learning. Through these collaborations, students were better equipped to make informed decisions about their future educational and career endeavors. During the 2024-25 school year, Prairie South added two new Think Event opportunities for our students – Think Elite Hairstyling and Aesthetics and Think Health.

**Priority Action: Enrich and enhance mental health and well-being capacity in students.**

**The following key actions were undertaken by the school division during the 2024-25 school year in support of this priority action.**

**Prairie South Evidence:**

- Prairie South staff maintained a strong focus on connection and belonging. We believe that it is essential that all students have at least one person that they would say is a trusted adult at school. During the 2024-25 school year, administrators collaborated to identify 5-7 survey questions that could be used to measure student connection and belonging. These division-created survey questions will be implemented during the 2025-26 school year.
- The 2024-25 school year was the first year that Prairie South had the Mental Health Capacity Building Program. The Mental Health Capacity Building (MHCB) program is a collaboration between schools and communities to recognize and address barriers to well-being through evidence-based prevention and mental health promotion efforts and activities. The MHCB program is dedicated to the enhancement of protective factors and reduction of risk factors pertaining to the mental health and well-being of the students, families, caregivers, staff, and community members throughout Saskatchewan. During its first year of implementation, the MHCB program was placed in Peacock Collegiate. It was staffed by a Mental Health Capacity Building Coordinator and a Wellness Promoter. Alongside staff, these individuals implemented numerous culture building activities and mental health initiatives.
- During the 2024-25 school year, the following professional learning offerings took place:
  - Mental Health First Aid
  - Applied Suicide Intervention Skills Training (ASIST)
  - Nonviolent Crisis Intervention
  - Violent Threat Risk Assessment (VTRA)
  - LivingWorks Start
- Prairie South partnered with Holy Trinity School Division, the YMCA/HOMEBASE, Moose Jaw Literacy Network, Journey to Hope, Moose Jaw Family Services, and the Canadian Mental Health Association Moose Jaw Branch on a committee called the Community Wellness Collaborative. This committee came together when the Ministry of Education announced that one of the provincial education plan interim priorities was the mental health and well-being of students and staff across the province. The committee existed to support the mental wellness aspect of mental health and in doing so supported the school divisions and their focus on this priority. The focus of the committee was preventative strategies. Together we planned and facilitated informational infographics. In May, a Youth Mental Health Wellness Conference was hosted with keynote speaker Alison Springer. Alison delivered Mirror Mirror, an engaging and inspiring session that encouraged students to embrace who they are and recognize their own worth. Alison helped students uncover the “lying mirrors” in their lives by addressing the value they place on themselves and others, how to handle hurtful words, and how to shift focus from weaknesses to the beauty of both strengths and weaknesses combined. Students left with practical strategies to protect their own dignity and the dignity of others. In total, 833 Prairie South students in grades 6–8 took part in this experience.
- In December, River Street Promotions hosted a Nashville Concert for students. Over 800 students, from 18 different schools within Prairie South and Holy Trinity, listened to the artists perform and tell their stories about their personal mental health wellness and journeys in life and the music business. Many inspirational messages were shared including but not limited to:

- Accept yourself exactly as you are today and every day.
- Do the right thing when no one else is watching.
- Work hard and dream big.
- Be authentic. Always stay true to who you are.
- You never know what people are going through. Check in on your friends.

In addition, 13 individualized school mental wellness projects were started or completed during the 2024-25 school year. These projects are made possible by partnership with River Street Promotions.

**Priority Action: Actualize the vision and goals of *Inspiring Success: PreK-12 First Nations and Métis Education Policy Framework*.**

**The following key actions were undertaken by the school division during the 2024-25 school year in support of this priority action.**

The five goals of *Inspiring Success* are:

1. First Nations and Métis languages and cultures are valued and supported.
2. Equitable opportunities and outcomes for First Nations and Métis learners.
3. Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level.
4. Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.
5. All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation.

Prairie South Evidence:

- Division personnel continued to support celebrations of Indigenous culture and ceremony:
  - Remembrance Day
  - Treaty 4 Flag raisings
  - Orange Shirt Day
  - School Feasts
  - Medicine Walks
  - Smudging
  - Teepee raising
  - And more
- In 2023-24, Prairie South established an Indigenous Education Leadership Collaborative (IELC). The IELC is a remarkable group of educators and leaders who are committed to advancing Indigenous Education within our division. During the 2024-25 school year, the group worked on three broad goals – Staff Education, Events and Ceremonies and Indigenous Partners in Education.
- As part of Staff Education, members of the IELC created ten Mini PDs/Lessons on Anti-Oppressive Education that can be used at staff meetings or LIT/LIP meetings. Our intent is that over the course of the next two years, all schools will have completed all ten Mini PDs.
- In the area of Events and Ceremonies, members planned and coordinated a variety of cultural teachings and experiences to large groups of students in grades 5-6, 7-8, and 9-12. This included Indigenous Ways of Knowing Day hosted in three separate communities, September 30<sup>th</sup> Truth and Reconciliation Ceremony, and a keynote address from Cadmus Delorme which took place live and was streamed for those further away.
- The third goal, Relationship Building, was also supported by members of the collaborative. Team members reached out to Elders and Knowledge Keepers, updated and created ceremony protocol documents, and created a letter template for parent and community member partnership.
- Prairie South continued to partner with the Kohkums. The Kohkums are two Métis women who have dedicated their time to share their passions, interests, and knowledge of Métis history and culture. They authentically incorporate Indigenous (Métis) content into the classroom, building capacity for teachers to continue the teachings after they leave the class. Together they teach students that we are all human, regardless of the colour of our skin and they provide opportunities for students to see themselves represented in the classroom and in others.

**Priority Action: Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.**

**The following key actions were undertaken by the school division during the 2024-25 school year in support of this priority action.**

Prairie South Evidence:

- Schools received School Summary Reports in August. These reports contain Attendance Data, Grad Rates Data, IERF Data, OurSCHOOL Survey Data, EYE Data, and Reading/Writing/ Math Data. This data was reviewed by school-based administrators, school staff and SCC members to identify Learning Improvement Plan goals and focus areas.
- As part of the Board's Strategic Plan, Prairie South is developing and implementing a system-wide approach to instruction and intervention. For the past three years, in large cohorts, senior admin, school-based administrators, teachers and student support teachers have been participating in Response to Intervention (RTI) in Action training. During the 2024-25 school year, we collaboratively established our division "why" (rationale) related to RTI and talked about the importance of each school having a RTI Guiding Coalition. We also discussed the alignment with the work we have been doing for years.
- In 2024-25, two schools – one urban and one rural – piloted an initiative called Play Hall. Play Hall was a time for students from multiple grades to learn alongside one another through play and exploration. Classroom doors were opened and play and exploration spilled into the hallways and outside. Students learned alongside same aged peers as well as peers from other grade levels. Invitations were created based on student curiosity and interest. There were opportunities for both unstructured and structured play. Learning was documented through conversations, observations and products. Members from these school teams attended the National Early Learning Conference and had the opportunity to work with Dr. Sarah Aiono. Dr. Sarah Aiono shared new observation tools which teachers were able to implement immediately.
- Tier 1 professional learning was provided for all interested staff. Tier 1 sessions covered research-based practices to ensure all students can access the curriculum and succeed in the general education setting.
- PreK-Grade 2 teachers were offered a Saskatchewan Teachers' Federation Professional Learning (STFPL) session, *Supporting Writers in the Early Years*. During this session, participants explored ways to support student success through playful exploration, scaffolding from speech to print, and frequent, engaging opportunities for writing across the curricula and throughout the school day.

## Infrastructure and Transportation

School	Grades	Location
Assiniboia 7 <sup>th</sup> Avenue	PreK-4	Assiniboia
Assiniboia Composite High	9-12	Assiniboia
Assiniboia Elementary	5-8	Assiniboia
Avonlea	K-12	Avonlea
Baildon Colony**	1-8	Baildon
Belle Plaine Colony**	1-12	Belle Plaine
Bengough****	K-12	Bengough
Briercrest Christian Academy*	9-12	Caronport
Caronport Elementary	K-8	Caronport
Central Butte	PreK-12	Central Butte
Central Collegiate	9-12	Moose Jaw
Chaplin****	K-12	Chaplin
Cornerstone Christian*	K-12	Moose Jaw
Coronach	PreK-12	Coronach
Craik****	K-12	Craik
Empire	PreK-8	Moose Jaw
Eyebrow	K-12	Eyebrow
Glentworth	PreK-12	Glentworth
École Gravelbourg School	PreK-12	Gravelbourg
École Palliser Heights School	PreK-8	Moose Jaw
Huron Colony**	1-9	Eyebrow
Kincaid Central	K-12	Kincaid
King George	PreK-8	Moose Jaw
Lafleche Central	PreK-12	Lafleche
Lindale	PreK-8	Moose Jaw
Mankota	K-12	Mankota
Mortlach	K-12	Mortlach
Mossbank	K-12	Mossbank
Pathways School	9-12	Moose Jaw
Peacock Collegiate	9-12	Moose Jaw
Prince Arthur	PreK-8	Moose Jaw
Riverview Collegiate	9-12	Moose Jaw
Rockglen	K-12	Rockglen
Rockglen Colony**	1-9	Rockglen
Rose Valley Colony**	1-9	Assiniboia
Rouleau	PreK-12	Rouleau
Sunningdale	PreK-8	Moose Jaw

School	Grades	Location
Vanguard Colony** ***	1-8	Vanguard
Westmount	PreK-8	Moose Jaw
William Grayson	PreK-8	Moose Jaw

\* Denotes Associate School

\*\* Denotes School Located on a Hutterite Colony

\*\*\* Denotes Unfunded School

\*\*\*\* Denotes Small School of Necessity (SSON)

## Infrastructure Projects

Infrastructure Projects			
School	Project	Details	2024-25 Cost
A. E. Peacock Collegiate	Renovation	Elevator Replacement	168,804
Avonlea School	Renovation	Gazebo	93,619
Coronach School	Grounds	Waterline	57,125
Coteau Hills Elementary School	New Build	New School Construction	15,593,954
Coteau Hills Elementary School	Grounds	New Roads for School	540,290
Coteau Hills Elementary School	Grounds	Playground	212,135
Ecole Palliser Heights School	Renovation	Boiler	272,358
Eyebrow School	Renovation	Change Room Upgrade	209,442
King George School	Roof	Roof 3-6	90,386
Lafleche School	Renovation	Flooring Upgrade	75,218
Lindale School	Roof	Roof	235,393
Office-Transportation	Grounds	Parking Lot - Paved (section 1 & 2)	56,000
Office-Central Moose Jaw	Grounds	Concrete/Step Replacement	189,663
Prince Arthur School	Grounds	Playground	60,283
Rockglen School	HVAC	HVAC (Ventilation)	794,154
Sunningdale School	Grounds	Playground	142,431
<b>Total</b>			<b>\$ 18,791,255</b>



## Transportation

Prairie South safely transports a significant number of students in a diverse mix of rural and urban communities to and from school daily. Rural students are transported long distances in some of the most sparsely populated areas of Saskatchewan, while urban students are transported when the distance between school and home is over one kilometer. Our Prekindergarten and Kindergarten students are transported when the distance between school and home is over 200 meters.

Prairie South operates and maintains a transportation and maintenance fleet to support transportation and facilities functions in the school division.

In 2024-25, Prairie South transported students from Holy Trinity Catholic School Division in the southern half of the City of Moose Jaw as well as rural students from the Moose Jaw catchment and provided some specialty bus service for Holy Trinity Catholic School Division in the City of Moose Jaw.

Prairie South had over 2,200 Charter trips this year.

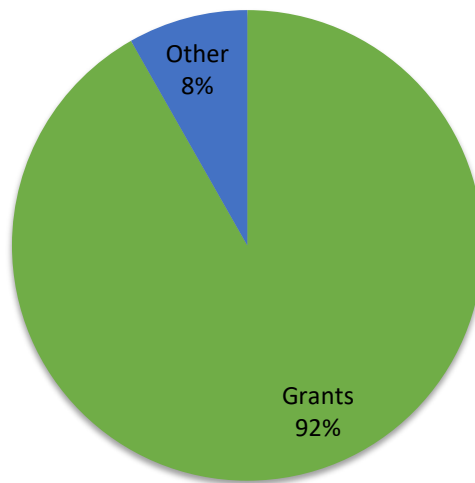
The chart below provides details of transportation for Prairie South during 2024-25.

Transportation Statistics (2024-25 School Year)	
Students transported	2835
In-town students transported (included in above)	1023
Transportation routes	105
Number of buses	157
Kilometers travelled daily	18,246.52
Average age of bus	8.41 years
Capacity utilized on buses	51%
Average one-way ride time	32 minutes
Longest one-way ride time	96 minutes
Charter Trip kilometers	175,496
Regular Route kilometers	3,339,113.16
Total kilometers travelled	3,514,609.16
Cost per student per year	\$2,713
Cost per kilometer travelled	\$2.19

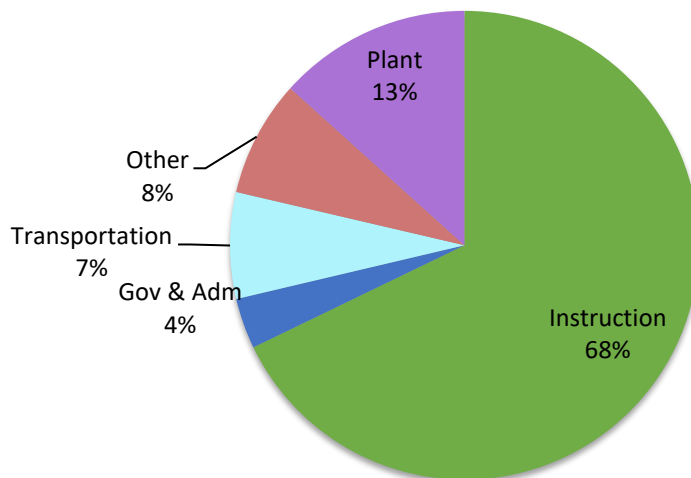
## Financial Overview

### Summary of Revenue and Expenses

**Revenue 2024-25**



**Expense 2024-25**



## Budget to Actual Revenue, Expenses and Variances

	2025	2025	2024	Budget to Actual Variance Over / (Under)	Budget to Actual % Variance	Note
	Budget	Actual	Actual			
<b>REVENUES</b>						
Grants	107,290,958	108,768,821	98,633,183	1,477,863	1%	
Tuition and Related Fees	314,000	445,745	390,404	131,745	42%	1
School Generated Funds	1,373,985	1,560,146	1,255,678	186,161	14%	2
Complementary Services	809,501	835,911	788,723	26,410	3%	
External Services	3,958,663	5,198,066	6,116,068	1,239,403	31%	3
Other	783,000	1,709,476	2,083,379	926,476	118%	4
<b>Total Revenues</b>	<b>114,530,107</b>	<b>118,518,165</b>	<b>109,267,435</b>	<b>3,988,058</b>	<b>3%</b>	
<b>EXPENSES</b>						
Governance	474,044	421,098	397,328	(52,946)	-11%	5
Administration	3,090,577	3,232,030	2,940,188	141,453	5%	
Instruction	68,981,502	71,114,503	64,339,253	2,133,001	3%	
Plant	14,803,092	13,979,667	14,100,154	(823,425)	-6%	6
Transportation	7,841,835	7,691,594	7,478,763	(150,241)	-2%	
Tuition and Related Fees	-	425	2,503	425	100%	7
School Generated Funds	1,371,371	1,467,172	1,322,821	95,801	7%	8
Complementary Services	1,790,238	1,875,786	1,746,954	85,548	5%	
External Services	4,097,887	5,051,056	6,574,835	953,169	23%	9
Other Expenses	20,000	22,870	17,142	2,870	14%	10
<b>Total Expenses</b>	<b>102,470,546</b>	<b>104,856,201</b>	<b>98,919,941</b>	<b>2,385,655</b>	<b>2%</b>	
<b>Surplus (Deficit) for the Year</b>	<b>12,059,561</b>	<b>13,661,964</b>	<b>10,347,494</b>			

### Explanation for Variances (All variances that are greater than positive or negative 5% must be explained)

Note	Explanation
1	The Division had more international students than budgeted.
2	School fundraising was more successful than budgeted.
3	Associate school enrolment increased. Also, civic works revenue for the new school was budgeted as capital in the Grants category but was accounted for as capital in External Services.
4	Factors causing the budget overage include a refund from the insurance pools from Saskatchewan School Boards Association, unbudgeted funding for mental health, rent, gain on disposal of assets and investment income.
5	Board professional development spending was under budget and the election cost less than budget.
6	Less spent on preventative maintenance and renewal work than anticipated in the budget.
7	One unbudgeted online class was taken.
8	Schools were more active than budgeted for activities using school generated funds.
9	Associate schools had higher enrolment than anticipated and the driver education program was over budget with more students than anticipated. Also, civic works for the new school was budgeted as a capital expenditure but was actually expensed.
10	Fees for online transactions were more than budgeted. The division is promoting online payments to minimize cash handling in schools.

## Appendix A – Payee List

### Board Remuneration

The following lists all payments made to and on behalf of board of education members.

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
BACHMANN, ROBERT	\$19,459	\$830	-	\$1,005	-	\$867	\$22,161
BOYLE, PATRICK	18,495	-	-	-	-	867	19,362
BUMBAC, JOHN	22,087	3,640	-	3,926	-	867	30,520
DAVIDSON, SHAWN	21,698	4,751	-	117	-	867	27,433
FROESE, CRYSTAL*	4,645	-	-	-	-	152	4,797
HAGAN, BRETT	20,350	52	-	2,286	-	867	23,555
JUKES, MARY	18,898	-	-	2,206	-	867	21,971
MCLEOD, TENIELLE*	14,486	-	-	1,095	-	800	16,381
PRYOR, DARCY, VICE CHAIR	22,420	1,896	-	1,965	-	929	27,210
WILSON, GISELLE, CHAIR	26,949	4,783	-	3,600	-	929	36,261
YOUNG, LLEWELLYN	18,836	-	-	1,973	-	867	21,676

Note:

\*Trustee was either newly elected or completed their term in October, so remuneration reflects a partial year.

## Personal Services

Listed are payees who received payments for salaries, wages, honorariums, etc. which total \$50,000 or more.

Name	Amount
ABDAI, KATIE	\$92,655
ACKERMAN, JAIME	102,239
ADAMS, CARLEY	91,663
ADAMS, TIANNA	102,910
AITKEN, ELEESE	123,522
ALEXANDER, NAOMI	71,133
ALEXANDER, PATRICIA	139,925
ALEXANDERSON, KIM	108,194
ALEXANDERSON, MICHAEL	110,577
ALM, KATHIE	67,291
ANDERSON GRASS, MELINDA	52,021
ANDERSON, MARIETTE	102,810
ANDERSON, NOAH	98,038
ANDREW, SHARON	111,419
ANDREWS, MICHELE L	113,499
ANDRIE, DARYL	50,873
ANGUS, BRYN E M	82,644
ARNOTT, TANA	153,477
AYARS, SCOTT	73,880
BABER, KENDRA	102,886
BACHIU, CRYSTAL	107,216
BACHMAN, RHONDA L	71,169
BAITON, DARREN	131,181
BAITON, SAMANTHA	104,181
BAKER, LAURA J	91,475
BALDWIN, SANDRA M	144,667
BALZER, EMMETT L	76,558
BARTLE, LYNN	102,274
BAUCK, JENNIFER	102,222
BAUM, TARA L	103,213
BEAN, MICHELLE	104,916
BEAUBIEN, ALAYNA	71,943
BEAUDRY, JEANINE	82,131
BECHARD, LESLIE	102,065

Name	Amount
BEHL, VIJAY K	99,572
BEHRNS, LEE	132,474
BELL, JAMES	101,806
BELL, PETER	114,011
BELLOWS, KRISTIN	118,542
BELSHER, COLIN	107,269
BERENIK, TAMMY	68,835
BERENYI, CHERYL	102,645
BERG, APRIL	62,058
BERNARD, FAITH	107,346
BERNER, ROBERT	111,045
BERNER, SHAYLA	91,346
BERTRAM, TYREL CK	66,084
BESELAERE, NATHAN	133,587
BEVAN, MARK N	65,153
BIEBER, JULIA A	83,558
BINETRUY, KERRIE	113,823
BISTRETZAN, BONNIE	66,575
BITTNER, BERNARD	90,248
BLACKWELL, CHERI	61,041
BLATZ, ROBYN	102,694
BLOCK, ALAN	104,343
BLONDEAU, KATHRYN	118,443
BLOOM, AMBER	102,047
BLOUDOFF, THERAN	107,861
BOESE, HEATHER M	84,494
BOICE, SAMANTHA ELIZABETH	70,845
BONNEAU-CHEVRIER, LILLIAN	102,377
BORGEAUD, JACQUES	77,013
BOUFFARD, CRYSTAL	104,288
BOUGHEN, RACHEL	51,299
BOUGHEN, RYAN	232,027
BOUVIER SIMONSEN, DOMINIQ	102,903

Name	Amount
BOUVIER, NATASHA	102,386
BOWLEY, BRIAN	98,721
BOYD, AMANDA M	93,680
BOYLE, TODD	107,649
BRADLEY, TRISTA	63,083
BRANNING, STEPHANIE	102,338
BRAUN, JORDAAN	86,232
BRAUN, SHARI L	69,542
BREITKREUZ, JULIA	76,605
BRENNAN, CHRIS	99,352
BRENNAN, VALERIE	124,621
BRETON, JASON	75,632
BRIENS, MICHELLE	103,869
BROOKS, MELISSA	126,147
BROWN, JOANNE	102,212
BROWN, JODY	83,819
BROWNELL, WARREN	107,543
BRUMWELL, ASHLEY	66,281
BUMPHREY-LETNES, KATIE	108,488
BURNHAM, LISA	101,768
BUSCH, CASSANDRA D	60,803
BUTLER, BRIAN R.	51,286
BUTTERFIELD, GLEN	52,526
CAIRNS, NIKKI	75,241
CAMERON, CRYSTAL	105,097
CAMERON, DERRICK	113,570
CAMPBELL, CODY M	72,738
CAMPBELL, ERIC	141,568
CAMPBELL, KEVIN	50,976
CAMPBELL, SHARON	116,455
CAPLETTE-TARRANT, KRYSTA	98,863
CARLEY, JOSH	59,342
CARTER, CAL G	81,570
CARTER, REGINE	83,618
CARTMAN, ELIZABETH	63,083
CHADWICK, BRENT	129,154
CHADWICK, MARNI	102,325
CHAMPIGNY LUCYK, CHANTAL	123,857

Name	Amount
CHAN, JENNIFER	130,286
CHEVRIER, CHRISTIANNE	104,027
CHIASSON, JESSICA	58,025
CHOW, HEATHER L	110,181
CLEGG, KENT	121,212
CLOSS, TRACEY	102,295
CLOTHIER, JENNIFER	108,579
COGHILL, CHRIS	71,470
COGHILL, VICKI	102,988
COLVEN, JANICE	121,840
COOPER, RIKELL	99,037
CORCORAN, JUDY	75,844
CORNET, SANDI	50,813
COUPERTHWAITE, KIMBERLY	63,083
COUPERTHWAITE, MICHAEL	51,212
COUZENS, TRINA	100,057
COWIE, NADINE	124,737
CRAAYBEEK, MICHELLE	63,083
CRAIG, AMY	102,270
CRIDLAND, SHELLEY	102,764
CROCKER, CHERYL	89,667
CROCKER, GILLIAN	138,780
CROMPTON, ALYSSA	87,601
CROOKS, BRIDGET D	73,937
CUSHWAY, MARLA	64,462
DALGARNO-STEVENS, JASMINE	86,704
DANIEL, LACEY	109,468
DARYCHUK, ANDREA	58,695
DE GRAAUW, GILLIAN	108,842
DEANS, RAYMOND	108,584
DELORME, MELANIE	116,930
DELORME, MORGAN L	67,113
DEMENCIUK, MARTY D	75,925
DENET, SHELDON	50,120
DIEWOLD, HEATHER	104,167
DILLITZER, MIKEL	100,277
DOELL, KATHERINE H	73,426
DOLMAN, CARLA	107,803

Name	Amount
DOMBOWSKY, NOELLE	51,120
DOMBOWSKY, TRACY	124,737
DORGAN, DEANN	51,794
DOYLE, RONDA	114,979
DRAKE, BRIANNE	92,835
DUECK, ROBIN	63,083
DUNNE, LORI	61,250
DUNNE, MARK	90,421
DUXBURY, AMANDA	107,209
DYCK, DONNA	108,204
EARL, CHERYL	104,066
EBERLE, KATIE	102,621
EDWARDS, TALLISSA	52,628
EHMAN, NICOLE	50,876
EHRHARDT, JENNA	104,731
ELDER, CHRISTA	102,286
ELDER, NADINE	124,011
ELEK, JAYLYN	108,671
ELLIOTT, PAMELA	113,259
ELLIS, KAITLYN R	77,516
ERLANDSON, TAMARRA	106,467
ESMOND, APRIL	50,007
ESPIRITU, JOSEPHINE	61,250
ETHIER, TIFFANY	59,487
EVANS, COLE A	86,984
FAFARD, CATELINE E	86,498
FALL, JAYNE	81,317
FARRELL-SCHURY, SHANNON	116,113
FEDOSKI, BRENDAN	100,096
FEELEY, JEFF	113,541
FEELEY, JOANNE	114,222
FEHR, DALE	107,924
FEIFFER, JODI	107,185
FIEGER, COURTNEY	109,754
FINDLAY, JAMES R	57,876
FINLAY, DANICA L	69,844
FISCHER, JUSTIN D	52,522
FLAMAND, CHRISTINA	92,280
FLOREK, TASHA	102,268

Name	Amount
FOSTER, AARON	104,358
FOURNIER, NATHALIE	113,077
FRANKS, KATY-ROSE	94,955
FRASE, CARTER	65,517
FRIESS, CAITLYN	86,132
FROEHLICH, SHAYLA D	72,444
FROSHAUG, CORBIN	108,177
FROSHAUG, LONA	136,988
GADD, CATELYN	88,362
GAGNE, ASHLEY D	108,595
GALBRAITH, LISA	106,988
GALLAGHER, ANDREW	122,800
GARDNER, MELISSA	113,292
GARDNER, RENEE	51,779
GARDNER, TAYLER	110,655
GARLAND, ANDREA	80,330
GARNER, BRIAN J	53,249
GEIGER, NIKKI	109,079
GELSINGER, KAILLA D	73,682
GINGELL MUNTEANU, RHONDA	102,821
GLENNIE, LACI H	66,503
GOEPEN-BOURGEOIS, KRISTIN	122,687
GORHAM, KOURTNEY	131,334
GOSLING, LAYNE A	82,264
GOSSARD, DANIELLE	86,797
GOTTSELIG, RYAN	82,287
GRAHAM, SARAH R	83,016
GRAVELLE, DANIELLE K	69,151
GRAY, KAREN	102,212
GRAY, RAINE F	71,543
GRAY, SANDI	107,270
GREGOR, RODGER	103,025
GRIEVE, TAMARA A	118,514
GUNCHOSKI, PORSCHE A.D	75,150
GUTEK, MICHAEL	103,091
HAGEN, TROY	97,728
HALIWYZ, LAYNE E	72,225
HALKYARD, JORDAN L	90,400

Name	Amount
HALL, CASSIDY M	63,181
HALLBORG, NICOLE	76,775
HANRIEDER, NICOLE V F	69,027
HANSEN, HANNA L	79,632
HANSON, EVAN	121,334
HARPER, AMANDA	98,812
HARTMAN, VERONIQUE	103,891
HAUBRICH, TANIS	105,459
HAUG, MICHELLE L	69,503
HAUGEN, SARA	73,929
HAWKINS, LAURIE	103,062
HAYDALO, CHRISTOPHER	50,028
HAZELL, NATALIE	91,919
HAZELL, NATHAN	109,470
HECK, CHELSEA	88,867
HEEBNER, SAMANTHA	107,855
HELLINGS, LAURIE	103,659
HEMSTOCK, JENNIFER	107,523
HENDRY, JODIE	98,238
HENRION, JESSICA	82,698
HESHKA, ROBIN	137,095
HESJEDAL, AARON	131,757
HETHERINGTON, ERIN	103,112
HETHERINGTON, STEPHANIE	54,769
HICKOX, IAN J	57,847
HIEBERT, WANDA	50,030
HILDEBRANDT, CARLA	124,644
HILL-BORGEAUD, TESSA	86,464
HLADY, CARRIE	79,779
HOFFMAN, STEEN K	78,582
HOGEBOOM, SHAYNE	123,295
HOIMYR, KENTON	103,522
HORDICHUK, COLLEEN	105,163
HORDYK, MICHAEL	88,038
HORNOI, KEANNA M	83,323
HOWE, VICTORIA	85,512
HUNT, MICHAEL	102,976
HUSCHI, ALYSHA	100,198
HUSCHI, DERRICK	190,888

Name	Amount
HUYGHEBAERT, DARCEY J	104,321
IKE, DEBORAH	107,537
IRVING, JAMES	108,778
JANZEN, SANDRA	61,970
JELINSKI, JENNA L	66,018
JOHNSON, AMY J	190,889
JOHNSON, TANYA	122,142
JOHNSON, TODD J	124,841
JOHNSTONE, LORI	107,175
KEARNS, JODY	103,276
KEMPEL, DEANA	144,105
KEMPTON, TIMOTHY J	103,723
KENNEY, KRISTAN D	77,863
KHAIRA, MANINDER P	98,430
KIEFER, CARRIE	102,212
KIRBY, NICOLE	85,724
KITTS, JEFF	127,576
KLASSEN, JESSICA	72,701
KNAPP, BETHANY K	89,086
KNUDSEN, AUDREY	108,995
KORBO, AMY	102,622
KOTSCHOREK, GREG	113,646
KRAUSS, DEANNA	108,540
KRAWETZ, CANDICE	150,990
KRUKOFF, SHANE	107,649
KUFFNER, CHRISTY	103,688
KUNTZ, KENNEDY M	70,588
LAGASSE, TRACEY	102,547
LAMB, JANICE	92,319
LAMONTAGNE, GRADY	87,046
LASKO, WADENA	102,703
LAWSON KNOOP, KIRSTEN	95,284
LE ROUX, CHANE	54,268
LEE, JODIE	102,395
LEGAULT, MAGTHEL S	71,189
LEISTER, KATELYN	59,349
LEONARD, ADAM	99,927
LEWCHUK, MICHAEL	108,030
LEWIS, CORRIE	123,903



Name	Amount
LEWIS, GARY	58,219
LEWIS, LAREA	60,807
LEWIS, SHARON	88,510
LIEN, MAREN	109,397
LING, CASEY H	77,089
LIX, NICOLE	87,025
LOEPPKY, JAYNE LA	71,352
LOGAN, KELLY	152,938
LOTHIAN, MATTHEW	95,405
LOVERIDGE, BRANDON	103,066
LUTHER, CHARLA	129,131
LYNNES, JOSEPH	73,800
LYS, STEPHEN	107,597
MACFIE, MADISON R	72,035
MACK, CHANTEL	107,711
MACKEY, SHELBY	108,687
MACKOW, TARYN B	51,680
MACLACHLAN, DAVID	90,421
MACLEAN, KATHLEEN E	113,891
MAGNUSSON, VADA T	67,232
MALONE, SONNY	86,426
MANN, JAIME	63,082
MARCENKO, MICHELLE	135,513
MARTENS, J.SCOTT	103,790
MARTENS, PERRY	102,822
MARTIN, BECKIE	114,666
MATTHEWS, LAURA	106,463
MCCORRISTON, HOLLY	102,951
MCCORRISTON, PAUL	115,106
MCCREA, JANET	59,516
MCCREA, TIFFANY	102,749
MCCRISTAL, JESSA	77,824
MCDUGALL, BRIANNE R	73,694
MCFADDEN, MARGARET E	109,811
MCGREGOR-PETERSON, DARLA	51,503
MCINTOSH, ANGUS	124,084
MCINTOSH, DYLAN	72,881
MCKAY, LUCAS	97,337
MCKAY, MADISON	93,913

Name	Amount
MCKENNA, DURSTON	119,421
MCLEAN, JONATHAN	99,723
MCLEOD, CHELSEA	50,424
MCLEOD, STEPHANIE	107,380
MCMURCHY, ASHLEY	96,831
MCNABB, GARNET	79,485
MCNUTT, SARAH	93,894
MEALING, AMANDA	102,328
MEILI, BROOKE L	72,821
MEILI, LEANNE	79,283
MELNYCHUK, BAILEY	69,300
MENKE, ALICIA	95,802
MENZIES, CARMEN	103,027
MENZIES, CLAYTON	104,291
MERGEL, PATTY	102,212
MICHALKO, KELLY	130,633
MIHALICZ, BARTLEY	113,039
MILLER, TAYLOR-RAE J.	80,869
MILLIGAN, NICOLE	96,015
MITCHELL, JENNIFER	118,460
MITCHELL, SCOTT	108,040
MOERIKE, LINDSAY	108,948
MONEO, SHANNON	108,936
MONTAGUE, B PATRICK	111,343
MONTAGUE, JENNIFER	124,179
MONTEMIGLIO, ANDREW	51,583
MONTPETIT, AUDRAY- ANNE	94,497
MOONEY, THERESA	121,419
MORASH, KATHY	103,585
MOREAU, GIL	51,212
MORGAN, ROGER	68,175
MORLAND, HARPER VAUGHAN	75,852
MORROW, SHANE	103,723
MORSON, CHELSEE	108,888
MOSSING, ILA M	51,212
MULLENS, DANIEL	64,271
MULLENS, SHEENA B	90,138
MUNN, ANTHONY	90,425

Name	Amount
MUNRO, GLEN	90,421
MUNRO, KATHERINE ROSE	106,809
MURFITT, CLAY DJ	70,803
MURPHY, BETTY-JEANNE	57,645
MYERS, LISA	70,058
NADARAJAH, JOY-LYN	69,473
NEUFELD, JORDYN	74,878
NEUFELD, LEISA	131,070
NEWTON, DAVID	57,847
NICHOLAS, MEGAN L	68,046
NICHOLS, CHELSEA	100,722
NICHOLSON, COLE	91,150
NIVON, CATLIN T	82,954
NYHUS, BREA	101,844
O'BYRNE, LAUREN	95,154
ODENDAAL, DANIEL	93,176
OKRAINCEE, LENEA	98,748
OLSON, AMANDA	190,888
OMOT, OMOT	74,997
ONRAET, SHANE	131,847
OONINCX, KRISTY	96,259
ORSER, KARREN L	51,322
OSBERG, DAVID	142,327
OSBERG, JENNIFER	124,621
PACKET, LISA	108,802
PACKET, SHIRLEY	124,621
PAGAN, BRAD G	57,847
PAGAN, BREE	51,212
PAICE, DERICK	103,630
PAPILION, AMANDA	118,517
PARK, PAUL L	71,424
PARKS, CECIL	84,534
PARKS, ROBERT W	76,986
PARSONS, KIMBERLY	107,176
PARSONS, SARAH K	70,259
PATSACK, NICOLE M	80,096
PATTERSON, LEIGH	72,365
PAYNE, TREVOR	87,285
PAYSEN, SHAUNA	103,957

Name	Amount
PEPITO, LINO	52,455
PERRAULT, GISELE	108,710
PERRY, PATTY	56,730
PETERS, KELLY	98,641
PETERSON, BRENNAN	132,721
PETERSON, DEANDRA	80,400
PETHICK, LEIGH	102,212
PETHICK, SHANNON	104,093
PETLAK, CHERYL	107,692
PETLAK, LOGAN	113,446
PHILLIPS, ADRIANNA J	75,702
PHILLIPS, JOSIE	99,685
PHILLIPS, SONYA CAROLYN	103,032
PICKERING, CHRIS	97,856
PILGRIM, RHONDA	105,624
PIPPUS, TRACY	108,242
PITULEY, JACKIE	101,415
PLADSON, AMBER MARIE	104,569
POETTCKER, ROSALYN	88,423
POLUPSKI, CODY J	76,468
POLUPSKI, JANA	108,198
POLUPSKI, LORNE	102,690
POMEDLI, LAIRD L	68,420
PORTER, DEREK	103,250
POUTEAUX, CHLOE R	75,915
PREFONTAINE, KYLA D	65,544
PRESS, HEATHER	92,325
PRICE, CATHERINE	105,812
PROKOPETZ, JENNIFER	181,447
PROMHOUSE, PAUL	105,156
PURDY, RON	190,889
PYLATUK, CODY	85,682
PYLATUK, LAURIE	88,021
QUANCE, OWEN W	106,023
RABAYAA, KASSANDRA L	80,159
RAES, BRAD	138,189
RAMM, CHLOE M	88,215
RAMSEY, COLE	82,361
RASMUSSEN, JENNA	106,973

Name	Amount
RATH, ROXANNE	68,835
RATTEE, COURTNEY	77,540
RATTEE, ROBIN	107,247
RAUSCHER, HEATHER	115,230
RAWLYK, RAY	114,643
RAYMOND, BARRY	124,644
REDSTONE, BERT	107,861
REEVE, TAMRA A	65,225
REID-WARD, KELLY	102,323
RENDALL, LORELEI	81,744
RETTGER, JILLIAN JAYE	77,022
RETTMAN, JESSICA	91,939
RETTMAN, TIU	94,013
RICHARDSON, STACIE	124,576
RIEDER, KATHY	125,735
RIGDEN, KARA	109,680
ROACH, CARLA	108,230
ROBINSON, JOEL C	102,212
ROBINSON, KARIANN	55,725
ROGERS, BENJAMIN	66,668
ROHRKE, MITCHEL	74,920
ROMANOW, MELISSA	124,621
RONEY, CHRISTOPHER	73,542
RONEY, DAVID	121,974
RONEY, JASON	104,356
RONEY, REBECCA L	75,150
ROSENZWEIG, MIKE	51,212
ROSSI, SARAH	69,071
ROSSO, HALEY	66,842
ROSSO, SOPHIE	114,463
ROUFFIANGE, SARAH	81,375
ROWLINSON, HEATHER	102,690
ROY, BROOKE D	89,297
RUSTON, NANCY	103,015
RUTHVEN, BRIAN	135,653
RUTHVEN, RANDI	124,737
RUTKO, LEANNE	103,590
SAAS, CORI	108,324
SALEHI AFSHAR, SALEH	105,878
SAULTERS, DEANNA	117,722

Name	Amount
SCERBE, SILVA	102,031
SCHAFER, CLIFFORD	113,873
SCHAUENBERG, TARA	124,717
SCHLAMP, LISA	59,120
SCHMIDT, KELSEA J	75,413
SCHMIDT, RINA	92,581
SCHULTZ, JANIS	107,185
SCOTT, KAREN	71,820
SEABORG, HEATHER	51,212
SEARGEANT, SARAH	85,307
SELENSKY, BRIAN	50,794
SELENSKY, GAIL	108,766
SENECAL, KALEN ARTHUR	81,432
SHEFFIELD, JESSICA R	95,066
SHEWARD, IVY	82,565
SHILLINGTON, ALLISON	100,587
SHOTTON, NICOLE	81,990
SHURA, ANNA	77,405
SIEMENS, PHILIP A	79,589
SIGFUSSON, DANA	92,873
SILBERNAGEL, KARLA	122,600
SIMARD, GABRIELLE	51,212
SIMONEAU, ANGELA	87,814
SIMONSEN, CRAIG	107,862
SINCLAIR, TERRILYNN N	75,778
SINGBEIL, KATHRYN	108,217
SINGLETON, MITCH	134,624
SINGLETON, RAE	87,947
SLEIGHTHOLM, CHAPIN M	108,365
SMITH HARKNESS, DARLA	107,636
SMITH, ALANDA	66,319
SMITH, BRITTANI	97,819
SMITH, CYNTHIA	113,893
SMITH, GARY	53,196
SMITH, MARK	51,831
SMITH-BREKER, VICTORIA A	57,601
SOLIE, SHELLEY	54,610
SONMOR, MIRANDA	124,591
SOPER, KRISTY N	132,112

Name	Amount
SPANJER, CANDACE F	95,284
SPREEN HORNE, SARAH I	53,356
STAITE, THOMAS	51,102
STARK, MELODY	51,871
STENGLER, KAILYN	102,553
STINSON, CRYSTAL	54,650
STINSON, PAUL G	112,652
ST-JACQUES, DANIEL	87,235
SULLIVAN, SHAUN	102,212
SURCH, TAYLOR	100,564
SVENSON, HAYLEY I	62,558
SWANSON, DUSTIN	190,888
TALLON, MAXINE	89,574
TAYLOR, CONNOR	67,591
TAYLOR, DEBBIE	102,665
TAYLOR, HUDSON W.J	66,932
TAYLOR, SHAUNNA	103,192
TAYLOR, TRACEY	107,499
TENDLER, GENNA L	102,217
THIESSEN, ANTHONY J	104,321
THIRSK, SARAH J	73,729
THOMPSON, LYNNETTE R	101,963
THORN, KRISTINA	64,450
THUE, KIM	84,637
THURLOW, RACHEL	91,987
TIFFEN, BRETT	128,369
TIMORUSKI, SHANA	77,658
TONER, ERIN K	70,229
TOPP, ERIKA	102,534
TOWRISS, NICOLE D	77,906
TRESSEL, JILL	142,126
TRIBIER, CAILEN	116,556
TRUSTY, DAHINDA	113,300
TSCHETTER, LEAH	120,437
TURNER, CORY	66,346
UBELL, AARON	102,319
ULMER, DEE LINDSAY	66,124
VANCE, SUZANNE	54,316
VARJASSY, CANDACE	103,013

Name	Amount
VEEDER, NATASHA	102,614
VENNES-OUELLET, SARAH	117,250
VERGE, RENEE	98,171
VEROBA, PATRICIA	97,149
VOLMAN, ALEXANDER	98,918
WAITING, JADE	98,341
WAKEFORD, AMBER	67,959
WALBURGER, BROOKE	83,491
WALKER, ANDREA	96,356
WALLINGTON, KRISTEN	86,154
WALLINGTON, TRISHA	83,548
WALTERS, JOYCE	107,158
WALTON, GRAYSANN P. R	67,187
WALZ, ALANA	108,370
WANDLER, JACKIE	66,076
WARONEK, TRINA	113,310
WARREN, SHAWN	105,426
WATAMANUK, CAMERON L	74,137
WEBB, BENJAMIN	86,202
WELDER, CARA L	66,842
WELMS, DARIEL	100,560
WHEATLEY, KRISTIN	106,135
WICKER, SCOTT	106,417
WIDENMAIER, KYLIE	84,546
WIGMORE, JOCELYN	122,969
WILLFONG, TESSA	79,011
WILLIAMS, JAYDA	113,292
WILSON, CELINE A	51,300
WILSON, COLETTE	108,460
WILSON, LANA	114,332
WINGERT, BROOKLYN	97,041
WIRZ, SHAWNA M	113,605
WOLFE, DANIKA	102,694
WOLOSCHUK, AMY	102,623
WOURMS, MICHAEL	52,306
YATES-BERARDI, TRACI	53,602
YOUNG, L BRETT	109,009

## Transfers

Listed below are payees who received transfers of \$50,000 or more.

Name	Amount
CITY OF MOOSE JAW	\$3,653,045

## Supplier Payments

Listed are payees who received a total of \$50,000 or more for the provision of goods and services.

Name	Amount
1080 ARCHITECTURE, PLANNING & INTERIORS	\$70,241
3RD GEAR AUTO SALES & SERVICES LTD.	63,036
AMAZON	376,544
AON CANADA INC.	752,404
AVALON RANCH LTD.	100,633
B & A PETROLEUM LTD.	65,605
BEATON ENTERPRISES	99,714
BLUE IMP.	553,093
BRIERCREST COLLEGE & SEMINARY	71,278
C.R. PLUMBING LTD.	59,979
CITY OF MOOSE JAW	239,716
COLLIERS PROJECT LEADERS INC.	320,258
CONCEPT3 BUSINESS INTERIORS LTD.	69,387
COREFOUR INC.	74,837
CORNERSTONE CHRISTIAN SCHOOL	649,525
COSTCO	61,980
DUNCAN ROOFING LTD.	247,517
EMCO CORPORATION	90,695
EXCEL REFRIGERATION (REGINA) LTD.	346,557
FEDERATED CO-OPERATIVES LTD.	1,240,242
GENX SOLUTIONS	203,567

Name	Amount
GRAHAM CONSTRUCTION AND ENGINEERING LP	31,995,012
HBI OFFICE PLUS INC.	260,887
HOLY TRINITY CATHOLIC SCHOOL DIVISION 22	111,891
HORIZON COMPUTER SOLUTIONS	145,403
IBM CANADA LTD.	65,594
IMPERIAL DADE CANADA INC.	327,427
KARST HOLDINGS INCORPORATED	110,491
KEV SOFTWARE INC.	63,392
LEEVILLE CONSTRUCTION LTD.	1,437,290
LORAAS DISPOSAL SERVICES LTD.	87,511
MACARANAS CLEANING LTD.	256,442
MADERA PLAYSCAPES INC.	134,799
MATRIX VIDEO COMMUNICATIONS CORP.	89,632
MILES AHEAD DRIVER EDUCATION	240,995
MNP LLP	54,049
MOOSE JAW CO-OPERATIVE	64,969
MUNICIPAL EMPLOYEES PENSION PLAN	1,526,185

Name	Amount
NH ELEVATORS INC.	142,358
PC CORP INC.	95,531
PFP CANADA	79,552
POWERLAND COMPUTERS LTD.	232,190
POWERSCHOOL CANADA ULC	166,026
PRAIRIE CONTROLS LTD.	142,162
PRECISE TEMP REFRIGERATION LTD.	70,989
PRO-TEC ELECTRIC LTD.	104,850
PRO-TEC INDUSTRIES LTD.	1,835,885
REAL CANADIAN SUPERSTORE	190,184
RECEIVER GENERAL FOR CANADA	4,758,097
RMIS ENGINEERING	59,691
SASKATCHEWAN DISTANCE LEARNING CORPORATION	773,000
SASKATCHEWAN PROFESSIONAL TEACHERS ASSOCIATION	72,584
SASKATCHEWAN SCHOOL BOARDS ASSOCIATION	1,345,687

Name	Amount
SASKATCHEWAN WORKERS COMPENSATION BOARD	208,416
SASKENERGY	756,267
SASKPOWER	1,266,297
SASKTEL	441,649
SEABORN INSURANCE LTD.	143,049
SOUTHLAND CO-OPERATIVE LTD.	55,350
CDI SPACES INC.	169,521
SPORTFACTOR INC.	112,171
STAPLES CANADA ULC	247,290
STEPPING STONES DRIVING SCHOOL INC.	133,161
STRATEGIC PRAIRIE REGIONAL ALLIANCE	244,917
SWISH - KEMSOL	61,616
TOSHIBA BUSINESS SOLUTIONS	334,995
VANDURME, MONA	93,082
VIPOND INC.	65,482
WAL-MART CANADA INC.	53,917
WALTER'S INDUSTRIAL MECHANICAL LTD.	177,680
WARNER TRUCK INDUSTRIES	144,945
ZONAR SYSTEMS INC.	56,249

## Other Expenditures

Listed are payees who received a total of \$50,000 or more and are not included in the above categories.

Name	Amount
CANADIAN UNION OF PUBLIC EMPLOYEES	\$225,478
MUNICIPAL EMPLOYEES PENSION PLAN	1,526,185
PRAIRIE SOUTH TEACHERS ASSOCIATION	68,379
RECEIVER GENERAL FOR CANADA	16,803,467

Name	Amount
SASKATCHEWAN SCHOOL BOARDS ASSOCIATION	254,285
SASKATCHEWAN TEACHERS' (LIFE) SUPERANNUATION COMMISSION	87,229
SASKATCHEWAN TEACHERS' FEDERATION	6,318,969

## Appendix B – Multi-year Funding Agreement and Classroom Support Resources

Through the multi-year funding agreement (MFA), the Government of Saskatchewan committed a minimum of \$356.6 million annually for classroom supports for a four-year period starting in 2024-25.

The Minister of Education, the Saskatchewan School Boards Association and the Saskatchewan Teachers Federation have recognized the importance of transparent allocation and reporting of the classroom supports as outlined in the MFA. As stated in the 2023-2026 Provincial Collective Bargaining Agreement, Appendix G, clause 1.3, they have agreed to the following:

In a separate schedule to their Annual Report, school divisions will report on the use of the classroom support resources provided for through the MFA.

Classroom Supports Categories	2024-25 Funding Allocation (\$000s)	Description of how the MFA classroom support resources were used in 2024-25
Targeted Supports	\$1,013	<ul style="list-style-type: none"> <li>Targeted Supports Funding was used primarily to staff additional teaching positions and one educational assistant.</li> <li>These positions included staff for a store front school.</li> </ul>
Specialized Support Classrooms	-	<ul style="list-style-type: none"> <li>No funding provided in 2024-25.</li> </ul>
Teacher Innovation Support Fund	-	<ul style="list-style-type: none"> <li>No funding provided in 2024-25.</li> </ul>
Supports for Learning	11,650	<ul style="list-style-type: none"> <li>Supports for Learning funding paid for Student Support Teachers, Educational Assistants, and some staffing in the Learning Department.</li> <li>Funding also supported travel between locations within the division, professional development, and resources such as assistive technology, adaptive equipment, instructional aids for classrooms, and nutrition programs.</li> <li>Programming included non-funded Prekindergartens and speech, educational psychologist, and consultant support positions.</li> </ul>



## **Appendix C – Management Report and Audited Financial Statements**

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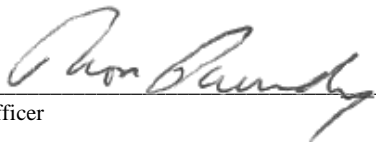
## Audited Financial Statements

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Of the The Board of Education of the Prairie South School Division No. 210

School Division No. 2100500

For the Period Ending: August 31, 2025

  
\_\_\_\_\_  
Chief Financial Officer

  
\_\_\_\_\_  
Auditor

Note - Copy to be sent to Ministry of Education, Regina

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Saskatchewan 

## **Management's Responsibility for the Financial Statements**



The school division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

The school division's management maintains a system of accounting and administrative controls to ensure that accurate and reliable financial statements are prepared and to provide reasonable assurance that transactions are authorized, assets are safeguarded, and financial records are properly maintained to provide reliable information for the preparation of financial statements.

The Board of Education is composed of elected officials who are not employees of the school division. The Board is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control, and for approving the financial statements. The Board is also responsible for the appointment of the school division's external auditors.

The external auditors, MNP LLP, conduct an independent examination in accordance with Canadian auditing standards and express their opinion on the financial statements. The accompanying Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the school division's financial statements. The external auditors have full and free access to, and meet periodically and separately with, both the Board and management to discuss their audit findings.

On behalf of the Prairie South School Division No.210:

  
Board Chair  
Director of Education  
Chief Financial Officer

November 25, 2025

To the Trustees of the Board of Education of the Prairie South School Division #210:

### Opinion

We have audited the financial statements of the Prairie South School Division #210 (the "School Division"), which comprise the statement of financial position as at August 31, 2025, and the statements of operations and accumulated surplus from operations, changes in net financial assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School Division as at August 31, 2025, and the results of its operations, and accumulated surplus from operations, changes in its net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

### Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the School Division in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the School Division's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the School Division or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the School Division's financial reporting process.

## Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School Division's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School Division's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School Division to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Regina, Saskatchewan

November 25, 2025

*MNP LLP*

Chartered Professional Accountants


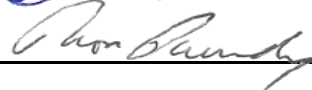
**The Board of Education of the Prairie South School Division No. 210**  
**Statement of Financial Position**  
**as at August 31, 2025**

	2025	2024
	\$	\$
<b>Financial Assets</b>		
Cash and Cash Equivalents	19,747,582	16,830,770
Accounts Receivable (Note 7)	7,532,101	11,134,236
Portfolio Investments (Note 3)	5,102,330	10,099,068
<b>Total Financial Assets</b>	<b>32,382,013</b>	<b>38,064,074</b>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities (Note 8)	6,764,973	10,945,776
Liability for Employee Future Benefits (Note 5)	2,810,200	2,860,900
Deferred Revenue (Note 9)	672,501	678,184
<b>Total Liabilities</b>	<b>10,247,674</b>	<b>14,484,860</b>
<b>Net Financial Assets</b>	<b>22,134,339</b>	<b>23,579,214</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets (Schedule C)	72,499,231	57,455,039
Inventory of Supplies Held for Consumption	131,773	164,483
Prepaid Expenses	1,060,502	965,145
<b>Total Non-Financial Assets</b>	<b>73,691,506</b>	<b>58,584,667</b>
<b>Accumulated Surplus (Note 12)</b>	<b>95,825,845</b>	<b>82,163,881</b>

Unrecognized Assets (Note 15)  
Contingent Liabilities (Note 16)  
Contractual Obligations (Note 17)

*The accompanying notes and schedules are an integral part of these statements.*

**Approved by the Board:**

 <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>	Chairperson
 <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>	Chief Financial Officer

**The Board of Education of the Prairie South School Division No. 210**  
**Statement of Operations and Accumulated Surplus from Operations**  
**for the year ended August 31, 2025**

	<b>2025 Budget</b>	<b>2025 Actual</b>	<b>2024 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>REVENUES</b>	(Note 13)		
Grants	107,290,958	108,768,821	98,633,183
Tuition and Related Fees	314,000	445,745	390,404
School Generated Funds	1,373,985	1,560,146	1,255,678
Complementary Services (Note 10)	809,501	835,911	788,723
External Services (Note 11)	3,958,663	5,198,066	6,116,068
Other	783,000	1,709,476	2,083,379
<b>Total Revenues (Schedule A)</b>	<b>114,530,107</b>	<b>118,518,165</b>	<b>109,267,435</b>
<b>EXPENSES</b>			
Governance	474,044	421,098	397,328
Administration	3,090,577	3,232,030	2,940,188
Instruction	68,981,502	71,114,503	64,339,253
Plant Operation & Maintenance	14,803,092	13,979,667	14,100,154
Student Transportation	7,841,835	7,691,594	7,478,763
Tuition and Related Fees	-	425	2,503
School Generated Funds	1,371,371	1,467,172	1,322,821
Complementary Services (Note 10)	1,790,238	1,875,786	1,746,954
External Services (Note 11)	4,097,887	5,051,056	6,574,835
Other	20,000	22,870	17,142
<b>Total Expenses (Schedule B)</b>	<b>102,470,546</b>	<b>104,856,201</b>	<b>98,919,941</b>
<b>Operating Surplus for the Year</b>	<b>12,059,561</b>	<b>13,661,964</b>	<b>10,347,494</b>
<b>Accumulated Surplus from Operations, Beginning of Year</b>	<b>82,163,881</b>	<b>82,163,881</b>	<b>71,816,387</b>
<b>Accumulated Surplus from Operations, End of Year</b>	<b>94,223,442</b>	<b>95,825,845</b>	<b>82,163,881</b>

*The accompanying notes and schedules are an integral part of these statements.*

**The Board of Education of the Prairie South School Division No. 210**

**Statement of Changes in Net Financial Assets  
for the year ended August 31, 2025**

	<b>2025 Budget</b>	<b>2025 Actual</b>	<b>2024 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
	(Note 13)		
<b>Net Financial Assets, Beginning of Year</b>	<b>23,579,214</b>	<b>23,579,214</b>	<b>24,863,902</b>
<b>Changes During the Year</b>			
Operating Surplus, for the Year	12,059,561	13,661,964	10,347,494
Acquisition of Tangible Capital Assets (Schedule C)	(17,969,980)	(19,287,554)	(15,793,735)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	36,255	74,629
Net Gain on Disposal of Capital Assets (Schedule C)	-	(33,755)	(57,864)
Amortization of Tangible Capital Assets (Schedule C)	4,222,154	4,240,862	4,225,501
Net Acquisition of Inventory of Supplies Held for Consumption	-	32,710	22,763
Net Change in Prepaid Expenses	-	(95,357)	(103,476)
<b>Change in Net Financial Assets</b>	<b>(1,688,265)</b>	<b>(1,444,875)</b>	<b>(1,284,688)</b>
<b>Net Financial Assets, End of Year</b>	<b>21,890,949</b>	<b>22,134,339</b>	<b>23,579,214</b>

*The accompanying notes and schedules are an integral part of these statements.*



**The Board of Education of the Prairie South School Division No. 210**

**Statement of Cash Flows  
for the year ended August 31, 2025**

	<b>2025</b>	<b>2024</b>
	<b>\$</b>	<b>\$</b>
<b>OPERATING ACTIVITIES</b>		
Operating Surplus for the Year	13,661,964	10,347,494
Add Non-Cash Items Included in Surplus (Schedule D)	4,207,107	4,167,637
Net Change in Non-Cash Operating Activities (Schedule E)	(782,636)	(905,288)
<b>Cash Provided by Operating Activities</b>	<b>17,086,435</b>	<b>13,609,843</b>
<b>CAPITAL ACTIVITIES</b>		
Cash Used to Acquire Tangible Capital Assets	(19,202,616)	(15,793,735)
Proceeds on Disposal of Tangible Capital Assets	36,255	74,629
<b>Cash Used in Capital Activities</b>	<b>(19,166,361)</b>	<b>(15,719,106)</b>
<b>INVESTING ACTIVITIES</b>		
Cash Used to Acquire Portfolio Investments	(5,528,263)	(10,598,749)
Proceeds on Disposal of Portfolio Investments	10,525,001	13,047,836
<b>Cash Provided by Investing Activities</b>	<b>4,996,738</b>	<b>2,449,087</b>
<b>INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>2,916,812</b>	<b>339,824</b>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<b>16,830,770</b>	<b>16,490,946</b>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<b>19,747,582</b>	<b>16,830,770</b>

*The accompanying notes and schedules are an integral part of these statements.*

**The Board of Education of the Prairie South School Division No. 210**

**Schedule A: Supplementary Details of Revenues**

**for the year ended August 31, 2025**

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
<b>Grants</b>	(Note 13)		
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	89,249,017	90,649,480	83,372,549
Operating Grant PMR	2,391,000	3,120,826	2,391,172
Other Ministry Grants	107,441	145,290	156,935
<b>Total Ministry Grants</b>	<b>91,747,458</b>	<b>93,915,596</b>	<b>85,920,656</b>
Grants from Others	31,500	93,452	77,476
<b>Total Operating Grants</b>	<b>91,778,958</b>	<b>94,009,048</b>	<b>85,998,132</b>
<b>Capital Grants</b>			
Ministry of Education Capital Grants	15,489,000	14,562,839	12,605,896
Other Capital Grants	23,000	196,934	29,155
<b>Total Capital Grants</b>	<b>15,512,000</b>	<b>14,759,773</b>	<b>12,635,051</b>
<b>Total Grants</b>	<b>107,290,958</b>	<b>108,768,821</b>	<b>98,633,183</b>
<b>Tuition and Related Fees Revenue</b>			
<b>Operating Fees</b>			
Tuition Fees			
Individuals and Other	120,000	220,188	189,602
<b>Total Tuition Fees</b>	<b>120,000</b>	<b>220,188</b>	<b>189,602</b>
Transportation Fees	194,000	225,557	200,802
<b>Total Operating Tuition and Related Fees</b>	<b>314,000</b>	<b>445,745</b>	<b>390,404</b>
<b>Total Tuition and Related Fees Revenue</b>	<b>314,000</b>	<b>445,745</b>	<b>390,404</b>
<b>School Generated Funds Revenue</b>			
<b>Curricular</b>			
Student Fees	7,521	10,068	11,998
<b>Total Curricular Fees</b>	<b>7,521</b>	<b>10,068</b>	<b>11,998</b>
<b>Non-Curricular Fees</b>			
Commercial Sales - GST	404,736	341,473	310,666
Commercial Sales - Non-GST	338,232	497,112	393,246
Fundraising	222,059	245,006	179,863
Grants and Partnerships	48,242	42,905	36,267
Students Fees	244,436	315,276	247,633
Other	108,759	108,306	76,005
<b>Total Non-Curricular Fees</b>	<b>1,366,464</b>	<b>1,550,078</b>	<b>1,243,680</b>
<b>Total School Generated Funds Revenue</b>	<b>1,373,985</b>	<b>1,560,146</b>	<b>1,255,678</b>
<b>Complementary Services</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	614,415	564,316	559,206
Other Ministry Grants	182,550	235,556	184,525
Other Provincial Grants	12,536	13,800	13,397
Other Grants	-	22,239	31,595
<b>Total Operating Grants</b>	<b>809,501</b>	<b>835,911</b>	<b>788,723</b>
<b>Total Complementary Services Revenue</b>	<b>809,501</b>	<b>835,911</b>	<b>788,723</b>

**The Board of Education of the Prairie South School Division No. 210**  
**Schedule A: Supplementary Details of Revenues**  
**for the year ended August 31, 2025**

	<b>2025 Budget</b>	<b>2025 Actual</b>	<b>2024 Actual</b>
	\$	\$	\$
<b>External Services</b>	(Note 13)		
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	3,225,194	3,700,015	3,196,383
Other Ministry Grants	-	-	19,260
Other Grants	330,000	376,942	367,571
<b>Total Operating Grants</b>	<b>3,555,194</b>	<b>4,076,957</b>	<b>3,583,214</b>
<b>Capital Grants</b>			
Ministry of Education Capital Grants	-	846,317	1,998,151
<b>Total Capital Grants</b>	<b>-</b>	<b>846,317</b>	<b>1,998,151</b>
<b>Fees and Other Revenue</b>			
Tuition and Related Fees	160,896	-	268,437
Gain on Disposal of Capital Assets	-	-	24,208
Other Revenue	242,573	274,792	242,058
<b>Total Fees and Other Revenue</b>	<b>403,469</b>	<b>274,792</b>	<b>534,703</b>
<b>Total External Services Revenue</b>	<b>3,958,663</b>	<b>5,198,066</b>	<b>6,116,068</b>
<b>Other Revenue</b>			
Miscellaneous Revenue*	61,000	423,970	609,368
Sales & Rentals	175,000	225,211	194,512
Investments	540,000	1,026,540	1,245,843
Gain on Disposal of Capital Assets	7,000	33,755	33,656
<b>Total Other Revenue</b>	<b>783,000</b>	<b>1,709,476</b>	<b>2,083,379</b>
<b>TOTAL REVENUE FOR THE YEAR</b>	<b>114,530,107</b>	<b>118,518,165</b>	<b>109,267,435</b>
<b>Miscellaneous Revenue*</b>	<b>2025 Budget</b>	<b>2025 Actual</b>	<b>2024 Actual</b>
Insurance Claim	-	-	498,367
Rebates and Reimbursements	48,500	410,070	97,001
Band Fees	12,500	13,900	14,000
	<b>61,000</b>	<b>423,970</b>	<b>609,368</b>

**The Board of Education of the Prairie South School Division No. 210**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2025**

	<b>2025 Budget</b>	<b>2025 Actual</b>	<b>2024 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Governance Expense</b>	(Note 13)		
Board Members Expense	242,044	233,154	218,881
Professional Development - Board Members	55,000	18,173	15,573
Elections	40,000	27,059	959
Other Governance Expenses	137,000	142,712	161,915
<b>Total Governance Expense</b>	<b>474,044</b>	<b>421,098</b>	<b>397,328</b>
<b>Administration Expense</b>			
Salaries	2,218,396	2,194,272	2,147,462
Benefits	335,500	333,453	325,094
Supplies & Services	314,206	320,059	257,557
Non-Capital Furniture & Equipment	17,418	11,620	15,334
Building Operating Expenses	71,540	257,445	67,014
Communications	23,220	19,369	20,455
Travel	28,800	18,416	20,449
Professional Development	51,635	44,250	49,202
Amortization of Tangible Capital Assets	29,862	33,146	37,621
<b>Total Administration Expense</b>	<b>3,090,577</b>	<b>3,232,030</b>	<b>2,940,188</b>
<b>Instruction Expense</b>			
Instructional (Teacher Contract) Salaries	47,325,062	48,382,503	43,578,770
Instructional (Teacher Contract) Benefits	3,445,322	4,189,543	3,250,178
Program Support (Non-Teacher Contract) Salaries	9,002,520	9,043,956	8,504,130
Program Support (Non-Teacher Contract) Benefits	2,144,189	2,161,736	2,040,896
Instructional Aids	2,289,496	2,141,706	2,167,343
Supplies & Services	919,094	1,235,102	979,117
Non-Capital Furniture & Equipment	1,084,873	1,056,990	1,100,419
Communications	973,415	842,986	838,946
Travel	138,510	158,145	151,392
Professional Development	423,989	613,912	473,784
Student Related Expense	629,252	605,832	559,007
Amortization of Tangible Capital Assets	605,780	682,092	695,271
<b>Total Instruction Expense</b>	<b>68,981,502</b>	<b>71,114,503</b>	<b>64,339,253</b>

**The Board of Education of the Prairie South School Division No. 210**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2025**

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
<b>Plant Operation &amp; Maintenance Expense</b>	(Note 13)		
Salaries	3,690,759	3,616,967	3,490,104
Benefits	829,322	781,965	772,295
Supplies & Services	8,000	29,302	54,863
Non-Capital Furniture & Equipment	98,644	102,119	113,695
Building Operating Expenses	7,484,525	6,914,176	7,071,350
Communications	12,400	9,451	9,743
Travel	192,500	105,125	130,849
Professional Development	13,000	10,742	10,748
Amortization of Tangible Capital Assets	2,447,347	2,371,382	2,420,391
Amortization of Tangible Capital Assets ARO	26,595	38,438	26,116
<b>Total Plant Operation &amp; Maintenance Expense</b>	<b>14,803,092</b>	<b>13,979,667</b>	<b>14,100,154</b>
<b>Student Transportation Expense</b>			
Salaries	3,080,461	3,144,556	2,948,927
Benefits	836,005	795,429	763,128
Supplies & Services	1,810,125	1,528,858	1,636,489
Non-Capital Furniture & Equipment	593,211	671,914	660,540
Building Operating Expenses	79,040	141,880	162,434
Communications	22,800	20,796	21,027
Travel	7,000	1,667	6,958
Professional Development	14,000	8,059	12,286
Contracted Transportation	286,623	282,687	246,175
Amortization of Tangible Capital Assets	1,112,570	1,095,748	1,020,799
<b>Total Student Transportation Expense</b>	<b>7,841,835</b>	<b>7,691,594</b>	<b>7,478,763</b>
<b>Tuition and Related Fees Expense</b>			
Tuition Fees	-	425	2,503
<b>Total Tuition and Related Fees Expense</b>	<b>-</b>	<b>425</b>	<b>2,503</b>
<b>School Generated Funds Expense</b>			
Academic Supplies & Services	14,695	16,353	20,962
Cost of Sales	525,304	548,417	492,990
Non-Capital Furniture & Equipment	10,725	35,737	45,444
School Fund Expenses	820,647	846,731	738,244
Amortization of Tangible Capital Assets	-	19,934	25,181
<b>Total School Generated Funds Expense</b>	<b>1,371,371</b>	<b>1,467,172</b>	<b>1,322,821</b>

**The Board of Education of the Prairie South School Division No. 210**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2025**

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
<b>Complementary Services Expense</b>	(Note 13)		
Instructional (Teacher Contract) Salaries & Benefits	919,019	982,292	870,081
Program Support (Non-Teacher Contract) Salaries & Benefits	701,752	739,679	690,259
Instructional Aids	30,000	4,711	12,341
Supplies & Services	40,500	40,420	42,004
Non-Capital Furniture & Equipment	15,000	5,968	16,548
Communications	1,000	1,438	1,340
Travel	14,000	16,995	18,586
Professional Development (Non-Salary Costs)	8,200	9,521	8,374
Student Related Expenses	60,767	74,762	86,144
Contracted Transportation & Allowances	-	-	1,277
<b>Total Complementary Services Expense</b>	<b>1,790,238</b>	<b>1,875,786</b>	<b>1,746,954</b>
<b>External Service Expense</b>			
Grant Transfers	-	563,054	2,330,633
Other Fees	473,491	691,055	637,242
Administration Salaries & Benefits	138,593	149,482	142,003
Instructional (Teacher Contract) Salaries & Benefits	2,809,622	2,898,300	2,656,397
Program Support (Non-Teacher Contract) Salaries & Benefits	142,823	151,864	152,860
Supplies & Services	354,810	405,560	395,947
Non-Capital Furniture & Equipment	-	984	94
Building Operating Expenses	-	-	2,800
Travel	1,550	1,688	2,479
Professional Development (Non-Salary Costs)	-	295	83,934
Student Related Expenses	176,998	188,652	170,324
Amortization of Tangible Capital Assets	-	122	122
<b>Total External Services Expense</b>	<b>4,097,887</b>	<b>5,051,056</b>	<b>6,574,835</b>
<b>Other Expense</b>			
<b>Interest and Bank Charges</b>			
Current Interest and Bank Charges	20,000	22,333	17,142
<b>Total Interest and Bank Charges</b>	<b>20,000</b>	<b>22,333</b>	<b>17,142</b>
Provision for Uncollectable Accounts	-	537	-
<b>Total Other Expense</b>	<b>20,000</b>	<b>22,870</b>	<b>17,142</b>
<b>TOTAL EXPENSES FOR THE YEAR</b>	<b>102,470,546</b>	<b>104,856,201</b>	<b>98,919,941</b>

**The Board of Education of the Prairie South School Division No. 210**  
**Schedule C - Supplementary Details of Tangible Capital Assets**  
**for the year ended August 31, 2025**

	Land	Land Improvements	Buildings	Buildings Short-Term	Buildings ARO	School Buses	Other Vehicles	Furniture and Equipment	Computer Hardware and Audio Visual Equipment	Computer Software	Assets Under Construction	2025	2024
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Tangible Capital Assets - at Cost</b>													
Opening Balance as of September 1	1,718,010	805,556	105,736,248	4,006,545	1,551,826	14,796,348	976,027	5,362,318	2,088,477	15,413	16,360,278	153,417,046	138,981,875
Additions/Purchases	-	-	-	102,071	84,938	1,570,602	57,698	748,115	432,563	-	16,291,567	19,287,554	15,793,735
Disposals	-	-	-	-	-	(527,690)	(42,903)	(575,368)	(369,539)	(13,375)	-	(1,528,875)	(1,358,564)
<b>Closing Balance as of August 31</b>	<b>1,718,010</b>	<b>805,556</b>	<b>105,736,248</b>	<b>4,108,616</b>	<b>1,636,764</b>	<b>15,839,260</b>	<b>990,822</b>	<b>5,535,065</b>	<b>2,151,501</b>	<b>2,038</b>	<b>32,651,845</b>	<b>171,175,725</b>	<b>153,417,046</b>
<b>Tangible Capital Assets - Amortization</b>													
Opening Balance as of September 1	-	449,373	78,124,826	2,711,517	1,279,720	8,037,865	835,344	3,314,735	1,193,621	15,006	-	95,962,007	93,078,305
Amortization of the Period	-	22,448	1,979,014	131,248	38,437	1,030,765	53,629	552,554	432,360	407	-	4,240,862	4,225,501
Disposals	-	-	-	-	-	(525,190)	(42,903)	(575,368)	(369,539)	(13,375)	-	(1,526,375)	(1,341,799)
<b>Closing Balance as of August 31</b>	<b>N/A</b>	<b>471,821</b>	<b>80,103,840</b>	<b>2,842,765</b>	<b>1,318,157</b>	<b>8,543,440</b>	<b>846,070</b>	<b>3,291,921</b>	<b>1,256,442</b>	<b>2,038</b>	<b>N/A</b>	<b>98,676,494</b>	<b>95,962,007</b>
<b>Net Book Value</b>													
Opening Balance as of September 1	1,718,010	356,183	27,611,422	1,295,028	272,106	6,758,483	140,683	2,047,583	894,856	407	16,360,278	57,455,039	45,903,570
Closing Balance as of August 31	1,718,010	333,735	25,632,408	1,265,851	318,607	7,295,820	144,752	2,243,144	895,059	-	32,651,845	72,499,231	57,455,039
<b>Change in Net Book Value</b>	<b>-</b>	<b>(22,448)</b>	<b>(1,979,014)</b>	<b>(29,177)</b>	<b>46,501</b>	<b>537,337</b>	<b>4,069</b>	<b>195,561</b>	<b>203</b>	<b>(407)</b>	<b>16,291,567</b>	<b>15,044,192</b>	<b>11,551,469</b>
<b>Disposals</b>													
Historical Cost	-	-	-	-	-	527,690	42,903	575,368	369,539	13,375	-	1,528,875	1,358,564
Accumulated Amortization	-	-	-	-	-	525,190	42,903	575,368	369,539	13,375	-	1,526,375	1,341,799
<b>Net Cost</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,500</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,500</b>	<b>16,765</b>
Price of Sale	-	-	-	-	-	26,255	-	-	10,000	-	-	36,255	74,629
<b>Gain on Disposal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>23,755</b>	<b>-</b>	<b>-</b>	<b>10,000</b>	<b>-</b>	<b>-</b>	<b>33,755</b>	<b>57,864</b>

Sch C

Buildings with a net book value of \$5,657,420 (2024-\$6,137,320) include an asset retirement obligation for the removal and disposal of asbestos (Note 8)

**The Board of Education of the Prairie South School Division No. 210**

**Schedule D: Non-Cash Items Included in Surplus  
for the year ended August 31, 2025**

	<b>2025</b>	<b>2024</b>
	<b>\$</b>	<b>\$</b>
<b>Non-Cash Items Included in Surplus</b>		
Amortization of Tangible Capital Assets (Schedule C)	4,240,862	4,225,501
Net Gain on Disposal of Tangible Capital Assets (Schedule C)	(33,755)	(57,864)
<b>Total Non-Cash Items Included in Surplus</b>	<b>4,207,107</b>	<b>4,167,637</b>

**The Board of Education of the Prairie South School Division No. 210**

**Schedule E: Net Change in Non-Cash Operating Activities  
for the year ended August 31, 2025**

	<b>2025</b>	<b>2024</b>
	<b>\$</b>	<b>\$</b>
<b>Net Change in Non-Cash Operating Activities</b>		
Decrease (Increase) in Accounts Receivable	3,602,135	(7,264,349)
(Decrease) Increase in Accounts Payable and Accrued Liabilities*	(4,265,741)	6,155,250
(Decrease) Increase in Liability for Employee Future Benefits	(50,700)	39,600
(Decrease) Increase in Deferred Revenue	(5,683)	244,924
Decrease in Inventory of Supplies Held for Consumption	32,710	22,763
(Increase) in Prepaid Expenses	(95,357)	(103,476)
<b>Total Net Change in Non-Cash Operating Activities</b>	<b>(782,636)</b>	<b>(905,288)</b>

\* This amount does not include the \$84,938 increase in accounts payable and accrued liabilities related to the acquisition of tangible capital assets.



**The Board of Education of the Prairie South School Division No. 210**

**Schedule F: Detail of Designated Assets  
for the year ended August 31, 2025**

	<b>August 31 2024</b>	<b>Additions during the year</b>	<b>Reductions during the year</b>	<b>August 31 2025</b>
	\$	\$	\$	\$
				(Note 12)
<b>External Sources</b>				
<b>Jointly Administered Funds</b>				
School generated funds	1,060,864	1,560,145	1,467,175	1,153,834
<b>Total Jointly Administered Funds</b>	<b>1,060,864</b>	<b>1,560,145</b>	<b>1,467,175</b>	<b>1,153,834</b>
<b>Ministry of Education</b>				
PMR maintenance project allocations	2,599,628	3,120,826	2,102,121	3,618,333
Federal Provincial French Regular Grant	10,000	63,609	73,609	-
Early Learning Intensive Supports	-	200,000	180,000	20,000
French Teacher Recruitment and Retention	5,534	8,096	9,915	3,715
Kindergarten Site Visits	-	6,000	6,000	-
Provincial Education Plan	22,830	45,172	22,501	45,501
Joint Use School	125,511	14,963,236	15,088,747	-
<b>Total Ministry of Education</b>	<b>2,763,503</b>	<b>18,406,939</b>	<b>17,482,893</b>	<b>3,687,549</b>
<b>Total</b>	<b>3,824,367</b>	<b>19,967,084</b>	<b>18,950,068</b>	<b>4,841,383</b>
<b>Internal Sources</b>				
<b>Curriculum and student learning</b>				
Designated for Classroom Composition	8,843,486	-	1,539,412	7,304,074
Innovation	10,666	-	-	10,666
School Community Council Carryovers	12,837	31,000	32,613	11,224
School Budget Carryovers	587,192	3,486,030	3,695,065	378,157
<b>Total curriculum and student learning</b>	<b>9,454,181</b>	<b>3,517,030</b>	<b>5,267,090</b>	<b>7,704,121</b>
<b>Facilities</b>				
Future Capital	40,357	51,481	3,820	88,018
<b>Total facilities</b>	<b>40,357</b>	<b>51,481</b>	<b>3,820</b>	<b>88,018</b>
<b>Furniture and equipment</b>				
School Development Fund	95,934	232,624	312,190	16,368
<b>Total furniture and equipment</b>	<b>95,934</b>	<b>232,624</b>	<b>312,190</b>	<b>16,368</b>
<b>Other</b>				
Operating Annual Cash Draw	8,000,000	-	-	8,000,000
<b>Total Other</b>	<b>8,000,000</b>	<b>-</b>	<b>-</b>	<b>8,000,000</b>
<b>Professional development</b>				
Support Staff Professional Development	75,000	-	75,000	-
Trustee Professional Development	40,386	11,778	9,022	43,142
<b>Total professional development</b>	<b>115,386</b>	<b>11,778</b>	<b>84,022</b>	<b>43,142</b>
<b>Transporation</b>				
Allocation for School Bus Purchases	2,908,963	-	471,180	2,437,783
<b>Total transportation</b>	<b>2,908,963</b>	<b>-</b>	<b>471,180</b>	<b>2,437,783</b>
<b>Total</b>	<b>20,614,821</b>	<b>3,812,913</b>	<b>6,138,302</b>	<b>18,289,432</b>
<b>Total Designated Assets</b>	<b>24,439,188</b>	<b>23,779,997</b>	<b>25,088,370</b>	<b>23,130,815</b>

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**1. AUTHORITY AND PURPOSE**

The school division operates under the authority of *The Education Act, 1995* of Saskatchewan as a corporation under the name of “The Board of Education of the Prairie South School Division No. 210” and operates as “the Prairie South School Division No. 210”. The school division provides education services to residents within its geographic region and is governed by an elected board of trustees. The school division is exempt from income tax and is a registered charity under the *Income Tax Act*.

**2. SIGNIFICANT ACCOUNTING POLICIES**

Significant aspects of the accounting policies adopted by the school division are as follows:

**a) Basis of Accounting**

These financial statements have been prepared in accordance with Canadian public sector accounting standards for other government organizations as established by the Public Sector Accounting Board (PSAB) and as published by the Chartered Professional Accountants of Canada (CPA Canada).

**b) Trust Funds**

Trust funds are properties assigned to the school division (trustee) under a trust agreement or statute to be administered for the benefit of the trust beneficiaries. As a trustee, the school division merely administers the terms and conditions embodied in the agreement, and it has no unilateral authority to change the conditions set out in the trust indenture.

Trust funds are not included in the financial statements as they are not controlled by the school division. Trust fund activities administered by the school division are disclosed in Note 14 of the financial statements.

**c) Measurement Uncertainty and the Use of Estimates**

Canadian public sector accounting standards require management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the year.

Measurement uncertainty that may be material to these financial statements exists for:

- the liability for employee future benefits of \$2,810,200 (2024 - \$2,860,900) because actual experience may differ significantly from actuarial estimations.
- useful lives of capital assets and related accumulated amortization of

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\$98,676,494 (2024 - \$95,962,007) because the actual useful lives of the capital assets may differ from their estimated economic lives.

- estimated undiscounted asset retirement obligation of \$1,636,764 (2024 - \$1,551,826) because actual expense may differ significantly from valuation estimates.
- estimated accrued salaries of \$0 (2024 – \$1,402,086) related to the settlement of a provincial teacher collective bargaining agreement with retroactive application to September 1, 2023.

These estimates and assumptions are reviewed periodically and, as adjustments become necessary, they are reported in earnings in the periods in which they become known.

While best estimates are used for reporting items subject to measurement uncertainty, it is reasonably possible that changes in future conditions, occurring within one fiscal year, could require material changes in the amounts recognized or disclosed.

#### **d) Financial Instruments**

Financial instruments are any contracts that give rise to financial assets of one entity and financial liabilities or equity instruments of another entity. A contract establishing a financial instrument creates, at its inception, rights, and obligations to receive or deliver economic benefits. The school division recognizes a financial instrument when it becomes a party to the contractual provisions of a financial instrument. The financial assets and financial liabilities portray these rights and obligations in the financial statements. Financial instruments of the school division include cash and cash equivalents, accounts receivable, portfolio investments, accounts payable and accrued liabilities.

All financial instruments are measured at cost or amortized cost. Transaction costs are a component of the cost of financial instruments measured using cost or amortized cost. For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenues or expenses. Impairment losses such as write-downs or write-offs are reported in the statement of operations and accumulated surplus from operations.

Gains and losses on financial instruments, measured at cost or amortized cost, are recognized in the statement of operations and accumulated surplus from operations in the period the gain or loss occurs.

Foreign currency transactions are translated at the exchange rate prevailing at the date of the transactions. Financial assets and liabilities denominated in foreign currencies are translated into Canadian dollars at the exchange rate prevailing at the financial statement date. The school division believes that it is not subject to significant unrealized foreign exchange translation gains and losses arising from its financial instruments.

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Remeasurement gains and losses have not been recognized by the school division in a statement of remeasurement gains and losses because it does not have financial instruments that give rise to material gains or losses.

**e) Financial Assets**

Financial assets are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations. Valuation allowances are used where considered necessary to reduce the amounts reported for financial assets to their net realizable value.

**Cash and Cash Equivalents** consist of cash, bank deposits and highly liquid investments with maturity terms of three months or less and held for the purpose of meeting short-term operating cash commitments rather than for investing purposes.

**Accounts Receivable** includes provincial grants receivable and other receivables. Provincial grants receivable represent operating and capital grants earned but not received at the end of the fiscal year, provided reasonable estimates of the amounts can be made. Grants are earned when the events giving rise to the grant have occurred, the grant is authorized and any eligibility criteria have been met and there are no stipulations strong enough to create a liability.

Other receivables are recorded at cost less valuation allowances. These allowances are recorded where collectability is considered doubtful.

**Portfolio Investments** consist of term deposits, guaranteed investment certificates at amortized cost and unrealized equity in Saskatchewan Co-operatives and Credit Unions. The school division values its portfolio investments in accordance with its policy for financial instruments, as described in Note 2 (d).

**f) Non-Financial Assets**

Non-financial assets are assets held for consumption in the provision of services. These assets do not normally provide resources to discharge the liabilities of the school division unless they are sold.

**Tangible Capital Assets** have useful lives extending beyond the accounting period, are used by the school division to provide services to the public and are not intended for sale in the ordinary course of operations.

Tangible capital assets are recorded at cost (or estimated cost when the actual cost is unknown) and include all costs directly attributable to the acquisition, design, construction, development, installation, and betterment of the tangible capital asset. The school division does not capitalize interest incurred while a tangible capital asset is under construction.

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The cost of depreciable tangible capital assets, net of any residual value, is amortized on a straight-line basis over their estimated useful lives as follows:

Land improvements (pavement, fencing, lighting, etc.)	20 years
Buildings*	50 years
Buildings Upgrade	25 years
Buildings – short-term (portables, storage sheds, outbuildings, garages)	20 years
School buses	12 years
Other vehicles – passenger	5 years
Other vehicles – heavy (graders, 1 ton truck, etc.)	10 years
Furniture and equipment	10 years
Computer hardware and audio-visual equipment	5 years
Computer software	5 years

\*Buildings that include asbestos and are fully and/or nearly fully amortized have had their useful life reassessed and increased by 2-20 years.

Assets under construction are not amortized until completed and placed into service for use.

Pooled assets in furniture and equipment, computer hardware and audio visual equipment and computer software are not tracked individually and are deemed disposed and written off at the end of their estimated useful life.

**Inventory of Supplies Held for Consumption** consists of educational materials and school supplies held for consumption by the school division in the course of normal operations and are recorded at the lower of cost and replacement cost.

**Prepaid Expenses** are prepaid amounts for goods or services which will provide economic benefits in one or more future periods. Prepaid expenses include insurance premiums, Saskatchewan School Boards Association membership fees, Workers' Compensation premiums, software licenses, technical support, permits, association memberships and rent.

#### g) Liabilities

Liabilities are present obligations arising from transactions and events occurring prior to year-end, which will be satisfied in the future through the use of assets or another form of economic settlement.

**Accounts Payable and Accrued Liabilities** include accounts payable and accrued liabilities owing to third parties and employees for work performed, goods supplied, and services rendered, but not yet paid, at the end of the fiscal period.

**Asset Retirement Obligation (ARO)** consists of building assets that contain asbestos. The school division recognizes the fair value of an ARO in the period in which it incurs

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a legal obligation associated with the retirement of a tangible capital asset. The estimated fair value of an ARO is capitalized as part of the related tangible capital asset and amortized on the same basis as the underlying asset. The school division does not utilize discounting in the measurement of its ARO. The uncertainty regarding the timing and ultimate amount to settle the ARO makes it unlikely that discounting would significantly improve the measurement of the ARO.

**Liability for Employee Future Benefits** represents post-employment and compensated absence benefits that accrue to the school division's employees. The cost of these benefits is recorded as the benefits are earned by employees. The liability relating to these benefits is actuarially determined using the projected benefit method pro-rated on service. Actuarial valuations are performed periodically using assumptions including discount rate, inflation, salary escalation, termination and retirement rates and mortality. An actuary extrapolates these valuations when a valuation is not done in the current fiscal year. Actuarial gains and losses are amortized on a straight-line basis over the expected average remaining service life of the related employee groups.

**h) Employee Pension Plans**

Employees of the school division participate in the following pension plans:

**Multi-Employer Defined Benefit Plans**

The school division's employees participate in one of the following multi-employer defined benefit plans:

- i) Teachers participate in the Saskatchewan Teachers' Retirement Plan (STRP) or the Saskatchewan Teachers' Superannuation Plan (STSP). The school division's obligation for these plans is limited to collecting and remitting contributions of the employees at rates determined by the plans.
- ii) Other employees participate in the Municipal Employees' Pension Plan (MEPP). The plan is accounted for as a defined contribution plan whereby the school division's contributions are expensed when due.

**i) Revenue Recognition**

Revenues are recorded on the accrual basis. Revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues, provided the amount to be received can be reasonably estimated and collection is reasonably assured.

The school division's sources of revenue include the following:

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**i) Government Transfers (Grants)**

Grants from governments are considered to be government transfers. Government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability. Transfers with stipulations that meet the definition of a liability are recorded as deferred revenue and recognized as revenue in the statement of operations and accumulated surplus from operations as the stipulation liabilities are settled.

**ii) Fees and Services**

Revenues from tuition fees and other fees and services are recognized in the year they are earned. Revenues from transactions with performance obligations, which are enforceable promises to provide specific goods or services to the specific payor in return for promised consideration, are recognized when (or as) the school division satisfies a performance obligation and control of the benefits associated with the goods and services have been passed to the payor. For each performance obligation, the school division determines whether the performance obligation is satisfied over a period of time or at a point in time. The school division considers the effects of multiple performance obligations, variable consideration, the existence of significant concessionary terms and non-cash considerations when determining the consideration to be received.

Revenues from transactions with no performance obligations are recognized when the school division has the authority to claim or retain an inflow of economic resources and has identified a past transaction or event that gives rise to an asset. For each transaction with no performance obligation, the school division recognizes revenue at its realizable value.

**iii) Interest Income**

Interest is recognized as revenue when it is earned.

**iv) Other (Non-Government Transfer) Contributions**

Unrestricted contributions are recognized as revenue in the year received or in the year the funds are committed to the school division if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions are contributions for which the contributor has placed restrictions on the use of the resources. Externally restricted contributions are deferred until the resources are used for the purpose specified, at which time the contributions are recognized as revenue. In-kind contributions are recorded at their fair value when they are received.

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j) Accounting Standard Not Yet in Effect

The Public Sector Accounting Board has issued a new conceptual framework and reporting model. A conceptual framework is a coherent set of interrelated concepts underlying accounting and financial reporting standards. It prescribes the nature, function and limits of financial accounting and reporting. A reporting model establishes guidance on the presentation of general-purpose financial statements.

The school division will adopt both the conceptual framework and reporting model on September 1, 2026 and is in the process of evaluating the impact this will have on these financial statements. Prior period amounts will be restated to conform to the presentation requirements for comparative financial information.

### 3. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2025	2024
<b>Portfolio investments in the cost or amortized cost category:</b>	<u><b>Cost</b></u>	<u><b>Cost</b></u>
First West Credit Union, GIC, Interest of 4.80%, due February 21, 2025	\$ -	\$ 4,000,000
Khalsa Credit Union, GIC, Interest of 5.45%, Due February 21, 2025	-	6,000,000
Khalsa Credit Union, GIC, Interest of 3.50%, Due March 11, 2026	5,000,000	-
CIBC, GIC, Interest of 2.00%, Due July 7, 2026	12,926	12,517
Conexus CU, Term Deposit, Interest of 3.00%, Due June 4, 2026	13,154	13,154
Conexus CU, Term Deposit, Interest of 2.55%, Due June 25, 2026	52,125	50,000
RBC, GIC, Interest of 3.34%, Due December 19, 2025	6,045	5,732
Lafleche CU, Term Deposit, Interest of 4.15%, Due September 6, 2025	2,500	2,500
Equity in Credit Unions	1,290	1,229
Equity in Cooperatives	14,290	13,936
<b>Total portfolio investments reported at cost or amortized cost</b>	<b>\$ 5,102,330</b>	<b>\$ 10,099,068</b>

### 4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Amortization of TCA	2025 Actual	2024 Actual
Governance	\$ 233,154	\$ 187,944	\$ -	\$ 421,098	\$ 397,328
Administration	2,527,725	671,159	33,146	3,232,030	2,940,188
Instruction	63,777,738	6,654,673	682,092	71,114,503	64,339,253
Plant Operation & Maintenance	4,398,932	7,170,915	2,409,820	13,979,667	14,100,154
Student Transportation	3,939,985	2,655,861	1,095,748	7,691,594	7,478,763
Tuition and Related Fees	-	425	-	425	2,503
School Generated Funds	-	1,447,238	19,934	1,467,172	1,322,821
Complementary Services	1,721,971	153,815	-	1,875,786	1,746,954
External Services	3,199,646	1,851,288	122	5,051,056	6,574,835
Other	-	22,870	-	22,870	17,142
<b>TOTAL</b>	<b>\$ 79,799,151</b>	<b>\$ 20,816,188</b>	<b>\$ 4,240,862</b>	<b>\$104,856,201</b>	<b>\$ 98,919,941</b>



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**5. EMPLOYEE FUTURE BENEFITS**

The school division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave, severance benefits, and accumulating vacation banks. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the statement of financial position. HUB International Limited, a firm of consulting actuaries, performed an actuarial valuation as at April 30, 2024 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2025.

Details of the employee future benefits are as follows:

	2025	2024
Long-term assumptions used:		
Discount rate at end of period (per annum)	4.25%	4.00%
Inflation and productivity rate - Teachers (excluding merit and promotion) (per annum)	2.50%	2.50%
Inflation and productivity rate - Non-Teachers (excluding merit and promotion) (per annum)	2.70%	2.70%
Expected average remaining service life (years)	11	11

Liability for Employee Future Benefits	2025	2024
<b>Accrued Benefit Obligation - beginning of year</b>	<b>\$ 3,064,000</b>	<b>\$ 2,742,000</b>
Current period service cost	175,800	172,800
Interest cost	122,200	122,800
Benefit payments	(367,700)	(249,900)
Actuarial (gains) losses	(53,000)	276,300
<b>Accrued Benefit Obligation - end of year</b>	<b>2,941,300</b>	<b>3,064,000</b>
Unamortized net actuarial (losses)	(131,100)	(203,100)
<b>Liability for Employee Future Benefits</b>	<b>\$ 2,810,200</b>	<b>\$ 2,860,900</b>

Employee Future Benefits Expense	2025	2024
Current period service cost	\$ 175,800	\$ 172,800
Amortization of net actuarial (gain) loss	19,000	(6,100)
<b>Benefit cost</b>	<b>194,800</b>	<b>166,700</b>
Interest cost	122,200	122,800
<b>Total Employee Future Benefits Expense</b>	<b>\$ 317,000</b>	<b>\$ 289,500</b>

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## 6. PENSION PLANS

### Multi-Employer Defined Benefit Plans

Information on the multi-employer pension plans to which the school division contributes is as follows:

#### i) Saskatchewan Teachers' Retirement Plan (STRP) and Saskatchewan Teachers' Superannuation Plan (STSP)

The STRP and STSP provide retirement benefits based on length of service and pensionable earnings.

The STRP and STSP are funded by contributions by the participating employee members and the Government of Saskatchewan. The school division's obligation to the STRP and STSP is limited to collecting and remitting contributions of the employees at rates determined by the plans. Accordingly, these financial statements do not include any expense for employer contributions to these plans. Net pension assets or liabilities for these plans are not reflected in these financial statements as ultimate responsibility for retirement benefits rests with the Saskatchewan Teachers' Federation for the STRP and with the Government of Saskatchewan for the STSP.

Details of the contributions to these plans for the school division's employees are as follows:

	2025			2024
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	646	3	649	644
Member contribution rate (percentage of salary)	10.00%	6.05% / 7.85%	6.05% / 10.00%	6.05% / 11.70%
Member contributions for the year	\$ 5,200,826	\$ 2,188	\$ 5,203,014	\$ 4,517,317

#### ii) Municipal Employees' Pension Plan (MEPP)

The MEPP provides retirement benefits based on length of service and pensionable earnings. The MEPP is funded by employer and employee contributions at rates set by the Municipal Employees' Pension Commission.

Every three years, an actuarial valuation is performed to assess the financial position of the plan and the adequacy of plan funding. Any actuarially determined deficiency is the responsibility of the participating employers and employees which could affect future contribution rates and/or benefits.

The contributions to the MEPP by the participating employers are not segregated in separate accounts or restricted to provide benefits to the employees of a particular employer. As a result, individual employers are not able to identify their share of the underlying assets and liabilities, and the net pension assets or liabilities for this plan

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are not recognized in these financial statements. The plan is accounted for as a defined contribution plan whereby the school division's contributions are expensed when due.

Details of the MEPP are as follows:

	<b>2025</b>	<b>2024</b>
Number of active School Division members	595	593
Member contribution rate (percentage of salary)	9.00%	9.00%
School Division contribution rate (percentage of salary)	9.00%	9.00%
Member contributions for the year	\$ 1,528,173	\$ 1,403,350
School Division contributions for the year	\$ 1,528,173	\$ 1,403,350
Actuarial extrapolation date	Dec 31/2024	Dec 31/2023
Plan Assets (in thousands)	\$ 4,090,806	\$ 3,602,822
Plan Liabilities (in thousands)	\$ 2,571,158	\$ 2,441,485
Plan Surplus (in thousands)	\$ 1,519,648	\$ 1,161,337

## 7. ACCOUNTS RECEIVABLE

All accounts receivable presented on the statement of financial position are net of any valuation allowances for doubtful accounts. Details of accounts receivable balances and allowances are as follows:

	<b>2025</b>			<b>2024</b>		
	Total	Valuation	Net of	Total	Valuation	Net of
	Receivable	Allowance	Allowance	Receivable	Allowance	Allowance
Provincial Grants Receivable	\$ 3,183,764	\$ -	\$ 3,183,764	\$ 5,157,065	\$ -	\$ 5,157,065
Other Receivables	4,348,337	-	4,348,337	5,977,171	-	5,977,171
<b>Total Accounts Receivable</b>	<b>\$ 7,532,101</b>	<b>\$ -</b>	<b>\$ 7,532,101</b>	<b>\$ 11,134,236</b>	<b>\$ -</b>	<b>\$ 11,134,236</b>

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**8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES**

Details of accounts payable and accrued liabilities are as follows:

	2025	2024
Accrued Salaries and Benefits	\$ 1,662,152	\$ 2,874,277
Supplier Payments	3,050,190	5,720,160
Liability for Asset Retirement Obligation	1,625,681	1,551,826
Staff Funds	5,716	5,107
Construction Holdbacks	421,234	794,406
<b>Total Accounts Payable and Accrued Liabilities</b>	<b>\$ 6,764,973</b>	<b>\$ 10,945,776</b>

The school division recognized an estimated liability for asset retirement obligation of \$1,625,681 (2024 - \$1,551,826) for the removal and disposal of asbestos. The nature of the liability is the implementation of PSAS 3280 which recognizes a legal obligation created for the safe handling of asbestos established through legislation in 1975. The assumptions used in estimating the liability include a revaluation of the liability based on current year remediation costs per square foot applied to the areas containing asbestos, less that cost applied to the area remediated in the reporting year. The liability will be reduced as additional remediation is done.

<b>Liability of Asset Retirement Obligations</b>	2025	2024
Asset Retirement Obligations, beginning of year	\$ 1,551,826	\$ 1,551,826
Liabilities Derecognized (remediation)	(11,083)	-
Change in estimated cash flows	84,938	-
<b>Asset Retirement Obligations, end of year</b>	<b>\$ 1,625,681</b>	<b>\$ 1,551,826</b>

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## 9. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at August 31, 2024	Additions during the Year	Revenue recognized in the Year	Balance as at August 31, 2025
<b>Capital projects:</b>				
Avonlea Gazebo	\$ 68,903	\$ -	\$ 58,144	\$ 10,759
Craik School	2,000	-	-	2,000
Mortlach School Projects	1,275	-	1,275	-
Palliser Heights - Playground Donations	4,812	14,300	-	19,112
Peacock Auditorium Enhancement	24,252	15,685	-	39,937
Peacock Welding Equipment - CWB Welding Foundation	7,025	-	7,025	-
Prince Arthur Playground - Community Donations	2,168	-	2,168	-
Sunningdale Playground - Community Donations	67,594	6,100	73,694	-
<b>Total capital projects deferred revenue</b>	<b>178,029</b>	<b>36,085</b>	<b>142,306</b>	<b>71,808</b>
<b>Non-Capital deferred revenue:</b>				
Band Instrument Rentals	11,100	12,700	11,100	12,700
Donations from the Community- Mental Health	231,627	152,800	31,590	352,837
Donations from the Community- Nutrition	27,144	32,980	23,223	36,901
Donations from the Community- School Projects	35,380	8,602	5,028	38,954
Donations from the Community- Sports	36,829	6,249	8,363	34,715
School Development Fund	9,779	-	4,248	5,531
Rentals and Tuition	148,296	119,055	148,296	119,055
<b>Total non-capital deferred revenue</b>	<b>500,155</b>	<b>332,386</b>	<b>231,848</b>	<b>600,693</b>
<b>Total Deferred Revenue</b>	<b>\$ 678,184</b>	<b>\$ 368,471</b>	<b>\$ 374,154</b>	<b>\$ 672,501</b>

## 10. COMPLEMENTARY SERVICES

Complementary services represent those services and programs where the primary purpose is other than K-12 learning/learning support, but which have the specific objective of enhancing the school division's ability to successfully deliver its K-12 curriculum/learning programs.

Following is a summary of the revenues and expenses of the Complementary Services programs operated by the school division:

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Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	Learning Services	Nutrition	Other Programs (ELIS)	2025	2024
<b>Revenues:</b>						
Operating Grants	\$ 564,316	\$ 13,800	\$ 57,795	\$ 200,000	\$ 835,911	\$ 788,723
<b>Total Revenues</b>	<b>564,316</b>	<b>13,800</b>	<b>57,795</b>	<b>200,000</b>	<b>835,911</b>	<b>788,723</b>
<b>Expenses:</b>						
Salaries & Benefits	1,132,379	367,738	53,202	168,652	1,721,971	1,560,340
Instructional Aids	-	-	-	4,711	4,711	12,341
Supplies and Services	1,205	39,215	-	-	40,420	42,004
Non-Capital Equipment	-	-	678	5,290	5,968	16,548
Communications	-	1,438	-	-	1,438	1,340
Travel	-	16,995	-	-	16,995	18,586
Professional Development (Non-Salary Costs)	5,048	3,726	-	747	9,521	8,374
Student Related Expenses	20,328	491	53,343	600	74,762	86,144
Contracted Transportation & Allowances	-	-	-	-	-	1,277
<b>Total Expenses</b>	<b>1,158,960</b>	<b>429,603</b>	<b>107,223</b>	<b>180,000</b>	<b>1,875,786</b>	<b>1,746,954</b>
<b>Excess (Deficiency) of Revenues over Expenses</b>	<b>\$ (594,644)</b>	<b>\$ (415,803)</b>	<b>\$ (49,428)</b>	<b>\$ 20,000</b>	<b>\$ (1,039,875)</b>	<b>\$ (958,231)</b>

## 11. EXTERNAL SERVICES

External services represent those services and programs that are outside of the school division's learning/learning support and complementary programs. These services have no direct link to the delivery of the school division's K-12 programs nor do they directly enhance the school division's ability to deliver its K-12 programs.

Following is a summary of the revenues and expenses of the External Services programs operated by the school division:

Summary of External Services Revenues and Expenses, by Program	Associate Schools	Driver Education	Food Services	Civic Works	Other Programs	2025	2024
<b>Revenues:</b>							
Operating Grants	\$ 3,700,015	\$ 376,942	\$ -	\$ -	\$ -	\$ 4,076,957	\$ 3,583,214
Capital Grants	-	-	-	846,317	-	846,317	1,998,151
Fees and Other Revenues	-	-	207,557	-	67,235	274,792	534,703
<b>Total Revenues</b>	<b>3,700,015</b>	<b>376,942</b>	<b>207,557</b>	<b>846,317</b>	<b>67,235</b>	<b>5,198,066</b>	<b>6,116,068</b>
<b>Expenses:</b>							
Grant Transfers	-	-	-	563,054	-	563,054	2,330,633
Tuition & Other Related Fees	691,055	-	-	-	-	691,055	637,242
Salaries & Benefits	3,001,217	-	145,467	-	52,962	3,199,646	2,951,260
Supplies and Services	7,743	378,522	6,290	-	13,005	405,560	395,947
Non-Capital Equipment	-	-	984	-	-	984	94
Building Operating Expenses	-	-	-	-	-	-	2,800
Travel	-	-	1,688	-	-	1,688	2,479
Professional Development	-	-	-	-	295	295	83,934
Student Related Expenses	-	-	188,652	-	-	188,652	170,324
Amortization of Tangible Capital Assets	-	-	122	-	-	122	122
<b>Total Expenses</b>	<b>3,700,015</b>	<b>378,522</b>	<b>343,203</b>	<b>563,054</b>	<b>66,262</b>	<b>5,051,056</b>	<b>6,574,835</b>
<b>Excess (Deficiency) of Revenues over Expenses</b>	<b>\$ -</b>	<b>\$ (1,580)</b>	<b>\$ (135,646)</b>	<b>\$ 283,263</b>	<b>\$ 973</b>	<b>\$ 147,010</b>	<b>\$ (458,767)</b>

*\*Associate Schools - see table below for details of revenues and expenses by school*

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Summary of Associate School Revenues and Expenses, Details by School	Briercrest Christian Academy	Cornerstone Christian School	2025	2024
<b>Revenues:</b>				
Operating Grants	\$ 1,216,683	\$ 2,483,332	\$ 3,700,015	\$ 3,206,643
Fees and Other Revenues	-	-	-	193,693
<b>Total Revenues</b>	<b>1,216,683</b>	<b>2,483,332</b>	<b>3,700,015</b>	<b>3,400,336</b>
<b>Expenses:</b>				
Tuition & Other Related Fees	38,077	652,978	691,055	637,242
Salaries & Benefits	1,175,699	1,825,518	3,001,217	2,756,116
Supplies and Services	2,907	4,836	7,743	6,978
<b>Total Expenses</b>	<b>1,216,683</b>	<b>2,483,332</b>	<b>3,700,015</b>	<b>3,400,336</b>
<b>Excess (Deficiency) of Revenues over Expenses</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

## 12. ACCUMULATED SURPLUS

Accumulated surplus represents the financial assets and non-financial assets of the school division less liabilities. This represents the accumulated balance of net surplus arising from the operations of the school division including school generated funds.

Certain amounts of the accumulated surplus, as approved by the board of education, have been designated for specific future purposes are included in the accumulated surplus presented in the statement of financial position. The school division does not maintain separate bank accounts for designated assets.

Details of accumulated surplus are as follows:

	August 31, 2024	Additions during the year	Reductions during the year	August 31, 2025
<b>Invested in Tangible Capital Assets:</b>				
Net Book Value of Tangible Capital Assets	\$ 57,455,039	\$ 19,287,554	\$ 4,243,362	\$ 72,499,231
Less: Liability for Asset Retirement Obligation	(1,551,826)	(84,938)	(11,083)	(1,625,681)
	<b>55,903,213</b>	<b>19,202,616</b>	<b>4,232,279</b>	<b>70,873,550</b>
<b>Designated Assets (Schedule F)</b>	<b>24,439,188</b>	<b>23,779,997</b>	<b>25,088,370</b>	<b>23,130,815</b>
<b>Unrestricted Surplus (Deficit)</b>	<b>1,821,480</b>	<b>-</b>	<b>-</b>	<b>1,821,480</b>
<b>Total Accumulated Surplus</b>	<b>\$ 82,163,881</b>	<b>\$ 42,982,613</b>	<b>\$ 29,320,649</b>	<b>\$ 95,825,845</b>

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### 13. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on June 5, 2024 and the Minister of Education on August 29, 2024.

### 14. TRUSTS

The school division, as the trustee, administers trust funds for banked salary for teacher deferred salary leaves and for scholarships. The trust assets and transactions are not included in the financial statements.

Information about these trusts is as follows:

	Prairie South Schools				Total	
	Deferred Salaries		Bursary Fund		Total	Total
	2025	2024	2024	2023	2025	2024
Cash and short-term investments	\$ -	\$ 79,906	\$ 346,008	\$ 353,913	\$ 346,008	\$ 433,819
Accounts Receivable	-	338	-	12,598	-	12,936
Portfolio investments	-	-	1,306,681	1,248,070	1,306,681	1,248,070
<b>Total Assets</b>	-	<b>80,244</b>	<b>1,652,689</b>	<b>1,614,581</b>	<b>1,652,689</b>	<b>1,694,825</b>
<b>Accounts Payable</b>	-	-	<b>14,455</b>	<b>12,306</b>	<b>14,455</b>	<b>12,306</b>
<b>Revenues</b>						
Contributions and donations	-	15,375	38,668	42,378	38,668	57,753
Interest on investments	1,437	3,882	97,163	61,289	98,600	65,171
	1,437	19,257	135,831	103,667	137,268	122,924
<b>Expenses</b>						
Deferred Salaries Payments	81,681	-	-	-	81,681	-
Administration	-	-	7,353	6,866	7,353	6,866
Student Related Expenses	-	-	92,519	90,347	92,519	90,347
	81,681	-	99,872	97,213	181,553	97,213
Excess (Deficiency) of Revenues over Expenses	(80,244)	19,257	35,959	6,454	(44,285)	25,711
Trust Fund Balance, Beginning of Year	80,244	60,987	1,602,275	1,595,821	1,682,519	1,656,808
<b>Trust Fund Balance, End of Year</b>	<b>\$ -</b>	<b>\$ 80,244</b>	<b>\$ 1,638,234</b>	<b>\$ 1,602,275</b>	<b>\$ 1,638,234</b>	<b>\$ 1,682,519</b>

### 15. UNRECOGNIZED ASSETS

The school division has works of art that are not recognized because the valuation is too old to be relied on. The valuation was not material.

### 16. CONTINGENT LIABILITIES

The school division has been named as a defendant in certain legal actions in which damages have been sought. The outcome of these actions is not determinable as at the date of reporting and accordingly, no provision has been made in these financial



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statements for any liability that may result. The school division's share of settlement, if any, will be charged to expenses in the year in which the amount is determinable.

## **17. CONTRACTUAL OBLIGATIONS**

Significant contractual obligations of the school division are as:

- photocopying/printing services through Success Office Systems at an annual estimated cost of \$300,000 per year, expiring August 31, 2030.
- contract for natural gas with Direct Energy. The estimated annual cost is \$280,000. The contract expires October 31, 2026.
- contract with Staples for the supply of caretaking supplies expiring August 31, 2030. An average value for the annual spend would be \$400,000.
- contract with Saskatchewan Government Insurance (SGI) for driver education funding. The contract is open-ended and its value varies with the number of students trained in a year. Estimated annual cost is \$375,000.
- the school division has entered into agreements jointly with the Government of Saskatchewan and Holy Trinity School Division for the Joint-Use School (JUS) being constructed in Moose Jaw. Expected date of completion of the project is currently October of 2025. Obligations are apportioned 55.74% Prairie South and 44.26% Holy Trinity. Prairie South pays the bills and invoices Holy Trinity for their portion. Significant joint contractual obligations related to the new school are as follows (these represent the total value of the contracts):
  - Project management services contract for the design and construction of a new school with Colliers Project Management Project Leaders - \$1,541,624. Amount invoiced to August 31, 2025 is \$1,566,823
  - Prime consultant services with Strategic Prairie Regional Alliance - \$2,787,000. Amount invoiced to August 31, 2025 is \$2,743,502.
  - Commissioning Services with Thurston Engineering - \$77,000. Amount invoiced to August 31, 2025 is \$23,450.
  - Construction of the new joint use school with Graham Construction. The contract is for \$53,140,870 of which \$50,819,399 has been invoiced at August 31, 2025.
  - Construction of roads, sewer and underground services for the new school with ASL Paving. The contract is a joint contract with Holy Trinity School Division and the City of Moose Jaw. The contract is for \$8,020,246 of which \$5,696,503 is the school divisions' responsibility. The school divisions' share is also split 55.74% Prairie South and 44.26% Holy Trinity. Amount invoiced to August 31, 2025 is \$7,106,611

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Operating lease obligations of the school division are as follows:

	Operating Leases	
	Pathways Storefront School	Total Operating
<b>Future minimum lease payments:</b>		
2026	\$ 23,650	\$ 23,650
2027	23,650	23,650
2028	23,650	23,650
2029	25,800	25,800
<b>Total Lease Obligations</b>	<b>\$ 96,750</b>	<b>\$ 96,750</b>

## 18. RISK MANAGEMENT

The school division is exposed to financial risks from its financial assets and liabilities. These risks include credit risk, liquidity risk and market risk (consisting of interest rate risk and foreign exchange risk).

### i) Credit Risk

Credit risk is the risk to the school division from potential non-payment of accounts receivable. The credit risk related to the school division's receivables from the provincial government, federal government and their agencies are considered to be minimal. For other receivables, the school division has adopted credit policies which include regular review and follow-up of overdue accounts.

The school division does not have a significant exposure to any individual customer. Management reviews accounts receivable on a case by case basis to determine if a valuation allowance is necessary to reflect impairment in collectability.

The aging of grants and other accounts receivable as at August 31, 2025, was:

August 31, 2025					
	Total	0-30 days	31-60 days	61-90 days	Over 90 days
Grants Receivable	\$ 3,183,764	\$ 3,157,352	\$ 26,412	\$ -	\$ -
Other Receivables	1,262,352	278,860	776,349	100,412	106,731
<b>Net Receivables</b>	<b>\$4,446,116</b>	<b>\$3,436,212</b>	<b>\$802,761</b>	<b>\$100,412</b>	<b>\$ 106,731</b>

Receivable amounts related to GST and PST are not applicable to credit risk, as these do not meet the definition of a financial instrument.

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**ii) Liquidity Risk**

Liquidity risk is the risk that the school division will not be able to meet its financial obligations as they come due. The school division manages liquidity risk by maintaining adequate cash balances to cover its obligations, engaging in good budget practices and projecting future needs for funds.

The following table sets out the contractual maturities of the school division's financial liabilities:

August 31, 2025					
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 6,764,973	\$ 4,783,040	\$ -	\$ 697,282	\$ 1,284,651
<b>Total</b>	<b>\$ 6,764,973</b>	<b>\$ 4,783,040</b>	<b>\$ -</b>	<b>\$ 697,282</b>	<b>\$ 1,284,651</b>

Payable amounts related to PST are not applicable to liquidity risk, as these do not meet the definition of a financial instrument.

**iii) Market Risk**

The school division is exposed to market risks with respect to interest rates and foreign currency exchange rates, as follows:

**Interest Rate Risk**

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The school division's interest rate exposure relates to cash and cash equivalents and portfolio investments.

The school division also has an authorized bank line of credit of \$15,000,000 with interest payable monthly at a rate of prime less 0.50% per annum. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2025.

The school division minimizes these risks by holding cash in an account at a Canadian bank denominated in Canadian currency, investing in GICs and term deposits for short terms at fixed interest rates and managing cash flow to minimize utilization of its bank line of credit.

**Foreign Currency Risk**

Foreign currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The school division is exposed to currency risk on purchases denominated in U.S. dollars for

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which the related accounts payable balances are subject to exchange rate fluctuations; however, the school division believes that it is not subject to significant foreign exchange risk from its financial instruments.

The school division manages foreign currency risk by keeping a minimal balance in its US dollar account and only transferring money in amounts sufficient to pay current invoices just prior to payment.