



Prairie South Schools 210

2014-15 Annual Report

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Learning together.

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An electronic copy of this report is available at
www.prairiesouth.ca/division/board-of-education/plans-reporting/

Letter of Transmittal

Honourable Don Morgan, Q.C.
Minister of Education

Dear Minister Morgan:

The Board of Education of Prairie South Schools 210 is pleased to provide you and the residents of the school division with the 2014-15 annual report. This report outlines activities and accomplishments of the school division and provides audited financial statements for the fiscal year September 1, 2014 to August 31, 2015.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Shawn Davidson', with a stylized flourish at the end.

Dr. Shawn Davidson, Chair

Introduction

This annual report presents an overview of Prairie South Schools' activities and results for the fiscal year September 1, 2014 to August 31, 2015.

This annual report provides a snapshot of Prairie South Schools, its governance structures, students, staff, programs and facilities. It also offers information about or work related to the Education Sector Strategic Plan (ESSP) priorities: reading literacy, readiness to learn, persistence to graduate, First Nations and Metis student achievement, and operational spending.

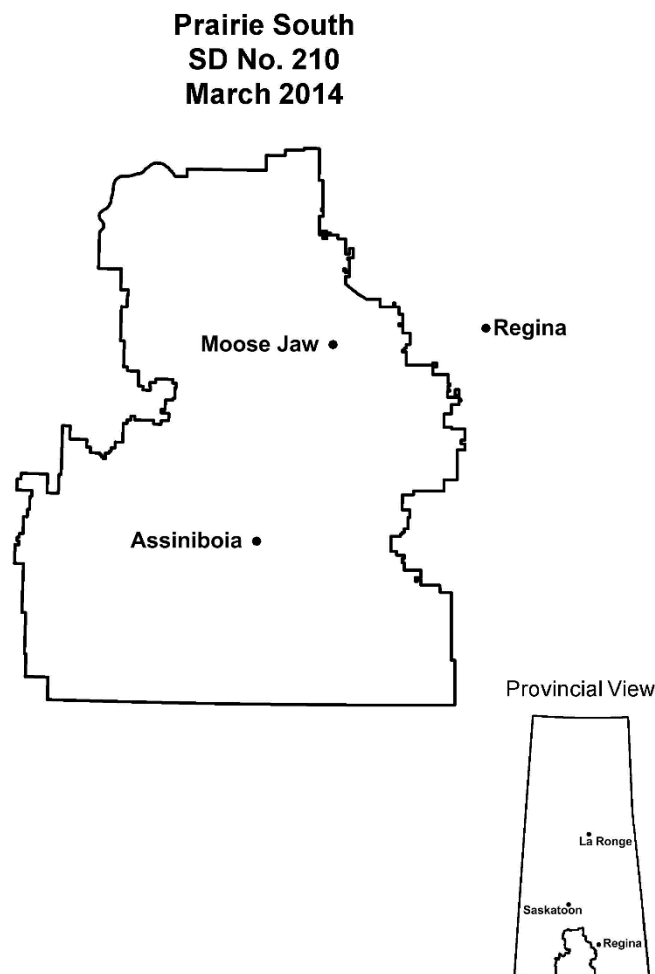
In addition to detailing the School Division's activities and performance, this annual report provides a report from management endorsing the financial overview and audited financial statements, and includes appendices such as an organizational chart, school list, and payee list.

Financial statements included in this report have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

School Division Profile

About Us

Prairie South Schools has 41 schools located within 24 rural, urban, and Hutterian communities and on the World Wide Web. The Division encompasses 32,747 square kilometres of southern Saskatchewan. It spans a geographic area from Coronach and Mankota in the South, Kincaid, Chaplin, and Central Butte in the West, Bengough and Rouleau in the East and Craik in the North. The Division is divided into six subdivisions for purposes of board representation. The map below shows the geographic location of Prairie South Schools. Prairie South Schools is a very diverse school division, and encompasses rural and urban communities surrounding the city of Moose Jaw, where the school division office, learning department, facilities and transportation offices are located. Five Hutterite colonies and two associate schools are supported in partnership with Prairie South staff.



Division Philosophical Foundation

Mission and Vision

Learning together for our future.

Tagline

Our tagline or positioning statement is “Learning together.” It is taken directly from our mission-vision statement and is what Prairie South is doing. We are all learning together. Everyone at Prairie South is learning from our students, our communities and from each other. Learning is not limited to classroom hours. It is constant and all around us.

Core Values

1. High Expectations for Educational Success

At school students:

- Learn how to learn;
- Achieve at their highest levels;
- Contribute to our school community; and
- Participate in the communities at large.

2. Community Involvement & Engagement

Community involvement is important because:

- Our schools connect people with learning and community;
- Public participation helps us make better decisions; and
- Diverse perspectives create a better understanding of need.

3. Division Transparency

We build trust and credibility with our community members by:

- Sharing information that improves the public’s understanding of our decisions and policies;
- Showing how we spend our monies to deliver services; and
- Maintaining the code of ethics established by the Board.

4. A Collective Common Sense Approach

Our decisions and policies reflect the needs of our communities and are based on:

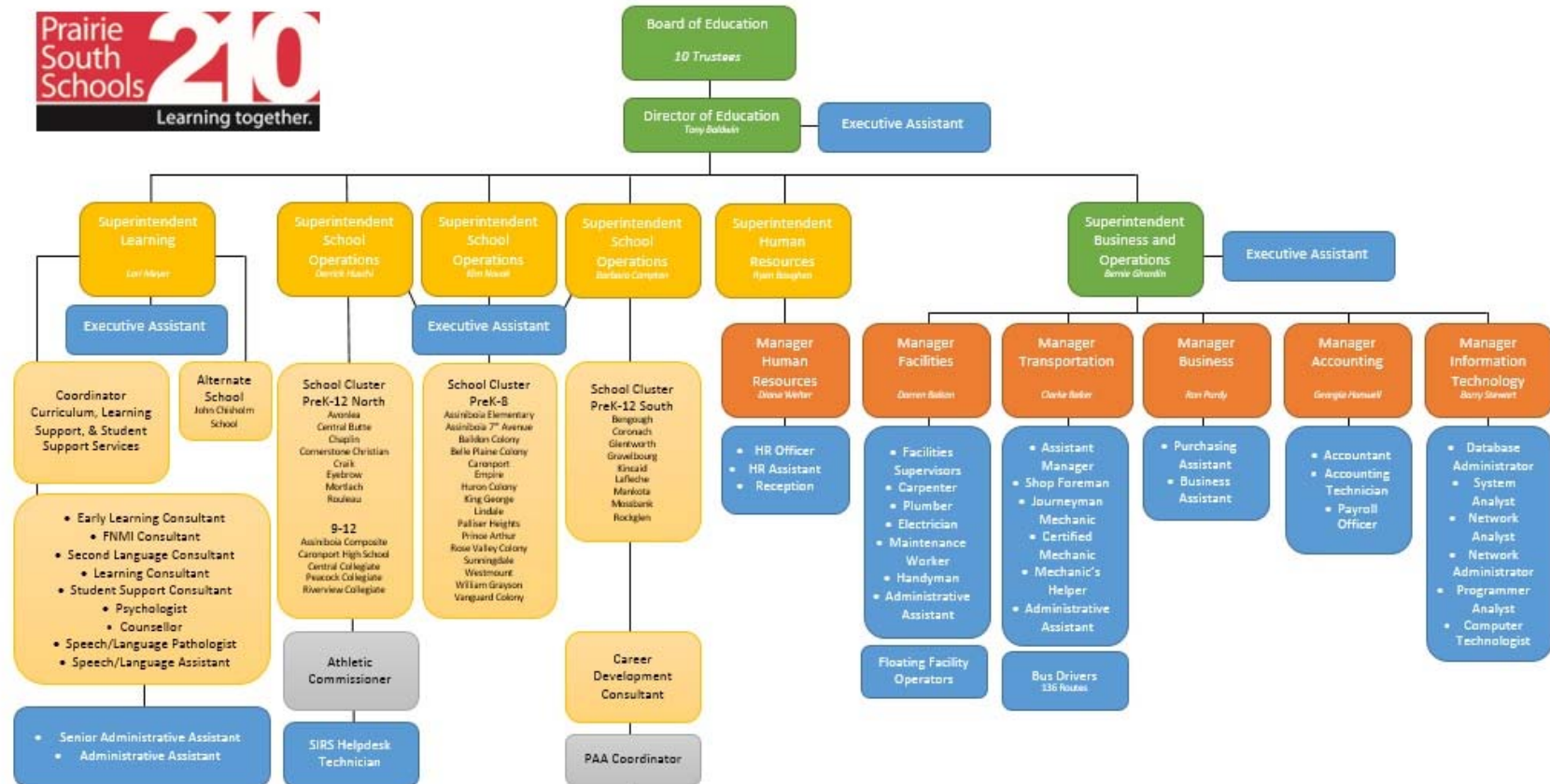
- Solid research;
- Accurate data; and
- Informed judgment.

Commitments:

Prairie South is committed to quality learning through:

1. **Students: the building blocks of our future.**
Through our students we are building the future. Preparing them for the future is fundamental to all the work we do. Our decisions and policies reflect their best interest.
2. **Classrooms: the environment that engages learning.**
In our classrooms, we are creating an environment that encourages critical thinking and 21st-century learning with innovative delivery models, fair assessment and the motivation to improve students' ability to navigate their own learning process.
3. **Schools: the hub of our learning community.**
The hub of learning and the connection to community, schools play a critical role in creating a culture for learning. Our decisions and policies support the physical and mental well-being of the school.
4. **Communities: the bigger picture.**
Our communities, their individuals, businesses, partners, public and private agencies share the responsibility for learning. Our citizens have a right, and a responsibility, to be involved in the process of determining needs, identifying resources, and creating solutions for our learning environments. Working together for tomorrow's leaders, today.
5. **Our People: those who make it happen.**
Our people have the power to inspire greatness, through their attitudes, actions, and communications. Prairie South celebrates its people, creating an environment that champions leaders and provides the best possible exposure of our learners to these people.

Division Organizational Chart



School List

Schools	Grades	Location
Assiniboia 7 th 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
Caronport Elementary	K-8	Caronport
Caronport High*	9-12	Caronport
Central Butte	K-12	Central Butte
Central Collegiate	9-12	Moose Jaw
Chaplin	K-12	Chaplin
Cornerstone Christian*	K-12	Moose Jaw
Coronach	K-12	Coronach
Craik	K-12	Craik
Empire	PreK-8	Moose Jaw
Eyebrow	K-12	Eyebrow
Glentworth	K-12	Glentworth
Gravelbourg Elementary	K-7	Gravelbourg
Gravelbourg High	8-12	Gravelbourg
Huron Colony**	1-9	Caronport
John Chisholm	9-12	Moose Jaw
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
Palliser Heights	PreK-8	Moose Jaw
Peacock Collegiate	9-12	Moose Jaw
Prairie South Virtual School	9-12	Online
Prince Arthur	PreK-8	Moose Jaw
Riverview Collegiate	9-12	Moose Jaw
Rockglen	K-12	Rockglen

Rose Valley Colony**	1-9	Assiniboia
Rouleau	K-12	Rouleau
Sunningdale	PreK-8	Moose Jaw
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

Program Overview

Like our schools and communities, the students and families in Prairie South Schools are diverse. They vary in age, personal circumstances, learning styles, interests, and individual strengths and needs. In order to provide the best education possible for all students, Prairie South Schools offers a wide range of programs and supports in all 41 schools across the Division. Central to the program in every school is the provincially mandated core curricula, broad areas of learning and cross-curricular competencies. Classroom instruction is designed to incorporate differentiated instruction, First Nations and Métis (FNM) content, perspectives and ways of knowing.

In addition, each school in the Division offers specialized programming that responds to the needs of its students. The following list identifies programs in operation at one or more schools:

- Alternative programming for vulnerable students
- Asynchronous online programming
- English as an Additional Language programming
- French immersion programming
- Music/band programming
- Nutrition programming
- Prekindergarten (PreK) programming
- Technology-enhanced programming

Additional services and supports are offered to students and teachers by specialized School Division staff (Learning Support Teams) who fulfill roles including:

- Learning Consultant
- Psychologist
- English as an Additional Language Consultant
- Speech and Language Pathologist
- Student Counsellor
- Student Support Consultant

Prairie South is proud to offer effective instruction and assessment practices to all of its students. In addition to offering Saskatchewan Curriculum in all schools, Prairie South Schools also offers:

- Ministry funded and Prairie South funded PreKindergarten programs to nearly 200 students
- Unique and valuable partnerships with a wide variety of organizations representing other Ministries, business, communities, and other stakeholders
- Ongoing Practical and Applied Arts (PAA) Enhancement Project
- French Immersion PreK-12
- Alternate Programming at John Chisholm School
- Inclusive Lifeskills program at Riverview Collegiate

In 2014-2015, Prairie South continued its focus on improving reading comprehension for all students in grades 1-12 over the next five years. Teachers received professional learning sessions to enhance their practices in curriculum, instruction and assessment with a focus on high-impact reading strategies. This was co-led by classroom teachers, school based administrators and learning support team members.

Strategic Direction and Reporting

Introduction of the Education Sector Strategic Plan

Saskatchewan's PreK-12 education sector has undergone a significant shift in strategic planning. Throughout 2013-14, provincial school divisions and the Ministry of Education collaboratively developed an Education Sector Strategic Plan (ESSP) for 2014-2020. The ESSP aligns the work of all school divisions and the Ministry of Education. The plan was developed using a new planning methodology that integrated priority identification; strategic planning; performance measurement, reporting and review; and, course correction to achieve outcomes. The ESSP identified two one-year, short term priority areas, and five two-to-five year priority areas. The plan is expected to shape a new direction in education for the benefit of all Saskatchewan students. The Prairie South Schools Board of Education approved the strategic plan in 2014, along with the Government of Saskatchewan.

The first cycle of the ESSP was deployed in 2014-15.

Enduring Strategies

As a part of the ESSP, education sector leaders developed enduring strategies. Enduring strategies are an expression of the core beliefs of the education sector. The enduring strategies support a Student First approach by using students' strengths and needs to determine direction to ensure all students in Saskatchewan have the education and skills necessary for success after they graduate from high school.

The Enduring Strategies include:

- Culturally relevant and engaging curriculum
- Differentiated, high quality instruction
- Culturally appropriate and authentic assessment
- Targeted and relevant professional learning
- Strong family, school, and community partnerships
- Alignment of human, physical, and fiscal resources

2014-15 One Year Priorities

ESSP One Year Priority Area: *In partnership with First Nations and Métis stakeholders, develop a First Nations and Métis student achievement initiative.*

2014-15 ESSP Actions for the One Year Priority

Actions within this priority area include the establishment of an action research model to inform teachers' professional development in culturally responsive pedagogy, the development of a centralized assessment management and delivery system to measure, track and report student growth, and the development and implementation of data-sharing protocols that facilitate transition plans for students moving through and between systems.

ESSP One Year Priority Area: *Identify and implement a unified set of provincial high impact reading assessment, instruction, and intervention strategies in 2014-15.*

2014-15 ESSP Actions for the One Year Priority

Actions within this priority area include the collection of Grade 3 reading levels for all students in Saskatchewan, the development of a sector reading strategy, and the creation of provincial and school division primary grade reading literacy teams.

2014-15 School Division Goals and Actions for One Year Priority

Prairie South Schools continued the implementation of a strategic improvement plan for reading in 2014-2015. A team of school-based administrators supported by division level staff developed the Prairie South strategic planning (A3) document to integrate provincial work on the ESSP with school division work already underway. Inservice focus for all teachers included reading strategies, with enhanced focus for grades 5 and 6 teachers. Fountas and Pinnel assessments were used to inform teaching practice and report reading results to the province for grades 1-4 students, and the Basic Reading Inventory was introduced as a measure for students in grades 5 and 6. Prairie South staff were part of the team that supported the development of both the English and French versions of *Saskatchewan Reads*.

2014-15 Two to Five Year Priorities

ESSP Two to Five Year Priority Area: *By June 2020, 80% of students will be at grade level or above in reading, writing, and math.*

2014-15 ESSP Actions for the Two to Five Year Priority

Actions within this priority area include the purchase of a provincial data system to track student achievement, the development of an instructional practices model for reading, writing, and math, the development of a job-embedded professional learning model, and the development and implementation of division-based common math assessments.

2014-15 ESSP Improvement Targets for the Two to Five Year Priority

By June 2015, at least 78% of Grade 3 students will be reading at or above grade level.

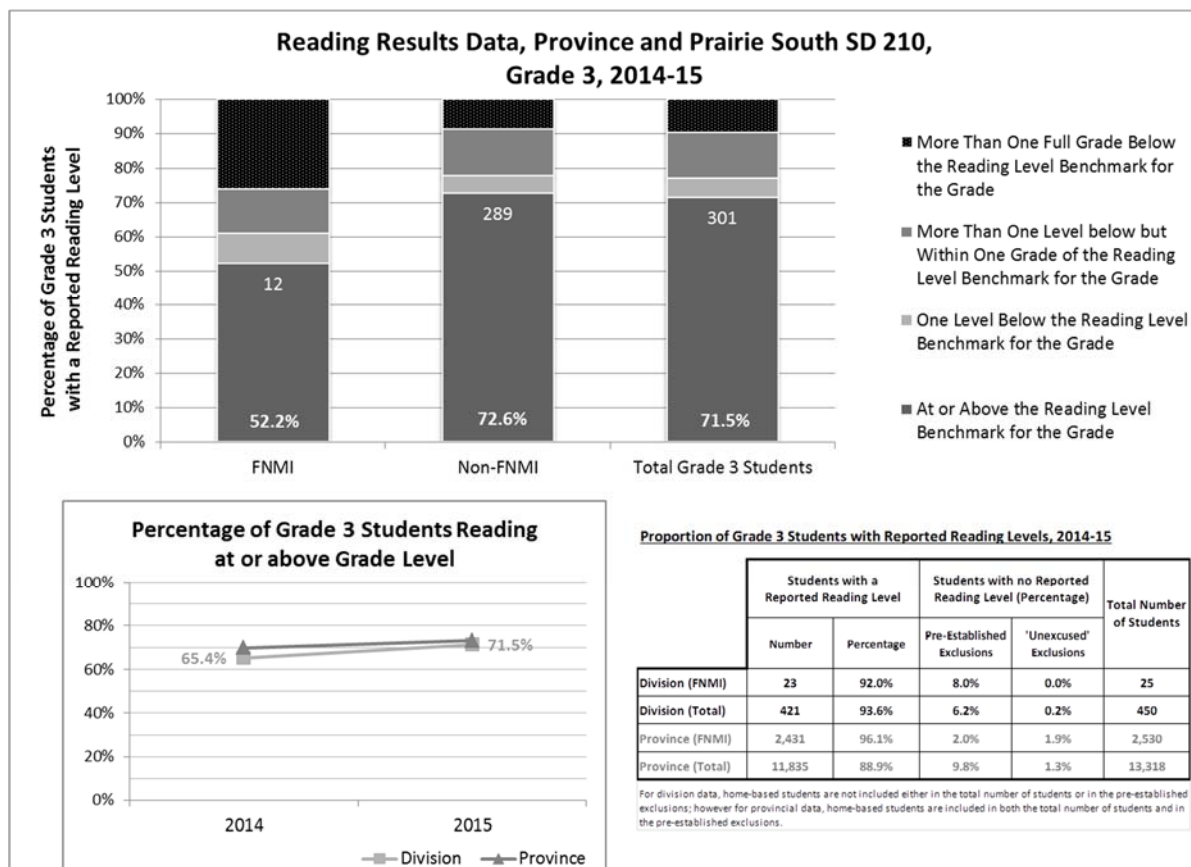
By June 2018, 80% of Grades 5 and 8 students will be proficient on identified numeracy outcomes on the provincial math assessment.

By June 2020, at least 80% of Grades 4, 7, and 10 students will be proficient on the provincial writing assessment.

2014-15 School Division Goals and Actions for the Two to Five Year Priority

Although the learning focus for staff in all schools was reading in 2014-2015, initial work was completed related to writing and math outcomes as part of Prairie South Schools' preparation for a broader focus in alignment with the ESSP. A team of school-based administrators supported by division level staff developed the Prairie South strategic planning (A3) document to integrate provincial work on the ESSP with school division work already underway. A five year improvement focused plan was developed to ensure that Prairie South Schools would be in step with the ESSP without burdening teaching staff with a multitude of improvement initiatives that may result in a loss of focus in critical areas. The groundwork was laid for a more flexible approach to improvement; this will position Prairie South Schools so that the ESSP will be implemented effectively through to 2020.

Measures



Note:

Reading level groupings are based on provincially developed benchmarks. The percentages of students in each of the reading level groupings were found using the number of students with reported reading levels as the denominator in the calculations. Students who were excluded or who did not participate in the reading assessment were not included in the denominator for 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 (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, Student Data System (Data run on Nov 5, 2015).

ESSP Two to Five Year Priority Area: *By June 2020, collaboration between First Nations and Métis and non- First Nations and Métis partners will result in significant improvement in First Nations and Métis achievement and graduation rates.*

2014-15 ESSP Actions for the Two to Five Year Priority

Actions within this priority area include the engagement of First Nations and Métis leaders to develop partnerships and plans to increase student achievement and graduation rates, the identification or development of instruments to measure student progress, the facilitation of student transition plans, and the development of First Nations language programming.

2014-15 ESSP Improvement Target for the Two to Five Year Priority

*Achieve an increase **% increase in the First Nations and Métis graduation rate per year.*

2014-15 School Division Goals and Actions for the Two to Five Year Priority

Graduation and engagement outcomes for all students were addressed as a team of school-based administrators supported by division level staff developed the Prairie South strategic planning (A3) document to integrate provincial work on the ESSP with school division work already underway. The development of a data granularity protocol facilitated discussions related to division and school data, and improvement work related to graduation and engagement was targeted in locations where this work would be most meaningful. Initial focus in these locations involved school and division administrators working together to analyze trends in the data related to non-graduates, and then using these trends to identify students at risk from cohorts that have not yet completed their grade 12 year. Funding for a part time FNM consultant was maintained in a year where several other division-level positions were lost in reductions related to provincial funding levels, and this position continues to work with local leaders in the FNM community to build partnerships and awareness for schools, teachers, and students.

Measures

Average Final Marks – Prairie South SD

Average Final Marks in Selected Secondary-Level Courses 2014-15						
Subject	All Students		Non-FNMI		FNMI	
	Province	Prairie South SD	Province	Prairie South SD	Province	Prairie South SD
English Language Arts A 10	72.4	75.6	75.1	76.1	61.5	68.2
English Language Arts B 10	72.7	77.4	75.2	77.7	61.7	72.9
Science 10	71.2	73.2	74.1	73.7	59.7	64.2
Math: Workplace and Apprenticeship 10	71.3	76.5	74.6	76.9	59.2	72.2
Math: Foundations and Pre-calculus 10	71.3	73.8	73.2	74.3	60.5	66.0
English Language Arts 20	73.4	74.9	75.1	75.2	64.4	67.6
Math: Workplace and Apprenticeship 20	67.2	70.0	69.3	70.1	62.0	67.8
Math: Foundations 20	72.3	75.5	73.8	75.4	64.4	78.1

Note:

Results for populations of 10 or fewer 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 (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2015

ESSP Two to Five Year Priority Area: *Saskatchewan's graduation rate will be 85% by 2020.*

2014-15 ESSP Actions for the Two to Five Year Priority

Actions within this priority area include a review of provincial high school graduation requirements, the development of a Grade 9 transition from high school plan, and support for embedded professional development for teachers.

2014-15 ESSP Improvement Targets for the Two to Five Year Priority

Achieve a 3% total increase in the provincial graduation rate per year.

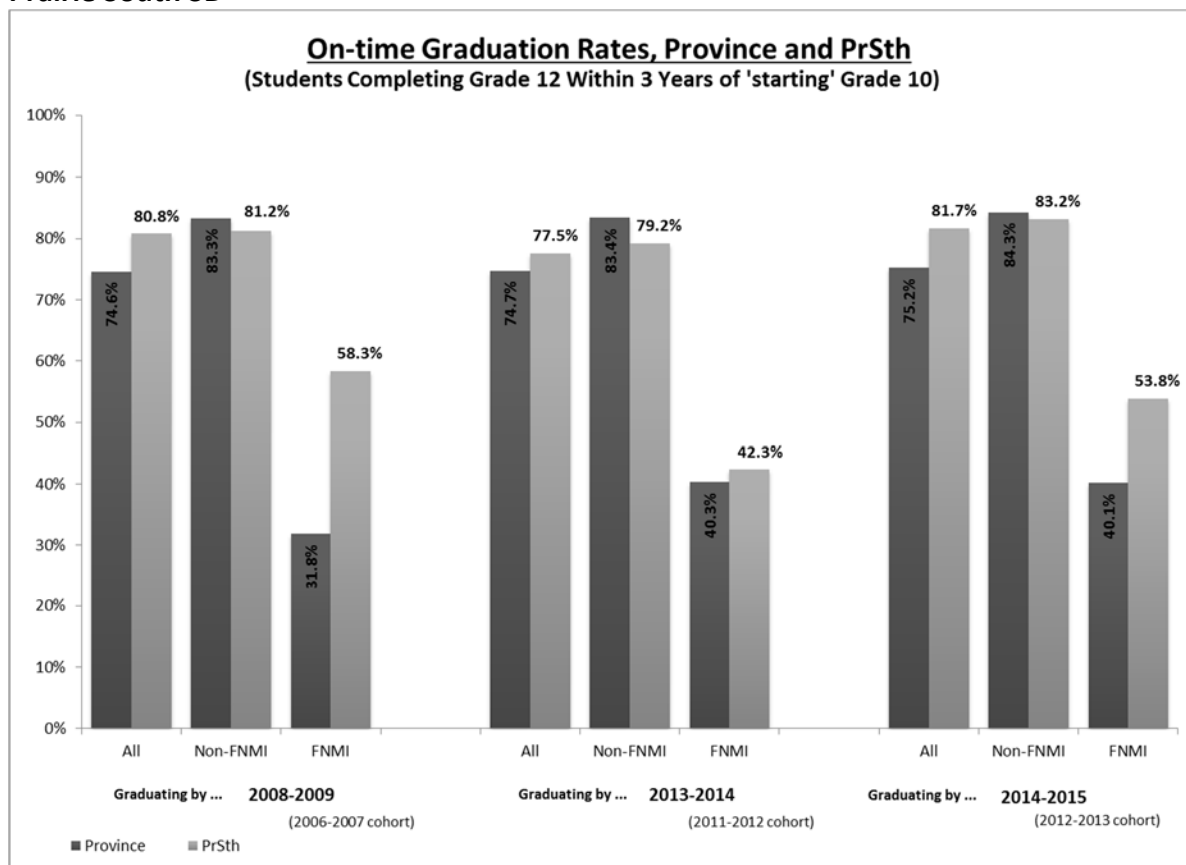
By June 2020, all students report high levels of engagement in their learning.

2014-15 School Division Goals and Actions for the Two Five Year Priority

Graduation and engagement outcomes for all students were addressed as a team of school-based administrators supported by division level staff developed the Prairie South strategic planning (A3) document to integrate provincial work on the ESSP with school division work already underway. The development of a data granularity protocol facilitated discussions related to division and school data, and improvement work related to graduation and engagement was targeted in locations where this work would be most meaningful. Initial focus in these locations involved school and division administrators working together to analyze trends in the data related to non-graduates, and then using these trends to identify students at risk from cohorts that have not yet completed their grade 12 year.

Indicators

Prairie South SD



Note:

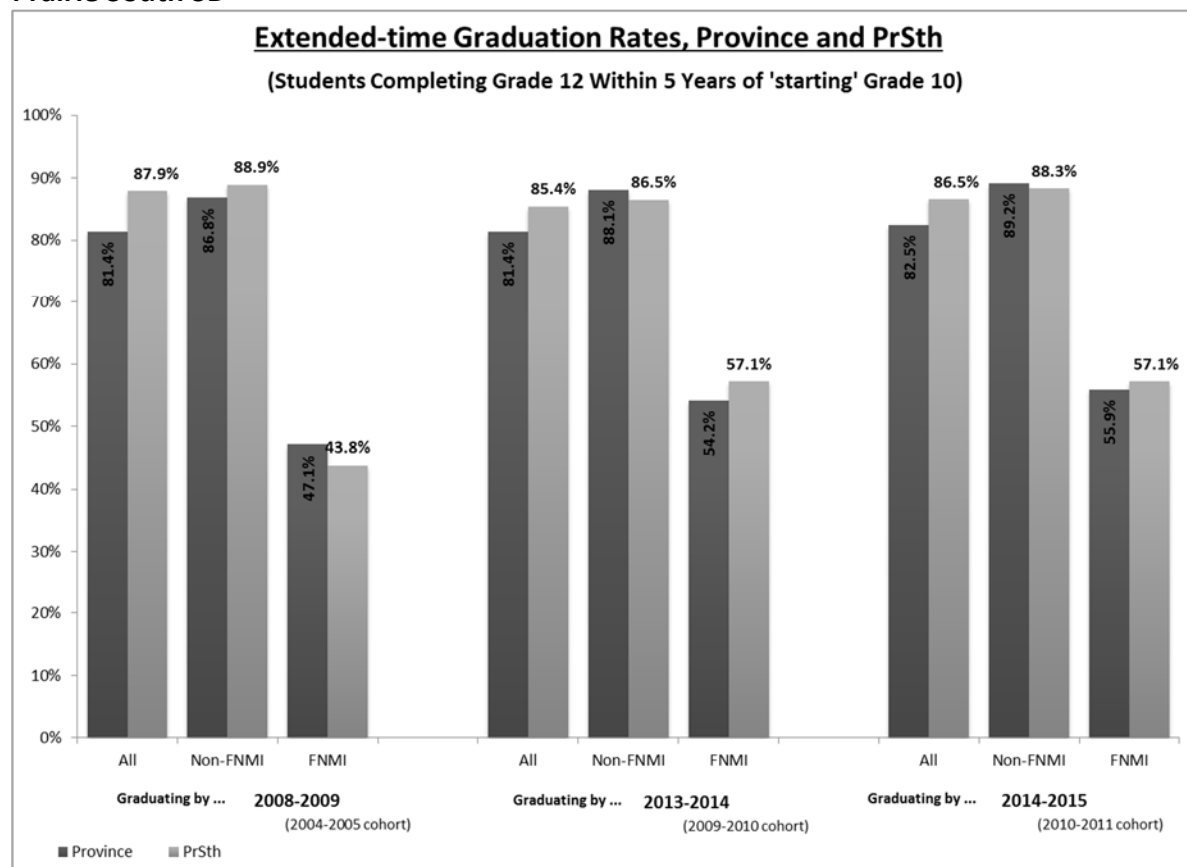
On-time graduation rates are calculated as the percentage of students who complete Grade 12 within 3 years of 'starting' Grade 10.

Results for populations of 10 or fewer 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 themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2015

Prairie South SD



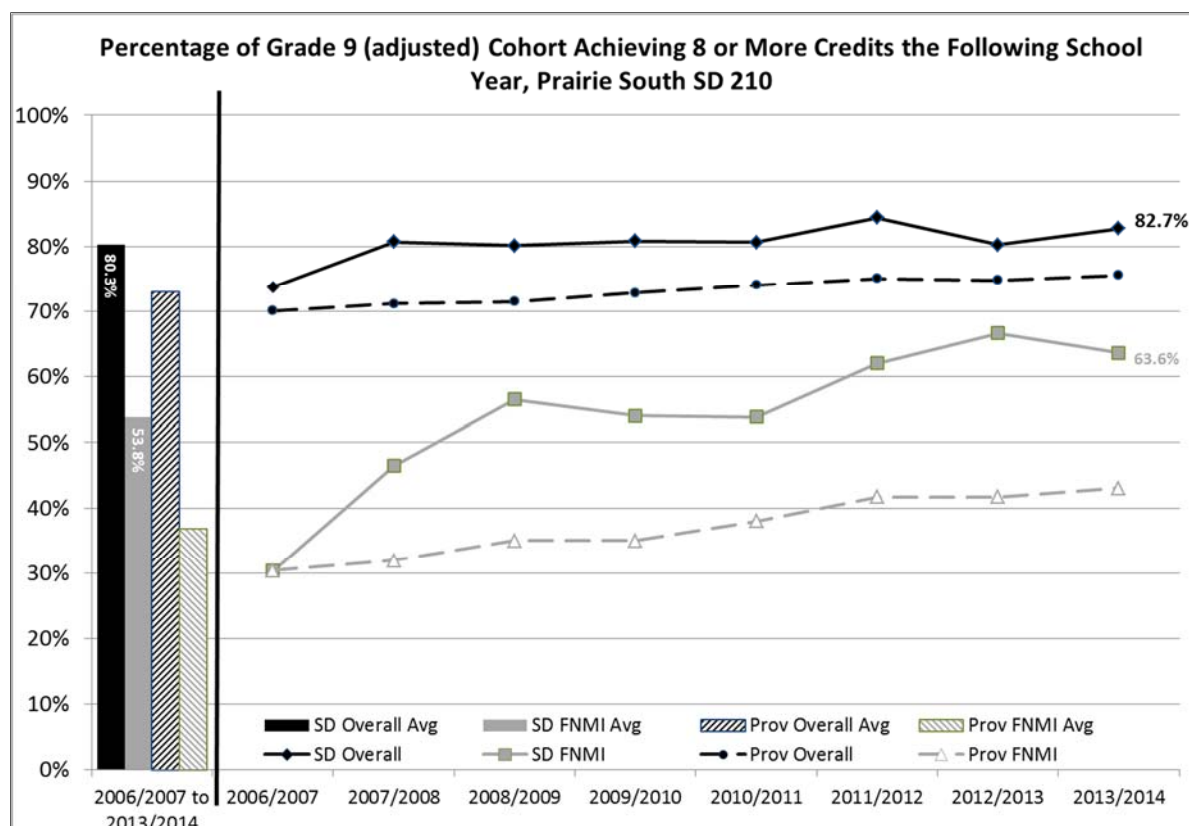
Note:

Extended-time graduation rates are calculated as the percentage of students who complete Grade 12 within 5 years of 'starting' Grade 10 (and include those who graduate on-time).

Results for populations of 10 or fewer 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 themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2015



Notes:

Grade 9 school year cohort is defined as the group of students enrolled in Grade 9 for the first time in a particular school year (according to the ministry Student Data System), adjusted in the following ways: 1) Students 12 and younger, and students 18 and older, as of Sep 30 of the Grade 9 school year, are excluded; and, 2) Students without a base enrolment on or after Sep 30 are excluded; 3) Students enrolled in Functionally Integrated or special education programs are excluded; and, 4) Students whose enrolment outcome is 'deceased', 'transferred to out-of-province schooling', or 'transferred to out-of-country schooling' prior to June 1st of the school year immediately following Grade 9 cohort placement are excluded. Students are assigned to the school division in which the student last enrolled in the year that they became part of the Grade 9 cohort.

Percentages 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 (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2015

ESSP Two to Five Year Priority Area: *By 2017, the increase in operational education spending will not exceed the general wage increases and inflationary costs within the sector while being responsive to the challenges of student need, population growth, and demographic changes.*

2014-15 ESSP Actions for the Two to Five Year Priority

A summary of actions within this priority area include an analysis of funding relative to costs, a review of the Deloitte report to identify areas of savings, the implementation of a LEAN philosophy across school divisions, and the opportunity to identify shared services across school divisions.

2014-15 ESSP Improvement Target for the Two to Five Year Priority

Achieve accumulated operational savings by 2016 to reassign to system strategies.

2014-15 School Division Goals and Actions for the Two to Five Year Priority

Planning for Operational Spending outcomes in 2014-2015 was led by division level personnel in Prairie South Schools. Two LEAN initiatives were completed, and improvements from previous LEAN work continued to be achieved. 2014-2015 saw the end of an extensive facilities focus by the Board of Education. This initiative saw nearly \$1 million of capital surplus funds beyond those provided by the Ministry assigned to PMR projects, bringing the overall additional Board commitment of funds related to capital upgrades to \$12 million in addition to PMR funding over three years. An additional outcome of facilities renewal was the Board's decision to relocate the division office in Moose Jaw to a vacant building that was formerly a school and tender the sale of the former Division Office property.

ESSP Two to Five Year Priority Area: *By June 2020, 90% of students exiting Kindergarten will score within the appropriate range in four of the five domains as measured by the Early Years Evaluation (EYE).*

2014-15 ESSP Actions for the Two to Five Year Priority

A summary of actions within this priority include the gathering of provincial Kindergarten baseline data, aligning the work of the ESSP with the SK Child and Family Agenda, completing an environmental scan of current data available across sectors, exploring additional formative early learning assessments, establishing of a bank of developmentally appropriate targeted supports, and creating an incremental plan for universal access to high-quality early learning environments.

2014-15 ESSP Improvement Targets for the Two to Five Year Priority

In 2014-15, all school divisions will administer the Early Years Evaluation to all Kindergarten students to establish baseline data.

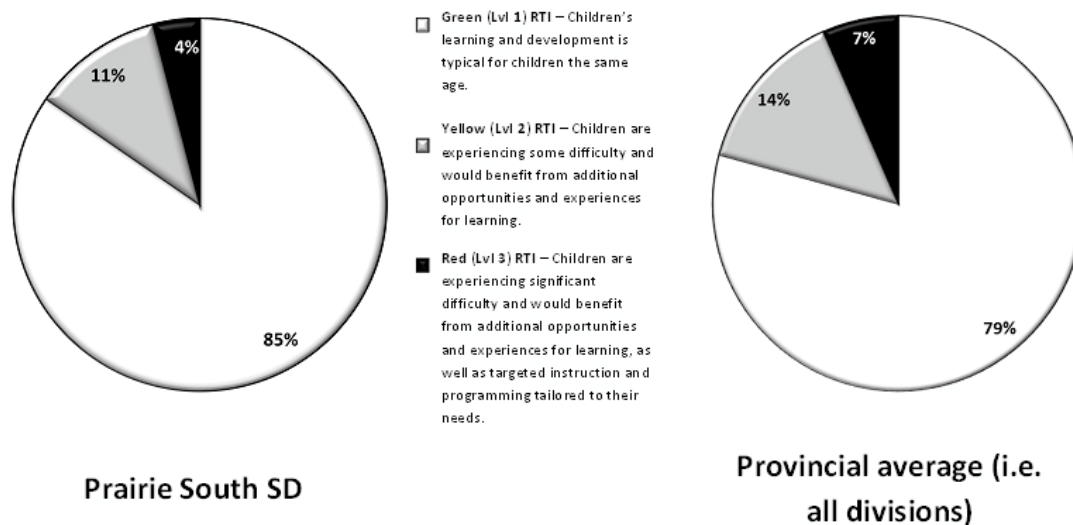
By June 2015, align the work of the Education Sector Strategic Plan with the Saskatchewan Child and Family interministerial table.

2014-15 School Division Goals and Actions for the Two to Five Year Priority

Prekindergarten teachers are offered professional learning sessions 5 half days per year focused on implementing the Essential Learning Experiences as identified as challenge areas on the annual prekindergarten report. Prekindergarten teachers formed LITs – learning improvement teams - to further examine and implement promising practices that support child development. Family Friday events offer informal learning for parents regarding child development and milestones related to development of speech and language, brain development and fine and gross motor skills.

Measures

Ready to Learn: Early Years Evaluation – Teacher Assessment (EYE-TA) responsive, tiered instruction (RTI) categories at Kindergarten exit (2014-15)



⁸ Totals may not equal 100 because of rounding

Notes:

The 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 children 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. Research shows early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading problems. Responsive, Tiered Instruction (RTI) is a preventive approach that allows educators, school teams, and divisions to allocate resources early and continuously, rather than waiting until children have experienced failure before responding. Children who have Tier 2 or Tier 3 needs at Kindergarten entry are re-assessed before Kindergarten exit, allowing school divisions to measure the impact of their supports and responses. Spring RTI data also serves as a leading indicator of the population of students who may need Tier 2 or Tier 3 instructional supports as they transition from Kindergarten to Grade 1.

Pie charts show the **percentage** of Kindergarten students in the division (left pie) and the province as a whole (right pie) by RTI Tiers at Kindergarten exit in 2014-15. Percent totals may not add to 100 due to rounding.

Source: Ministry of Education, Early Years Branch, 2015

The School Division in the Community

Prairie South Schools is an integral part of community life in Southern Saskatchewan. The Division as a whole, and individual schools are linked to the broader community in a multitude of ways. The Board of Education places strong emphasis on community and parent involvement, and on community partnerships.

Community and Parent Involvement

Research has shown that students achieve at higher levels in school when their parents/guardians and other community members are involved in education. Our School Community Councils (SCCs) play a key role developing and supporting initiatives and programs to engage parents and community alike. These programs are unique to each community, and vary from sponsoring guest speakers, engaging parents to complete *Tell Them From Me* Surveys, and organizing workshops and presentations to inform and involve parents and community members in improving learning opportunities for students and staff.

Community Partnerships

Prairie South Schools and individual schools within the Division have established a range of formal and informal community partnerships in order to promote student learning and ensure that students' school experience is positive and successful. Our Partnership Programs enhance student learning by providing a link between division, schools and the community.

Collaboration with corporations, businesses, organizations and institutions encourage students to apply skills learned in the classroom to a real-world setting and develop confidence and experience in employment and the community. Partnerships offer the opportunity to work together, and students and schools benefit from this. Partnerships open the door to career opportunities for students, encourage student performance and participation in the community and extend learning beyond the confines of classroom walls. Typically, the partner business celebrates school achievements, engages community in school activities and presentations or provides resources to support school Learning Improvement Plans.

Prairie South has 28 formal school partnerships that are celebrated and recognized at a Partnership luncheon hosted by the division in the spring. Partnerships connected to Practical and Applied Arts renewal continue to expand, with 14 new partnerships established in 2014-2015. We continue to work with local and provincial stakeholders to explore additional partnership opportunities. These partnerships focus on innovative approaches to enhance career pathway exploration opportunities that are aligned with Saskatchewan Labour Market demands.

Our business-education partnerships put to practice the belief that an entire community has a role to play in the education of students. The partnerships provide a link between schools and communities, creating the opportunity for collaboration where the partners and schools share values, resources and responsibilities in order to improve student learning outcomes.

Governance

The Board of Education

A ten-person elected Board of Education provides governance for Prairie South Schools.

The Education Act, 1995 gives the Board of Education the authority to “administer and manage the educational affairs of the school division” and to “exercise general supervision and control over the schools in the school division”.

The School Division is organized into six subdivisions for purpose of elections and representation, but every member of the Board represent all students in the Division and is committed to providing the best education possible for each and every student.

The current Board of Education Trustees were elected on October 24, 2012 (with a Subdivision 2 by-election on October 15, 2014) and are serving a four-year term. Board of Education members are:

Subdivision 1: Ron Gleim

Subdivision 2: Robert Bachmann

Subdivision 3: Al Kessler

Subdivision 4: Giselle Wilson

Subdivision 5: Shawn Davidson (Chair)

Subdivision 6: Darrell Crabbe, Tim McLeod (Vice-Chair), Jan Radwanski, Brian Swanson and Lew Young



Back Row (L to R): Ron Gleim, Darrell Crabbe, Robert Bachmann, Shawn Davidson, Brian Swanson, Tim McLeod
Front Row (L to R): Jan Radwanski, Lew Young, Giselle Wilson, Al Kessler

Trustee remuneration information is provided in Appendix A

School Community Councils

The Board of Education has established a School Community Council (SCC) for 33 of the 41 schools in Prairie South Schools (the five Hutterite Colony Schools, two Associate Schools, and Virtual School do not have SCCs). *The Education Regulations, 1986* require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. For this purpose, in 2014-2015 Prairie South Schools continued with the development of an SCC working template to review school goals and discuss supports to support student learning and well-being. SCC members work with school staffs on many occasions, including during Learning Improvement Plan development meetings at the beginning of the school year. In 2014-2015, Prairie South Schools hosted two network sessions with 32 of 33 SCCs represented.

The Board of Education invited our SCC members to the Annual Meeting of Electors (AME) to celebrate their successes and share with other SCCs. In 2015, 150 SCC and community members attended the AME. The Board of Education financially supports SCCs to attend professional development opportunities to build on their understanding and capacity to support student learning and well-being. Many SCCs annually attend and present at the National Rural Congress. Numerous resources have been developed and posted on the Division website to support SCC orientation and training.

The Education Regulations (1986) also require School Community Councils to work with school staff to develop an annual school Learning Improvement Plan and to recommend that plan to the Board of Education. Prairie South Schools' administrative procedures require SCCs to engage in an ongoing process of self-monitoring and planning for improvement in developing and supporting school Learning Improvement Plans. Learning Improvement Plans are reviewed and revised with SCCs on a bi-monthly basis.

Research has shown that students achieve at higher levels in school when their parents/guardians and other community members are involved in education. Our SCCs play a key role developing and supporting initiatives and programs to engage parents and community alike. These programs are unique to each community, and vary from sponsoring guest speakers, engaging parents to complete *Tell Them From Me* Surveys, and organizing workshops and presentations to inform and involve parents and community members in improving learning opportunities for students and staff.

What all the schools of Prairie South Schools have in common is the importance of SCCs as a mechanism for connecting community and school. SCCs play a role in governance and they have established formal processes to foster community and parent involvement. At the Rural Education Congress in 2014-2015, SCC members from Gravelbourg and Rockglen presented information related to the alternative calendar in those communities, and SCCs from Coronach, Rockglen, and Gravelbourg worked in collaboration with the Ministry of Education to present a pre-Congress workshop on effective SCC processes.

Demographics

In 2014-15, 6597 students were enrolled in Prairie South Schools. This represents a small increase from levels in the previous two years.

We continue to graduate more grade 12 students than we have coming into kindergarten, but this is offset by the fact that the number of students in a class continues to grow in most cases as the cohort moves up through the grades.

Prairie South Schools faced a number of years of significant enrolment declines at its inception, but that enrolment loss has leveled out to where there is little change from year to year. Kindergarten numbers continue to be stronger than they have been in the past. Projections are for modest annual increases in the years going forward. Prairie South looks forward to a period of growth in student numbers.

Students

Students – Prairie South SD

Grade	School Year		
	2012-13	2013-14	2014-15
Kindergarten	497	487	541
1	436	512	508
2	451	450	528
3	503	452	467
4	416	508	467
5	463	421	515
6	437	465	435
7	499	441	463
8	472	506	441
9	515	506	536
10	557	555	517
11	610	539	543
12	666	684	636
Total	6522	6526	6597

PreK Overall	315	311	289
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Note: This table identifies the actual number of students enrolled in each grade as of September 30 of each year.

Source: Ministry of Education, 2015

Subpopulation Enrolments	Grades	School Year		
		2012-13	2013-14	2014-15
Self-Identified FNMI	K to 3	63	64	80
	4 to 6	63	58	53
	7 to 9	76	87	75
	10 to 12	116	102	103
	Total	318	311	311
French Immersion	K to 3	208	220	218
	4 to 6	66	98	118
	7 to 9	58	40	45
	10 to 12	43	50	47
	Total	375	408	428
English as an Additional Language	1 to 3	90	81	76
	4 to 6	67	76	97
	7 to 9	52	72	81
	10 to 12	50	66	45
	Total	259	295	299

Note: This table identifies the actual number of students enrolled in grade-level groupings as of September 30 of each year.

Source: Ministry of Education, 2015

Staff

Prairie South Schools employs over 1300 people in the Southern Saskatchewan region and makes a significant contribution to the regional economy. The Division employs the full-time equivalent of 962.57 people. About 44% of these employees are teachers, the other 56% represent a wide range of occupations. The School Division needs educational assistants, administrative staff, information technology (IT) people, facility operators, bus drivers, accountants and other staff in order to provide a quality education for students of the Division.

Figure 3: School Division Staff – 2014-15

Job Category	FTEs
Classroom teachers	425.87
Principals, vice-principals	37.4
Other educational staff – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists	230.67
Administrative and financial staff – e.g., clerks, accountants, IT people, administrative assistants	68.6
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors	69.47
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors	135.26.
Senior management team – e.g. chief financial officer, director of education, superintendents	7
Total Full-Time Equivalent (FTE) Staff	974.27

Notes:

The number of employees listed above represents full-time equivalents (FTEs). The actual number of employees is greater because some people work part-time or seasonally.

Some individuals are counted in more than one category. For example, a teaching principal might be counted 0.4 as a classroom teacher and 0.6 as a principal.

Information for all staff is at August 31, 2014.

Source: Prairie South Schools Human Resources Department

Senior Management Team

The Director of Education, Anthony D. (Tony) Baldwin, is the Chief Executive Officer of Prairie South Schools, and reports directly to the Board of Education. Six Superintendents are responsible for school operations, learning, business and human resources:

Ryan Boughen, Superintendent of Human Resources

Barbara Compton, Superintendent of Operations

Bernie Girardin, Superintendent of Business and Chief Financial Officer

Derrick Huschi, Superintendent of Operations

Lori Meyer, Superintendent of Learning

Kim Novak, Superintendent of Operations

Each of the Superintendents and the Director assumes responsibility for a leadership portfolio designed to ensure the effective implementation of Board policy in Prairie South Schools. The Senior Management Team works in collaboration with school and division-based personnel.

Facilities Transportation and Infrastructure Projects

Facilities

Prairie South Schools' facilities include:

33 school buildings located in 19 rural and urban communities. The average age of these schools is 63 years. The oldest school is 105 years old; the newest is 24 years old.

The school division head office is located in Moose Jaw. A satellite office is located in Assiniboia.

Two bus garages are located in Moose Jaw and Assiniboia. The bus garages are used for maintenance and repair of school division vehicles. Each garage is located within a large fenced compound where buses can be parked or stored. The garage in Moose Jaw has a bus wash station.

The Facilities office is currently located in the maintenance shop in Moose Jaw.

Population shifts within the area, open boundaries and gradually declining student enrolment across the region as a whole mean that some schools are under-utilized and some are over-capacity. Eight schools in the division are operating at less than 50% capacity. Five schools are operating over 100% capacity, and the average space utilization is 65%.

Prairie South Schools continues to gain efficiencies related to a LEAN project that was completed two years ago in the Facilities department. These continued efficiencies have streamlined the preventative maintenance system, allowing for more cost efficient and timely repairs and upgrades to the Division's 40 school buildings.

Prairie South Schools takes pride in the maintenance of all schools within the Division. Minor repairs are done as needed and ongoing painting ensures that all of our schools continue to look fresh. All schools are cleaned daily and major cleaning takes place during school breaks.

Infrastructure Projects

Several schools in the Division were modernized and/or renovated during the 2014-2015 year. A list of these infrastructure projects appears in Appendix C of this annual report along with the estimated cost of each project. Currently, we are in the construction stages of a major capital project to consolidate Gravelbourg Elementary School and Gravelbourg High School. This renovation/addition project is scheduled to be completed in 2016.

Student Transportation

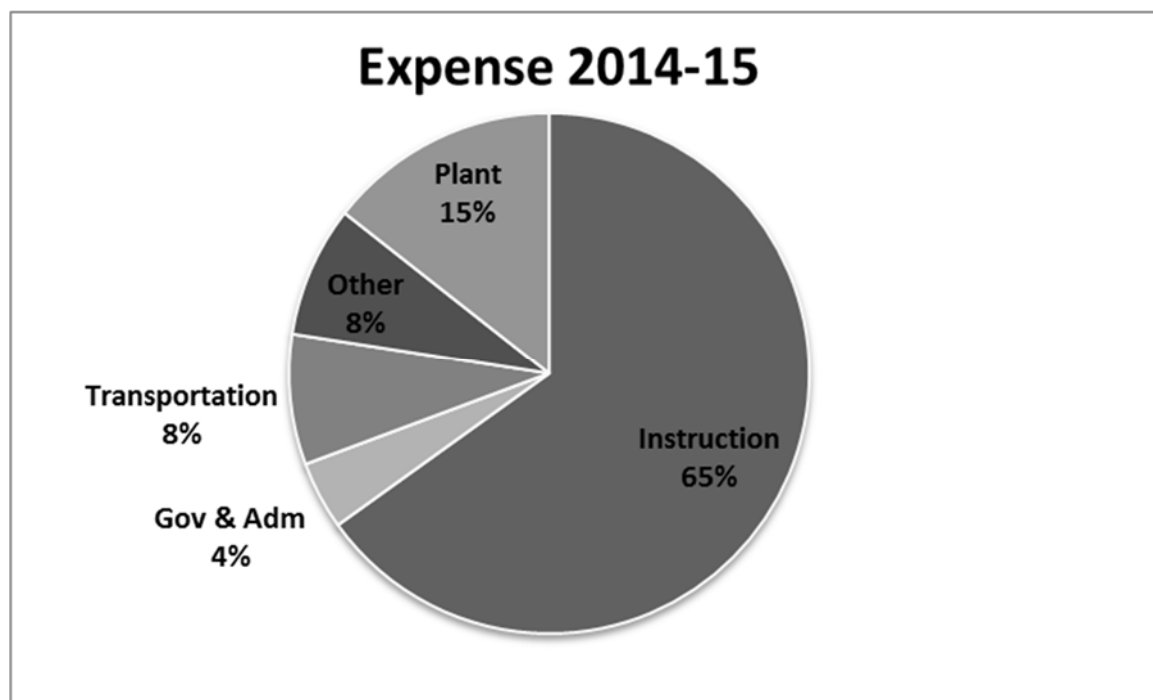
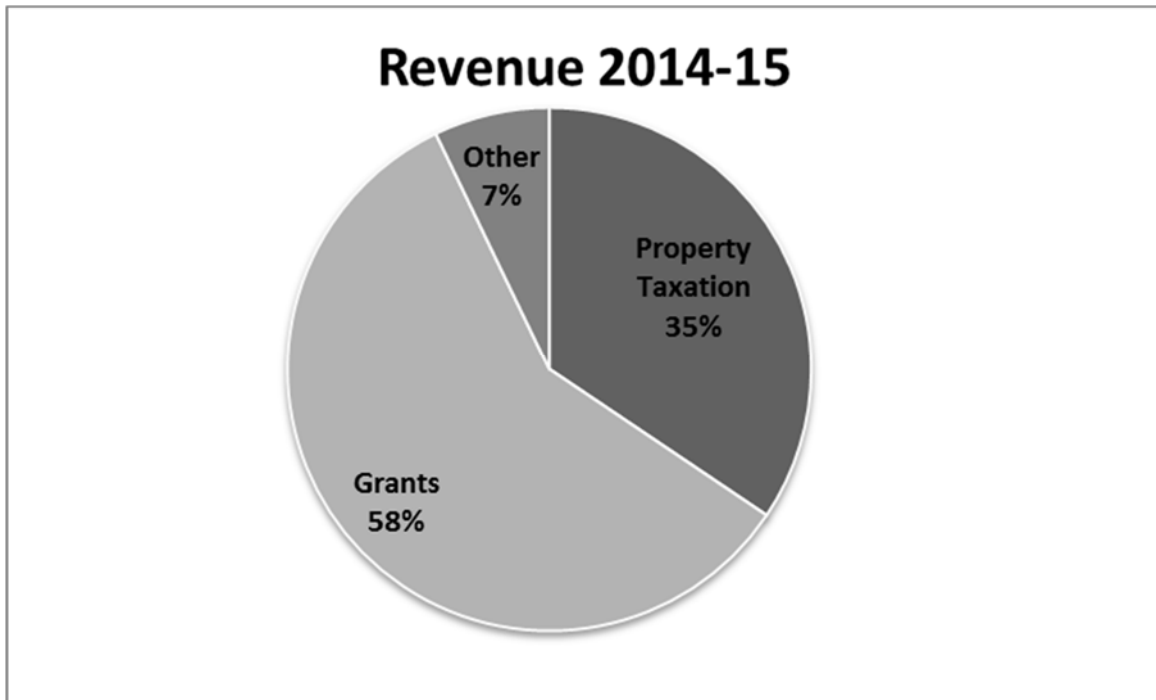
Prairie South Schools is a diverse mix of rural and urban communities, and safely transports a significant number of students to and from school. Some urban students are transported as well, when the distance between school and home is over 1 km.

Prairie South Schools operates its own transportation service and owns a fleet of 177 buses of various sizes.

Transportation Statistics (2014-2015 School Year)	
Students Transported	2,824
In-town students transported (included in above)	1,042 (Urban – Moose Jaw)
Transportation Routes	135
Number of Buses	170
Kilometres travelled daily	33,896
Average age of bus	8 years
Capacity Utilized on buses	75% (Average)
Average one-way ride time	43 Minutes
Longest one-way ride time	95 Minutes
Kilometers per year travelled on school trips	6,372,448
Cost per student per year	\$2,650.00
Cost per kilometre travelled	\$1.17

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2015	2015	2014	Budget to Actual Variance Over / (Under)	Budget to Actual % Variance	Note
	Budget	Actual	Actual			
REVENUES						
Property Taxation	29,795,904	30,024,395	29,568,054	228,491	1%	
Grants	47,423,971	50,926,473	49,013,538	3,502,502	7%	1
Tuition and Related Fees	99,752	71,322	49,071	(28,430)	-29%	2
School Generated Funds	1,238,000	1,157,353	1,217,018	(80,647)	-7%	3
Complementary Services	555,226	558,796	555,549	3,570	1%	
External Services	3,734,864	3,829,008	4,460,129	94,144	3%	
Other	397,500	616,846	411,739	219,346	55%	4
Total Revenues	83,245,217	87,184,193	85,275,098	3,938,976	5%	
EXPENSES						
Governance	575,811	512,057	528,827	(63,754)	-11%	5
Administration	3,441,556	3,168,974	3,004,953	(272,582)	-8%	6
Instruction	55,543,205	56,711,432	55,756,422	1,168,227	2%	
Plant	13,081,956	12,554,531	13,979,496	(527,425)	-4%	
Transportation	7,483,576	7,091,542	7,288,118	(392,034)	-5%	7
Tuition and Related Fees	75,000	98,818	113,897	23,818	32%	8
School Generated Funds	1,238,000	1,124,638	1,095,858	(113,362)	-9%	9
Complementary Services	2,096,934	2,058,975	2,036,235	(37,959)	-2%	
External Services	3,538,238	3,821,968	4,378,862	283,730	8%	10
Other Expenses	65,216	(20,129)	(99,546)	(85,345)	-131%	11
Total Expenses	87,139,492	87,122,806	88,083,122	(16,686)	0%	
Surplus (Deficit) for the Year	(3,894,275)	61,387	(2,808,024)			

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

Note	Explanation
1	We received more grant funds to pay for the teachers contract and we received capital funds for the Gravelbourg Elementary Project.
2	We did not receive the amount of tuition fees anticipated at budget time. Tuition Fees are a very low source of revenue for PSS210.
3	We budget School Generated Funds based on the past three years of data. This year we had less revenue than forecasted.
4	The division realized \$90,000 in unanticipated WCB revenue and \$188,000 for an insurance claim.
5	There wasn't any particular item that caused the variance. Trustee Expenses were lower than budgeted by 19,000. Other expenses were lower than budgeted by 17,000.
6	\$141,000 was moved to external properly account for Associate Schools Admin costs. We did not budget this way. Benefits were also lower than anticipated at budget time.
7	The division had substantial savings in fuel costs this year just over \$200,000 and our salaries were lower than forecast.
8	Our share of the developmental centre cost in Moose Jaw was much higher than anticipated.
9	We budget School Generated Funds based on the past three years of data. This year we had less expense which matches our revenue forecast.
10	Associate School Teacher received an increase of 3.5% plus the schools increased teaching staff by 4.5 FTE from budget.
11	The variance is due to an allowance made for uncollectable taxes of \$85,361.

Appendices

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Expenses	Travel	Professional Development	Total
Bachmann, Robert	11,078	5,707	1,576	3,433	21,794
Crabbe, Darrell	10,495	5,407	-	-	15,902
Davidson, Shawn	14,926	7,689	5,753	3,941	32,309
Gleim, Ron	12,411	6,393	1,344	2,338	22,486
Kessler, Allister	13,552	6,982	1,869	5,811	28,214
McLeod, Timothy M.A.	12,660	6,522	376	2,698	22,256
Radwanski, Jan	13,335	6,869	424	5,197	25,825
Swanson, Brian	10,495	5,407	-	-	15,902
Wilson, Giselle	12,595	6,488	4,719	2,934	26,736
Young, Llewellyn V.	12,933	6,662	71	5,294	24,960
TOTAL	\$124,480	\$64,126	\$16,132	\$31,646	\$236,384

Personal Services

Name	Amount		
Adams, Tianna	55,985	Baldwin, Anthony	183,285
Aitken, Eleese	102,077	Bartle, Lynn	84,199
Alexanderson, Michael	85,532	Bauck, Jennifer	52,967
Alm, Kathie	54,560	Bechard, Leslie M	57,650
Amies, Kimberly H	84,631	Bedford Beesley, Robbie L	60,330
Anderson Grass, Melinda M	82,732	Behrns, Lee	98,188
Anderson, Mariette	64,156	Bell, Cathie	90,197
Andrew, Sharon	92,690	Bell, Peter	101,788
Ansell, Dana	80,533	Bellows, Kristin A	93,851
Arndt, Duane L	84,333	Belsher, Colin M	73,138
Arndt, Shameem A	84,335	Berenik, Tammy	62,150
Arnott, Tana K	83,122	Berenyi, Cheryl	84,506
Baber, Kendra	84,718	Berglund, Dale	72,469
Backa, Geoffrey W	93,332	Bernard-Branning, Faith A	67,358
Baiton, Darren	107,108	Berner, Gayle	56,798
Baker, Clarke	107,108	Berner, Robert	85,760
		Binetruy, Kerrie L	94,455

Bistretzan, Bonnie L	55,632	Chadwick, Brent	106,949
Bittner, Bernard	67,012	Chadwick, Marni	85,499
Bjorge, Candace J	88,286	Chaffey, Jessica	72,030
Blackwell, Cheri	92,890	Chan, Jenn	83,005
Blair, Christine	84,645	Chevrier, Christianne	84,199
Blair, Tal	63,828	Chevrier-Williams, Natalie C.	83,722
Blanchette, Dana	84,200	Church, Cameron D	68,769
Blatz, Robyn L	83,135	Clarke, Anita	88,848
Block, Alan	85,295	Clegg, Kent M	101,579
Blondeau, Kathryn	63,614	Clement, Curtise	58,006
Bloudoff, Theran	59,439	Closs, Tracey R	84,275
Boechler, Wayne H	88,294	Cobbe, Corinne	106,856
Bogdan, Larry	93,859	Coghill, Carol	60,941
Bonneau-Chevrier, Lillian	77,367	Coghill, Chris	56,802
Bouffard, Crystal	77,435	Collinge, Charmaine	63,517
Boughen, Rachel E	84,198	Colven, Janice	70,949
Boughen, Ryan	162,799	Compton, Barbara	159,061
Boulton, Jeffrey R	104,502	Connors, Laura L	93,879
Boyes, W.Mike	71,159	Cook, David R	94,741
Branning, Stephanie L	84,197	Couzens, Trina	88,429
Brassard, Carol	84,985	Cowan, Cheri	83,078
Breitkreuz, Troy	88,739	Cowie, Nadine	102,651
Brennan, Valerie	102,657	Cridland, Garnet W	85,006
Breton, Jason	59,552	Cridland, Shelley	83,414
Briggs, Darby	66,926	Crocker, Cheryl	70,231
Brooks, Melissa	84,197	Crocker, Gillian V	65,144
Brown, Joanne R	84,197	Crooks, Chelsea	87,382
Brown, Jody J	84,233	Dale, Duane	71,004
Brownell, Warren	89,650	Dalgarno, Lucia M	84,787
Buettner, Blake E	85,839	Danylchuk, Sharon B	84,760
Bumphrey-Letnes, Katie	87,354	de Graauw, Gillian	81,050
Burghardt, Lora C	75,778	Deans, Raymond R	85,715
Burghardt, Tim W	88,296	Delorme, Melanie	84,911
Burnham, Lisa M	84,494	Dokken, Susan	50,749
Bzdel Montgomery, Lisa J	84,888	Dolman, Carla	89,913
Bzdel, Colleen R	88,793	Dombowsky, Denise	99,325
Caldwell, Brandi A.	70,255	Dombowsky, Tracy	84,856
Cameron, Crystal	84,934	Dryburgh, Alex	59,103
Cameron, Derrick	105,718	Dubeau, Katryne	57,235
Campbell, Eric G.	70,598	Dunne, Mark P	71,929
Cassidy, Katherine R	83,770	Dups, Suzanne	85,606

Dyck, Donna	50,383	Froshaug, Lona	97,911
Dzubinski, Stephanie	61,604	Gagne, Ashley D.	75,148
Earl, Cheryl	71,640	Galbraith, Lisa	57,318
Eberl, Rayleen D	98,615	Gallagher, Andrew	85,286
Eberle, Katie	66,798	Gallagher, Michelle L	85,147
Edwards, Charla	86,001	Gardner, James	88,572
Eirich, Elaine	51,148	Gardner, Melissa L	93,325
Eirich, Tim T	97,626	Gardner, Renee	88,487
Elder, Christa G	85,567	Gardner, Tayler D.	53,862
Elliott, Pamela	86,373	Gauley, Carlene	84,961
Erickson, Meagan D	81,973	Gauthier, Francine	96,396
Erskine, Tammy L	121,271	Gauvin, Stephane J	100,596
Esmond, April	90,708	Gauvin, Vivian L	95,358
Evans, Alysha	55,245	Geiger, Nikki L	80,365
Fafard, Louise	84,210	George, Jocelyne	83,608
Fahl, Ed	89,436	Gibson, Callie	54,672
Falk, Angela J.	78,804	Gillett, Kurt	50,433
Fall, Jayne	67,200	Gillett, Shara	62,965
Faris, Chris	84,263	Gingell Munteanu, Rhonda	96,178
Farrell-Schury, Shannon	94,383	Girardin, Bernard	162,849
Fedor Klapatiuk, Karen	85,027	Gleim, Perri	50,174
Feeley, Jeff	89,673	Gobbett, Heather	117,402
Feeley, Joanne	94,224	Goby, Jackie	102,532
Fehr, Dale	62,721	Goby, Sonja	68,259
Ferrie, Linda	88,871	Goepen-Bourgeois, Kristine	77,022
Ficzal, Ronald	85,876	Goodhand, Wendy	91,128
Fieger, Courtney	74,931	Gossard, Danielle	64,229
Fieger, Rae-Ann L	91,074	Granger, Heather M	86,371
Fielding, Leslie M	84,364	Grass, Kelly D	88,569
Filipowich, Michael E	84,333	Gray, Crystal	64,497
Finell, Jeff	55,956	Gray, Karen	86,541
Fish, Marie	88,424	Gregor, Rodger P	65,859
Fitzpatrick, Rhett	69,411	Grigg, Leslee R	54,808
Flegel, Gordon M	87,413	Grove, Michelle	53,780
Florek, Tasha	63,780	Grywacheski, Wayne	91,017
Fogal, Daphne	88,704	Gusa, Ronda C	72,138
Foster, Aaron	73,650	Guthormsen, Sheila	85,302
Fox, La-Loni M	81,670	Hager, Shelley D	79,598
Fritzler, Bruce E	107,659	Hall, Marla	84,967
Froats, Jason	78,952	Hand, Don L	103,137
Froshaug, Corbin	89,124	Hand, Elizabeth J	85,010

Hanwell, Georgia	142,506	Kearns, Jody	85,998
Hare, Leslie	70,323	Keeler, Margot	82,303
Harper, Amanda	56,887	Kerney, Sandra	90,217
Hawkins, Laurie	85,222	Kessler, Colleen	57,087
Hazell, Nathan	76,007	Kettlewell May, Shelly L	64,302
Heebner, Charlaine E	84,197	Kiefer, Carrie L	56,113
Hellings, Laurie D	85,029	Kirk, Lynn S	84,197
Hesjedal, Aaron	93,095	Kitts, Jeff	70,783
Hetherington, Stephanie	62,120	Kleisinger, Tammy L	84,199
Hildebrandt, Carla	91,863	Kleisinger, Timothy G	51,587
Hill, Shelley	55,008	Klippenstein, Linda R	83,510
Hiltz, Cathy	107,131	Knight-Szakacs, Tracey	82,618
Hirtle-Gluck, Christine	88,367	Knudsen, Audrey	84,225
Hlady, Carrie	50,418	Kotschorek, Greg	71,213
Hobbs, Heather	97,596	Krahn Schulties, Karmen	97,624
Hogeboom, Shayne J	89,128	Krauss, Deanna	72,510
Hoimyr, Kenton	85,044	Kreuger, Claire	67,608
Holmes, Lonny K	101,463	Krukoff, Shane	88,434
Holzer, Barbara A	88,298	Kuffner, Christy	83,792
Holzer, Martin	84,972	Kurz, Heather	90,689
Huel, Victoria L	84,197	Kyle, Gordon	72,698
Humbert, Donna R	93,325	Lacasse Corcoran, Edna	83,472
Hunt, Michael	51,202	Lagasse, Tracey	84,193
Huschi, Derrick F	154,989	Lamb, Janice	66,010
Hutchinson, David	74,277	Laminman, Brenda	68,335
Hutchinson, Sandi L	107,258	Lariviere, Leanne	84,201
Huyghebaert, Darcey J.	85,172	Lasko, Wadena	84,525
Ike, Deborah	104,564	Lecuyer, Julie	61,007
Irving, James	89,509	Lehmann, Jody	112,736
Jamieson, Rachelle	73,558	Lewchuk, Michael	79,878
Jamieson-Pilgrim, Rhonda	86,190	Lewis, Corrie L	85,962
Janzen, Sandra G	93,530	Lintner, Casey	69,094
Johnson, Darren	89,530	Litt, Allison A	89,257
Johnson, Tanya	100,174	Lothian, D. Brent	103,849
Johnson-Neufeld, Leisa C	84,190	Lothian, Jacqueline	93,530
Johnston, Rodney D	52,604	Lothian, Pat	83,460
Johnston, Roxanne P	93,530	Loveridge, Brandon	65,291
Johnstone, Lori L	88,836	Loverin, Laura	63,308
Karpinski, Debra	86,416	Lucas, Elaine	84,203
Karst, Jessie	65,189	Ludtke, Susan	84,264
Karst, Laurie	58,675	Lunde, Arlene	84,349

Lusanga, Kisongo (Willy)	83,152	Montague, Jennifer L	84,197
Lys, Stephen A	89,615	Montgomery, Jonie	54,772
Mack, Chantel	58,291	Mooney, Theresa	100,031
Mackey, Shelby	56,958	Morash, Kathy	85,201
Mackow, Lacey R	72,555	Morgan, Roger	89,314
MacLachlan, David B.	71,929	Morgan, Suzanne	84,745
Mann, Jaime	51,148	Morris, Colleen	84,640
Marcenko, Amanda	61,841	Moulding, Charles J	90,238
Marcenko, Michelle	103,804	Munro, Glen A.	67,963
Marcotte, Warren J	102,486	Munro, Katherine R.	69,322
Marit, Carol	84,068	Naylor, Elizabeth A	84,197
Marquardt, Pamela A	88,294	Negraiff, Debra M	84,528
Martens, J.Scott	85,473	Nestman, Jacqueline A	97,433
Martin, Armand	68,040	Neufeld, Marquita	84,476
Martin, Beckie	78,351	Nichols, Chelsea L	73,805
McCann, Amanda R.	76,773	Nicholson, Heather L	84,198
McCorriston, Paul	64,896	Nidesh, Cody	71,929
McCrea, Janet	84,499	Novak, Kim	150,918
Mcgregor, Jennifer	84,216	Oak, Kara	59,968
Mcintosh, Angus L	86,261	Oancia, Sharon	67,373
McKenzie, Jasmin	69,085	O'Brien, Michelle M	93,324
Mclean, Jonathan	114,864	Okraincee, Lenea	72,529
Mclean, Patty	91,988	Olliver, Debra	59,344
Mcnaughton, Lori	84,190	Olliver, Rickey	67,012
Meagher, Karen	76,632	Olney, Dwight	116,536
Mealing, Amanda A	57,905	Olsen, Chelsee	70,344
Menzies, Clayton R	83,643	Olson, Amanda J	83,334
Mergel, Patty	85,803	Olson, Sharon	84,422
Meyer, Don	88,709	Onraet, Shane	101,443
Meyer, Lori	162,865	Oonincx, Kristy	70,863
Michalko, Diane L	84,182	Orescanin, Danilo I	112,131
Michalko, Kelly T	102,657	Osberg, David K	112,535
Michaluk, Michelle R	97,626	Osberg, Jennifer J	102,657
Michaluk, Steven G	114,459	Osiowy, Diana	58,342
Mihalicz, Bartley	85,267	Ozog, Darlene Elaine F	84,197
Miller, Heather L.	80,744	Packet, Lisa	87,838
Milligan, J. Ward	118,590	Packet, Shirley	97,626
Mitchell, Yvonne	84,197	Paice, Derick	60,627
Moerike, Lindsay	77,803	Papilion, Amanda	63,633
Moneo, Shannon	85,253	Parent, Kelsey	53,955
Montague, B Patrick	70,979	Parks, Cecil	63,241

Parsons, Kimberly	88,572	Reidy, Cynthia F	84,160
Paterson, Linda D	84,441	Remoue, Wendy M	84,197
Patterson, Kenneth R	83,807	Rieder, Kathy	103,057
Patterson, Leigh T	55,617	Roach, Carla D	84,197
Pavier, Marilyn A	76,094	Robertson, Scott	118,236
Paysen, Shauna	65,668	Robinson, Joel C.	65,565
Peakman, Tim	55,787	Robinson, Kariann I	79,509
Peters, Kandis	51,836	Rogers, Benjamin	62,045
Peters, Kelly	84,217	Rogers, Tiffany L.M.	54,252
Peterson, Trevor	84,973	Romanow, Melissa	62,731
Pethick, Leigh J	86,018	Roney, David C	105,024
Pethick, Shannon M	59,395	Roney, Jason	84,924
Petlak, Cheryl L	83,777	Roney, Mary-Lee	90,200
Petlak, Logan	57,844	Rosso, Sophie	93,329
Pflugger, Jared	59,552	Rowlinson, Heather L	84,190
Pierce, Lisa	54,103	Russell, Stirling	62,768
Pippus, Tracy L	88,331	Ruston, Nancy	84,220
Pladson, Amber M.	72,320	Ruthven, Brian	99,978
Podevin, Shannon	84,343	Rutko, Leanne	100,995
Podgursky, Joyleen G	107,323	Ryba, Jacquie	89,604
Polupski, Jana C	88,528	Saas, Cori	66,557
Polupski, Lorne C	87,609	Samoleski, Judy A	89,038
Porter, Derek S	85,909	Sand, Terry	88,921
Pouteaux, Guylaine	85,491	Saulters, Deanna	85,391
Power, Gary	71,159	Saylor, Tammy L	89,122
Prefontaine, Kathy	52,861	Schafer, Clifford	78,580
Price, Catherine E	88,570	Schafer, Sharon A	84,440
Prokopetz, Jennifer	80,826	Schauenberg, Tara	104,219
Promhouse, Paul	89,368	Schepp, Michelle	55,189
Puetz, Nadine T	62,494	Scholpp-Smith, Leanne D	88,295
Purdy, Ron	135,725	Schultz, Janis	82,949
Pylatuk, Laurie	94,785	Schulz, Mark	78,944
Raes, Brad	58,149	Scidmore, L Michael	84,142
Rath, Roxanne	60,469	Scott, Karen L	67,900
Rattee, Robin L	88,295	Scribner, Stan	89,294
Rauscher, Heather L	75,595	Searcy, Gavin.T T	88,298
Rawlyk, Ray	94,429	Seeley, Brian	88,613
Raymond, Barry	102,657	Segall, Lawrence R	94,375
Redstone, Bert	67,433	Selensky, Anne-Marie	51,399
Reid, Lisa	84,592	Selensky, Gail	88,689
Reid-ward, Kelly	84,369	Shareski, Paula M	62,453

Shaw, Lindsay	80,436	Tressel, Jill C	107,207
Shillington, Allison	84,461	Trusty, Dahinda R	88,565
Shotton, Nicole	66,362	Turner, Cory	64,141
Silbernagel, Karla	96,768	Twemlow, Susan	89,091
Silversides, R. Keith	89,227	Ubell, Aaron F	79,586
Simonsen, Craig	90,138	Utley, Susan G	66,518
Singleton, Mitch	57,303	Vance, Suzanne M	84,298
Skoropad, Dana A	102,180	Varjassy, Candace L	82,518
Sleightholm, Chapin	64,719	Veeder, Natasha	52,991
Smith, Cynthia	60,446	Veer, Lisa J	88,948
Smith, Laurie	91,319	Verge, Renee D	90,033
Solie, Shelley L	84,469	Volkman, Kathryn	67,625
Sorensen, Jolyn M	79,464	Waldo, Julia	85,795
Sovdi, Faithe C	105,571	Wall, Colleen	68,753
Sowden, Shane	88,424	Walz, Alana R	88,431
Spagrud, Belinda	91,156	Wandler, Alan	89,781
Stamm, Shelly A	88,565	Warkentin, Janet	88,353
Stange, Alan B	88,322	Waronek, Trina L	68,962
Stark, Crystal	85,029	Warren, Shawn	68,035
Steinbach, Laurie I	89,234	Welter, Diana	140,010
Stewart, Anne	84,541	Wheatley, Kristin	88,574
Stewart, Barry E	122,163	Wicharuk, Kevin D	99,859
Stewart, Janice E	100,063	Wicker, Scott	62,577
Straub, Jackie	96,834	Wiebe, Elizabeth S	85,404
Struble, Natasha	84,194	Wigmore, Jocelyn	65,717
Strueby, Malinda M	80,532	Wildfong, Debra	101,189
Susut, Sonja	96,212	Willatt, George	103,236
Swanson, Dustin D	120,922	Williams-Mercier, Jayda J	93,429
Tallon, Maxine	52,220	Williamson, Scott R	114,591
Tatarniuk, Rebecca	74,625	Wilson, Colette	91,335
Taylor, Brett L	84,207	Wilson, Lana	75,123
Taylor, Debbie L	79,735	Wist, Tracey	60,967
Taylor, Gordon	51,449	Wist, Troy	103,582
Taylor, Shaunna	84,394	Woloschuk, Amy J	84,197
Taylor, Tracey	73,160	Wourms Rowe, Tana J	102,056
Thomson, Marina	83,790	Wourms, Michael B	88,294
Thue, Kyla	61,967	Young, L Brett	84,627
Thue, Sherry	84,803	Zak, Marilyn	77,420
Tiernay, Stephanie	57,535	Ziefflie, Lindee G	84,197
Tiffen, Brett	88,644	Zinn, Brenda	84,690
Topp, Erika N	79,241		

Transfers

Name	Amount
Caronport High School	206,863
Cornerstone Christian School	553,740
Holy Trinity School Division	184,822

Supplier Payments

Name	Amount
212071 Holdings Ltd.	55,768
Abco Elevator	63,401
Above Average Driver Training	53,387
Acklands-Grainger Inc	109,716
Apex Electric Ltd.	250,667
Apple Canada Inc. C3120	190,774
Arnill Construction Ltd.	162,111
Beaton, Mark	55,436
Book & Brier Patch	50,437
Briercrest College & Seminary	53,436
C & E Mechanical Inc	299,782
C & S Builders Ltd.	356,674
Canadian Union of Public	199,264
CDW Canada Inc.	103,541
City of Moose Jaw	92,903
Croissant, Corrie	88,230
Duncan Roofing Ltd.	556,312
E. Bourassa & Sons Ltd	82,708
Eecol Electric Corp.	134,063
Federated Co-operatives Ltd	1,026,834
Five Hills Health Region	141,118
Karst Holdings Incorporated	75,259
Konica Minolta Business	264,607
L&B Roofing	170,061
Marsh Canada Limited	417,011
MHPM Project Managers Inc.	72,852
Mid West Efficiency Heating	136,114
Miles Ahead Driver Ed	66,740
Moose Jaw Co-operative	59,426
Municipal Employees	2,596,361
Nelson Education Ltd.	51,553
P3A	564,805
Pearson Canada Inc. T46254	235,912

Powerland Computers Ltd.	824,129
Prairie Janitorial Supply Inc	163,465
Prairie Mechanical Services	236,335
Prairie South Teachers	84,170
Premium Fire Protection Ltd.	62,739
Primco Limited	123,550
Quorex Construction Services	578,755
REAL CDN SUPERSTORE	76,367
Regina Asphalt Paving	92,504
Roof Management	118,648
Sask School Boards	1,027,570
Sask Teachers' (Life)	78,573
Sask Teachers' (TSC)	83,052
Sask Teachers Federation	5,286,546
Sask Workers Compensation	223,832
SaskEnergy	605,405
SaskPower	1,084,484
SaskTel	213,164
Sasktel Mobility	80,960
SGL Auto Fund	141,495
Sharp's Audio-Visual Ltd.	77,422
Skyline Building Envelope	61,219
Source Office Furnishings	87,783
Sportfactor Inc.	70,231
St John's Music	105,550
Supreme Office Products	291,673
Sylvester, John	56,590
Trade West Equipment Ltd.	51,303
Warner Truck Industries	853,486
Wilker Roofing	255,885
YMCA of Moose Jaw	129,849
Zep Sales & Service of Canada	169,234

Appendix B – Management Report and Audited Financial Statements



[Redacted]

Audited Financial Statements

[Redacted]

Of the Prairie South School Division No. 210

School Division No. 2100500

For the Period Ending: August 31, 2015

Bernard Girardin
Chief Financial Officer

Stark & Marsh CPA LLP
Auditor

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

[Redacted]

November 24, 2015

Management's Responsibility for the Financial Statements

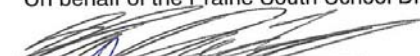
The school division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily 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.

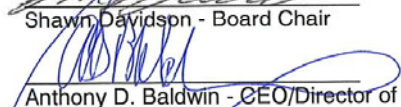
The school division's management maintains a system of accounting and administrative controls to ensure that accurate and reliable financial statements are prepared and to provide reasonable assurance that transactions are authorized, assets are safeguarded, and financial records are properly maintained 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, Stark & Marsh CPA LLP, conduct an independent examination in accordance with Canadian auditing standards and express their opinion on the financial statements. The accompanying Auditors' 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:


Shawn Davidson - Board Chair


Anthony D. Baldwin - CEO/Director of Education


Bernard Girardin - Chief Financial Officer



INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of Prairie South School Division No. 210:

We have audited the accompanying financial statements of Prairie South School Division No. 210, which comprise the statement of financial position as at August 31, 2015, and the statement of operations and accumulated surplus from operations, statement of changes in net financial assets and statement of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these 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.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the organization's preparation and fair presentation of the financial statements 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 organization's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Prairie South School Division No. 210 as at August 31, 2015, and the results of its operations and accumulated surplus, changes in its net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.


CPA LLP
Chartered Professional Accountants
Licensed Professional Accountants

Swift Current, Saskatchewan
November 24, 2015

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starkmarsh.com


Prairie South School Division No. 210
Statement of Financial Position
as at August 31, 2015


	2015	2014
Financial Assets		
Cash and Cash Equivalents	16,110,549	17,000,562
Accounts Receivable (Note 8)	14,323,714	13,415,420
Portfolio Investments (Note 4)	55,736	72,989
Total Financial Assets	30,489,999	30,488,971
Liabilities		
Accounts Payable and Accrued Liabilities (Note 9)	4,493,446	5,527,712
Long-Term Debt (Note 10)	1,161,319	1,512,647
Liability for Employee Future Benefits (Note 6)	2,248,400	2,100,200
Deferred Revenue (Note 11)	2,499,948	2,208,930
Total Liabilities	10,403,113	11,349,489
Net Financial Assets	20,086,886	19,139,482
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	52,026,754	52,749,252
Inventory of Supplies for Consumption	36,890	166,136
Prepaid Expenses	591,654	625,927
Total Non-Financial Assets	52,655,298	53,541,315
Accumulated Surplus (Note 14)	72,742,184	72,680,797

Contingent Liabilities (Note 18)

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

Approved by the Board:





Chairperson

Chief Financial Officer

Prairie South School Division No. 210
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
REVENUES	(Note 15)		
Property Taxation	29,795,904	30,024,395	29,568,054
Grants	47,423,971	50,926,473	49,013,538
Tuition and Related Fees	99,752	71,322	49,071
School Generated Funds	1,238,000	1,157,353	1,217,018
Complementary Services (Note 12)	555,226	558,796	555,549
External Services (Note 13)	3,734,864	3,829,008	4,460,129
Other	397,500	616,846	411,739
Total Revenues (Schedule A)	83,245,217	87,184,193	85,275,098
EXPENSES			
Governance	575,811	512,057	528,827
Administration	3,441,556	3,168,974	3,004,953
Instruction	55,543,205	56,711,432	55,756,422
Plant	13,081,956	12,554,531	13,979,496
Transportation	7,483,576	7,091,542	7,288,118
Tuition and Related Fees	75,000	98,818	113,897
School Generated Funds	1,238,000	1,124,638	1,095,858
Complementary Services (Note 12)	2,096,934	2,058,975	2,036,235
External Services (Note 13)	3,538,238	3,821,968	4,378,862
Other Expenses	65,216	(20,129)	(99,546)
Total Expenses (Schedule B)	87,139,492	87,122,806	88,083,122
Operating Surplus/(Deficit) for the Year	(3,894,275)	61,387	(2,808,024)
Accumulated Surplus from Operations, Beginning of Year	72,680,797	72,680,797	75,488,821
Accumulated Surplus from Operations, End of Year	68,786,522	72,742,184	72,680,797

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

**Prairie South School Division No. 210
Statement of Changes in Net Financial Assets
for the year ended August 31, 2015**

	2015 Budget	2015 Actual	2014 Actual
	(Note 15)		
Net Financial Assets, Beginning of Year	19,139,482	19,139,482	20,491,868
Changes During the Year:			
Operating Surplus/(Deficit) for the Year	(3,894,275)	61,387	(2,808,024)
Acquisition of Tangible Capital Assets (Schedule C)	(2,521,080)	(4,431,604)	(3,776,487)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	87,735	126,445
Net (Gain) on Disposal of Capital Assets (Schedule C)	-	(82,934)	(118,828)
Amortization of Tangible Capital Assets (Schedule C)	5,223,466	5,149,301	5,384,216
Net Acquisition of Inventory of Supplies	-	129,246	18,394
Net Change in Other Non-Financial Assets	-	34,273	(178,102)
Change in Net Financial Assets	(1,191,889)	947,404	(1,352,386)
Net Financial Assets, End of Year	17,947,593	20,086,886	19,139,482

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

Prairie South School Division No. 210
Statement of Cash Flows
for the year ended August 31, 2015

	2015	2014
OPERATING ACTIVITIES		
Operating Surplus/(Deficit) for the Year	61,387	(2,808,024)
Add Non-Cash Items Included in Surplus/(Deficit) (Schedule D)	5,066,367	5,265,388
Net Change in Non-Cash Operating Activities (Schedule E)	(1,339,823)	(229,258)
Cash Provided by Operating Activities	3,787,931	2,228,106
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(4,431,604)	(3,776,487)
Proceeds on Disposal of Tangible Capital Assets	87,735	126,445
Cash (Used) by Capital Activities	(4,343,869)	(3,650,042)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(27,909)	(33,063)
Proceeds on Disposal of Portfolio Investments	45,162	35,250
Cash Provided by Investing Activities	17,253	2,187
FINANCING ACTIVITIES		
Repayment of Long-Term Debt	(351,328)	(334,829)
Cash (Used) by Financing Activities	(351,328)	(334,829)
(DECREASE) IN CASH AND CASH EQUIVALENTS	(890,013)	(1,754,578)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	17,000,562	18,755,140
CASH AND CASH EQUIVALENTS, END OF YEAR	16,110,549	17,000,562

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

Prairie South School Division No. 210
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Property Taxation Revenue			
Tax Levy Revenue:			
Property Tax Levy Revenue	28,405,904	28,421,418	27,979,408
Revenue from Supplemental Levies	120,000	103,893	200,306
Total Property Tax Revenue	28,525,904	28,525,311	28,179,714
Grants in Lieu of Taxes:			
Federal Government	504,347	425,124	450,907
Provincial Government	234,012	237,677	238,652
Railways	338,726	408,765	335,907
Other	269,582	260,657	271,882
Total Grants in Lieu of Taxes	1,346,667	1,332,223	1,297,348
Other Tax Revenues:			
Treaty Land Entitlement - Rural	-	13,839	5,716
House Trailer Fees	100,000	123,276	105,479
Total Other Tax Revenues	100,000	137,115	111,195
Additions to Levy:			
Penalties	153,333	188,764	180,528
Other	10,000	84,172	12,257
Total Additions to Levy	163,333	272,936	192,785
Deletions from Levy:			
Cancellations	-	(167,928)	(193,648)
Other Deletions	(340,000)	(75,262)	(19,340)
Total Deletions from Levy	(340,000)	(243,190)	(212,988)
Total Property Taxation Revenue	29,795,904	30,024,395	29,568,054
Grants:			
Operating Grants			
Ministry of Education Grants:			
Operating Grant	45,955,387	48,323,531	46,606,562
Other Ministry Grants	42,000	800	109,234
Total Ministry Grants	45,997,387	48,324,331	46,715,796
Other Provincial Grants	267,500	-	409,821
Grants from Others	-	325,246	33,787
Total Operating Grants	46,264,887	48,649,577	47,159,404
Capital Grants			
Ministry of Education Capital Grants	1,094,584	2,261,713	1,844,584
Other Capital Grants	64,500	15,183	9,550
Total Capital Grants	1,159,084	2,276,896	1,854,134
Total Grants	47,423,971	50,926,473	49,013,538

Prairie South School Division No. 210
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Tuition and Related Fees Revenue			
Operating Fees:			
Tuition Fees:			
School Boards	30,000	29,275	29,150
Federal Government and First Nations	12,794	10,413	12,321
Individuals and Other	56,958	31,634	7,600
Total Tuition Fees	99,752	71,322	49,071
Total Operating Tuition and Related Fees	99,752	71,322	49,071
Total Tuition and Related Fees Revenue	99,752	71,322	49,071
School Generated Funds Revenue			
Curricular:			
Student Fees	77,000	30,903	16,619
Total Curricular Fees	77,000	30,903	16,619
Non-Curricular Fees:			
Commercial Sales - GST	775,000	696,487	788,815
Commercial Sales - Non-GST	32,000	33,370	5,120
Fundraising	124,000	115,136	55,604
Grants and Partnerships	90,000	71,779	74,402
Students Fees	140,000	152,519	191,233
Other	-	57,159	85,225
Total Non-Curricular Fees	1,161,000	1,126,450	1,200,399
Total School Generated Funds Revenue	1,238,000	1,157,353	1,217,018
Complementary Services			
Operating Grants:			
Ministry of Education Grants:			
Operating Grant	513,014	513,012	511,476
Other Ministry Grants	-	30,098	29,800
Other Provincial Grants	-	12,536	12,463
Other Grants	42,212	3,150	1,810
Total Operating Grants	555,226	558,796	555,549
Total Complementary Services Revenue	555,226	558,796	555,549

Prairie South School Division No. 210
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
External Services			
Operating Grants:			
Ministry of Education Grants:			
Operating Grant	3,390,120	3,535,457	3,752,976
Other Provincial Grants	69,700	36,334	62,045
Total Operating Grants	3,459,820	3,571,791	3,815,021
Fees and Other Revenue			
Tuition and Related Fees	-	4,278	4,613
Gain on Disposal of Capital Assets	-	69,594	101,648
Other Revenue	275,044	183,345	538,847
Total Fees and Other Revenue	275,044	257,217	645,108
Total External Services Revenue	3,734,864	3,829,008	4,460,129
Other Revenue			
Miscellaneous Revenue	88,500	307,344	65,255
Sales & Rentals	52,000	62,304	57,649
Investments	250,000	233,858	271,655
Gain on Disposal of Capital Assets	7,000	13,340	17,180
Total Other Revenue	397,500	616,846	411,739
TOTAL REVENUE FOR THE YEAR	83,245,217	87,184,193	85,275,098

Prairie South School Division No. 210
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Governance Expense			
Board Members Expense	214,466	195,849	191,946
Professional Development- Board Members	62,100	51,313	45,423
Advisory Committees	53,400	47,293	41,421
Elections	16,000	4,442	687
Other Governance Expenses	229,845	213,160	249,350
Total Governance Expense	575,811	512,057	528,827
Administration Expense			
Salaries	2,536,871	2,380,955	2,241,150
Benefits	361,541	313,732	295,157
Supplies & Services	219,205	203,731	207,423
Non-Capital Furniture & Equipment	975	397	690
Building Operating Expenses	104,800	87,874	97,613
Communications	36,850	31,665	31,485
Travel	71,060	47,827	43,338
Professional Development	77,760	77,404	59,732
Amortization of Tangible Capital Assets	32,494	25,389	28,365
Total Administration Expense	3,441,556	3,168,974	3,004,953
Instruction Expense			
Instructional (Teacher Contract) Salaries	37,854,427	39,124,090	38,328,003
Instructional (Teacher Contract) Benefits	2,244,284	2,415,927	2,320,480
Program Support (Non-Teacher Contract) Salaries	7,616,192	7,506,894	7,296,803
Program Support (Non-Teacher Contract) Benefits	1,576,344	1,658,368	1,613,380
Instructional Aids	1,629,314	1,661,174	1,536,210
Supplies & Services	911,142	798,244	830,557
Non-Capital Furniture & Equipment	333,991	382,652	415,473
Communications	315,723	224,413	224,078
Travel	217,623	238,862	237,016
Professional Development	595,413	406,921	371,043
Student Related Expense	531,815	597,333	538,977
Amortization of Tangible Capital Assets	1,716,937	1,696,554	2,044,402
Total Instruction Expense	55,543,205	56,711,432	55,756,422

Prairie South School Division No. 210
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Plant Operation & Maintenance Expense			
Salaries	3,369,160	3,519,963	3,390,697
Benefits	785,047	703,785	718,157
Supplies & Services	50,450	39,320	29,982
Non-Capital Furniture & Equipment	19,600	119,350	30,082
Building Operating Expenses	6,184,024	5,568,856	7,321,622
Communications	14,000	9,424	7,870
Travel	104,000	105,850	95,654
Professional Development	14,280	13,089	6,928
Amortization of Tangible Capital Assets	2,541,395	2,474,894	2,378,504
Total Plant Operation & Maintenance Expense	13,081,956	12,554,531	13,979,496
Student Transportation Expense			
Salaries	3,390,897	3,164,783	3,207,047
Benefits	753,232	732,039	757,724
Supplies & Services	1,362,008	1,201,156	1,380,905
Non-Capital Furniture & Equipment	495,900	490,692	477,360
Building Operating Expenses	89,500	68,823	73,266
Communications	30,650	16,797	16,870
Travel	1,200	708	856
Professional Development	14,500	8,091	11,782
Contracted Transportation	416,274	459,710	433,085
Amortization of Tangible Capital Assets	929,415	948,743	929,223
Total Student Transportation Expense	7,483,576	7,091,542	7,288,118
Tuition and Related Fees Expense			
Tuition Fees	75,000	98,818	113,897
Total Tuition and Related Fees Expense	75,000	98,818	113,897
School Generated Funds Expense			
Supplies & Services	70,000	3,819	10,514
Cost of Sales	610,000	583,261	554,160
School Fund Expenses	558,000	537,558	531,184
Total School Generated Funds Expense	1,238,000	1,124,638	1,095,858

Prairie South School Division No. 210
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Complementary Services Expense			
Tuition Fees	17,000	-	-
Instructional (Teacher Contract) Salaries & Benefits	899,719	1,033,362	953,204
Program Support (Non-Teacher Contract) Salaries & Benefit	773,880	665,571	679,129
Supplies & Services	300,400	260,246	301,171
Communications	3,300	2,807	2,307
Travel	17,200	27,452	23,994
Professional Development (Non-Salary Costs)	8,500	5,794	4,355
Student Related Expenses	73,710	60,794	69,126
Amortization of Tangible Capital Assets	3,225	2,949	2,949
Total Complementary Services Expense	2,096,934	2,058,975	2,036,235
External Service Expense			
Other Fees	1,057,789	754,197	1,048,395
Administration Salaries & Benefits	-	141,419	150,120
Instructional (Teacher Contract) Salaries & Benefits	2,212,641	2,671,184	2,915,094
Program Support (Non-Teacher Contract) Salaries & Benefit	142,558	155,589	164,664
Transportation Salaries & Benefits	-	1,632	2,306
Supplies & Services	5,080	11,810	2,390
Non-Capital Furniture & Equipment	-	557	461
Building Operating Expenses	8,300	745	3,768
Communications	650	316	730
Travel	11,200	2,930	3,404
Professional Development (Non-Salary Costs)	3,760	3,962	2,401
Student Related Expenses	96,260	76,854	84,356
Amortization of Tangible Capital Assets	-	773	773
Total External Services Expense	3,538,238	3,821,968	4,378,862

Prairie South School Division No. 210
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Other Expense			
Interest and Bank Charges:			
Interest on Other Capital Loans and Long-Term Debt			
Other	65,216	65,232	81,716
Total Interest and Bank Charges	65,216	65,232	81,716
Provision for Uncollectable Taxes	-	(85,361)	(181,262)
Total Other Expense	65,216	(20,129)	(99,546)
TOTAL EXPENSES FOR THE YEAR	87,139,492	87,122,806	88,083,122

Prairie South School Division No. 210
Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2015

	Land		Buildings		School	Other	Furniture and	Computer Hardware and Audio Visual	Computer	Assets Under Construction	2015	2014
	Land	Improvements	Buildings	Short-Term	Buses	Vehicles	Equipment	Equipment	Software			
Tangible Capital Assets - at Cost:												
Opening Balance as of September 1	1,718,010	419,324	96,894,081	2,615,210	12,196,960	726,685	5,356,212	7,910,342	135,942	654,892	128,627,658	126,385,989
Additions/Purchases	-	-	132,646	-	697,111	54,044	575,367	1,469,504	288	1,502,644	4,431,604	3,776,487
Disposals	-	-	(24,833)	-	(223,299)	(45,000)	(116,020)	-	-	-	(409,152)	(1,534,818)
Transfers to (from)	-	-	389,023	-	-	-	-	-	-	(389,023)	-	-
Closing Balance as of August 31	1,718,010	419,324	97,390,917	2,615,210	12,670,772	735,729	5,815,559	9,379,846	136,230	1,768,513	132,650,110	128,627,658
Tangible Capital Assets - Amortization:												
Opening Balance as of September 1	-	245,502	58,322,171	1,690,742	7,472,039	642,830	1,810,695	5,617,483	76,944	-	75,878,406	72,021,391
Amortization of the Period	-	18,482	2,109,967	54,556	871,611	46,165	591,752	1,431,454	25,314	-	5,149,301	5,384,216
Disposals	-	-	(20,032)	-	(223,299)	(45,000)	(116,020)	-	-	-	(404,351)	(1,527,201)
Closing Balance as of August 31	N/A	263,984	60,412,106	1,745,298	8,120,351	643,995	2,286,427	7,048,937	102,258	N/A	80,623,356	75,878,406
Net Book Value:												
Opening Balance as of September 1	1,718,010	173,822	38,571,910	924,468	4,724,921	83,855	3,545,517	2,292,859	58,998	654,892	52,749,252	54,364,598
Closing Balance as of August 31	1,718,010	155,340	36,978,811	869,912	4,550,421	91,734	3,529,132	2,330,909	33,972	1,768,513	52,026,754	52,749,252
Change in Net Book Value	-	(18,482)	(1,593,099)	(54,556)	(174,500)	7,879	(16,385)	38,050	(25,026)	1,113,621	(722,498)	(1,615,346)
Disposals:												
Historical Cost	-	-	24,833	-	223,299	45,000	116,020	-	-	-	409,152	1,534,818
Accumulated Amortization	-	-	20,032	-	223,299	45,000	116,020	-	-	-	404,351	1,527,201
Net Cost	-	-	4,801	-	-	-	-	-	-	-	4,801	7,617
Price of Sale	1,725	-	74,395	-	7,890	652	3,073	-	-	-	87,735	126,445
Gain on Disposal	1,725	-	69,594	-	7,890	652	3,073	-	-	-	82,934	118,828
Net Book Value (NBV) of Assets Pledged as Security for Debt												
	-	-	-	-	1,161,319	-	-	-	-	-	1,161,319	1,512,648

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Prairie South School Division No. 210
Schedule D: Non-Cash Items Included in Surplus/(Deficit)
for the year ended August 31, 2015

	2015	2014
Non-Cash Items Included in Surplus/(Deficit):		
Amortization of Tangible Capital Assets (Schedule C)	5,149,301	5,384,216
Net (Gain) on Disposal of Tangible Capital Assets	(82,934)	(118,828)
Total Non-Cash Items Included in Surplus/(Deficit)	5,066,367	5,265,388

Prairie South School Division No. 210
Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2015

	2015	2014
Net Change in Non-Cash Operating Activities:		
(Increase) in Accounts Receivable	(908,294)	(82,078)
(Decrease) Increase In Accounts Payable and Accrued Liabilities	(1,034,266)	453,784
Increase in Liability for Employee Future Benefits	148,200	129,000
Increase (Decrease) in Deferred Revenue	291,018	(570,256)
Decrease in Inventory of Supplies for Consumption	129,246	18,394
Decrease (Increase) in Prepaid Expenses	34,273	(178,102)
Total Net Change in Non-Cash Operating Activities	(1,339,823)	(229,258)

**PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2015**

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 "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 funded mainly by grants from the Government of Saskatchewan and a levy on the property assessment included in the school division's boundaries at mill rates determined by the provincial government. The school division is exempt from income tax and is a registered charity under the *Income Tax Act*.

2. SIGNIFICANT ACCOUNTING POLICIES

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).

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

a) Basis of Accounting

The financial statements are prepared using the accrual basis of accounting.

b) Reporting Entity

The financial statements include all of the assets, liabilities, revenues and expenses of the school division reporting entity.

c) 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 17 of the financial statements.

**PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2015**

d) 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 \$2,248,400 (2014 - \$2,100,200) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$30,024,395 (2014 - \$29,568,054) because final tax assessments may differ from initial estimates.
- uncollectible taxes of \$1,136,703 (2014 - \$1,222,064) because actual collectability may differ from initial estimates.
- useful lives of capital assets and related amortization of \$5,149,301 (2014 - \$5,384,216) because the actual useful lives of the capital assets may differ from their estimated economic lives.

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.

e) 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 and long-term debt.

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2015

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. Monetary 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.

f) 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 initial 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 taxes receivable, provincial grants receivable and other receivables. Taxes receivable represent education property taxes assessed or estimated owing to the end of the fiscal period but not yet received. The allowance for uncollected taxes is a valuation allowance used to reduce the amount reported for taxes receivable to the estimated net recoverable amount. The allowance represents management's estimate of the amount of taxes that will not be collected taking into consideration prior years' tax collections and information provided by municipalities regarding collectability of outstanding balances. Provincial grants receivable represent operating, capital, and other 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.

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2015

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

Portfolio Investments consist of term deposits and 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 (e).

g) 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 of the school division include land, land improvements, buildings, buildings-short term, school buses, other vehicles, furniture and equipment, computer hardware and software, audio visual equipment, and assets under construction.

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.

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 – 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	4 years
Computer software	5 years

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2015

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

Assets that have a historical or cultural significance, such as works of art, monuments and other cultural artifacts, are not recognized as tangible capital assets because a reasonable estimate of future benefits associated with these properties cannot be made.

Inventory of Supplies for Consumption consists of 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 Saskatchewan School Board Association fees; building, vehicle and liability insurance; Workers' Compensation fees; software licensing and maintenance; professional development opportunities and Five Hills Health District services.

h) 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.

Long-Term Debt is comprised of a capital loan with an initial maturity of more than one year and is incurred for the purpose of financing capital expenses in accordance with the provisions of *The Education Act, 1995*.

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.

**PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2015**

Deferred Revenue from Non-government Sources represents fees or payments for services received in advance of the fee being earned or the services being performed, and other contributions for which the contributor has placed restrictions on the use of the resources. Revenue from tuition and related fees is recognized as the course is delivered; revenue from contractual services is recognized as the services are delivered; and revenue from other contributions is recognized in the fiscal year in which the resources are used for the purpose specified by the contributor.

i) 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). In accordance with PSAB, the plan is accounted for as a defined contribution plan whereby the school division's contributions are expensed when due.

j) 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 revenues include the following:

i) Government Transfers (Grants)

Grants from governments are considered to be government transfers. In accordance with PS3410 standard, government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, the amount can be estimated and collection is reasonably assured except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability.

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2015

For transfers with stipulations, revenue is recognized in the statement of operations and accumulated surplus from operations as the stipulation liabilities are settled.

ii) Property Taxation

Property tax is levied and collected on a calendar year basis. Uniform education property tax mill rates are set by the Government of Saskatchewan. Tax revenues are recognized on the basis of time with 1/12th of estimated total tax revenue recorded in each month of the school division's fiscal year. The tax revenue for the September to December portion of the fiscal year is based on the actual amounts reported by the municipalities for the calendar taxation year. For the January to August portion of its fiscal year, the school division estimates tax revenue based on estimate information provided by municipalities who levy and collect the property tax on behalf of the school division. The final annual taxation amounts are reported to the division by each municipality following the conclusion of each calendar taxation year, and any difference between final amounts and the school division's estimates is recorded as an adjustment to revenue in the next fiscal year.

iii) Fees and Services

Revenues from tuition fees and other fees and services are recognized in the year they are earned. Amounts that are restricted pursuant to legislation, regulation or agreements with external parties that may only be used in the conduct of certain programs or in the delivery of specific services and transactions are initially recorded as deferred revenue and subsequently recognized as revenue in the fiscal year the related expenses are incurred or services are performed.

iv) Interest Income

Interest is recognized on an accrual basis when it is earned.

v) 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 that are to be held in perpetuity are recognized as revenue in the year in which they are received or committed if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions that are not held in perpetuity are

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2015

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.

k) Statement of Remeasurement Gains and Losses

The school division has not presented a statement of remeasurement gains and losses because it does not have financial instruments that give rise to material remeasurement gains or losses.

3. SHORT-TERM BORROWINGS

Bank indebtedness consists of a demand operating line of credit with a maximum borrowing limit of \$15,000,000 that bears interest at Bank prime rate minus 0.50% per annum. This line of credit is authorized by a borrowing resolution by the board of education and is secured by property taxes and operating grants receivable. This line of credit was approved by the Minister of Education on November 16, 2011. The balance drawn on the line of credit at August 31, 2015 was \$0 (August 31, 2014 - \$0).

4. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

Portfolio investments in the cost and amortized cost category:	2015 Cost	2014 Cost
Conexus Credit Union Term Deposit	\$ 12,806	\$ 12,726
CIBC Long Term GIC	-	14,000
Conexus Credit Union Term Deposit	-	2,616
Innovation Credit Union Term Deposit	9,007	8,785
CIBC Term Deposit	1,035	-
Royal Bank GIC	5,315	5,273
CIBC Flexible GIC	11,430	11,339
Equity in co-operatives	15,386	17,488
Credit Union equity funds	757	762
Total portfolio investments reported at cost and amortized cost	\$ 55,736	\$ 72,989

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2015

5. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2015 Actual	2014 Actual
Governance	\$ 191,799	\$ 320,258	\$ -	\$ -	\$ 512,057	\$ 528,827
Administration	2,694,687	448,898	-	25,389	3,168,974	3,004,953
Instruction	50,705,279	4,309,599	-	1,696,554	56,711,432	55,756,422
Plant	4,223,749	5,855,888	-	2,474,894	12,554,531	13,979,496
Transportation	3,896,823	2,245,976	-	948,743	7,091,542	7,288,118
Tuition and Related Fees	-	98,818	-	-	98,818	113,897
School Generated Funds	-	1,124,638	-	-	1,124,638	1,095,858
Complementary Services	1,698,932	357,094	-	2,949	2,058,975	2,036,235
External Services	2,828,394	992,801	-	773	3,821,968	4,378,862
Other	-	(85,361)	65,232	-	(20,129)	(99,546)
TOTAL	\$66,239,663	\$15,668,609	\$65,232	\$ 5,149,302	\$87,122,806	\$88,083,122

6. EMPLOYEE FUTURE BENEFITS

The school division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include non-vested accumulating sick leave, severance benefits (vested sick leave) 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. Morneau Shepell Ltd, a firm of consulting actuaries, performed an actuarial valuation as at March 31, 2015 and estimated the Liability for Employee Future Benefits as at August 31, 2015.

Details of the employee future benefits are as follows:

	2015	2014
Actuarial extrapolation date	31-Aug-15	31-Aug-14
Long-term assumptions used:		
Discount rate	2.50%	2.80%
Inflation rate and productivity rate (excluding merit and promotion)	3.20%	3.25%
Expected average remaining service life (years)	12	12

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2015

Liability for Employee Future Benefits	2015	2014
Accrued Benefit Obligation - beginning of year	\$2,100,200	\$1,861,400
Current period benefit cost	181,900	176,200
Interest cost	62,600	70,500
Benefit payments	(96,300)	(46,900)
Actuarial losses	510,400	124,600
Plan amendments	-	(85,600)
Accrued Benefit Obligation - end of year	2,758,800	2,100,200
Unamortized Net Actuarial Losses	(510,400)	-
Liability for Employee Future Benefits	\$2,248,400	\$2,100,200

Employee Future Benefits Expense	2015	2014
Current period benefit cost	\$ 181,900	\$ 176,200
Amortization of net actuarial gain	-	(6,500)
Plan amendments	-	(64,300)
Benefit cost	181,900	105,400
Interest cost	62,600	70,500
Total Employee Future Benefits Expense	\$ 244,500	\$ 175,900

7. 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) or 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:

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	2015			2014
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	661	37	698	676
Member contribution rate (percentage of salary)	9.1-11.3%	6.05-7.85%	6.05%-11.3%	6.05%-11.3%
Member contributions for the year	\$ 4,132,871	\$ 83,052	\$ 4,215,923	\$ 3,504,558

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 are not recognized in these financial statements. In accordance with PSAB requirements, 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:

	2015	2014
Number of active School Division members	660	645
Member contribution rate (percentage of salary)	8.15%	8.15%
School Division contribution rate (percentage of salary)	8.15%	8.15%
Member contributions for the year	\$ 1,298,793	\$ 1,225,527
School Division contributions for the year	\$ 1,298,793	\$ 1,225,527
Actuarial (extrapolation) valuation date	(31-Dec-14)	31-Dec-13
Plan Assets (in thousands)	\$ 2,006,587	\$ 1,685,167
Plan Liabilities (in thousands)	\$ 1,672,585	\$ 1,498,853
Plan Surplus (in thousands)	\$ 334,002	\$ 186,314

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8. 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:

	2015			2014		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 13,690,501	\$ 1,136,703	\$ 12,553,798	\$ 13,341,771	\$ 1,222,064	\$ 12,119,707
Provincial Grants Receivable	1,040,925	-	1,040,925	811,403	-	811,403
Other Receivables	728,991	-	728,991	484,310	-	484,310
Total Accounts Receivable	\$ 15,460,417	\$ 1,136,703	\$ 14,323,714	\$ 14,637,484	\$ 1,222,064	\$ 13,415,420

9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2015	2014
Accrued Salaries and Benefits	\$ 2,277,696	\$ 2,841,353
Supplier Payments	1,650,261	2,138,803
Staff funds	6,165	5,197
Construction contract holdbacks & other contractual liabilities	559,324	542,359
Total Accounts Payable and Accrued Liabilities	\$ 4,493,446	\$ 5,527,712

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10. LONG-TERM DEBT

Details of long-term debt are as follows:

		Interest Rate	Maturity Date	Payment Amount	Payment Frequency	Balance as at Aug 31, 2015	Balance as at Aug 31, 2014
Capital Loan:	CIBC	4.82%	31-Aug-18	34,712	Monthly	\$1,161,319	\$1,512,647
Total Long Term Debt						\$1,161,319	\$1,512,647

Future principal repayments over the next 3 years are estimated as follows:		
	Capital Loan	Total
2016	\$ 368,642	\$ 368,642
2017	386,808	386,808
2018	405,869	405,869
Total	\$ 1,161,319	\$ 1,161,319

Principal and interest payments on the long-term debt are as follows:			
	Capital Loan	2015	2014
Principal	\$ 351,328	\$ 351,328	\$ 334,829
Interest	65,216	65,216	81,715
Total	\$ 416,544	\$ 416,544	\$ 416,544

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11. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2014	Additions during the Year	Revenue recognized In the Year	Balance as at Aug. 31, 2015
Capital projects:				
Federal capital tuition	\$ 3,847	\$ 387	\$ -	\$ 4,234
Proceeds from sale of school buildings	640,156	-	-	640,156
Peacock School gym floor and School Governance Association Room	16,020	1,500	2,000	15,520
Legacy division capital project	2,528	-	-	2,528
Playground donations	27,082	-	21,662	5,420
Peacock auditorium improvement fee	29,866	8,400	-	38,266
Coronach School Treadmill	130	-	-	130
Eyebrow Entryway Project	-	5,900	-	5,900
Mortlach School Projects	-	9,475	-	9,475
Lafleche School Technology Upgrade	11,049	-	5,000	6,049
Assiniboia High Science Lab	8,082	-	5,082	3,000
Capital Projects at School Level	-	26,775	-	26,775
Assiniboia High Library Project	-	2,826	-	2,826
William Grayson Books	-	369	-	369
Empire School Library Project	-	5,400	-	5,400
Empire School Donation for Create our Future	86	-	-	86
Mossbank School Donation for iPad Cart	1,923	-	1,923	-
Total capital projects deferred revenue	740,769	61,032	35,667	766,134
Other deferred revenue:				
Property tax	1,439,621	1,690,121	1,439,624	1,690,118
Rentals, tuition & donations	28,540	41,264	26,108	43,696
Total other deferred revenue	1,468,161	1,731,385	1,465,732	1,733,814
Total Deferred Revenue	\$ 2,208,930	\$ 1,792,417	\$ 1,501,399	\$ 2,499,948

12. 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 in 2015 and 2014:

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Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	Community and Inter-Agency Liaison	Nutrition	Other Programs	2015	2014
Revenue:						
Operating Grants	\$ 513,012	\$ 12,536	\$ 30,098	\$ -	\$ 555,646	\$ 553,739
Fees and Other Revenue	-	-	3,150	-	3,150	1,810
Total Revenue	513,012	12,536	33,248	-	558,796	555,549
Expenses:						
Salaries & Benefits	1,160,812	290,286	65,663	182,172	1,698,933	1,632,333
Supplies and Services	983	142,201	-	117,062	260,246	301,171
Communications	766	2,041	-	-	2,807	2,307
Travel	6,170	21,282	-	-	27,452	23,994
Professional Development (Non-Salary Costs)	2,209	3,585	-	-	5,794	4,355
Student Related Expenses	-	812	59,982	-	60,794	69,126
Amortization of Tangible Capital Assets	-	-	-	2,949	2,949	2,949
Total Expenses	1,170,940	460,207	125,645	302,183	2,058,975	2,036,235
(Deficiency) of Revenue over Expenses	\$ (657,928)	\$ (447,671)	\$ (92,397)	\$ (302,183)	\$ (1,500,179)	\$ (1,480,686)

The purpose and nature of each Complementary Services program is as follows:

Pre-K programs

Prekindergarten programs provide in-school programs for children of preschool age. The school division operated eleven prekindergarten programs in the 2014/15 (eleven in 2013/14) school year: Assiniboia Seventh Avenue School, Empire School, King George School, Lafleche General School, Lindale School, Prince Arthur Community School, Westmount School, William Grayson School, Sunningdale School and two French prekindergarten programs operated at Gravelbourg Elementary School and Palliser Heights School.

Interagency Services

Interagency services represent health, daycare and social services programs provided by the school division in conjunction with outside agencies for at risk students and families, and occupational therapy services provided by the school division to students.

Nutrition

The school division provides nutritious breakfasts, snacks and meals to students in need.

Other

Programs stated as other include opportunity to learn and community supports for students, families and communities in schools designated by the school division.

13. 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

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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 in 2015 and 2014:

Summary of External Services Revenues and Expenses, by Program	Caronport High School	Cornerstone Christian School	Bus Services	Cognitive Disability Strategies	Food Services	Other Programs	2015	2014
Revenue:								
Operating Grants	\$ 1,155,397	\$ 2,380,060	\$ -	\$ 36,334	\$ -	\$ -	\$ 3,571,791	\$ 3,815,021
Fees and Other Revenue	-	-	4,278	-	118,701	64,644	187,623	645,108
Gain on Disposal of Tangible Capital Assets	-	-	-	-	-	69,594	69,594	-
Total Revenue	1,155,397	2,380,060	4,278	36,334	118,701	134,238	3,829,008	4,460,129
Expenses:								
Other Related Fees	166,436	587,761	-	-	-	-	754,197	1,048,395
Salaries & Benefits	985,922	1,790,840	1,632	21,629	103,496	65,305	2,969,824	3,232,184
Supplies and Services	-	-	1,446	-	-	10,364	11,810	2,390
Non-Capital Equipment	-	-	557	-	-	-	657	461
Building Operating Expenses	-	-	-	-	-	745	745	3,768
Communications	-	-	-	316	-	-	316	730
Travel	-	-	-	1,290	1,640	-	2,930	3,404
Professional Development	2,039	1,459	-	464	-	-	3,962	2,401
Student Related Expenses	-	-	-	-	76,854	-	76,854	84,356
Amortization of Tangible Capital Assets	-	-	-	-	-	773	773	773
Total Expenses	1,155,397	2,380,060	3,636	23,699	181,990	77,187	3,821,968	4,378,862
Excess (Deficiency) of Revenue over Expenses	\$ -	\$ -	\$ 643	\$ 12,635	\$ (63,289)	\$ 57,051	\$ 7,040	\$ 81,267

The purpose and nature of each External Services program is as follows:

Caronport High School and Cornerstone Christian School – Associate Schools

Pursuant to agreements, the school division provides professional teaching staff and related services to two independent schools operating within the school division.

Bus Services

The school division provides a small amount of bus transport services to Holy Trinity Roman Catholic Separate School Division and the associate schools.

Food Services

The school division operates concessions at Riverview Collegiate, A.E. Peacock Collegiate and Central Collegiate to offer nutritious meals to students.

Cognitive Disabilities Initiatives

Pursuant to agreements, the school division provides staff to support the development delivery of individual support plans for persons affected by cognitive disabilities in the Southeast Region of the province.

Other

The school division operates a small number of rental housing units (i.e. teacherages). The units are rented at market rates to staff. The school division has employees that are seconded to other organizations such as Prairie South Teachers' Association.

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14. 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, for example, school generated funds, capital and school division projects. These internally restricted amounts are included in the accumulated surplus presented in the statement of financial position. The school division does not maintain separate bank accounts for the internally restricted amounts.

Details of accumulated surplus are as follows:

	August 31, 2014	Additions during the Year	Reductions during the Year	August 31, 2015
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 52,749,252	\$ -	\$ (722,498)	\$ 52,026,754
Less: Debt owing on Tangible Capital Assets	1,512,647	-	(351,328)	1,161,319
	51,236,605	-	(371,170)	50,865,435
PMR maintenance project allocation (1)	1,563,026	1,383,650	(134,146)	2,812,530
Internally Restricted Surplus:				
Capital Projects:				
Incomplete Board approved tangible capital asset projects	1,469,916	1,774,500	(2,047,825)	1,196,591
Gravelbourg School consolidation	653,846	1,000,000	(1,495,775)	158,071
Gravelbourg Elementary replace sewer line	-	39,775	-	39,775
Other:				
Incomplete Board approved practical applied arts program	610,000	-	(222,884)	387,116
Board approved allocation for school bus purchases	-	57,858	-	57,858
Board approved allocation for future elections	12,000	18,000	-	30,000
Saskatchewan Government Insurance Driver Training Grant	-	707,691	(458,693)	248,998
School generated funds	1,087,313	71,471	-	1,158,784
School Community Council carry forwards	129,244	-	(212)	129,032
School budget carry forwards	982,455	-	(446,940)	535,515
Cognitive Disabilities Program Grant	81,246	36,334	(23,698)	93,882
Child Nutrition & Development Grant	30,261	30,098	(25,598)	34,761
Total Internally Restricted Surplus:	5,036,281	3,735,727	(4,721,625)	4,050,383
Unrestricted Surplus	14,844,885	168,951	-	15,013,836
Total Accumulated Surplus	\$ 72,680,797	\$ 5,288,328	\$ (5,226,941)	\$ 72,742,184

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- (1) **PMR Maintenance Project Allocations** represent transfers received from the Ministry of Education as funding support for maintenance projects on the school division's approved 3 year capital maintenance plans. Unspent funds at the end of a fiscal year are designated for future approved capital plan maintenance project expenditures.

The purpose and nature of each Internally Restricted Surplus amount is as follows:

- Capital projects – Board motions for capital projects that have not been completed.
- The Board has approved a three year project for the enhancement of practical applied arts programming and the 14/15 year was the second of three years for this program.
- The Board has approved an allocation in each year for the costs of elections held every four years for the Board of Education.
- Saskatchewan Government Insurance (SGI) pays the school division the costs of student driver training and has paid more than required at the date of these statements.
- School generated funds – funds held at the school level and decisions are made with respect to the criteria for the collecting and expensing of such funds. School division guidelines are provided for each criteria.
- School budget and School Community Council budget carry forwards – Board motions have provided authority for schools and School Community Councils to carry forward 100% of unspent budgetary allocations for both operating and professional development budgeted amounts over expenditures.
- Cognitive disabilities program grant – funding for a staff member and supplies and services for students in need.
- Child Nutrition & Development Grant - The Ministry of Education provides a grant for students' nutrition and development.

15. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on May 6, 2014 and the Minister of Education on August 12, 2014.

16. RELATED PARTIES

These financial statements include transactions with related parties. The school division is related to all Government of Saskatchewan ministries,

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agencies, boards, school divisions, health authorities, colleges, and crown corporations under the common control of the Government of Saskatchewan. The school division is also related to non-crown enterprises that the Government jointly controls or significantly influences. In addition, the school division is related to other non-government organizations by virtue of its economic interest in these organizations.

Related Party Transactions

Transactions with these related parties are in the normal course of operations. Amounts due to or from and the recorded amounts of transactions resulting from these transactions are included in the financial statements and the table below. They are recorded at exchange amounts which approximate prevailing market rates charged by those organizations and are settled on normal trade terms.

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	2015	2014
Revenues:		
Ministry of Education	\$ 54,688,575	\$53,065,811
SGI	304,000	422,229
Sask. Workers' Compensation Board	176,540	37,089
Ministry of Social Services	48,870	133,755
Palliser Regional Library	-	6,861
Holy Trinity Roman Catholic School Division	3,864	5,295
Sask. School Board Association	188,040	-
Cornerstone Christian School	-	8,307
Good Spirit School Division	12,045	-
Prairie Spirit School Division	2,550	5,250
Sun West School Division	2,600	9,200
Other	14,452	20,049
	\$ 55,441,536	\$53,713,846
Expenses:		
Briercrest College & Seminary	\$ 52,119	\$ 33,406
Caronport High School	147,965	527,838
Cornerstone Christian School	524,705	530,258
Five Hills Health Region	112,570	117,926
Minister of Finance	33,865	32,603
Organization of Saskatchewan Arts Councils	10,658	-
Sask Polytechnic	1,320	-
Sask. Education Leadership Unit	12,482	5,409
Sask. School Board Association	1,027,570	1,047,455
Sask. Workers' Compensation Board	223,832	224,510
SaskEnergy	622,159	619,432
SaskPower	1,058,995	1,108,332
Sasktel	34,119	228,438
SGI	147,198	116,013
Good Spirit School Division	15,010	15,568
St. Paul's R.C.S.S.D. No. 20	500	500
Holy Trinity Roman Catholic School Division	99,916	117,598
North East School Division	6,300	500
Regina Catholic School Division	1,080	-
Saskatoon Public School Division	18,672	8,750
Sun West School Division	36,675	21,000
University of Regina	607	5,104
Other	5,907	4,583
	\$ 4,194,224	\$ 4,765,223

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	2015	2014
Accounts Receivable:		
Ministry of Education	\$ 1,039,775	\$ 900,287
Caronport High School	25,804	18,595
Cornerstone Christian School	50,903	46,048
Good Spirit School Division	13,123	-
Living Sky School Division	4,175	-
Northwest School Division	3,150	-
Prairie Spirit School Division	2,550	-
St. Paul's R.C.S.S.D. No. 20	1,050	-
Sun West School Division	2,600	-
Other	3,292	4,920
	\$ 1,146,422	\$ 969,850
Prepaid Expenses:		
Five Hills Health Region	\$ 9,880	\$ 9,167
Good Spirit School Division	9,789	-
Sask. Workers' Compensation Board	67,899	70,430
SGI	88,356	99,971
Sask. School Board Association	38,705	37,632
Other	4,193	2,963
	\$ 218,822	\$ 220,163
Accounts Payable and Accrued Liabilities:		
Minister of Finance	\$ 1,264	\$ 2,768
SaskEnergy	3,492	39,781
SaskPower	79,241	71,404
Sasktel	21,693	16,871
Caronport High School	24,975	58,498
Cornerstone Christian School	66,151	28,159
Holy Trinity Roman Catholic School Division	99,036	183,269
Five Hills Health Region	-	27,615
Other	901	500
	\$ 296,753	\$ 428,865

In addition, the school division pays Provincial Sales Tax to the Saskatchewan Ministry of Finance on all its taxable purchases and customer sales on items that are deemed taxable. Taxes paid are recorded as part of the cost of those purchases.

Other transactions with related parties and amounts due to/from them are described separately in the financial statements or notes thereto.

17. TRUSTS

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The school division, as the trustee, administers trust funds for banked salary for teacher deferred salary leaves, legacy scholarships, subsidiary organizations related to Saskatchewan High School Athletics Association (this includes - South Central District and Moose Jaw High School Association) and other scholarships entrusted to the school division by individuals. The trust assets and transactions are not included in the financial statements.

South Central District Association requested the incorporation of their financial information into the school division's accounting software to ensure accuracy and timeliness of information. These funds were received, in trust, in October 2014 and are shown in the notes below. As no financial statements were completed in the preceding year, there is no comparative information shown.

Information about these trusts is as follows:

	Scholarships		Deferred Salaries		District No. 1 Bursary Fund Inc.		School Athletic Assoc.		Total	
	2015	2014	2015	2014	As at Dec. 31, 2014	As at Dec. 31, 2013	2015	2014	2015	2014
Cash and short-term investments	\$ 216,048	\$ 215,781	\$ 37,633	\$ 10,259	\$ 479,683	\$ 488,523	\$ 70,818	\$ 35,482	\$ 804,182	\$ 730,045
Accounts Receivable	-	-	-	-	-	-	6,607	4,212	6,607	4,212
Portfolio investments	100,000	102,396	-	-	652,712	659,222	-	-	752,712	761,618
Total Assets	\$ 316,048	\$ 318,177	\$ 37,633	\$ 10,259	\$ 1,132,395	\$ 1,127,745	\$ 77,425	\$ 39,694	\$ 1,563,501	\$ 1,495,875
Accounts Payable	\$ -	\$ -	\$ -	\$ -	\$ 3,300	\$ 1,750	\$ 26,354	\$ 10,680	\$ 29,654	\$ 12,430
Total Liabilities	\$ -	\$ -	\$ -	\$ -	\$ 3,300	\$ 1,750	\$ 26,354	\$ 10,680	\$ 29,654	\$ 12,430
Revenues										
Contributions and donations	\$ 34,848	\$ 9,627	\$ 27,308	\$ 10,246	\$ 3,565	\$ 5,214	\$ -	\$ -	\$ 65,721	\$ 25,087
Tournament Fees	-	-	-	-	-	-	75,542	67,750	75,542	67,750
Interest on investments	2,964	4,036	546	292	37,970	39,124	104	5	41,604	43,457
	37,832	13,663	27,854	10,538	41,535	44,338	75,646	67,755	182,867	136,294
Expenses										
Student Related Expenses	40,441	16,905	-	-	35,249	40,355	60,072	62,844	135,762	120,104
Deferred Salaries Payment	-	-	-	187,176	-	-	-	-	-	187,176
Administration	-	-	-	-	3,186	3,351	35	780	3,221	4,131
Loss on Sale of Investments	-	-	-	-	-	1,030	-	-	-	1,030
	40,441	16,905	-	187,176	38,435	44,736	60,107	63,624	138,983	312,441
Excess (Deficiency) of Revenue over Expenses	(2,609)	(3,242)	27,854	(176,638)	3,100	(398)	15,539	4,131	43,884	(176,147)
Trust Fund Balance, Beginning of Year	318,657	321,899	9,779	186,417	1,125,995	1,126,393	35,532	24,883	1,489,963	1,659,592
Trust Fund Balance, End of Year	\$ 316,048	\$ 318,657	\$ 37,633	\$ 9,779	\$ 1,129,095	\$ 1,125,995	\$ 51,071	\$ 29,014	\$ 1,533,847	\$ 1,483,445

** As South Central District Association was not included in the financial information for 2014, the opening balance of \$6,518 has been included in the 2015 Trust Fund Balance, Beginning of Year which represents the difference between the 2014 Trust Fund Balance, End of Year of \$29,014 and the 2015 Trust Fund Balance, Beginning of Year of \$35,532.

18. CONTINGENT LIABILITIES

Litigation

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, the only liability recorded at this point in time is the deductible amount for insurance purposes.

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The school division's share of settlement, if any, over and above the deductible will be charged to expenses in the year which amount is determinable.

Insurance Claims

The school division has two outstanding insurance claims as at the date of the financial statements. The total amount of the claims cannot be determined at this time and therefore the only liability recorded is the deductible for which the school division will be ultimately responsible.

Loan Guarantee

The school division has guaranteed a loan with CIBC on property currently owned by Cornerstone Christian School, an associate school of the school division. The corresponding Title Transfer agreement with the school would provide the school division with the title to the educational real property of Cornerstone Christian School upon default of the loan.

The loan was renegotiated on September 28, 2012 in the amount of \$822,000 with BMO.

The balance of the loan at August 31, 2015 is \$611,666 principal and interest and the loan is in good standing. The loan is a 10 year term at a fixed rate of 3.46% per annum.

19. 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 the financial position of its customer and regular review of any overdue accounts. The school division does not have a significance 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 an impairment in collectability.

The aging of grants and other accounts receivable as at August 31, 2015 was:

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	August 31, 2015					
	Total	Current	0-30 days	30-60 days	60-90 days	Over 90 days
Grants Receivable	\$ 1,040,925	\$ 1,040,925	\$ -	\$ -	\$ -	\$ -
Other Receivables	434,873	388,682	8,349	15,248	23,544	1,050
Gross Receivables	1,475,798	1,427,607	8,349	15,248	23,544	1,050
Allowance for Doubtful Accounts	-	-	-	-	-	-
Net Receivables	\$ 1,475,798	\$ 1,427,607	\$ 8,349	\$ 15,248	\$ 23,544	\$ 1,050

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 has guaranteed a loan for Cornerstone Christian School. The principal and interest repayment amount outstanding at August 31, 2015 is in good standing. The school division manages liquidity risk by maintaining adequate cash balances to cover its obligations, budget practices and projections of future need of funds.

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

	August 31, 2015			
	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 4,416,717	\$ 69,659	\$ 7,070	\$ -
Long-term debt (including interest)	208,272	208,272	833,088	-
Total	\$ 4,624,989	\$ 277,931	\$ 840,158	\$ -

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 line of credit with our financial institution of \$15,000,000 with interest at Bank prime rate minus 0.5% per annum. Changes in the Bank prime rate can cause fluctuations in interest payment and cash flows. There was no balance outstanding on this credit facility as of August 31, 2015.

The school division minimizes these risks by:

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- 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
- managing cash flows to minimize utilization of its bank line of credit
- managing its interest rate risk on long-term debt through the exclusive use of fixed rate terms for its long-term debt.

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 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.

Appendix C – Modernization and Infrastructure Projects in 2014-2015

School	Project	Estimated Cost
AE Peacock Collegiate	Gymnasium Lighting Upgrade	\$48 000.00
Avonlea School	Gymnasium Lighting Upgrade	\$24 000.00
Caronport Elementary School	Interior Paint	\$10 000.00
Central Butte School	Flooring	\$25 000.00
Empire School	Partial Roof Replacement	\$232 000.00
King George School	Partial Roof Replacement	\$232 000.00
Lafleche School	Lighting Upgrade	\$100 000.00
Lindale School	Partial Roof Replacement	\$160 000.00
Mortlach School	Gymnasium Lighting Upgrade	\$25 000.00
Mossbank School	PAA Lab (Foods) Upgrade	\$50 000.00
Palliser Heights School	Asphalt Upgrade	\$372 000.00
Prince Arthur School	Gymnasium Lighting Upgrade	\$22 000.00
Prince Arthur School	Partial Roof Replacement	\$100 000.00
Westmount School	Partial Roof Replacement	\$125 000.00
Westmount School	Asphalt Upgrade	\$86 000.00