

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION #89

ANNUAL REPORT

2017-2018



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School Division Contact Information

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Letter of Transmittal

Honourable Gordon S. Wyant Q. C.
Minister of Education

Dear Minister Wyant:

The Board of Education of Lloydminster Roman Catholic Separate School Division #89 is pleased to provide you and the residents of the school division with the 2017-18 annual report. This report presents an overview of the Lloydminster Roman Catholic Separate School Division #89's goals, activities and results for the fiscal year September 1, 2017 to August 31, 2018. It provides audited financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

Mrs. Paula Scott

Introduction

This report provides a snapshot of Lloydminster Roman Catholic Separate School Division #89 in its 2017-18 fiscal year, its governance structures, students, staff, programs, infrastructure and finances. In addition to detailing the school division's goals, activities and performance, this report outlines how the division is deploying the Education Sector Strategic Plan in relation to its school division plan. The report provides a financial overview and financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Governance

The Board of Education

The Lloydminster Roman Catholic Separate School Division #89 is governed by a seven-person elected Board of Education. *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”. Each elected Trustee is collectively responsible for representing and serving the Lloydminster Roman Catholic Separate School Division #89 as a whole. There are no sub-divisions with identified Trustees.

The current Board was elected on October 26, 2016 to serve a four-year term. Board of Education members as of August 31, 2018 are:

Paula Scott, Board Chair
Michelle Rusteika, Board Chair
Laurie Makichuk
Christopher Carnell
Erin MacDuff
Jill Wytrykusz
Calvin Fendelet

School Community Councils

The Board of Education has established a School Community Council (SCC) for each of our six schools in Lloydminster Roman Catholic Separate School Division #89. The SCC membership is made up of 5-9 elected parent and community members who are parents of students enrolled in the school (including parents who do not reside within the attendance/bussing area designated by the Board of Education for a specific school). There are also two appointed members who that are non-voting members, the principal and a classroom teacher. More detailed information on the membership can be found on the school division website. The membership determines School Community Council Executive Table Officers: Chairperson, Vice Chairperson, Secretary and Treasurer. LCSD is proud to note that all SCC positions were filled in our six schools for the 2017-18 school year.

The Education Regulations, 2015 require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. In 2017-18 Lloydminster Roman Catholic Separate School Division #89 conducted a forum, for this purpose, in each of its SCCs. The Lloydminster Roman Catholic Separate School Division #89 provides a Community Education Coordinator to support each school in the formation of their SCC Executive and to provide additional support for SCC program planning to each SCC. The school division provides support through funding, information and opportunities to meet with other SCCs and create joint projects. Each SCC submits an annual plan and identifies funding support up to \$2,000 annually; in 2017-18 the Board allotted \$10,000 to support SCCs.

The Regulations 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. The School Community Councils enable the community to participate in educational planning and decision making, and promote shared responsibility for learning among community members, students and educators.

Each SCC provided an annual work plan and budget in alignment with the School Division Strategic Plan for school improvement goals. School Community Councils are also expected to facilitate parent and community participation in planning and to provide advice to the Board of Education, the school's staff, and other agencies involved in the learning and development of students. While our SCC's continue to evolve, there are key elements consistently reviewed and encouraged, including their focused attention on school wide projects that:

- Recognize and honour parent skill and talent,
- Build and impact the development of a positive school ethos, and
- Support school goals aligning projects for student success.

Of utmost importance is the regular review of the organizational framework for each SCC to ensure an efficient and effective model that builds varied levels of engagement through active participation:

- Regular visible attendance at school events,
- Volunteerism,
- Planning and delivery of school-based services, and
- Acting in formal SCC executive leadership positions.

The School Community Councils create action plans to support each schools learning goals. The focus on what they can do as SCC to promote student success to be aligned with school goals. Each SCC has written action plans with timelines with who is responsible for leading planning for each goal.

Lloydminster Roman Catholic Separate School Division #89 School Community Council Activities 2017-18:

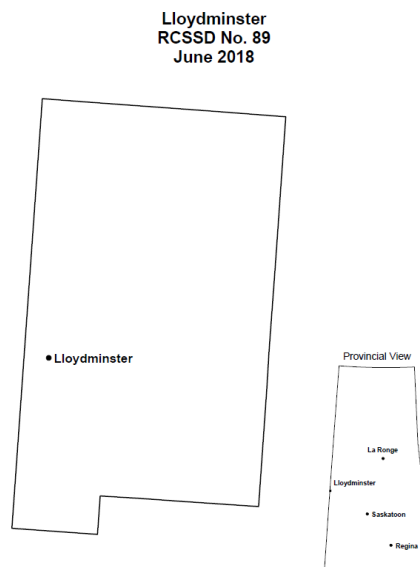
- Promoting math and literacy by hosting math and literacy nights.
- Hosting book giveaways, math games giveaways, and book swaps.
- Building information tables encouraging parent participation.
- Creating learning areas for students outside and within schools.
- Providing and funding support for extracurricular programs for all students to attend.
- Providing back to school events and/or open houses for students and parents to better connect to school and to promote participation.
- Providing funding to train staff to be First Aid facilitators training all Grade 10 students.
- Supporting our faith in school entrances including crucifixes, banners for mass, etc.
- Hosting author nights for students during day and families in the evening
- Promoting SCC Executive formation: while parents remain incredibly engaged active, attracting parents for formal executive positions continue to be a challenge

School Division Profile

About Us

Lloydminster Roman Catholic Separate School Division #89 continues to grow and expand educational services since our inception as a school division in 1959. During this span of time, our school division has grown to provide a range of academic programming within our Catholic Education mandate. Our growth has enabled us to add new schools and meet our community's desire for Catholic Education. We celebrated the opening of our first school in 1961. Father Gorman opened in 1977 to provide a Catholic elementary program to Saskatchewan students. In 1982, St. Joseph opened to serve the City's Southwest on the Alberta side. École St. Thomas opened as our Kindergarten to Grade 7 single-track French Immersion program in 1987 and rejoiced in the growth of the program by opening their doors to a new school built in September 2013. In 2001, Holy Rosary High School moved to their new school at the current site and St. Mary's Elementary School began their first year in their current site. Our Division Office is attached to the south end of Holy Rosary High School, with our Technology Warehouse and Services located on the west side of École St. Thomas. Our Transportation Center was added in 2012 on the east side of Lloydminster. Mother Teresa Early Childhood Education Center opened their doors in September 2013 on the preexisting site of École St. Thomas.

The Synergy Vault opened in Lloydminster on October 27, 2017. A partnership between the School Division, Synergy Credit Union and the City of Lloydminster. The Synergy Vault is a covered field which allows Physical Education classes and Community sport to share a space throughout the entire year. A true Partnership, the Synergy Vault provides students and community members a sports excellence facility throughout the year.



Division Philosophical Foundation

The Board believes in the importance of having a well-articulated philosophical foundation to guide its mission, vision and values. These foundations reaffirm the mandate and service of Catholic Education and provide a framework which guides all operations and strategic planning for the school division.

Division Mission Statement

Lloydminster Catholic School Division will nurture the spiritual, intellectual, social and physical development of each student in a faith-centered community.

Our Lloydminster Roman Catholic Separate School Division #89 has an exciting vibrancy. As we evolve, our Board of Education continues to assess and reaffirm its purpose and mandate. We are proud of the academic achievement of our students from Prekindergarten to Grade 12. We are grateful for the active involvement of the Catholic Church at various levels, including a role for our St. Anthony's parish, in our Faith Integration Team guided by our division wide Faith Integration Framework. This supports students, parents and staff in faith development. We actively cheer for them as they participate in the extra-curricular opportunities. We encourage the seeds of their faith to develop and grow throughout their lives.

Value	Value Statements
Academics	We strive for academic excellence for all students.
Catholic Faith	Catholic faith permeates all aspects of our students' education.
Communication	Open communication with our students, staff, and our faith community characterizes our interactions.
Family / Community	Students, parents, and staff work together as a team.
Honesty	Integrity and honesty guide our conduct.
Leadership	Strong leadership is characterized by innovation and excellence and promoted through continuous learning.
Love / Respect	We foster love and promote respect for human dignity and life.

LLOYDMINSTER ROMAN CATHOLIC SCHOOL DIVISION #89 LOGO



"Where academics, faith, family and community meet" is derived from our mission statement. Faith is represented in both the cross and a decade of the Rosary; family is represented by the building, symbiotically symbolizing school and home; LCSD is inside a larger community and we strive to be a center of learning and our faith permeates all that we do. This philosophy is summarized in a commitment statement for our website: "A commitment to faith and a tradition of academic excellence".

Community Partnerships

Lloydminster Roman Catholic Separate School Division #89 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. The Division has formed a number of key partnerships, including:

- Long-term investment and partnership with Synergy Credit Union for the construction and maintenance of the Synergy Vault Home of the Raiders that provides our students and community year-round access to a 23,000 sq. ft, artificial turf facility.
- Lloydminster Minor Ball, Lloydminster Minor Football Association, Lloydminster Amateur Softball Association and Meridian Soccer will be utilizing and renting out the Synergy Vault Home of the Raiders.
- Lloydminster Minor Football Association for the joint development of our high school football/soccer field with lighting.
- A local hair salon provides Cosmetology 10/20/30 programming in their place of business providing our students with an amazing, practical program.
- The Lloydminster Learning Council have access to instructional space to provide language and cultural services to new immigrant parents.
- Lloydminster Play & Learn Daycare Society (Alberta) operates our 72 seat childcare center.
- Catholic Social Services (Alberta) leases office space in one of our facilities to provide counselling and support services to children and families in Lloydminster.
- Programs have been developed in partnership with Lakeland College to provide opportunities for our high school students to earn college credits while still in high school. Another partnership creates opportunities for our immigrant students to earn credits while enhancing their English skills (EAL).
- A partnership with Big Brothers Big Sisters ensures that our students are bussed to activities free of charge.
- LCSD partners with the Lloydminster and Area Drug Strategy in providing a space to the Youth Council which supports youth across the city with activities, advocacy and leadership training.

Holy Rosary High School has also partnered with local businesses and multiple service providers to enrich students' educational experience and to help them connect what they learn at school to the world of work in a program called *Step Ahead*. Typically, the partner business or service provider provides job shadowing opportunities for students and sends representatives to the schools to talk about their business or industry. Lloydminster Roman Catholic Separate School Division #89 is also proud to be a co-sponsor of the *Indigenous Economic Partnership Summit* in Lloydminster.

Onion Lake Cree Nation

As our work with the Office of the Treaty Commissioner has grown and borne fruit in celebrations like the Flag Raising Ceremonies on May 16, 2018, we have continued with the day to day work of building partnerships with our local Cree Nations. Our closest geographical partner, Onion Lake, has been a consistent supporter of our work to achieve the goals set out in the Truth and Reconciliation Commission's 95 recommendations. We highlight moments where we have been invited to work not only with Chief and Council but also student to student in Grade 4 and Grade 1 partnerships. The continued work of our Aboriginal Coordinator and our Administration team is building the bridges between cultures that benefit all children.

Lloydminster Community Education Partnerships

We have undertaken a partnership with the Lloydminster Learning Council to offer early literacy programs to our young families within our division (Fun with Numbers, Books for Babies, 1-2-3 Rhyme.) This program is located in our Mother Teresa Early Childhood Education Center. We also partner with Midwest Family Connections to offer parenting programs at Father Gorman Community School.

Nutritional Programs

The Alberta Nutrition Program Grant is implemented at two schools, Mother Teresa Early Childhood Education and Father Gorman Community School, to offer a lunch program for all our Kindergarten to Grade 6 students. This program provides a healthy lunch consisting of four food groups five days a week and offers some parent nutrition education nights. We also have encouraged businesses to work with us by sponsoring salad bar programs in our schools to enhance healthy eating for all students. Father Gorman Community School offers a Healthy Breakfast program five days a week.

LCSD Outreach Program

Through the local Olive Tree organization, we have partnered to provide food to families in need. A Christmas Hamper program provides families with food for Christmas celebrations. The *LCSD Outreach* program works to help match students with basic necessities and tools for learning. This includes food, clothing, glasses, transportation and other supports that students might need.

Promoting Physical Activity in Youth and Adults

We continue to offer many opportunities for children, parents and families to be active. We work with community organizations such as *KidSport* and *Jump Start*. Our Community Education Coordinator sits on the board of both organizations to ensure families are connected to supports. Further to the end of promoting physical activity in youth, multiple community sports clubs, groups and individuals work in concert with schools to offer free programming. We also offer programming through community grants, local SCCs, and Saskatchewan Lotteries to offer Family Gym nights, afterschool physical activity programming, and parent fitness.

Program Overview

The students in Lloydminster Roman Catholic Separate School Division #89 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 our students, Lloydminster Roman Catholic Separate School Division #89 offers a wide range of programs in the six schools of 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, and the adaptive dimension. 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 of the division's schools:

- Alternative and Modified programming
- Community Education programming
- Intensive French instruction
- Distance education
- English as an Additional Language programming
- Kindergarten Plus+
- French Immersion programming
- Music/Band programming
- Nutrition programs
- Prekindergarten programs
- Technology enhanced learning
- High Performance Physical Education
- Academic and Behaviour RTI

Additional services and supports are offered to students and teachers by specialized School Division staff including:

- Educational Psychologist (contracted)
- Occupational Therapist
- Clinical Psychologist
- Instructional Coaches
- Supervisor of Learning
- Supervisor of Technology
- Social Emotional Coordinator
- Division Communications Coordinator
- Community Education Coordinator
- Aboriginal Education Coordinator
- Nutrition Facilitator
- Before / After School Program Leaders
- Speech and Language Pathologists
- Student Counsellors (Academic/Career and Personal)
- Family School Liaison Workers
- Family Counselor
- Learning Assistant Supervisor
- Faith Specialist
- Assessment Specialist
- Mental Health Worker (Partnership with Lloydminster Public School Division)
- Youth and Family Coordinator

Strategic Direction and Reporting

The Education Sector Strategic Plan

Members of the education sector have worked together to develop an Education Sector Strategic Plan (ESSP) for 2014-2020. The ESSP describes the strategic direction of the education sector. The ESSP priorities and outcomes align the work of school divisions and the Ministry of Education. The plan is expected to shape a new direction in education for the benefit of all Saskatchewan students.

2017-18 was the fourth year of deployment of the 2014-2020 ESSP.

Enduring Strategies

The Enduring Strategies in the ESSP are:

- 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; and,
- Alignment of human, physical and fiscal resources.

Reading, Writing, Math at Grade Level

ESSP Outcome:

By June 30, 2020, 80% of students will be at grade level or above in reading, writing and math.

ESSP Improvement Targets:

- By June 2018, at least 75% of students will be at or above grade level in reading and writing.
- By June 2019, at least 75% of students will be at or above grade level in math.

ESSP Priority:

Contingent on recommendations from the sector, implement and actualize the provincial Unified Student Information System.

<p>School division goals aligned with Reading, Writing and Math at Grade Level outcome</p>	<p>By June 30, 2020, 80% of students will be at grade level or above in reading.</p> <p>By June 30, 2020, 80% of students will be at grade level or above in writing.</p> <p>By June 2020, at least 80% of students will be at or above grade level in mathematics.</p>
<p>School division actions taken during the 2017-18 school year to achieve the outcomes and targets of the Reading, Writing and Math at Grade Level outcome</p>	<p>Enhanced use of current Lloydminster Roman Catholic Separate School Division #89 (LCSD) structures around formative assessment and goal setting with students has been put in place.</p> <p>Focused Professional Learning opportunities on using formative assessment in the area of reading was implemented in the fall of 2017.</p> <p>Division wide Response to Intervention (RTI) structure to replace individual school RTI structures. This includes an increased focus on intervention design and progress monitoring.</p> <p>Additional points to the LCSD Planning Checklist were made to emphasize the use of running record data to support planning.</p> <p>Classroom libraries have been developed in all Kindergarten to Grade 7 classrooms.</p> <p>Use of Skills Progression Chart for the various aspects of reading has been highlighted within the Google Classroom enabling teachers to better determine successful remediation strategies.</p> <p>Completed division implementation of the LCSD Way outlining the key school division cornerstones around learning and student achievement.</p> <p>Enhanced professional learning opportunities were continued to assist teachers in their work with writing.</p> <p>Continued use of common grade writing rubrics and exemplars to enhance the writing process taught in Grades 3-12.</p>

Division-made pre-tests and post-tests in Mathematics implemented in the school division.

Professional Development on designing and implementing intensive supports for Mathematics instruction at the Tier 2 level.

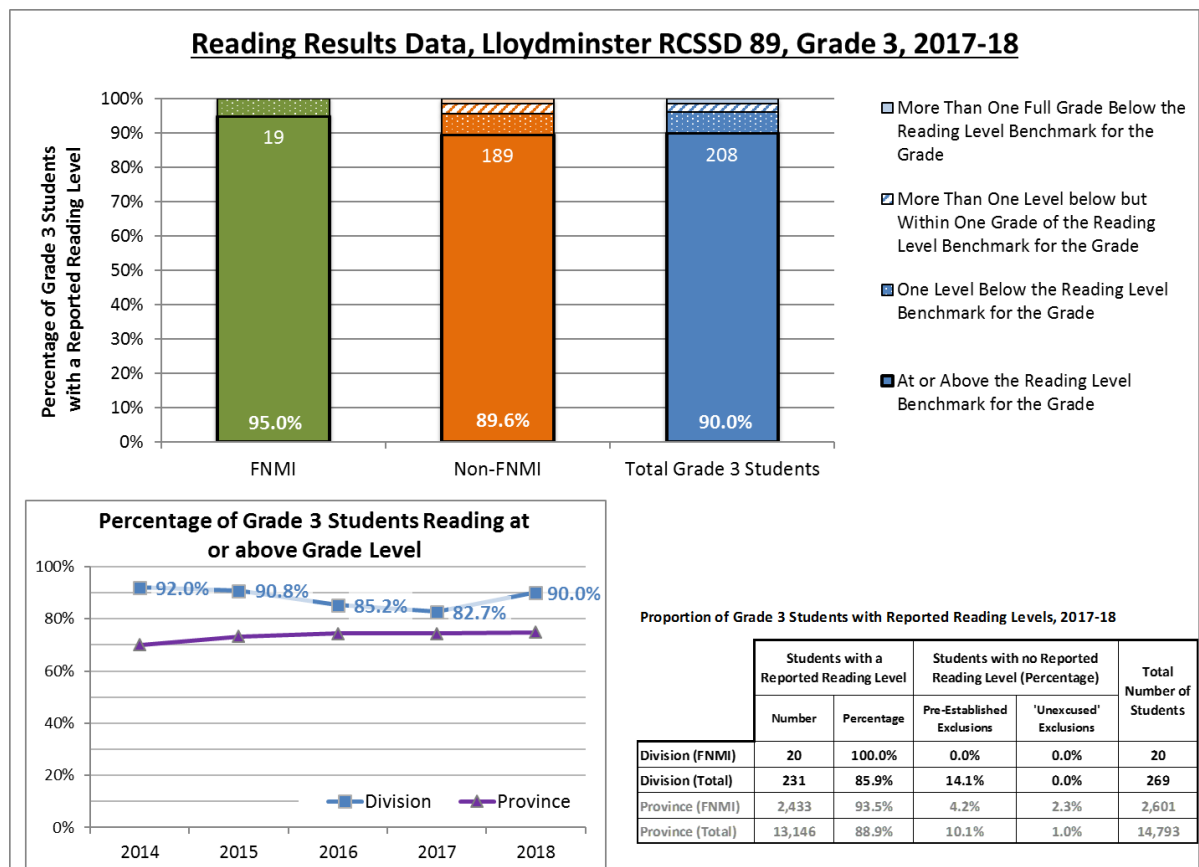
Common, curricular-based vocabulary were used within grade levels to ensure there are no gaps as the students progress.

Measures for Reading, Writing and Math at Grade Level

Proportion of Grade 3 Students Reading At or Above Grade Level

Grade 3 reading levels are considered a leading indicator of future student performance. In response to the Plan for Growth improvement target, Grade 3 reading levels have been tracked using provincially developed benchmarks since 2014. Ensuring that each year a greater proportion of Grade 3s in the province (currently about three-quarters) is reading at grade level will mean more students each year are ready to learn in Grade 4 and beyond.

The following bar graph displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level. The charts below the graph indicate the percentage of Grade 3 students in the province reading at or above grade level, as well as the proportion of Grade 3 students with reported reading levels.



Notes: Reading levels are reported based on provincially developed benchmarks. The percentages of students in each of the reading level groupings were found using the number of students with a 'valid' reported reading level as the denominator. (Excluded or non-participant students were not included in these calculations.) Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2018

Analysis of results

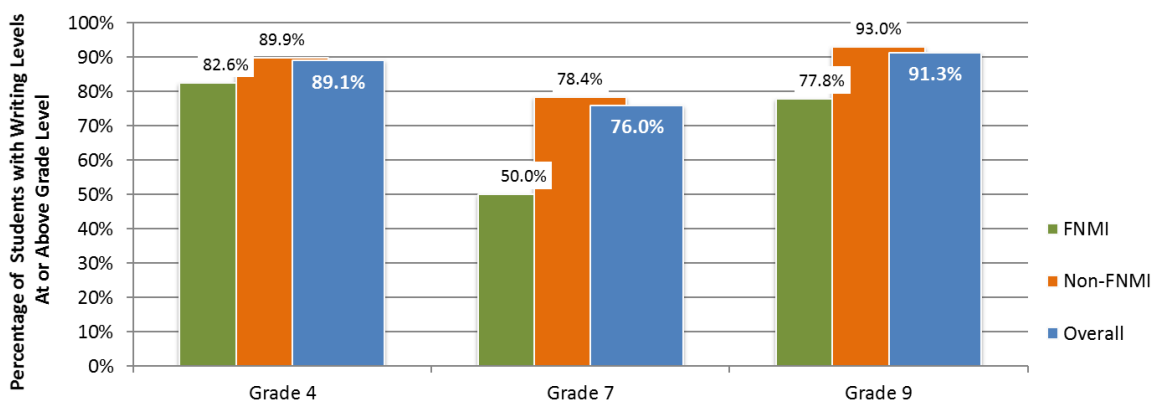
2017-18 saw a shift upward in results (90.0% from 82.7%). This is a positive result in that this cohort of students had started their school careers with a lower level of being ready to learn as indicated by their EYE-TA data. We continue to meet the provincial goal and are well above our school division goal.

Proportion of Students Writing At or Above Grade Level

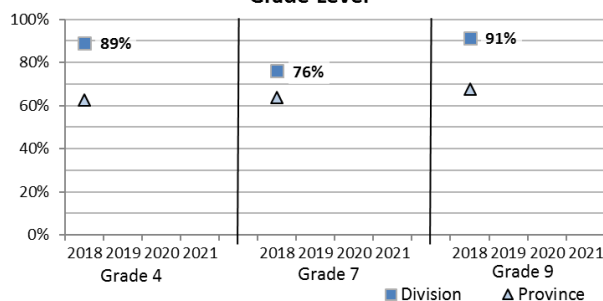
Writing is a key measure identified in the ESSP Reading Writing and Math at Grade Level Outcome.

The following bar graph displays the percentage of students (FNMI, non-FNMI, all) by writing level in Grades 4, 7 and 9. The charts below the graph indicate the percentage of Grades 4, 7 and 9 students in the province writing at or above grade level, as well as the proportion of students with reported writing levels.

Percentage Writing At or Above Grade Level, Lloydminster RCSSD 89, Grades 4, 7, and 9, 2017-18



Percentage of Students Writing at or above Grade Level



Proportion of Students with Reported Writing Levels, 2017-18

	Students with a Reported Writing Level		Students with no Reported Writing Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (Grade 4)	201	83.4%	16.6%	0.0%	241
Division (Grade 7)	121	62.7%	36.8%	0.5%	193
Division (Grade 9)	161	80.1%	19.4%	0.5%	201
Province (Grade 4)	12,817	88.5%	10.3%	1.2%	14,485
Province (Grade 7)	10,592	80.5%	17.6%	1.8%	13,152
Province (Grade 9)	10,516	81.8%	14.2%	4.0%	12,853

Notes: Writing levels are reported based on provincially developed rubrics. The percentages of students in each of the writing level groupings were found using the number of students with a 'valid' reported writing level as the denominator. (Excluded or non-participant students were not included in these calculations.) Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2018

Analysis of results

Lloydminster Roman Catholic School Division #89 writing results are generally positive, with results above the provincial average for each of the grades reported. The discrepancy between FNMI and non-FNMI students is manageable at the Grade 4 level; however, the gap widens at Grades 7 and 9. More work will need to be completed at the Grade 7 level to determine how better to have a higher rates of students meet the provincial ESSP targets for Grades 7 and 9. The percentage of students at or above grade level ranges from 76 – 91 percent. The discrepancy between FNMI and Non-FNMI students ranges from 7 – 28 percent, with the largest discrepancy in Grade 7.

Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates

ESSP Outcome:

By June 30, 2020, collaboration between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit partners will result in significant improvement in First Nations, Métis and Inuit student engagement and will increase three-year graduation rates from 35% in June 2012 to at least 65% and the five-year graduation rate to at least 75%.

ESSP Improvement Targets:

- Achieve an annual increase of four percentage points in the First Nations, Métis and Inuit three-year and five-year graduation rates.
- By June 2019, schools involved in FTV for at least 2 years will collectively realize an 8% annual increase in First Nations, Métis and Inuit student graduation rates.
- By 2018, school divisions will achieve parity between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit students on the OurSCHOOL engagement measures.

ESSP Priority:

In partnership with First Nations, Métis and Inuit stakeholders, continue to implement the Following Their Voices (FTV) Initiative.

School division goals aligned with the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome

By June 2018, school divisions will achieve parity between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit students on the Our School engagement measure of positive relationships at school.

School division actions taken during the 2017-18 school year to achieve the outcomes and targets of the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome

Family School Liaison monitored academic and behavioural performance of each First Nations or Métis student in Holy Rosary High School.

High-touch, highly personal connections and relationships developed the sense of school “as” family. Cultural Liaison was in place to provide additional supports for students.

Career Counselling ensured a vision of graduation and post-secondary with all students beginning in Grade 9.

Quick and effective interventions by the Problem Solving Team (PST) in Holy Rosary were put in place when students experience difficulty.

Measures for Improving First Nations, Métis and Inuit Student Engagement and Graduation

Average Final Marks

Teacher-assigned marks are important indicators of student performance in school. Classroom marks are used for grade promotion and graduation decisions, to meet entrance requirements for postsecondary education, to determine eligibility for scholarships and awards and by some employers when hiring.

The following displays average final marks in selected secondary-level courses for all students, and by non-FNMI and FNMI student subpopulations in the division, along with provincial results for each category.

Average Final Marks in Selected Secondary-Level Courses, 2017-18

Subject	All Students		Non-FNMI		FNMI	
	Province	LlydC	Province	LlydC	Province	LlydC
English Language Arts A 10 (Eng & Fr equiv)	74.2	80.7	77.3	81.2	62.1	nr
English Language Arts B 10 (Eng & Fr equiv)	73.6	79.2	76.7	80.1	61.0	nr
Science 10 (Eng & Fr equiv)	72.7	71.2	76.0	71.9	59.9	nr
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	73.5	68.7	77.0	71.0	61.6	nr
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	73.7	73.0	75.8	73.4	61.7	nr
English Language Arts 20 (Eng & Fr equiv)	74.8	80.7	77.0	80.9	63.9	78.4
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	67.8	65.1	70.2	64.5	62.8	nr
Math: Foundations 20 (Eng & Fr equiv)	74.7	74.7	76.4	74.7	65.3	nr

Notes: Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2018

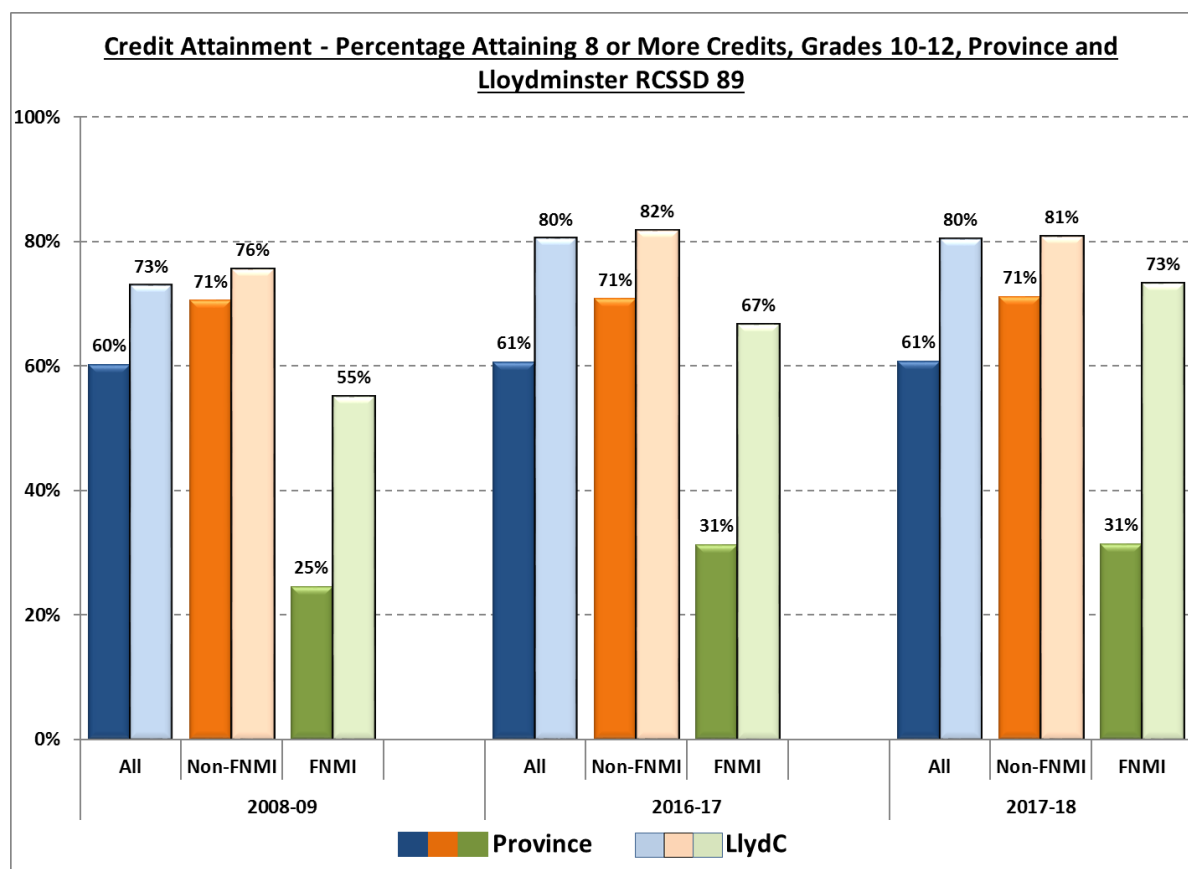
Analysis of results

The above results show a mix as to whether or not Lloydminster Roman Catholic Separate School Division #89 meet or exceeded provincial averages for each subject. In 2017-18, we were consistently above the province in the area of ELA and generally below in the area of Mathematics. Much of the ELA results can be attributed to a division-wide implementation of writing assessments. This work has been instrumental in working with students to improve their written skills and apply them to their work.

Credit Attainment

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

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



Notes: Credit attainment measures are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight or more credits yearly. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify. Source: Ministry of Education, 2018

Analysis of results

Our results show that we remain consistently above the provincial average in credit attainment (overall 80% compared to 61% provincially). This is true for all demographic categories. Our work with our FNMI students has once again paid dividends in that our students are attaining the necessary credits to get them well on their way to graduation (73% up from 67%, again well ahead of the provincial results for this group of students). This has been a cognizant effort in that setting the students up for success early has led to a less taxing effort for the remainder of their high school years. This also allows students to successfully focus on other areas outside of school as they prepare for post-secondary and life after high school.

Graduation Rates

ESSP Outcome:

By June 30, 2020, Saskatchewan will achieve an 85% three-year graduation rate and a 90% five-year graduation rate.

ESSP Improvement Targets:

- Achieve an annual increase of three percentage points in the provincial three-year graduation rate.
- By June 2018, students will report a 5% increase in intellectual engagement as measured by OurSCHOOL.

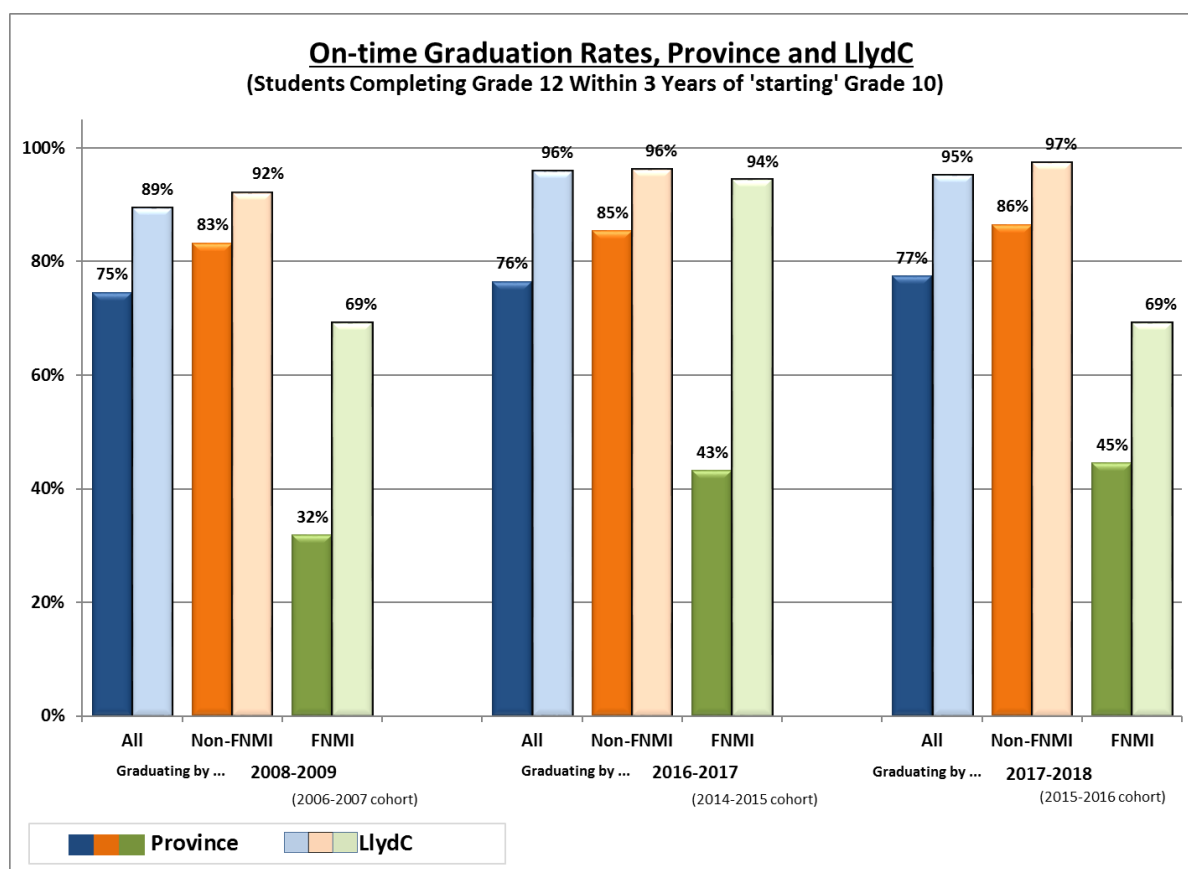
School Division goals aligned with the Graduation Rates outcome	<p>Lloydminster Roman Catholic Separate School Division #89 will maintain graduation rates of 95% or better.</p>
School division actions taken during the 2017-18 school year to achieve the outcomes and targets of the Graduation Rates outcome	<p>Family School Liaison Worker personnel continued to be in place to support student and family needs.</p> <p>Additional work was completed in elementary schools preparing students for transition into High School.</p> <p>Local Aboriginal Junior Elder and Advisor continue to be part of student supports.</p> <p>Students from Grades 9 through 12 were tracked in terms of long-term goals (post high school) and their academic plan to achieve their goals.</p> <p>Strategic planning around course offerings at the High School level allow students and staff to meet individual student needs, interest, and aptitudes; thus, allowing students to heighten their engagement level.</p> <p>The use of Family School Liaison Worker and other support staff (i.e. translators) supports increased parental involvement in our schools. The ability to identify barriers and possible supports for a family is vastly increased when relationships are forged.</p> <p>Enhanced course offerings at the High School level were offered to further meet the increasing student interests and aptitudes.</p> <p>All students from Grade 8-12 were followed by a Counsellor to help plan life after High School.</p> <p>Continued to use RTI structure in schools to ensure students receive systematic assistance when required.</p> <p>Academic counselors involved directly with all Grade 9-12 students in course selection to ensure a positive match is in place.</p>

Measures for Graduation Rates

Grade 12 Graduation Rate: On-Time (within 3 years)

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

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



Notes: 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 fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2018

Analysis of results

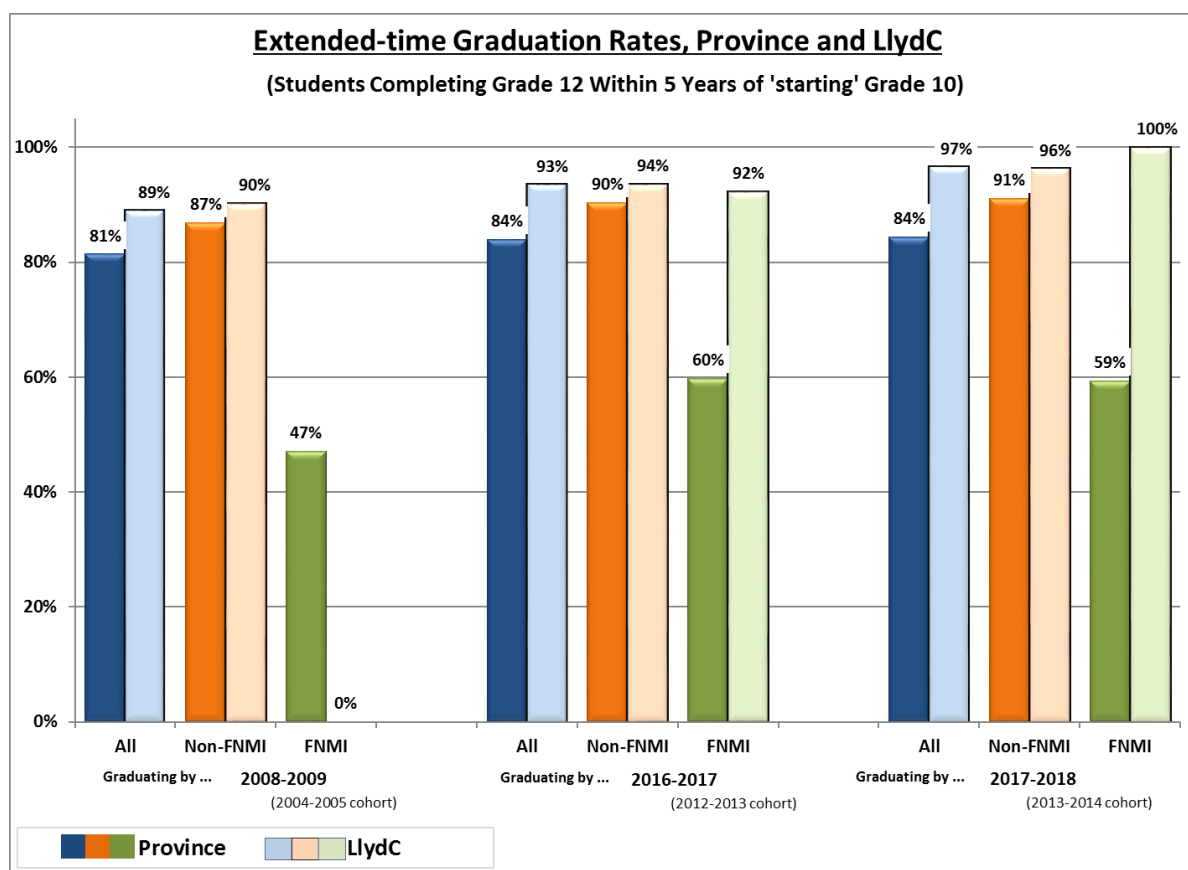
Once again, we are pleased with our graduation rates (95% overall for 2017-18). This has been a consistent rate and one that speaks volumes to the good work completed in the school division around student learning. There is

greater fluctuation in our FNMI graduation rates due to the small size of this group of students, but results continue to be well ahead of the provincial results for this subpopulation (69% compared to 45% in 2017-18).

Grade 12 Graduation Rate: Extended-Time (within 5 years)

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

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



Notes: 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 fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2018

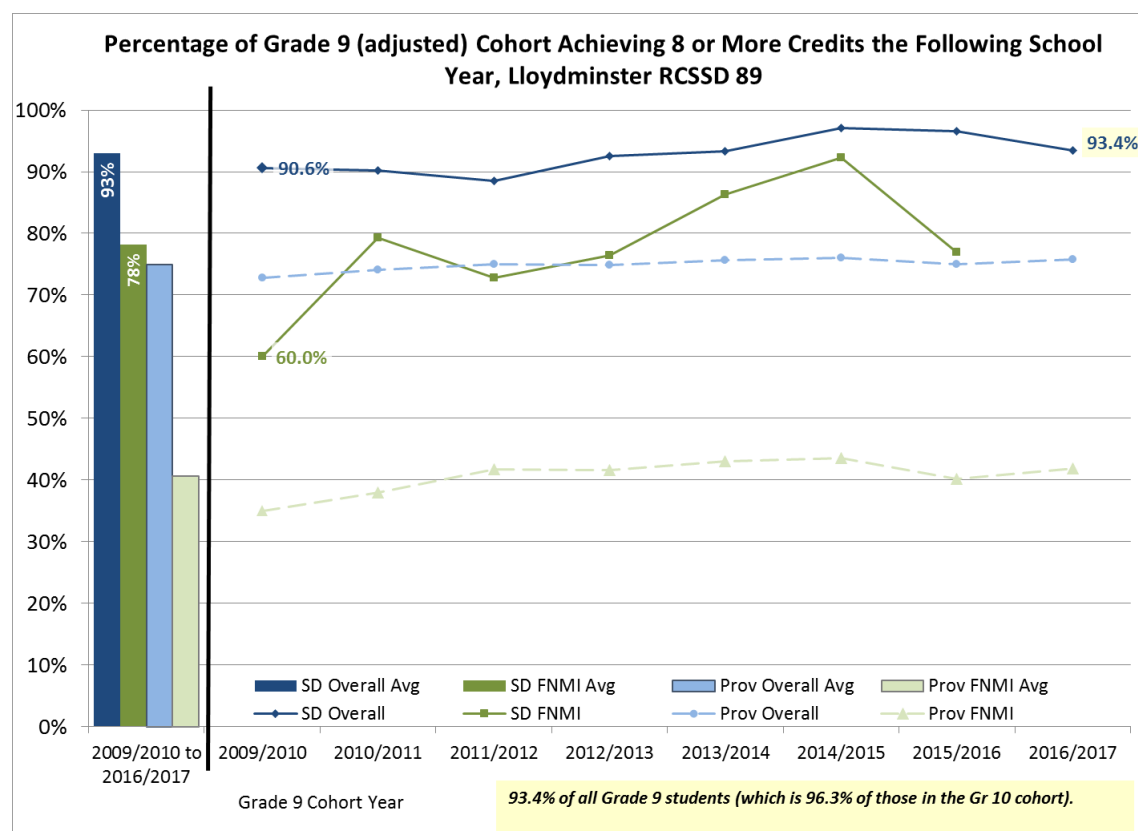
Analysis of results

The data here demonstrates a positive trend in our extended graduation rates. This again is an important finding as it demonstrates the impact of the work that has been completed to ensure we are having our students meet their goal of graduation. There has been improvement both overall (97% up from 93%) with improvements for both subpopulations. We continue to surpass provincial averages in all categories.

Grade 9 to 10 Transition

The transition from Grades 9 to 10 can be difficult for some students for many different reasons, including not having reached all outcomes from each subject area in the elementary grades. This measure is intended to show how well Grade 9 students adjust in the transition to Grade 10. Achieving eight or more credits per year is important for steady progress towards graduating on-time.

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



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

Source: Ministry of Education, 2018

Analysis of results

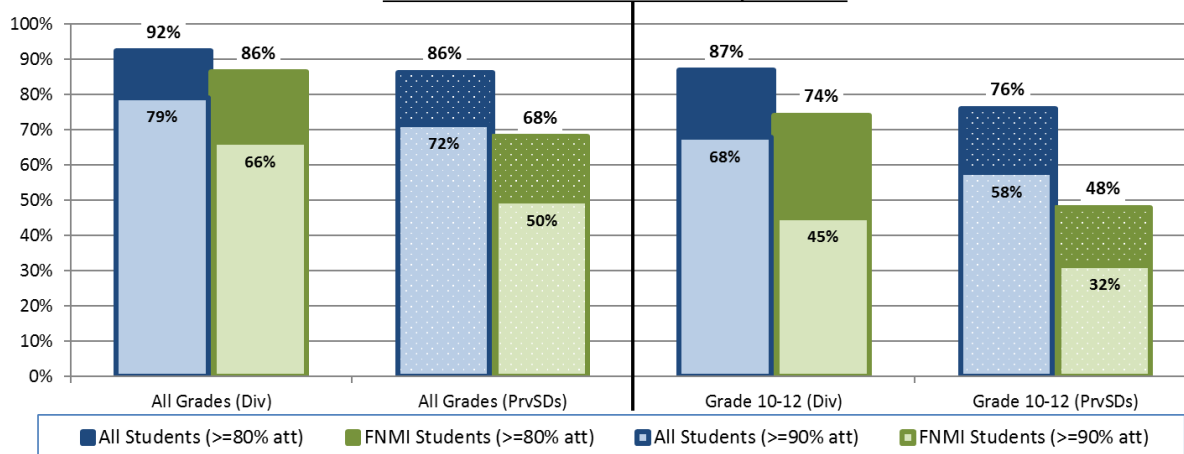
We continue to be above the provincial average in all categories for this transition measure. We see this as an important big step in having our students graduate on-time. We believe that if students are able to see a high level of success in their first year of high school, they will see that the remaining years will be less taxing and attainable. Fluctuations due to small population of FNMI students should be noted, with reference to the 8-year average of 78% which is well ahead of the provincial results for this group of students.

Attendance

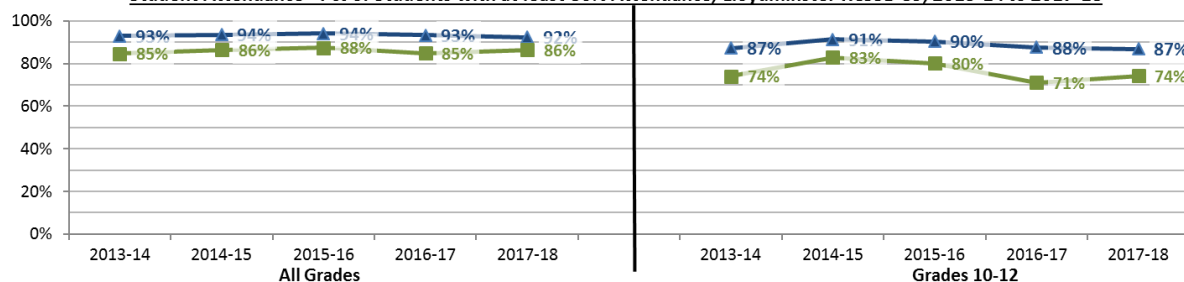
Attendance is an important indicator with a strong correlation to measures of student achievement. Students with at least 80% attendance are much more likely to achieve higher educational outcomes than students with lower than 80% attendance.

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

Percentage of Students With at Least 80% (and 90%) Attendance, Lloydminster RCSSD 89 and Provincial School Divisions, 2017-18



Student Attendance - Pct of Students with at least 80% Attendance, Lloydminster RCSSD 89, 2013-14 to 2017-18



Notes: Percentages represent all attendance that occurred in the school division in the years reported. This includes all reported attendance for students attending the division during that year, whether or not they are currently enrolled in that division, but only includes attendance data while students were enrolled in the school division. Each percentage is a weighted average of the monthly percentages of students enrolled in the division with at least 80% attendance. Results for populations

of fewer than ten have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2018

Analysis of results

In 2017-18, we are above the provincial averages in the area of attendance (92% of students overall with at least 80% attendance compared to 86% provincially), and results have been relatively consistent over the five years reported above for Lloydminster Roman Catholic School Division #89. Though we see this as important factor, we do not see it as the sole driving influence on our high graduation rates and achievement levels. We do have structures in place to work with students and families in the case that attendance issues arise; however, we do have a percentage of students who are away due to sports, and other commitments they hold outside of school.

Early Years

ESSP Outcome:

By June 30, 2020, children aged 0-6 years will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades.

ESSP Improvement Targets:

- By June 2018, 75% of Prekindergarten educators will have completed Responding to Children's Interests (SPDU) workshop and 75% of Kindergarten educators will have completed Literacy Practices in Kindergarten

School division goals aligned with the Early Years outcome

By June 30, 2020, children aged 0-6 years will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades.

School division actions taken during the 2017-18 school year to achieve the outcomes and targets of the Early Years outcome

Prekindergarten served at least 72 students.

Kindergarten program was a 60% or 100% option for Kindergarten students.

Kindergarten PLT met at least twice in the school year.

Kindergarten data (LCSD Assessment and EYE) reviewed three times last year with specific actions taken for individual students.

Additional alignment between Prekindergarten and Kindergarten Assessment was undertaken.

Screening processes for Speech Language Pathologists and Occupational Therapist were implemented.

TIPs planning for students with specific needs; Division and school based Professional Development focused on early learning and school based Professional Development focused on early learning.

Community Education Coordinator aligned supports for parents focused on 3-6 year olds.

Early Childhood Teachers continued to be part of Learning Teams which drives professional learning.

Measures for Early Years

Early Years Evaluation

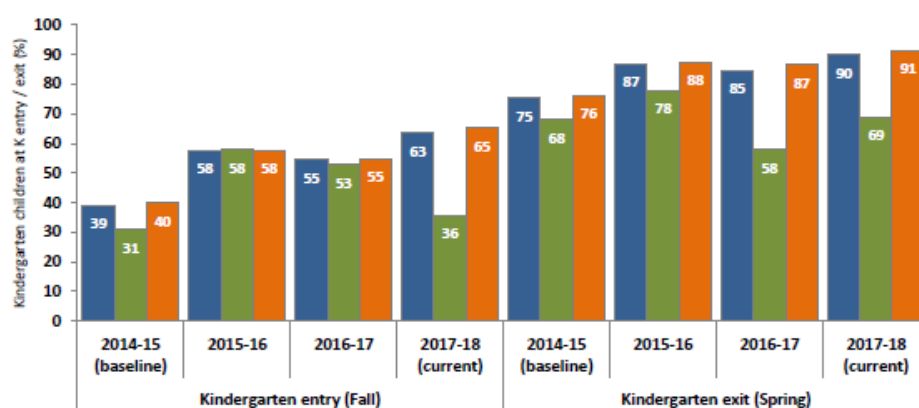
The Early Years Evaluation-Teacher Assessment (EYE-TA) is a readiness screening tool that provides information about each child's development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify children 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. RTI is a preventive approach that allows educators, school teams and divisions to allocate resources early and continuously, rather than waiting until after children have experienced failure before responding.

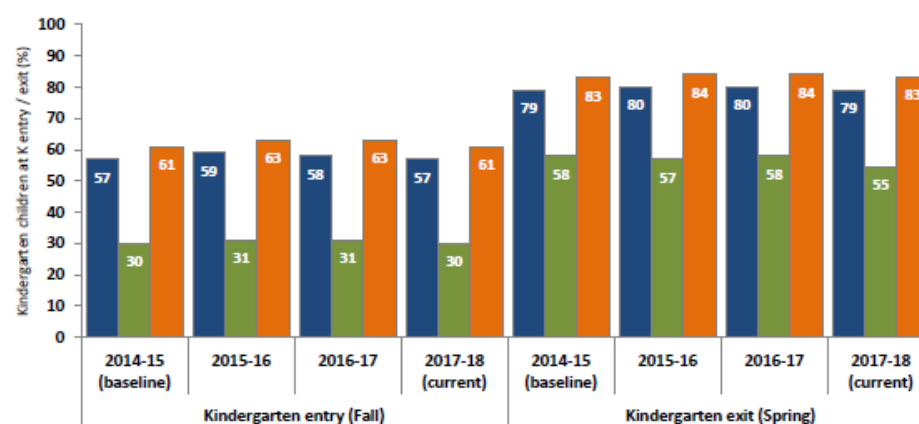
The following displays the percentage of children (all children, non-FNMI and FNMI) in the division assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit, for the 2014-15 (baseline) year and the three years following, as well as the provincial results for each category.

Readiness for school: children screened at Tier I (%) on Early Years Evaluation – Teacher Assessment (EYE-TA) at Kindergarten entry & exit, 2014-15 (baseline) through to 2017-18 (current)

Lloydminster RCSSD 89



Saskatchewan (all divisions)



All Tier I children at K entry / exit (%)	FNMI Tier I children at K entry / exit (%)	Non-FNMI Tier I children at K entry / exit (%)
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Notes: Research shows early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading challenges. The primary role of EYE is to help inform educational practice. EYE screening at Kindergarten entry is used by classroom teachers and school divisions to identify children who

experience difficulties with important skills when they arrive in Kindergarten, and who may need closer monitoring or further assessment during the year. Children who have difficulty with important skills at Kindergarten entry are also re-assessed before the end of the Kindergarten year, allowing school divisions to measure the impact of their supports and responses. Children assigned Tier I RTIs are able to complete developmental tasks without difficulty. These children have a high probability of reading at grade level by Grade 3 - an important predictor of school success, including Grade 12 graduation.

The format of EYE-TA results reported previously in school division annual reports varies from the format used here. Prior to 2016-17, displays showed percentage results for all RTI Tiers at Kindergarten entry and exit of the assessment year. The amended displays now show only the percentage of children assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit. In addition, school division EYE-TA displays also now show results for self-declared First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk children (FNMI), and for those who do not identify as FNMI (non-FNMI), provided both comparison groups consist of a minimum of 10 children. It should be noted that the non-FNMI group may include FNMI students who choose not to self-identify.

Source: Ministry of Education, Early Years Branch, 2018

Analysis of results

In 2017-18, results for our students were again above the provincial norm for the EYE-TA in all areas (90% compared to 79% overall), and for the first time Lloydminster Catholic School Division #89 has achieved the provincial ESSP target for this measure (90% of students exiting Kindergarten are ready for learning in the primary grades).

We see much of the positive work on this attributed to the strong RTI process we have in place in the division. This structure has been one that allows us to support students in their work and develop strategies to support each individual student in his/her learning. Being a division-wide approach, synchronized processes allow for better action planning and involving the necessary personnel to be involved at an early stage.

Demographics

Students

Lloydminster Roman Catholic Separate School Division #89 has experienced significant growth over the last three years as shown below. Although we have experienced a slight decrease in enrolment this year, our overall increase from September 2014 to September 2017 has resulted in an additional 344 students, which equates to a 14% enrolment growth, significantly exceeding the provincial average over the same time period (5%). Although the growth occurs within multiple grades we are experiencing a “pyramidal” growth pattern. This means that the number of students coming into our school division in Kindergarten exceeds the amount of students that we are graduating in Grade 12.

Grade 1 enrolment is exceeding 250 students each year in the last five years and graduating classes of 180 students the “pyramidal” student enrolment trend has continued. In 2018 we graduated 179 students, 258 students began Grade 1 with us in September, 2018. This trend means adding 80 students or four classrooms by way of attrition each year.

Lloydminster RCSSD 89										
Grade	2014-15	2015-16	2016-17	2017-18	Subpopulation Enrolments	Grades	2014-15	2015-16	2016-17	2017-18
Kindergarten	265	237	255	233	Self-Identified FNMI	K to 3	78	75	95	89
1	277	289	274	269		4 to 6	47	48	55	56
2	239	247	276	251		7 to 9	46	41	35	52
3	202	232	257	267		10 to 12	48	45	49	31
4	189	204	245	243		Total	219	209	234	228
5	173	188	216	243	French Immersion	K to 3	311	296	305	300
6	190	171	202	206		4 to 6	138	153	167	176
7	152	195	184	192		7 to 9	91	99	107	120
8	149	168	206	176		10 to 12	64	77	70	76
9	174	156	174	202		Total	604	625	649	672
10	166	184	179	168	English as an Additional Language	1 to 3	76	79	69	64
11	164	163	197	176		4 to 6	47	61	73	73
12	128	155	162	186		7 to 9	50	51	49	36
Total	2,468	2,589	2,827	2,812		10 to 12	34	47	41	34
						Total	207	238	232	207
PreK	72	73	72	72						

NOTES:

1. Enrolment numbers are based on headcounts from the Student Data System (SDS) as of September 30 for each school year.
2. Enrolments includes all residency types, all ages, home based and home bound students, with the exception of EAL enrolments which exclude non-Saskatchewan residents, students 22 years and older, and home based students.
3. Prekindergarten enrolments are the 3- and 4-year-old enrolments on the SDS which includes those children who occupy the Ministry designated Prekindergarten spaces and those in other school division operated Prekindergarten or preschool programs.
4. A student's FNMI identity is established through self-identification.

Source: Ministry of Education, 2017

Staff

Job Category	FTEs
Classroom teachers	148.6
Principals, vice-principals	13.5
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists	75.2
Administrative and financial staff – e.g., Chief Financial Officers, accountants, Information Technology people, supervisors, managers, administrative assistants, clerks	7.8
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors, managers	16.5
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors, managers	20.0
League of Educational Administrators, Directors and Superintents (LEADS) – e.g., director of education, superintendents	3.0
Total Full-Time Equivalent (FTE) Staff	284.6

Notes:

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

Source: Lloydminster Roman Catholic Separate School Division #89, 2018

Senior Management Team

The Director of Education, Mr. Nigel McCarthy, reports directly to the Board of Education. The following report to Mr. Nigel McCarthy:

- Deputy Director of Education, Ms. Glenda Kary
- Deputy Director of Learning, Mr. Kevin Kusch
- Chief Financial Officer, Mrs. Melanie Stelmaschuk, CPA, CA

Infrastructure and Transportation

School	Grades	Location
École St. Thomas	K-7	6524 – 35 Street Lloydminster, Alberta
Father Gorman Community School	K-7	3112 – 47 Avenue Lloydminster, Saskatchewan
Holy Rosary High School	8-12	6611A – 39 Street Lloydminster, Alberta
Mother Teresa Early Childhood Education Center	Prekindergarten – Grade 2	5216 – 44 Street Lloydminster, Alberta
St. Joseph Elementary School	K-7	5706 – 27 Street Lloydminster, Alberta
St. Mary's Elementary School	K-7	5207 – 42 Street Lloydminster, Alberta

Infrastructure Projects

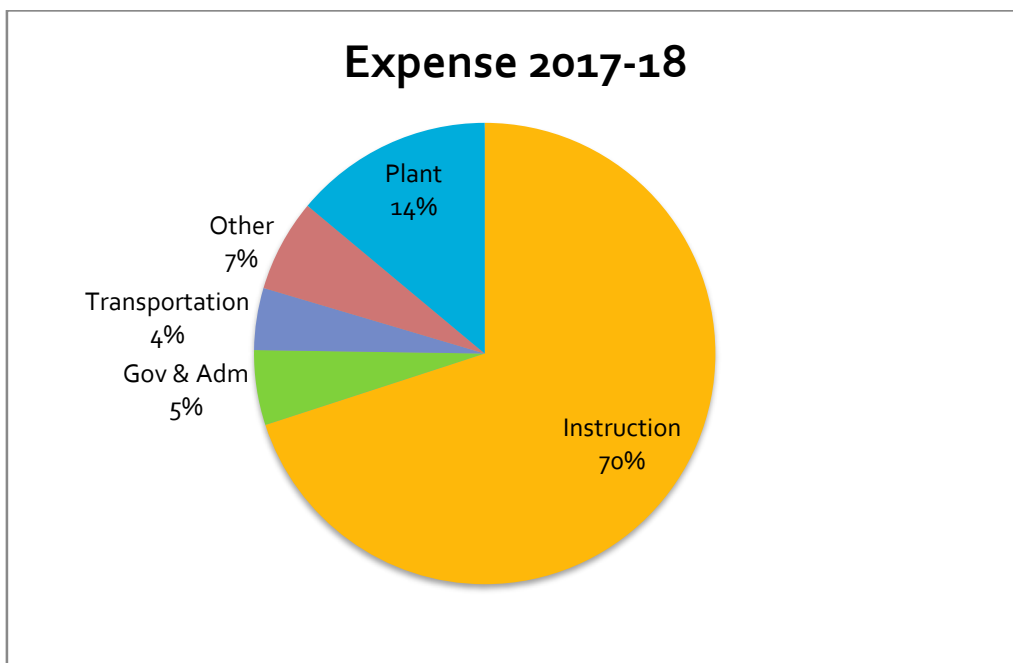
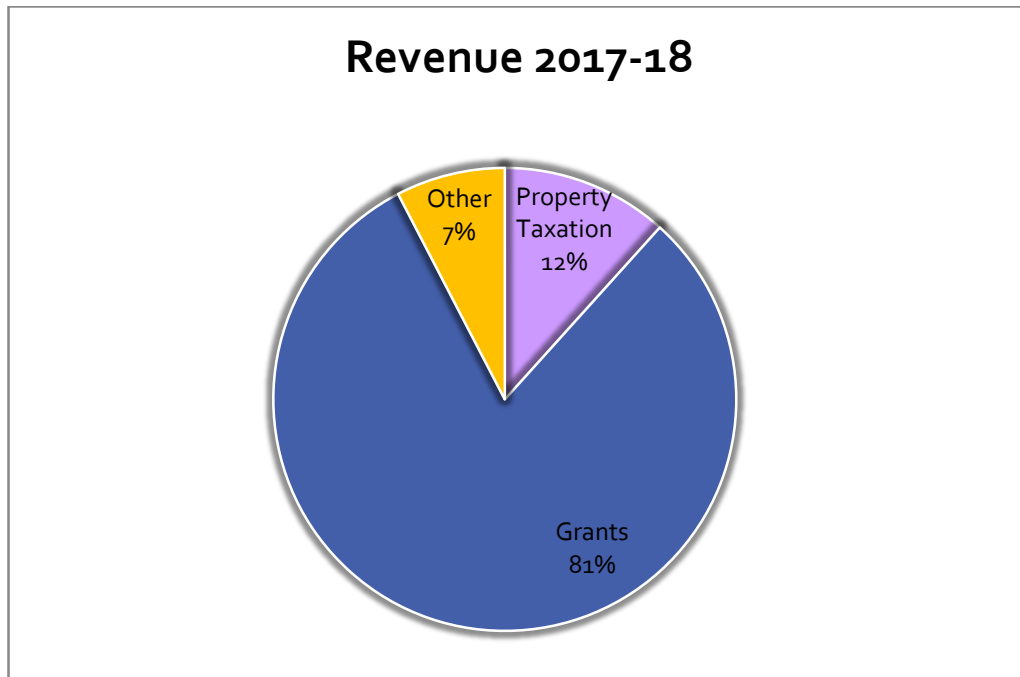
Infrastructure Projects			
School	Project	Details	2017-18 Cost
Holy Rosary High School	Parking Lot	Parking Lot Development	162,000
Holy Rosary High School	Band Room	Band Room Renovation and Expansion	140,000
All Schools	Security	Camera replacement and additions	78,000
Father Gorman	Classroom	Retro fit Band Room to 2 Classrooms	56,000
St. Mary's	Paving	Paving Repairs	40,000
Total			\$476,000

Transportation

Lloydminster Roman Catholic Separate School Division #89 operates its own bus transportation system. As the City of Lloydminster is split bi-provincially, this adds challenges to the bussing routes. Two major highways cross divide the middle of the City cutting it into four sections. This complicates the walking distances and vehicular traffic flows and adds an additional awareness to safety of our students which in turn impacts our bus routes. Lloydminster Roman Catholic Separate School Division #89 also collaborates with both School Divisions adjacent to us on the Saskatchewan and Alberta side. Signed agreements are in place with the two School Divisions that allows for students in the surrounding areas of Lloydminster to be transported into Lloydminster for education.

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2018	2018	2017	Budget to Actual Variance Over / (Under)	Budget to Actual % Variance	Note
	Budget	Actual	Actual			
REVENUES						
Property Taxation	3,554,585	3,442,781	3,662,733	(111,804)	-3%	
Grants	23,333,204	23,791,982	24,154,993	458,778	2%	
Tuition and Related Fees	70,945	89,485	99,341	18,540	26%	1
School Generated Funds	678,742	913,507	754,660	234,765	35%	2
Complementary Services	365,016	507,249	382,038	142,233	39%	3
External Services	154,000	113,656	121,096	(40,344)	-26%	4
Other	481,052	623,618	477,298	142,566	30%	5
Total Revenues	28,637,544	29,482,278	29,652,159	844,734	3%	
EXPENSES						
Governance	138,194	174,841	248,175	36,647	27%	6
Administration	1,513,840	1,424,068	1,677,169	(89,772)	-6%	7
Instruction	21,179,647	21,313,048	20,707,623	133,401	1%	
Plant	4,463,642	4,242,783	3,936,404	(220,859)	-5%	
Transportation	1,387,900	1,323,786	1,309,300	(64,114)	-5%	
Tuition and Related Fees	133,000	95,560	127,628	(37,440)	-28%	8
School Generated Funds	683,742	957,857	721,363	274,115	40%	9
Complementary Services	841,364	781,512	662,167	(59,852)	-7%	10
External Services	155,119	130,646	122,901	(24,473)	-16%	11
Other Expenses	5,500	7,736	5,479	2,236	41%	12
Total Expenses	30,501,948	30,451,837	29,518,209	(50,111)	0%	
Surplus (Deficit) for the Year	(1,864,404)	(969,559)	133,950			

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

Note	Explanation
1	Increase of student enrollment
2	Band Trip in 2018 and an increase in SCC fundraising
3	Nutrition Grant received
4	Reduction in cafeteria sales
5	Additional revenues due to Synergy Vault rentals and investment income
6	Increase in Board Remuneration and other Governance expenses
7	Personnel changes
8	Homeschool reimbursements less than budgeted
9	Band Trip in 2018 and an increase in SCC fundraising
10	Staffing expenditures less than budgeted
11	Reduction of supplies required due to reduced sales as per Note 4
12	Increase of banking fees due to an increase of parents utilizing online payments

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
CARNELL, CHRISTOPHER	8,702	351	--	--	--	--	9,053
FENDELET, CALVIN	9,083	--	--	--	--	50	9,133
MACDUFF, ERIN	9,083	--	--	--	--	--	9,083
MAKICHUK, LAURIE	8,825	71	--	--	2,241	--	11,137
RUSTEIKA, MICHELLE	13,465	1,084	--	246	806	--	15,601
SCOTT, PAULA	18,036	3,902	--	--	--	--	21,938
WYTRYKUSZ, JILLIAN	9,083	--	--	--	--	--	9,083

Note: Board Chair, Mrs. Paula Scott and Vice-Chair, Mrs. Michelle Rusteika

Transfers

No transfers were made in excess of \$50,000.

Supplier Payments

Name	Amount
3Twenty Modular	273,003
AltaGas Ltd.	423,730
Axia Supernet Ltd, Calgary	57,440
BAR Engineering	51,983
Bee J's Stationers Inc.	145,348
Bexson Construction Ltd.	329,983
Blue Sky Coatings	51,804
Bralin Technology Solutions	247,117
City of Lloydminster	108,457
Compugen Inc.	63,649
Convergint	107,805
Craftex Builders	67,183
Dell Canada Inc.	121,128

Name	Amount
Edmonton Kenworth	52,528
Educational World Tours	95,700
Federated Co-operatives Limited	118,095
Gas Alberta Energy	139,421
Marsh Canada Limited	66,016
Powerschool Canada ULC	97,679
Progressive Fundraising Inc.	63,586
Sobeys Lloydminster	171,949
STI Landscaping	53,430
Sveer Maintenance	184,310
Tgp Lloydminster	57,965
TLC Driver Ed Ltd.	88,934

Name	Amount
Vertical Building Solutions Inc.	246,714

Name	Amount
Warner Industries	268,609

Other Expenditures

Name	Amount
Pension Plan	1,010,076
Receiver General of Canada	6,062,805
Sask Teachers Federation	1,841,406

Name	Amount
Saskatchewan School Boards Association	354,099
Alberta Teachers Retirement Fund	248,779

Appendix B – Management Report and Audited Financial Statements