

Prairie Spirit School Division No. 206
Annual Report
2012/13



PRAIRIE SPIRIT
SCHOOL DIVISION
Learners for Life

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Prairie Spirit School Division No. 206
Learners for Life
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Letter of Transmittal



Honourable Don Morgan
Minister of Education
Province of Saskatchewan

Dear Minister Morgan:

The Board of Education of Prairie Spirit School Division No. 206 is pleased to provide you and the residents of the School Division with the 2012-13 annual report. This report outlines activities and accomplishments of the School Division and provides audited financial statements for the fiscal year September 1, 2012 to August 31, 2013.

Respectfully submitted,

A handwritten signature in black ink that reads "Larry Pavloff". The signature is written in a cursive style with a large initial "L".

Larry Pavloff, Chair
Prairie Spirit Board of Education

Highlights and Accomplishments 2012/13

Prairie Spirit School Division has a lot to be proud of this year. Our students and staff have created a learning focused culture that embeds our vision and mission, learners for life and learning without limits in a world of possibilities.

Some of the highlights from 2012/13 are listed below:

Strategic goals — The Prairie Spirit Board of Education is responsible for leading the school division in strategic planning and setting long-term goals. The Board was very pleased to present four learning focus strategic goals to the school division in January, 2013 to guide the work of the school division over the next three years. These goals will build on our work, renew our focus and provide specific indicators of success. The goals are in the areas of literacy, numeracy, high school graduation rates and First Nations and Métis achievement.

Work exploration and career transitions — One area of particular interest to the Board of Education is the area of work exploration and career transitions. The Board directed administration to investigate ways of offering dual credits to high school students. We believe that significant learning is practical, applicable and transfers to life after high school.

During 2012/13, high school students at Leask Community School were engaged in financial planning, repairing computers and career planning, all while attending high school. This innovative opportunity — called the Leask Employment and Financial Management Skills program — was designed by Prairie Spirit School Division, Affinity Credit Union and Leask Community School to help students develop practical skills and abilities and foster student engagement.

Graduation rates — Overall, Prairie Spirit students are graduating at a rate of approximately 87.8%, which is well above the provincial average of 74.8%. One of the Board's learning focus strategic goals is that by June 2016, 90% of all students beginning Grade 10 in September 2013 will graduate.

First Nations and Métis and Inuit (FNMI) students in Prairie Spirit are graduating at a rate of approximately 52.6%. The provincial average graduation rate for FNMI students is 37.4%. The Board's learning focus strategic goal states that by June 2016, "the graduation rate for self-declared First Nations and Métis students graduating within three years of starting Grade 10 will increase by 25%."

Introduction

This annual report presents an overview of Prairie Spirit School Division's activities and results for the fiscal year September 1, 2012 to August 31, 2013. This annual report provides a snapshot of Prairie Spirit School Division, its governance structures, students, staff, programs and facilities.

In addition to detailing the School Division's activities and performance, this report outlines how the Division is implementing its strategic plan, provides a report from management endorsing the financial overview and audited financial statements and includes appendices such as an organizational chart, a list of the schools in the Division and a 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 Spirit School Division is the progressive rural and urban school division surrounding the City of Saskatoon.

Prairie Spirit covers a wide geographic area, north to Leask, south to Hanley, east to Colonsay and west to Perdue. The school division includes nine Hutterite and three First Nations communities.

The Division's 9,900 students are served by a team of over 1,300 dedicated professionals and support staff.

Division Vision and Mission Statements

Prairie Spirit is focusing on preparing students for the world after school, by exploring learning as it relates to a real world context. The new mission and vision statements support and reflect the Division's purpose and beliefs about learning. The mission statement captures the spirit of innovation, creativity and contributing to a global society.

Vision: Learners for Life

Mission: Learning without limits in a world of possibilities

Prairie Spirit Guiding Principles

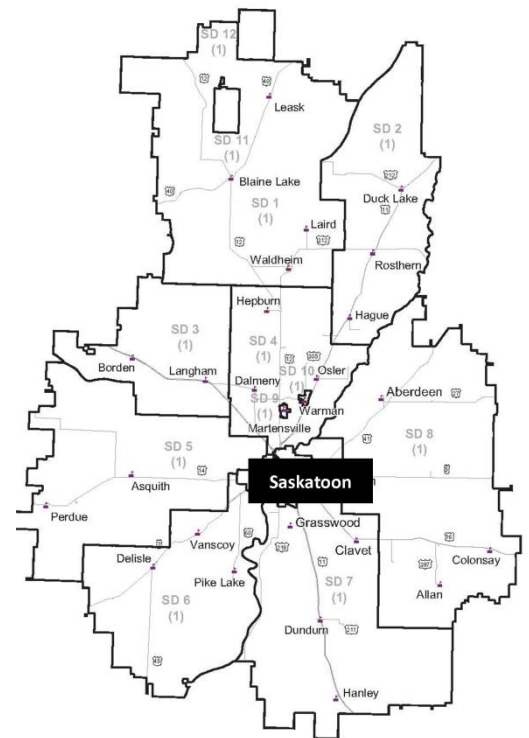
Learning

In Prairie Spirit, students and adults learn without limits in a world of possibilities. We create learning environments that are student centered, where higher order thinking is evident as students inquire, discover and apply their learning in the real world.

Teaching

A Prairie Spirit teacher is a facilitator and a co-learner who inspires curiosity, instills confidence, nurtures student spirit and engages students to discover and present thoughtful responses to meaningful

Figure 1 – Location of Prairie Spirit School Division



questions. Our teachers create collaborative learning environments where risk-taking, deep thinking and diversity are valued.

Assessment and Feedback

In Prairie Spirit School Division, we are committed to assessment and feedback in a culture of collaboration with effective communication, a clear purpose and appropriate use of data. Our primary purpose for assessment and feedback is to support learning, inform next steps for growth and collect evidence needed to account for learning.

Engagement

As engaged members of the Prairie Spirit learning community, we have a clear purpose, personal autonomy and opportunities to achieve to a high level. Engagement is evident in our passion for learning, our excitement to share with others and our belief that our learning will make a difference.

Program Overview

Prairie Spirit School Division is grounded in the belief that every student is capable of learning and achieving to a high standard. As a school division, we value learning together to develop the whole person and to inspire lifelong learning.

The Student Success Model describes and identifies how students are supported to learn to high levels in an inclusive setting.

Prairie Spirit School Division students are diverse in terms of needs and abilities. They vary in age, personal circumstances, learning styles, interests and individual strengths and needs. In order to provide the best educational opportunities possible for all students, Prairie Spirit School Division offers a wide range of programs in the 45 schools in 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 and diverse First Nations and Métis cultural perspectives.

In addition, each school in the Division offers specific programming that responds to the needs of students, including:

- English as Additional Language (EAL) programming throughout the Division, as EAL student numbers continue to steadily increase
- Practical skills training in collaboration with curricular requirements
- Credit retrieval strategies to support students in completing high school

Instructional strategies

We believe improvements in the following key areas will contribute to an increase in overall reading comprehension:

- Knowledge and use of cognitive strategies;
- Knowledge and use of text features and text structures; and
- Mindful engagement

We believe improvements in the following key areas will contribute to an increase in mathematical understanding:

- Mathematical reasoning;
- Number sense ;
- Spatial competency ;
- Positive attitude towards mathematics ; and
- Ability to communicate mathematical ideas

Specific actions designed to improve instruction across the Division with all students:

- Exploring effective pedagogy in literacy, including research-based practices for supporting students who are struggling in reading in Grades 1 - 3, but also for other grades with Literacy Team Days
- Offering Learning Support Facilitators to support classroom teachers in implementing instructional strategies
- Offering 12 “Inspired Learning Opportunity” classrooms modeling a workshop model for reading/writing and numeracy
- Offering various Professional Development opportunities: conducting a miscue analysis, readers workshop, writing
- Providing Professional Development with literacy experts: Debbie Miller, Cris Tovani and Patrick Allen
- Exploring big ideas in mathematics, pedagogy, problem centered learning and assessment through Numeracy Team Days
- Offering Professional Development opportunities after system assessment results to discuss results and supports to improve student learning
- Providing Connected Classrooms, exploring inquiry and pedagogy with technology
- Providing two full days of Professional Development with English as an Additional Language (EAL) specialist
- Offering numeracy Professional Development on partitioning, factoring, fractions, decimals, percent and number sense

First Nations and Métis Education

The Ministry of Education requires that each school division create a First Nations and Métis Education Plan that aligns with the Continuous Improvement and Accountability Framework. Prairie Spirit’s full First Nations/Métis Education Plan may be found at: www.spiritsd.ca.

Prairie Spirit School Division is dedicated to excellence in education for all students, including First Nations, Métis and Inuit (FNMI) students. In Prairie Spirit, we believe that learning is rooted in authentic and respectful relationships, providing real world relevant experiences and with high expectations.

We are committed to the goal of improving achievement among FNMI students and to eliminate the gap between Aboriginal and non-Aboriginal students in the areas of literacy and numeracy, retention in schools, graduation rates and advancement to post-secondary studies and employment.

Overall goals:

- Equitable outcomes for First Nations and Métis learners
- All learners will have knowledge and appreciation of the unique contributions of First Nations and Métis peoples to Saskatchewan

- Data collection and reporting on measures outlined in the Ministry’s First Nations and Métis Education Policy Framework that demonstrate accountability towards improved educational outcomes
- Shared management of the provincial education system by partnering with First Nations and Métis peoples at the provincial and local level

Strategies:

- Continuing involvement in partnerships with First Nations and Métis communities
- Providing Professional Development opportunities for the Division’s professional staff to increase their understanding of First Nations and Métis Ways of Knowing
- Committing one Learning Support Facilitator (LSF) to support teachers in integrating First Nations and Métis Ways of Knowing
- Preparing and sharing units of study integrating First Nations and Métis Ways of Knowing created by Stobart Community School
- Continuing with a “Closing the Gap” full time staff position in Leask, Duck Lake and Blaine Lake for fall, 2013
- Prairie Spirit’s staffing formula in community schools provides additional administrative time and the possibility of additional staff to provide extra support
- Continuing development of Resource Centre library materials to include First Nations and Métis resources integrated into all themed resource bins
- Offering full-time kindergarten programs in Stobart Community School (Duck Lake) and Leask Community School with Division support in developing and implementing research-based quality programs
- Participating in a partnership (McDowell Research project) with University of Saskatchewan, Stobart Community School and Prairie Spirit School Division to support learning outcomes in numeracy by using the affective domain as the gatekeeper to the cognitive domain
- Emphasizing the hiring of First Nations and Métis staff to work with all students
- Ensuring that all schools have up-to-date and complete Treaty Resource Kits
- Providing “Teaching Treaties in the Classroom” Professional Development opportunity for Grades 6 and 7 teachers
- Focusing Partnership work between Blaine Lake School, Leask Community School, Muskeg Lake and Mistawasis on Day One Treaty Education

Grade 3 reading

Research demonstrates that students who are reading below grade level by the middle of Grade 3 are likely to have difficulty reading for the rest of their school career. In mid-2012/13, 35% of the Grade 3 students in Prairie Spirit School Division were reading below grade level. Prairie Spirit has initiated a program of intensive intervention for these students.

This programming features:

- Providing a Literacy Facilitator in Blaine Lake, Leask and Duck Lake schools to focus on First Nations and Métis students
- Providing “Closing the Gap” positions focusing on literacy in Blaine Lake and Duck Lake
- Providing professional development for school teams on reading intervention, including professional resources: *Response to Intervention: What Really Matters*, Allington; *RTI: The Daily Planning Book*, Owocki

- Offering Literacy Team Days for schools to build literacy leaders within schools (including administration)
- Supporting “Inspired Learning Opportunity” Classrooms focusing on a workshop model with book studies: *Conferring*, Allan; *Reading with Meaning*, Miller; *So What Do they Really Know*, Tovani
- Offering Professional Development with literacy leaders: Debbie Miller, Cris Tovani and Patrick Allan
- Supporting administration in identifying quality reading instruction

A needs assessment of students who struggle in reading in Grades 1 - 3 has been completed. The following table shows the percentage of students struggling in reading in 2012/13 as well as the assessment tools used:

Figure 2 – Students struggling in reading 2012/13

Grade	Grade Assessment Tool	Percentage Struggling
Grade 1	K-screening (locally developed) and miscue analysis	21%
Grade 2	RAD Assessment and miscue analysis	26%
Grade 3	ISCA and miscue analysis	35%

Source: Prairie Spirit School Division assessments, 2013

School Division Planning

Prairie Spirit School Division has a planning process to align school division priorities with Continuous Improvement and Accountability (CIAF) priorities in all school division planning activities.

Strategic Plan

In January, 2013, the Board of Education further refined Prairie Spirit’s student learning goals in the following areas: numeracy, literacy, graduation rates and First Nations and Métis achievement. These strategic learning goals set out three-year targets for achievement in these specific areas. Student learning goals are achieved in classrooms by creative and passionate teachers and all those who support them.

Goals in the areas of assessment and student engagement will be developed along with strategic directions in areas such as transportation, technology, facilities and human resources that support learning. The strategic plan does not capture every initiative that occurs in Prairie Spirit. These focus areas identify what we pay attention to every day, inform us what we value and detail how we will measure success of our collective efforts. The strategic plan speaks to the balance required to create a school culture for relevant, rigorous learning in a relationship rich environment.

The Division’s strategic plan provides overall direction for the work of the school division and serves as an anchor to ensure that all Division planning processes are in alignment and that divisional priorities are aligned with CIAF priorities. A copy of Prairie Spirit’s strategic plan is available at: www.spiritsd.ca.

Continuous Improvement and Accountability Framework

The four priority areas of the Continuous Improvement and Accountability Framework (CIAF) are:

- Higher literacy and achievement
- Equitable opportunities
- Smooth transitions
- System accountability and governance

These four areas are fundamental to Prairie Spirit's strategic plan. Prairie Spirit School Division's CIAF report is available on the school division's website at: www.spiritsd.ca.

The School Division in the Community

Community and parent involvement

All Prairie Spirit schools have programs and initiatives in place to encourage community and parental involvement. These programs vary from school to school and are unique to each community. In addition, Prairie Spirit uses the PowerSchool software to manage student data and to digitally communicate student progress with parents.

Community partnerships

Prairie Spirit places a high priority on developing relationships that are built on genuine understandings and shared knowledge that demonstrate mutual respect. This includes a commitment to strong partnerships among and between educators, parents, students, communities and human service providers. These partnerships help to support students in achieving the knowledge, skills and attitudes necessary for success in school and in life.

In particular, the school division has created strong and collaborative partnerships with First Nations and Métis groups. Prairie Spirit is committed to improved outcomes for First Nations and Métis students throughout the school division.

Ministry of Social Services

- Prairie Spirit has an established partnership with the provincial Ministry of Social Services in the area of supports to in-care students. The Division supports the protocol that has been formulated with the Ministry to ensure the work between the Ministry and the Division is efficient and effective. This protocol has been adopted provincially.

Saskatoon Industry-Education Council (SIEC)

- The Saskatoon Industry-Education Council (SIEC) is a partnership between three local school divisions (Prairie Spirit, Saskatoon Public, Greater Saskatoon Catholic) and the regional business/industry sector. A board of directors representing industry, education, and business organizations governs the SIEC. The partnership's vision is to create a community of shared responsibility preparing youth for quality careers. The partnership supports projects such as FuturePaths, a web-based career exploration tool which connects youth to potential careers.

Regional Assessment Consortium (RAC)

- The Regional Assessment Consortium (RAC) is a partnership between three local school divisions (Prairie Spirit, Saskatoon Public, Greater Saskatoon Catholic), the University of Saskatchewan (College of Education) and the Saskatchewan Professional Development Unit (SPDU). This

representative group meets four to five times a year to focus on supporting student learning through assessment. The consortium is responsible for planning professional development for an annual Secondary Assessment Symposium for teachers as well as a bi-annual assessment conference called *Finding Our Way*. Both professional development opportunities provide an educational experience through international and national keynote speakers and professional dialogue with colleagues across the province and beyond.

Partnership with Muskeg Lake Cree Nation

- The school division has established a strong partnership with Muskeg Lake Cree Nation. The purpose of the partnership is to work closely together as communities in order to improve the learning outcomes of all students. Muskeg Lake Cree Nation has an active Trustee on the Prairie Spirit Board of Education.

Joint use agreements

- Prairie Spirit has formal joint use agreements with local cities, towns and villages to ensure school facilities are available to the community after school hours.

Governance

The Board of Education

Prairie Spirit School Division is governed by the Board of Education, comprised of trustees from twelve subdivisions. *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 trustees represent voters and ratepayers across the school division. The Board meets regularly to oversee and govern the work of the school division. In addition, the Board actively advocates to local and provincial levels of government on behalf of the school division.

The Board of Education designates the Director of Education as the Chief Executive Officer (CEO) of the school division. Prairie Spirit’s Director is supported by seven Learning Superintendents, the Superintendent of Human Resources, the Chief Financial Officer and the Facilities Planner.

Figure 3 – Prairie Spirit Board of Education as of August 31, 2013

Subdivision	Trustee
Subdivision 1	Pam Wieler
Subdivision 2	Keith Wagner
Subdivision 3	Ken Crush
Subdivision 4	George Janzen
Subdivision 5	Larry Pavloff
Subdivision 6	Bernard Howe
Subdivision 7	Cathy Taylor
Subdivision 8	Joanne Brochu
Subdivision 9	Bonnie Hope
Subdivision 10	Sam Dyck
Subdivision 11	Deanna Greyeyes
Subdivision 12	Shantelle Watson

A list of the remuneration paid to board members is provided in Appendix D.

School Community Councils

The purpose of the School Community Council (SCC) is to:

- Support student learning success and well-being; and
- Encourage parent and community involvement and engagement in the school.

School Community Councils are ideally situated to support parents and families in becoming directly involved in their children's learning. As part of the school system, Councils provide students, parents, family and community members with an opportunity to actively participate in planning and governance.

The Board of Education has established a School Community Council for each of the non-Hutterian schools in Prairie Spirit School Division. The one Associate school in the school division is not required to form an SCC.

The Education Regulations, 1986 require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. In 2012/13, Prairie Spirit School Division conducted a fall orientation for new SCC members.

The Regulations also require School Community Councils to work with school staff to develop an annual school Learning Improvement Plan and recommend that plan to the Board of Education. School Community Councils are expected to facilitate parent and community participation in planning and provide advice to the Board of Education, the school's staff, and other agencies involved in the learning and development of students.

Prairie Spirit offers the following opportunities to School Community Councils:

Division-wide:

- SCC Fall Orientation
- SCC Spring Assembly
- Division Office staff provide support for SCC-initiated parent evenings (e.g., Math Night, Assessment Night)
- In May, each school in Prairie Spirit made learning presentations to other schools and to Division leadership. Many schools involved their SCC in this Division presentation.

School level:

- Input in school's Learning Improvement Plan
- Regular SCC meetings
- Sharing of goals
- Partnering on Literacy projects
- Hosting parent evenings

All of the 34 SCCs in Prairie Spirit School Division are made up of the required number of elected members and appointed members, as outlined in *The Education Regulations, 1986*. The actual number of members varies from one SCC to another.

Students from the three First Nations within the Division's boundaries generally attend three Division schools. Representatives of the First Nations are members of the SCCs of these schools.

“The evidence is consistent, positive, and convincing: families have a major influence on their children’s achievement in school and through life... When schools, families, and community groups work together to support learning, children tend to:

- do better in school
- stay in school longer and
- like school more.”

Henderson, A.T. and Mapp, K.L. 2002, *A new wave of evidence: The impact of school, family, and community connections on student achievement.*

Our Students and Staff

Students

The 2012/13 school year marked the seventh consecutive year of enrolment growth in Prairie Spirit School Division. Prairie Spirit has grown each year since it was formed through the amalgamation of three school divisions in 2006.

Figure 4 – Total student number by grade level

Grade	School Year		
	2010-11	2011-12	2012-13
Kindergarten	751	747	846
1	762	767	776
2	717	765	807
3	728	727	797
4	719	751	771
5	706	743	760
6	718	739	745
7	751	730	756
8	729	757	739
9	737	700	757
10	761	762	736
11	724	710	677
12	715	740	716
Total	9518	9638	9883
Pre-K Overall	164	199	208

Source: Ministry of Education, 2013

Note: The table above identifies the actual number of students enrolled in each grade as of September 30 of each year.

Figure 5 – Additional student demographic information

Subpopulation Enrolments	Grades	School Year		
		2010-11	2011-12	2012-13
Self-Identified FNMI	K to 3	70	74	63
	4 to 6	101	106	111
	7 to 9	134	129	146
	10 to 12	197	213	171
	Total	502	522	491
English as an Additional Language	1 to 3	–	–	168
	4 to 6	–	–	172
	7 to 9	–	–	116
	10 to 12	–	–	88
	Total	–	–	544

Source: Ministry of Education, 2013

Notes:

- The table above identifies the actual number of students enrolled in grade-level groupings as of September 30 of each year.
- Official English as an Additional Language enrolments numbers were available for the first time in 2012/13.

Staff

Figure 6 below provides an overview of all Division staff. An organizational chart showing the reporting structure is provided in Appendix B.

Figure 6 – Prairie Spirit staff

Job Category	FTEs
Classroom teachers	587.46
Other educational staff	356.30
Principals, Vice-Principals	48.83
Administrative and Financial staff (e.g., clerks, accountants, IT, admin assistants)	90.49
Plant operations and maintenance (e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors)	87.878
Transportation (e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors)	158.6
Senior management team (e.g., CFO, Director of Education, Superintendents)	11.0
Total Full-time Equivalent (FTE) staff	1340.558

Source: Prairie Spirit Human Resources Department

Notes:

- The numbers shown above represent full-time equivalents (FTEs). The actual number of employees may be 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 as 0.4 as a classroom teacher and 0.6 as a principal.
- Information for all staff is as of August 31, 2013.

Senior Management team

Figure 7 – Prairie Spirit Senior Management team

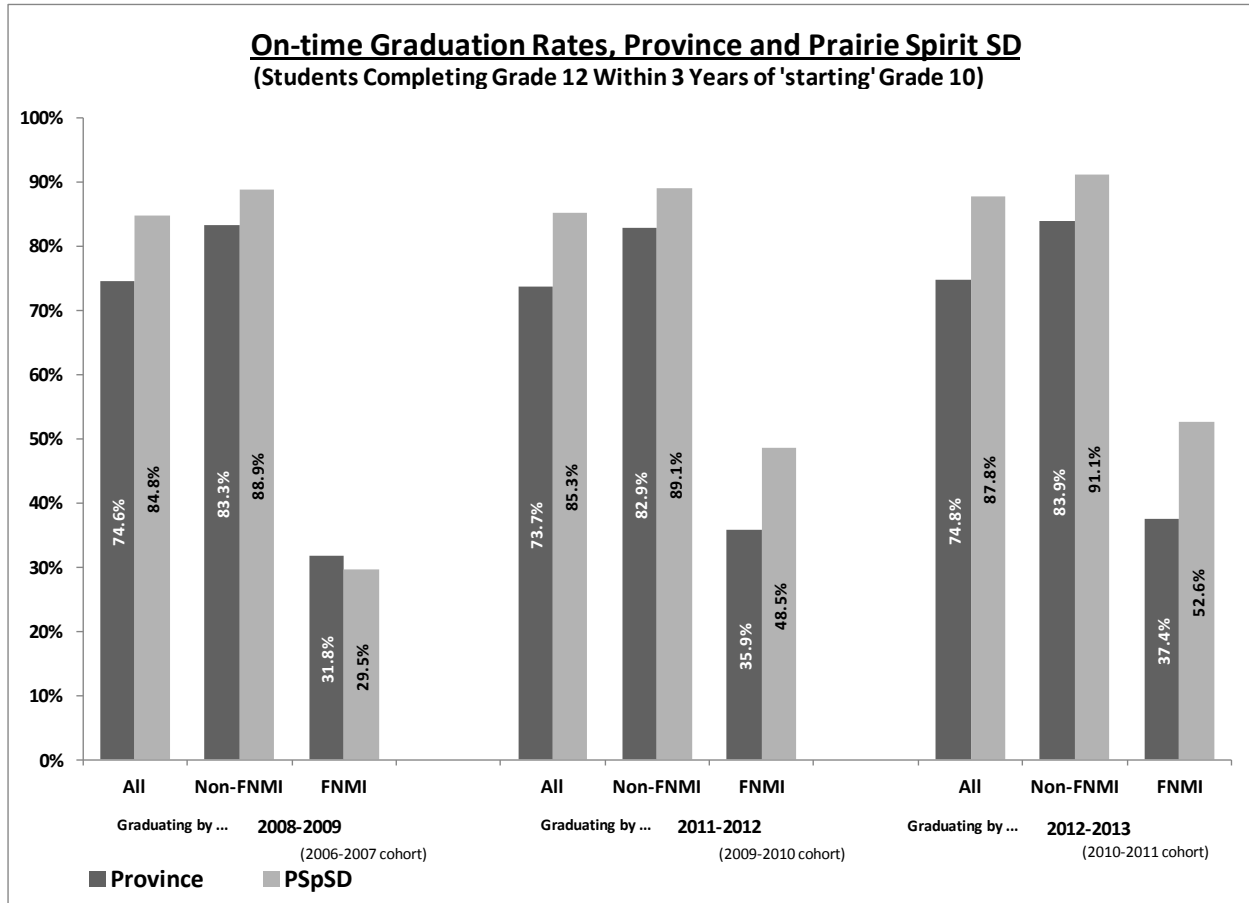
Prairie Spirit Senior Management team	
Director of Education	John Kuzbik
Chief Financial Officer	Jim Shields
Superintendent of Human Resources	Bob Bayles
Learning Superintendents	Kim Beaulieu
	Karen Campbell
	Lori Jeschke
	Karen McKee
	Clint Reddekopp
	Noel Roche
David Wipf	
Facilities Planner	Kerry Donst

- The Director of Education, John Kuzbik, reports directly to the Board of Education.
- The seven Learning Superintendents are responsible for teaching, learning and curriculum and have responsibility for schools in the Division. Each of the Learning Superintendents works with school-based administrators.
- The Chief Financial Officer (CFO), Jim Shields, is responsible for overseeing Finance, Payroll and Transportation in the Division.
- The Superintendent of Human Resources, Bob Bayles, is responsible for management of human resources and for planning for future human resources needs.
- The Facilities Planner, Kerry Donst, is responsible for school facilities, including the maintenance and renovation of existing facilities and planning for future facility needs.

Higher Literacy and Achievement

Grade 12 graduation rate after three years

Figure 8 – Grade 12 graduation rate after three years



Source: Ministry of Education, 2013

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.

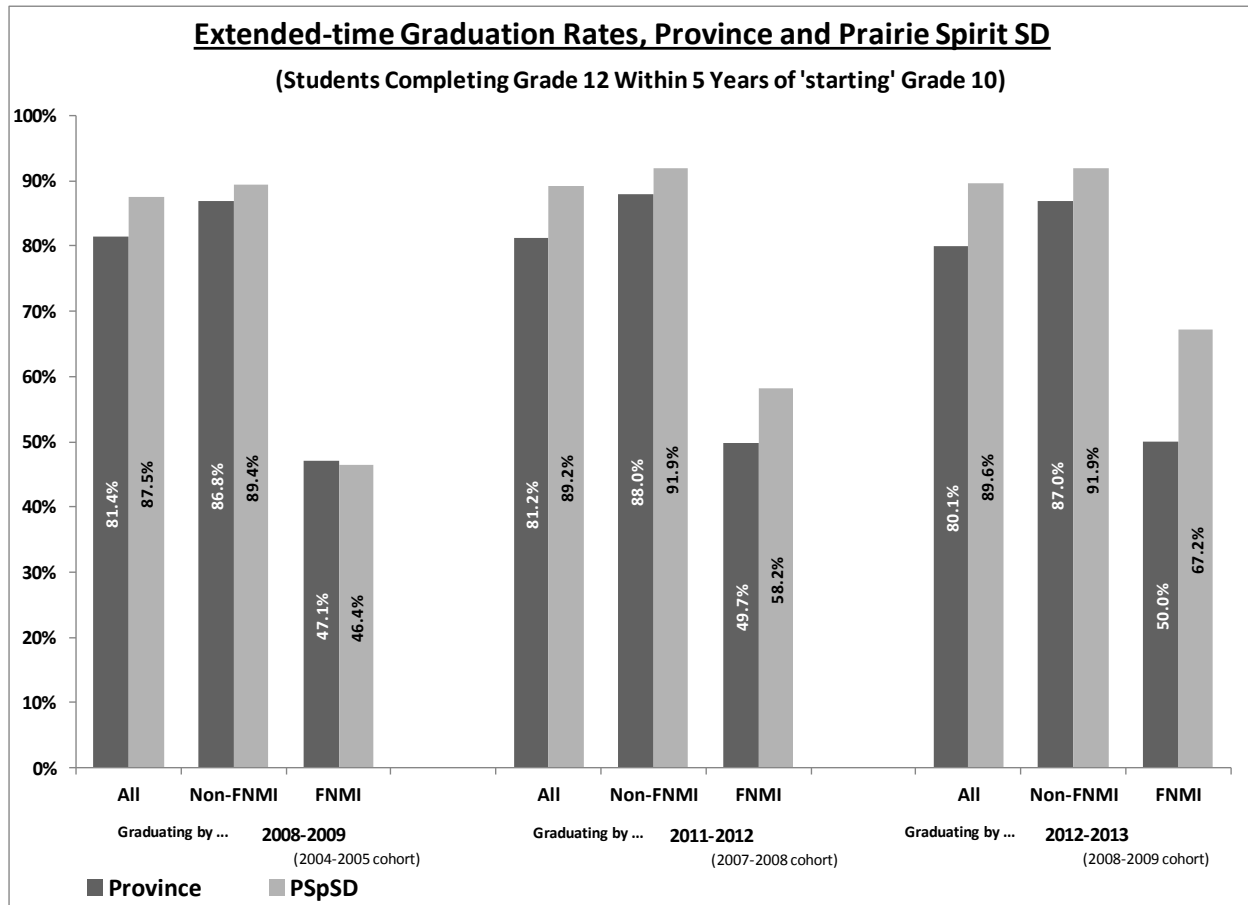
FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Prairie Spirit students in each category are graduating at a rate higher than the provincial average. The overall Prairie Spirit graduation rate has increased each year since 2009. Overall, Prairie Spirit students are graduating at a rate that is 13% above the provincial average.

The graduation rate for First Nations, Métis and Inuit (FNMI) students in Prairie Spirit has increased each year since 2009. This graduation rate exceeds the provincial average with the exception of the 2008/09 school year. The gap between the provincial FNMI rate and the FNMI graduation rate for Prairie Spirit students is widening each year as the Prairie Spirit FNMI graduation rate increases more rapidly.

Grade 12 graduation rate within five years

Figure 9 – Grade 12 graduation rate after five years



Source: Ministry of Education, 2013

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.

Prairie Spirit students in each category are graduating at a rate higher than the provincial average. The overall Prairie Spirit extended-time graduation rate has increased each year since 2009.

The extended-time graduation rate for First Nations, Métis and Inuit (FNMI) students in Prairie Spirit has increased each year since 2009. This graduation rate exceeds the provincial average, with the exception of the 2008/09 school year. The gap between the provincial FNMI extended-time graduation rate and the FNMI graduation rate for Prairie Spirit students is widening each year. The rate in 2012/13 is especially significant, with Prairie Spirit FNMI students graduating at a rate of 17% greater than the provincial FNMI average.

Average Final Marks

Figure 10 – Average final marks in selected secondary-level courses, 2012/13

Average Final Marks in Selected Secondary-Level Courses 2012-13						
Subject	All Students		Non-FNMI		FNMI	
	Province	Prairie Spirit SD	Province	Prairie Spirit SD	Province	Prairie Spirit SD
English Language Arts A 10	71.4	75.4	74.3	76.3	59.4	64.9
English Language Arts B 10	71.6	75.4	74.1	76.2	60.1	65.5
Science 10	70.2	74.3	73.2	75.9	57.1	58.7
Math: Workplace and Apprenticeship 10	70.7	74.9	73.8	76.0	56.9	59.2
Math: Foundations and Pre-calculus 10	69.9	74.1	72.2	74.6	56.8	63.0
English Language Arts 20	72.5	76.7	74.2	77.0	62.5	71.6
Math: Workplace and Apprenticeship 20	66.5	70.5	68.5	70.8	60.4	65.9
Math: Foundations 20	71.7	77.1	73.1	77.2	62.0	74.2

Source: Ministry of Education, 2013

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.

The average final marks for Prairie Spirit students are greater than the provincial average in every subject and category.

First Nations, Métis and Inuit students in Prairie Spirit School Division have achieved final marks that are an average of 6% above the provincial FNMI results.

Equitable Opportunities

Strategies to meet the needs of diverse students

Prairie Spirit School Division is grounded in the belief that every student is capable of learning and achieving to a high standard. Prairie Spirit’s Student Success Model describes and identifies how students are supported to learn to high levels in an inclusive setting.

Prairie Spirit Learning Support Services believes in a multi-disciplinary approach to providing support and services to students, schools and families. The goal of reaching every student through a commitment to higher achievement and reduced gaps in performance recognizes that everyone in a school community has an important role to play in the development of the child. All teachers work collaboratively to plan student learning and to evaluate and improve their own instructional strategies. Administrators ensure teachers and support staff have what they need to be successful.

Our schools provide programming designed to meet the specialized needs of students, including, for example: Pre-Kindergarten, student support services, distance education, English as an Additional Language (EAL), and the services and supports of Special Education Resource Teachers, Educational Psychologists, Speech and Language Pathologists and Occupational Therapists.

Smooth Transitions

Grade 7 to 10 transitions

Figure 11 – Proportion of students in grade 7 who are still in school three years later

	Grade 7 Cohort			Progressing from Grade 7 to 10 On-Time			Still In School
	2007-08 Baseline	2008-09	2009-10	2007-08 Cohort	2008-09 Cohort	2009-10 Cohort	2009-10 Cohort
All students	658	678	657	97.6%	97.8%	96.5%	97.6%
Non-FNMI students	n/a	n/a	621	n/a	n/a	96.6%	97.6%
FNMI students	39	44	36	89.7%	93.2%	94.4%	97.2%

Source: Ministry of Education, 2013

Note: Students who have not progressed to Grade 10 “on-time” may have remained in a previous grade or were not re-enrolled in subsequent years. “Still in School” is the proportion of students either in Grade 10 or continuing a previous grade.

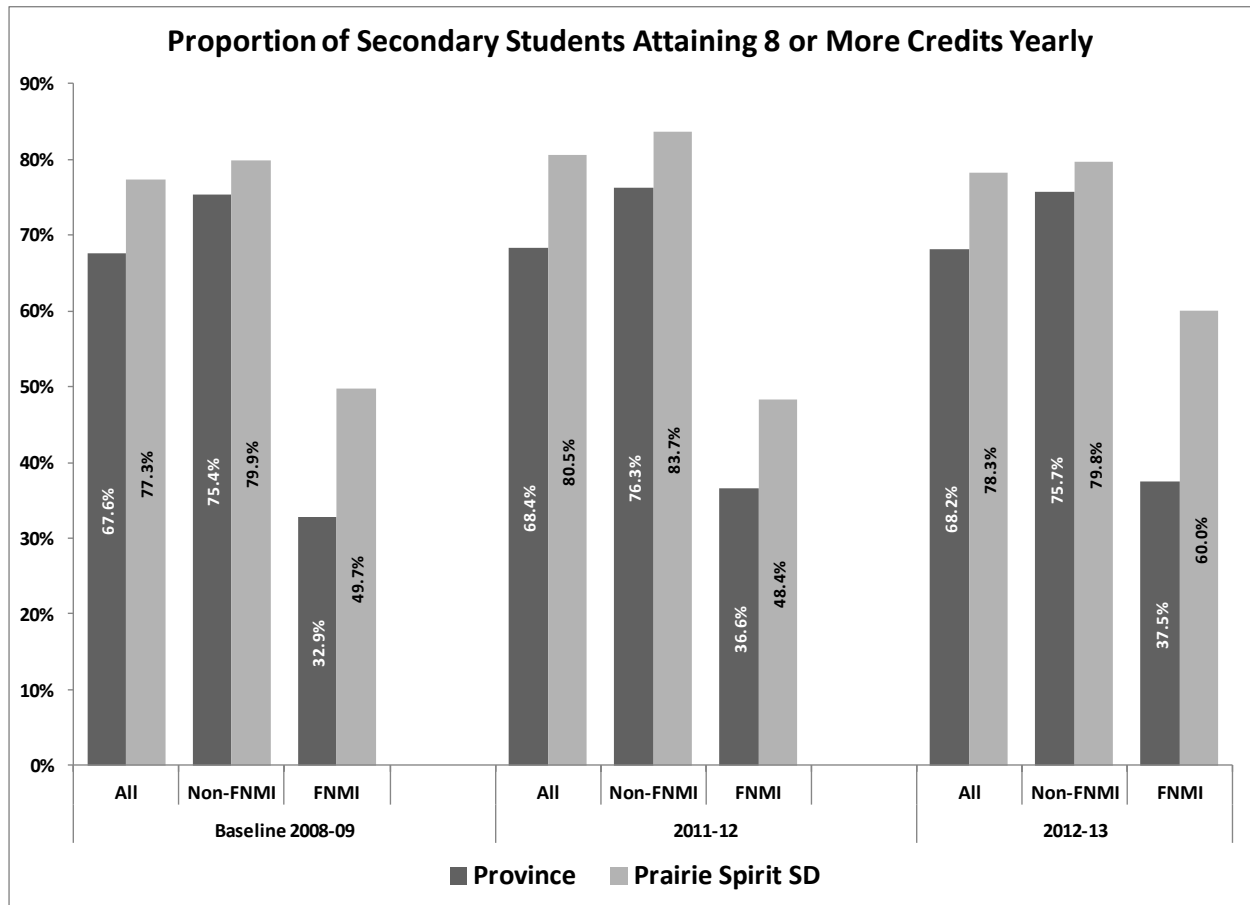
Results for populations of 10 or fewer have not been reported to avoid identifying individuals or very small groups of students (nr). Categories where results are not available at this time are recorded as (n/a).

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.

In the 2009/10 cohort group, the percentage of students still in school is almost identical in all student demographic groups.

Credit Attainment

Figure 12 – Proportion of secondary students attaining eight or more credits yearly



Source: Ministry of Education, 2013

Note: 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.

Saskatchewan secondary students must earn at least 24 secondary-level credits in order to graduate. This means that to graduate within a three-year period after beginning Grade 10, students must earn at least eight credits per year.

The number of Prairie Spirit students attaining eight or more credits yearly is greater than the provincial average in all categories. The FNMI students in Prairie Spirit School Division are attaining eight or more credits each year at an increasing rate. The Prairie Spirit credit attainment rate for FNMI students increased by over 11% from 2011/12 to 2012/13.

System Accountability and Governance

Prairie Spirit School Division is committed to operational effectiveness, transparency and fiscal responsibility and to long-term stability to provide a high equality education for all students.

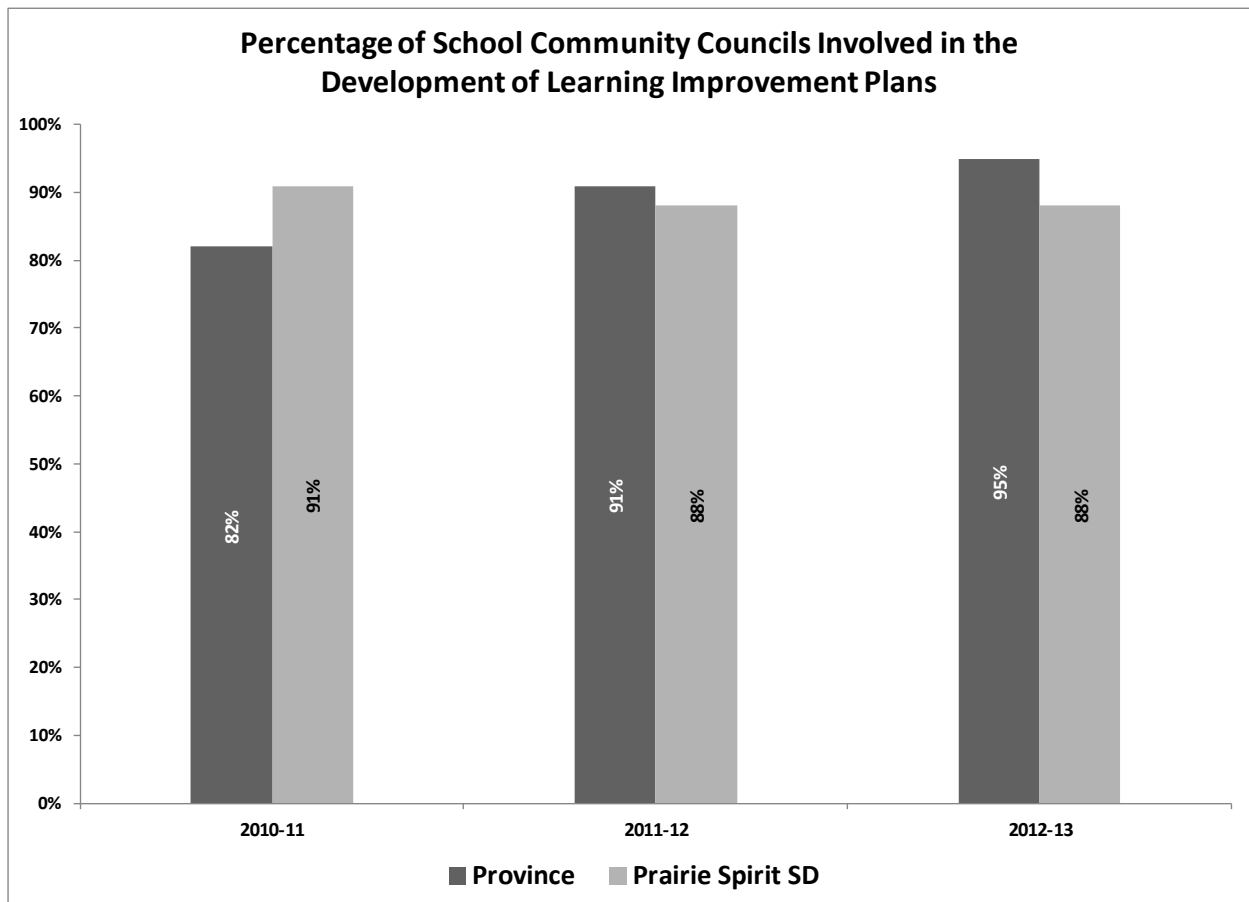
School Community Councils (SCCs) and Learning Improvement Plans (LIPs)

Each school is required to formulate a learning improvement plan (LIP) for its students for the school year. The goals and vision in this plan are related to the Division's overall goals and are tailored for the individual school. In addition to setting tangible goals, each school is asked to provide evaluation mechanisms to determine if the goals were met.

The School Community Council works with the school staff to ensure learning goals are supported and accomplished. The SCC is asked to articulate how it will support the achievement of the school's goals.

SCC participation in the development of learning plans

Figure 13 – Percentage of SCCs involved in the development of LIPs



Source: Ministry of Education, 2013

Facilities and Transportation

Facilities

Prairie Spirit School Division's facilities include:

- Forty-five schools located in 28 communities. See Appendix C for a list of schools. The average age of these schools is 49 years. The oldest school is 86 years old; the newest school opened for students in September, 2013.
- The school division office is located in Warman, SK. The central core of this building is over 32 years old. A substantial renovation and addition was completed in 2008. Division Office is adequate in size for the present needs, although every space in the building is currently being used and there is very limited meeting space available.
- The School Services Building, which houses IT, Purchasing, Facilities and Maintenance staff, is located in Warman. This building was built in 2009 and replaced a small, inadequate maintenance building also located in Warman.
- The Prairie Spirit Bus Garage is located on the Eighth Street Extension in Saskatoon, SK. The Bus Garage is used for maintenance and repair of school division vehicles. The Bus Garage is located within a large fenced compound where buses can be parked or stored. Due to the expansion of the City of Saskatoon, the Bus Garage will need to be relocated.
- A list of capital projects during 2012/13 appears in Appendix E of this report, along with the cost of each project.



The new Warman Community Middle School opened in September, 2013

Student Transportation

Every school day, Prairie Spirit bus drivers transport approximately 4,900 students to school and back home safely again. Our 145 route buses travel over 22,000 kilometres every day. Considerable cooperation and coordination are required to accomplish this task efficiently and safely.

Prairie Spirit bus drivers are trained and must pass all SGI tests and medicals before they are allowed to drive a bus with children aboard. All of our buses are inspected by SGI-certified Prairie Spirit Bus Shop Technicians.

Prairie Spirit has its own bus shop facility on the east side of Saskatoon. This facility is a modern five bay shop with all the appropriate equipment needed to properly maintain and service a fleet of 180 buses.

The school division has five highly qualified technicians who are experts in school bus maintenance. We are able to provide excellent bus service with safe equipment at a reduced cost to our ratepayers. Operating our own fleet of buses and using our own drivers has helped us to lower costs for charters and field trips, a very important consideration for managing limited school-based budgets.

Figure 14 – Prairie Spirit transportation statistics

Transportation Statistics	
Students transported	4943
In-town students transported <i>(included in above number)</i>	1192
Transportation routes	145
Number of buses	179
Kilometres travelled daily	22,443
Average age of bus	7.97
Capacity utilized on buses	82.73%
Average one-way ride time	31 minutes
Longest one-way ride time	102 minutes
Number of trips to school per year	53,650
Kilometres per year travelled on trips to school	4,151,955
Cost per student per year	\$1,822
Cost per kilometer travelled	\$2.17

Source: Prairie Spirit Conveyance Department, 2013

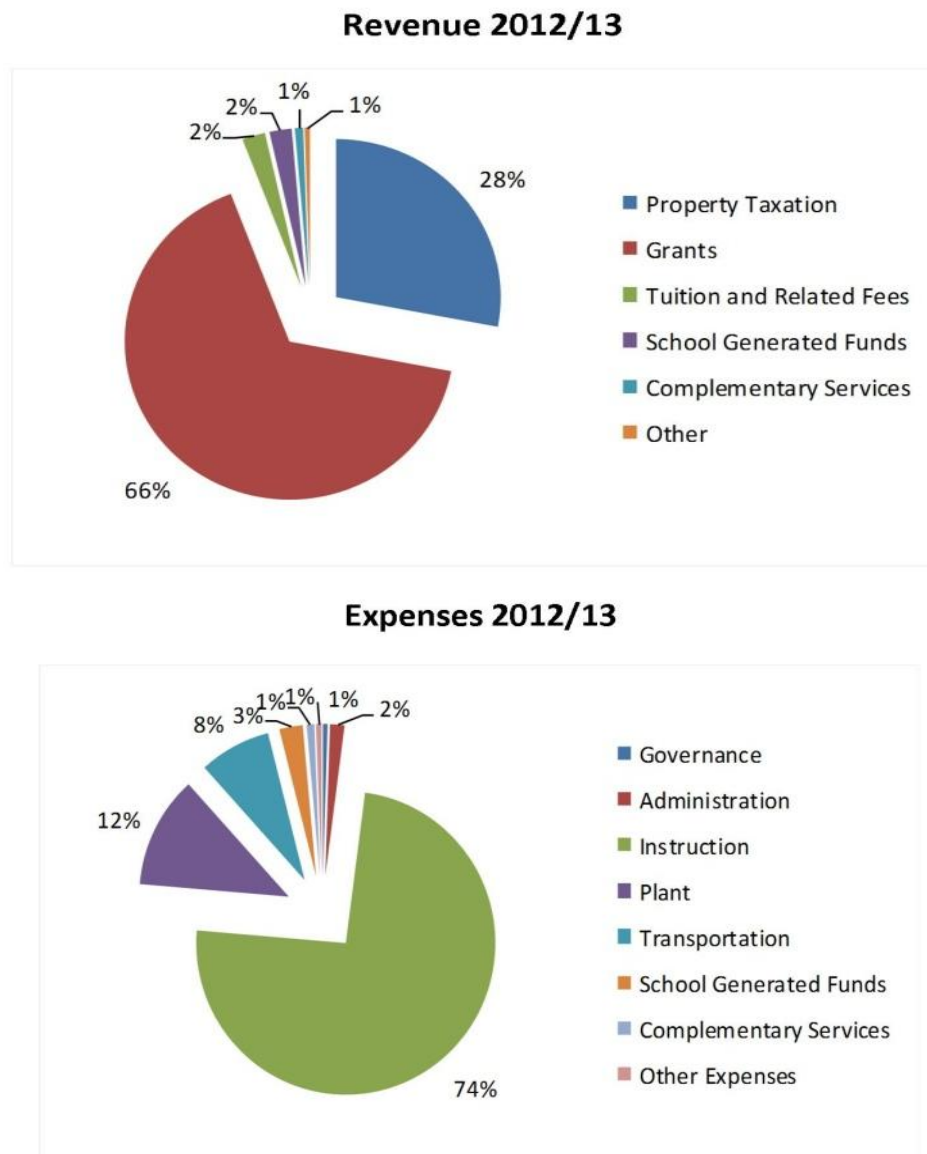
Financial Overview

In 2012/13, as in previous years, Prairie Spirit School Division’s single largest expense was instruction. Instruction includes salaries and benefits for teachers and other staff who work with students, resource materials and classroom supplies. The second largest expense was physical plant, which includes schools and their upkeep. The largest single source of revenue was provincial grants followed by property taxation.

Revenue and Expenses

Figure 15 below summarizes Prairie Spirit’s main categories of revenue and expenditures in 2012/13.

Figure 15 – Summary of Revenue and Expenses – 2012/13



Budget to actual expenditures and variances

Figure 12 below summarizes Prairie Spirit School Division's main categories of revenues and expenditures in 2012-13.

Figure 16: Summary of Revenue and Expenditures with Budget to Actual Comparison for the Fiscal Year September 1, 2012 to August 31, 2013

	2012 Actual	2013 Actual	2013 Budget	Budget to actual Variance Over/(Under)	Budget to Actual % Variance	Note
REVENUES						
Property Taxation	31,747,619	34,424,660	32,088,953	2,335,707	7%	1
Grants	77,490,197	81,387,520	72,822,300	8,565,220	12%	2
Tuition and Related Fees	2,708,382	2,780,456	2,833,250	(52,794)	-2%	3
School Generated Funds	2,621,085	2,685,986	1,786,307	899,679	50%	4
Complementary Services*	1,633,515	1,001,341	759,246	242,095	32%	5
External Services**	100,508	83,307	-	83,307		6
Other	62,293	657,590	33,000	624,590	1893%	7
Total Revenues	116,363,599	123,020,860	110,323,056	12,697,804	12%	
EXPENSES						
Governance	528,974	535,122	540,000	(4,878)	-1%	8
Administration	1,259,423	1,648,197	1,885,035	(236,838)	-13%	9
Instruction	76,691,784	78,800,341	78,853,681	(53,340)	0%	10
Plant	11,462,049	12,703,394	12,067,131	636,263	5%	11
Transportation	7,958,627	8,214,467	8,385,187	(170,720)	-2%	12
Tuition and Related Fees	447,418	511,644	629,068	(117,424)	-19%	13
School Generated Funds	2,440,802	2,681,436	1,786,307	895,129	50%	14
Complementary Services*	1,020,845	873,951	707,853	166,098	23%	15
External Services**	154,269	123,223	-	123,223		16
Other Expenses	707,139	639,802	1,739,457	(1,099,655)	-63%	17
Total Expenses	102,671,330	106,731,577	106,593,719	137,858	0%	
Surplus (Deficit) for the Year	13,692,269	16,289,283	3,729,337	12,559,946	337%	

* Complementary services are 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. For example, Pre-Kindergarten and nutrition programs.

** External services and programs that are outside of the School Division's learning/learning support and complementary programs. These services have not direct link to the delivery of the School Division's K-12 program nor do they directly enhance the School Division's ability to deliver its K-12 programs. For example, fees paid to the School Division to or on behalf of its associate schools.

Explanation of Variances

1. The variance occurred as a result of a lower estimated tax revenue by the province compared to the actual tax revenue. A contributing factor would be the result of higher property assessment due to overall growth in the school division of taxable properties.
2. Capital grants recognized were \$10,519,902 higher than budget and operating grants were \$1,954,682 lower than budgeted. Increased capital grants recognized as a result of the accrual accounting and matching principle where the revenue is recognized when the intended purpose of the funding has been met. Operating grants are adjusted primarily due to the shift in property taxes. In 2012, the school division had higher property taxes than budgeted, and therefore the Ministry reduces the grants for the following year accordingly. The same reconciliation will occur for the next fiscal year.

3. Tuition fees are based on non-resident students attending schools in Prairie Spirit. The main source of tuition fees are our First Nation partners.
4. Based on changes to financial reporting, all funding activities in a school division are now reported on the school division's financials. School generated funds are funds raised locally by schools for extra-curricular programs and fundraising activities. Since the funds are collected for an intended purpose, they are also offset by an expenditure and surplus funds allocated as an Internally Restricted Surplus.
5. Complementary services represent the revenue received for the 12 Ministry funded Pre-Kindergarten programs and other special initiatives such as FNME. Total funding was \$242,095 above budget due to the funding for new Pre-Kindergarten portable classrooms at Clavet Composite School and Valley Manor Elementary School.
6. Grants that were received for distance education services, primarily Credenda, were higher than budgeted.
7. The main reason for the variance was the receipt of insurance funds for Hepburn roof of \$464,812 and interest revenue of \$83,307 and an additional \$76,471 in reimbursements.
8. Board member expenses for attending board meetings, supervision claims and travel expenses came in \$19,279 under budget, but convention expenses were over budget by \$7,393. Elections were under budget by \$17,501 and other governance expenses were over budget by \$15,833. Advisory committees were over budget by \$8,676, which covers the budget for school community councils.
9. The main factors contributing to the variance were salaries and benefits being \$88,654 under budget, supplies and services being \$91,808 under budget and Division communications (i.e. phones, postage) being \$26,003 under budget.
10. Although instructional salaries (in-school and centrally staffed) for teachers and in-school instructional support staff costs (EA's, Administrative Assistants, Resource Center) plus centrally staffed support (OT, Speech and Language) came in over budget by \$730,578, other areas of the instructional budget were lower than budget resulting in the overall budget surplus. Higher than anticipated salaries for teachers and in-school administrators are the main reasons for the overage in the salary budget.
11. A higher than budgeted expense for building amortization of \$815,440 and \$533,059 in building operating expenses for maintenance and small capital projects offset the salary budget that was \$594,448 under budget. Funding for Preventative Maintenance and Renewal (PMR) is also included within the operating budget of facilities and is offset through a separate grant of \$888,359.
12. The majority of the variance is a result of lower salary and benefits by \$290,319 than budgeted. As previously reported in quarterly financial reports, the anticipated over budget on repairs to buses ended up being \$493,027 over budget. Fuel for buses was over slightly by \$13,595. The remainder of expenditures for busing came in under budget.
13. The main reason for the variance was no expenses for students that were attending schools outside of Prairie Spirit due to a shift in the funding model, which has provincial funding following the student to the school division they are attending.
14. As indicated in the revenue section, school generated funds represent the funds collected by individual schools for programs such as extra-curricular and fundraising activities. Funds collected locally are expensed through the school generated funds accounts and funds remaining unspent are included as internally restricted surplus. Schools are currently carrying a surplus of \$1,275,493 for school generated funds. The amount of the surplus has declined by \$13,967 this year, but overall since they were first incorporated in the financial statements of the school division in 2009 have increased from \$1,081,200.
15. Complementary services represent the revenue received for the 12 Ministry funded Pre-Kindergarten programs and other special initiatives, such as FNME. Total expenses were \$166,098 higher than budgeted. The primary reason for the variance is \$133,503 for completion of Pre-Kindergarten relocatables and \$52,400 for salary and benefits.
16. Funding for external services is offset by the revenue received, which resulted in a net of \$39,916.
17. The main variance was the anticipated interest expense for new loans for the Stobart Community School and Warman Community Middle School. Loans were not drawn down until May, 2013, therefore a significant reduction in interest expense was realized. However, a write-down on receivables of \$96, 940.16 is included in the other expenses.

Appendix A: Management Report and Audited Financial Statements

Management's Responsibility

To the Ratepayers,
Prairie Spirit School Division No. 206:

The School Division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards. 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.

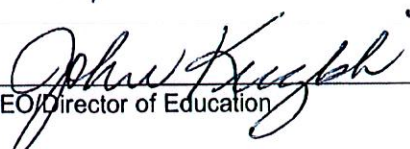
The Board of Education is composed of elected officials who are not employees of the School Division. The Board is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control, and for approving the financial statements. The Board is also responsible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

The external auditor, C.S. Skrupski Certified General Accountant Professional Corporation, conducts an independent examination in accordance with Canadian auditing standards and expresses an opinion on the financial statements. The accompanying Independent Auditor's Report outlines the auditor's responsibilities, scope of the examination, and opinion on the School Division's financial statements. The external auditor has full and free access to, and meets periodically and separately with, both the Board and management to discuss their audit findings.

On behalf of Prairie Spirit School Division No. 206:



Chairperson



CEO/Director of Education



Chief Financial Officer

November 25, 2013

C.S. Skrupski Certified General Accountant Professional Corporation

C.S. Skrupski
Certified General Accountant
Professional Corporation

INDEPENDENT AUDITOR'S REPORT

To the Chairperson and Members of the Board of Education,
Prairie Spirit School Division No. 206:

I have audited the accompanying financial statements of Prairie Spirit School Division No. 206, which are comprised of the statement of financial position as at August 31, 2013, and the statements of operations and accumulated surplus from operations, changes in net financial assets (net debt), and 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 the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on the financial statements based on my audit. I conducted my audit in accordance with Canadian auditing standards. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

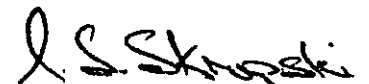
An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School Division'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 School Division'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.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements present fairly, in all material respects, the financial position of Prairie Spirit School Division No. 206 as at August 31, 2013, and the results of its operations, changes in net financial assets (net debt) and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Rosthern, Saskatchewan
November 25, 2013



Certified General Accountant
Professional Corporation

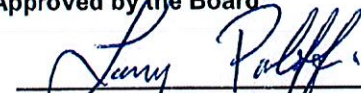
Rosthern Office: 1006 Sixth Street • P.O.Box 36 • Rosthern SK • S0K 3R0 • Phone 306-232-5211 • Fax 306-232-5508
Shellbrook Office: 40 Main Street • P.O.Box 936 • Shellbrook SK • S0J 2E0 • Phone 306-747-2523 • Fax 306-747-2255


Prairie Spirit School Division No. 206
Statement of Financial Position
as at August 31, 2013

	2013	2012
Financial Assets		
Cash and Cash Equivalents	12,587,250	4,211,943
Accounts Receivable (Note 8)	21,346,213	20,771,464
Portfolio Investments (Note 4)	10,809	11,614
Total Financial Assets	33,944,272	24,995,021
Liabilities		
Provincial Grant Overpayment	-	1,631,132
Accounts Payable and Accrued Liabilities (Note 9)	2,495,242	3,924,117
Long Term Debt (Note 10)	23,980,510	7,383,584
Liability for Employee Future Benefits (Note 6)	822,800	775,500
Deferred Revenue (Note 11)	2,167,841	7,395,915
Total Liabilities	29,466,393	21,110,248
Net Financial Assets	4,477,879	3,884,773
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	118,460,944	102,714,835
Inventory of Supplies for Consumption	428,795	489,709
Prepaid Expenses	394,725	383,743
Total Non-Financial Assets	119,284,464	103,588,287
Accumulated Surplus (Note 14)	123,762,343	107,473,060
Accumulated Surplus is comprised of:		
Accumulated surplus from operations	123,762,343	107,473,060
Accumulated remeasurement gains and losses	-	-
Total Accumulated Surplus (Note 14)	123,762,343	107,473,060

Contractual Obligations and Commitments (Note 17)

Approved by the Board:





Chairperson

Chief Financial Officer

The accompanying notes and schedules are an integral part of these financial statements.
C.S. Skrupski Certified General Accountant Professional Corporation

Prairie Spirit School Division No. 206
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2013

	2013 Budget (Note 15)	2013 Actual	2012 Actual
REVENUES			
Property Taxation	32,088,953	34,424,660	31,747,619
Grants	72,822,300	81,387,520	77,490,197
Tuition and Related Fees	2,833,250	2,780,456	2,708,382
School Generated Funds	1,786,307	2,685,986	2,621,085
Complementary Services (Note 12)	759,246	1,001,341	1,633,515
External Services (Note 13)	-	83,307	100,508
Other	33,000	657,590	62,293
Total Revenues (Schedule A)	110,323,056	123,020,860	116,363,599
EXPENSES			
Governance	540,000	535,122	528,974
Administration	1,885,035	1,648,197	1,259,423
Instruction	78,853,681	78,800,341	76,691,784
Plant	12,067,131	12,703,394	11,462,049
Transportation	8,385,187	8,214,467	7,958,627
Tuition and Related Fees	629,068	511,644	447,418
School Generated Funds	1,786,307	2,681,436	2,440,802
Complementary Services (Note 12)	707,853	873,951	1,020,845
External Services (Note 13)	-	123,223	154,269
Other Expenses	1,739,457	639,802	707,139
Total Expenses (Schedule B)	106,593,719	106,731,577	102,671,330
Operating Surplus for the Year	3,729,337	16,289,283	13,692,269
Accumulated Surplus from Operations, Beginning of Year	107,473,060	107,473,060	93,780,791
Accumulated Surplus from Operations, End of Year	111,202,397	123,762,343	107,473,060

The accompanying notes and schedules are an integral part of these financial statements.
C.S. Skrupski Certified General Accountant Professional Corporation

Prairie Spirit School Division No. 206
Statement of Changes in Net Financial Assets (Net Debt)
for the year ended August 31, 2013

	2013 Budget (Note 15)	2013 Actual	2012 Actual
Net Financial Assets (Net Debt), Beginning of Year	3,884,773	3,884,773	(112,829)
Changes During the Year:			
Operating Surplus for the Year	3,729,337	16,289,283	13,692,269
Acquisition of Tangible Capital Assets (Schedule C)	(18,269,195)	(21,318,661)	(15,054,411)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	10,300	2,379
Net Loss (Gain) on Disposal of Capital Assets (Schedule C)	-	3,412	(2,379)
Amortization of Tangible Capital Assets (Schedule C)	5,004,480	5,558,840	5,367,977
Net Acquisition of Inventory of Supplies	-	60,914	(2,112)
Net Change in Other Non-Financial Assets	-	(10,982)	(6,121)
Change in Net Financial Assets (Net Debt)	(9,535,378)	593,106	3,997,602
Net Financial Assets (Net Debt), End of Year	(5,650,605)	4,477,879	3,884,773

The accompanying notes and schedules are an integral part of these financial statements.
C.S. Skrupski Certified General Accountant Professional Corporation

Prairie Spirit School Division No. 206
Statement of Cash Flows
for the year ended August 31, 2013

	2013	2012
OPERATING ACTIVITIES		
Operating Surplus for the Year	16,289,283	13,692,269
Add Non-Cash Items Included in Surplus (Schedule D)	5,562,252	5,365,598
Net Change in Non-Cash Operating Activities (Schedule E)	(8,765,598)	5,975,590
Cash Provided by Operating Activities	13,085,937	25,033,457
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(21,318,661)	(15,054,411)
Proceeds on Disposal of Tangible Capital Assets	10,300	2,379
Cash (Used) by Capital Activities	(21,308,361)	(15,052,032)
INVESTING ACTIVITIES		
Proceeds on Disposal of Portfolio Investments	804	838
Cash Provided by Investing Activities	804	838
FINANCING ACTIVITIES		
Proceeds from Issuance of Long Term Debt	19,420,113	-
Repayment of Long Term Debt	(2,823,186)	(3,071,424)
Cash Provided (Used) by Financing Activities	16,596,927	(3,071,424)
INCREASE IN CASH AND CASH EQUIVALENTS	8,375,307	6,910,839
CASH AND CASH EQUIVALENTS (BANK INDEBTEDNESS), BEGINNING OF YEAR	4,211,943	(2,698,896)
CASH AND CASH EQUIVALENTS, END OF YEAR	12,587,250	4,211,943

The accompanying notes and schedules are an integral part of these financial statements.
C.S. Skrupski Certified General Accountant Professional Corporation

Prairie Spirit School Division No. 206
Schedule A: Supplementary Details of Revenue
for the year ended August 31, 2013

	2013 <i>Budget</i>	2013 Actual	2012 Actual
Property Taxation Revenue			
Tax Levy Revenue:			
Property Tax Levy Revenue	33,089,206	35,124,594	32,897,305
Total Property Tax Revenue	<u>33,089,206</u>	<u>35,124,594</u>	<u>32,897,305</u>
Grants in Lieu of Taxes:			
Federal Government	174,703	158,024	162,130
Provincial Government	60,671	33,539	90,051
Other	44,568	38,259	(31,182)
Total Grants in Lieu of Taxes	<u>279,942</u>	<u>230,422</u>	<u>220,999</u>
Other Tax Revenues:			
Treaty Land Entitlement - Rural	-	-	4,287
House Trailer Fees	77,375	86,186	86,643
Total Other Tax Revenues	<u>77,375</u>	<u>86,186</u>	<u>90,930</u>
Additions to Levy:			
Penalties	258,580	261,777	276,306
Total Additions to Levy	<u>258,580</u>	<u>261,777</u>	<u>276,306</u>
Deletions from Levy:			
Discounts	(1,458,150)	(1,490,078)	(1,395,209)
Cancellations	(158,000)	117,556	(264,864)
Other Deletions	-	94,203	(77,848)
Total Deletions from Levy	<u>(1,616,150)</u>	<u>(1,278,319)</u>	<u>(1,737,921)</u>
Total Property Taxation Revenue	<u>32,088,953</u>	<u>34,424,660</u>	<u>31,747,619</u>
Grants:			
Operating Grants			
Ministry of Education Grants:			
K-12 Operating Grant	64,873,300	64,754,718	67,700,940
Other Ministry Grants	1,733,500	21,840	206,000
Total Ministry Grants	<u>66,606,800</u>	<u>64,776,558</u>	<u>67,906,940</u>
Other Provincial Grants	-	-	490,808
Grants from Others	455,000	330,560	-
Total Operating Grants	<u>67,061,800</u>	<u>65,107,118</u>	<u>68,397,748</u>
Capital Grants			
Ministry of Education Capital Grants	5,760,500	16,280,402	9,092,449
Total Capital Grants	<u>5,760,500</u>	<u>16,280,402</u>	<u>9,092,449</u>
Total Grants	<u>72,822,300</u>	<u>81,387,520</u>	<u>77,490,197</u>

Prairie Spirit School Division No. 206
Schedule A: Supplementary Details of Revenue
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
Tuition and Related Fees Revenue			
Operating Fees:			
Tuition Fees:			
Federal Government and First Nations	2,833,250	2,742,572	2,708,382
Individuals and Other	-	37,884	-
Total Tuition Fees	<u>2,833,250</u>	<u>2,780,456</u>	<u>2,708,382</u>
Total Operating Tuition and Related Fees	<u>2,833,250</u>	<u>2,780,456</u>	<u>2,708,382</u>
Total Tuition and Related Fees Revenue	<u>2,833,250</u>	<u>2,780,456</u>	<u>2,708,382</u>
School Generated Funds Revenue			
Curricular Fees:			
Student Fees	130,777	131,612	209,666
Other	-	(378)	-
Total Curricular Fees	<u>130,777</u>	<u>131,234</u>	<u>209,666</u>
Non-Curricular Fees:			
Commercial Sales - GST	78,730	120,123	67,887
Commercial Sales - Non-GST	279,960	221,457	270,004
Fundraising	694,355	796,499	731,853
Grants and Partnerships	143,750	127,182	170,273
Students Fees	458,735	1,289,491	1,169,980
Other	-	-	1,422
Total Non-Curricular Fees	<u>1,655,530</u>	<u>2,554,752</u>	<u>2,411,419</u>
Total School Generated Funds Revenue	<u>1,786,307</u>	<u>2,685,986</u>	<u>2,621,085</u>
Complementary Services			
Operating Grants:			
Ministry of Education Operating Grants:			
Ministry of Education-Foundation Operating Grant	759,246	759,252	780,012
Ministry of Education Grants-Other	-	73,183	-
Other Provincial Grants	-	32,004	15,598
Total Operating Grants	<u>759,246</u>	<u>864,439</u>	<u>795,610</u>
Capital Grants			
Ministry of Education Capital Grants	-	136,902	837,905
Total Capital Grants	<u>-</u>	<u>136,902</u>	<u>837,905</u>
Total Complementary Services Revenue	<u>759,246</u>	<u>1,001,341</u>	<u>1,633,515</u>

Prairie Spirit School Division No. 206
Schedule A: Supplementary Details of Revenue
for the year ended August 31, 2013

	<i>2013 Budget</i>	2013 Actual	2012 Actual
External Services			
Fees and Other Revenue			
Other Revenue	-	83,307	100,508
Total Fees and Other Revenue	-	83,307	100,508
Total External Services Revenue	-	83,307	100,508
Other Revenue			
Miscellaneous Revenue	-	514,054	-
Sales & Rentals	-	16,339	2,888
Investments	33,000	127,197	57,026
Gain on Disposal of Capital Assets	-	-	2,379
Total Other Revenue	33,000	657,590	62,293
TOTAL REVENUE FOR THE YEAR	110,323,056	123,020,860	116,363,599

Prairie Spirit School Division No. 206
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2013

	2013 <i>Budget</i>	2013 Actual	2012 Actual
Governance Expense			
Board Members Expense	216,000	196,721	174,109
Professional Development- Board Members	51,000	58,393	48,671
Advisory Committees	72,000	80,676	85,609
Elections	45,000	27,499	12,941
Other Governance Expenses	156,000	171,833	207,644
Total Governance Expense	540,000	535,122	528,974
Administration Expense			
Salaries	1,047,379	992,935	733,309
Benefits	195,495	161,285	119,004
Supplies & Services	175,190	83,382	116,780
Non-Capital Furniture & Equipment	40,502	22,936	27,044
Building Operating Expenses	103,397	95,832	45,711
Communications	118,389	92,386	85,586
Travel	5,000	1,946	1,875
Professional Development	62,221	40,181	1,366
Amortization of Tangible Capital Assets	137,462	157,314	128,748
Total Administration Expense	1,885,035	1,648,197	1,259,423
Instruction Expense			
Instructional (Teacher & LEADS Contract) Salaries	54,124,324	54,731,483	53,419,899
Instructional (Teacher & LEADS Contract) Benefits	2,788,882	3,406,786	3,256,710
Program Support (Non-Teacher Contract) Salaries	12,150,405	11,857,953	11,407,650
Program Support (Non-Teacher Contract) Benefits	2,390,580	2,188,547	1,930,413
Instructional Aids	2,887,547	2,326,031	2,621,032
Supplies & Services	759,213	877,524	652,136
Non-Capital Furniture & Equipment	570,573	485,581	574,639
Communications	281,511	216,532	157,998
Travel	657,270	566,342	454,414
Professional Development	482,141	472,318	732,785
Student Related Expense	366,495	331,263	287,951
Amortization of Tangible Capital Assets	1,394,740	1,339,981	1,196,157
Total Instruction Expense	78,853,681	78,800,341	76,691,784

Prairie Spirit School Division No. 206
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2013

	2013 <i>Budget</i>	2013 Actual	2012 <i>Actual</i>
Plant Operation & Maintenance Expense			
Salaries	3,937,785	3,445,170	3,308,721
Benefits	803,784	701,951	765,454
Supplies & Services	7,000	7,683	2,192
Non-Capital Furniture & Equipment	88,933	14,154	45,408
Building Operating Expenses	4,948,582	5,481,641	4,507,741
Communications	16,230	8,657	8,724
Travel	70,000	37,724	65,066
Professional Development	14,782	10,939	8,366
Amortization of Tangible Capital Assets	2,180,035	2,995,475	2,750,377
Total Plant Operation & Maintenance Expense	12,067,131	12,703,394	11,462,049
Student Transportation Expense			
Salaries	3,311,979	3,077,587	3,007,509
Benefits	632,300	576,373	556,200
Supplies & Services	1,692,640	1,674,157	1,585,522
Non-Capital Furniture & Equipment	758,500	1,242,819	975,841
Building Operating Expenses	23,000	21,819	28,554
Communications	20,216	25,864	12,839
Travel	25,000	52,836	19,725
Professional Development	13,734	8,406	10,951
Contracted Transportation	628,445	477,529	478,952
Amortization of Tangible Capital Assets	1,279,373	1,057,077	1,282,534
Total Student Transportation Expense	8,385,187	8,214,467	7,958,627
Tuition and Related Fees Expense			
Tuition Fees	596,568	490,694	427,958
Other Fees	32,500	20,950	19,460
Total Tuition and Related Fees Expense	629,068	511,644	447,418
School Generated Funds Expense			
Supplies & Services	204,232	199,343	195,075
Cost of Sales	301,230	353,630	219,051
Non-Capital Furniture & Equipment	153,650	52,363	99,668
Special Programs	-	981	300
School Fund Expenses	1,127,195	2,075,119	1,926,708
Total School Generated Funds Expense	1,786,307	2,681,436	2,440,802

Prairie Spirit School Division No. 206
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2013

	<i>2013 Budget</i>	2013 Actual	2012 Actual
Complementary Services Expense			
Instructional (Teacher & LEADS Contract) Salaries & Benefits	440,366	538,834	408,024
Program Support (Non-Teacher Contract) Salaries & Benefits	168,904	100,903	323,579
Instructional Aids	66,713	33,508	15,569
Supplies & Services	-	-	82,000
Non-Capital Furniture & Equipment	-	-	27,044
Building Operating Expenses	-	149,532	-
Travel	2,000	-	-
Student Related Expenses	-	33,460	164,629
Contracted Transportation & Allowances	17,000	8,721	-
Amortization of Tangible Capital Assets	12,870	8,993	-
Total Complementary Services Expense	707,853	873,951	1,020,845
External Service Expense			
Instructional (Teacher & LEADS Contract) Salaries & Benefits	-	83,307	100,508
Instructional Aids	-	38,000	43,600
Building Operating Expenses	-	1,916	-
Amortization of Tangible Capital Assets	-	-	10,161
Total External Services Expense	-	123,223	154,269

Prairie Spirit School Division No. 206
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2013

	2013 <i>Budget</i>	2013 Actual	2012 <i>Actual</i>
Other Expense			
Interest and Bank Charges:			
Current Interest and Bank Charges	51,700	28,363	45,096
Interest on Other Capital Loans and Long Term Debt:			
School Facilities	1,286,690	106,740	255,945
Other	401,067	404,347	406,098
Total Interest and Bank Charges	1,739,457	539,450	707,139
Loss on Disposal of Tangible Capital Assets	-	3,412	-
Provision for Uncollectable Taxes	-	96,940	-
Total Other Expense	1,739,457	639,802	707,139
TOTAL EXPENSES FOR THE YEAR	106,593,719	106,731,577	102,671,330

Prairie Spirit School Division No. 206
Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2013

	Land		Land Improvements	Buildings	Buildings Short term	School Buses	Other Vehicles	Furniture and Equipment		Computer Hardware and Audio Equipment	Computer Software	Work-in-Progress	2013	2012
Opening Balance as of September 1	5,979,163	4,049,868	118,835,306	5,811,978	14,656,270	576,962	11,959,445	8,167,148	171,580	12,852,156	183,059,876	171,014,025		
Additions/Purchases	-	31,209	1,296,746	2,465,849	575,113	69,383	771,382	1,014,853	56,869	15,037,257	21,318,661	15,054,411		
Disposals	-	-	-	-	(82,262)	-	-	-	-	-	(82,262)	(3,008,560)		
Transfers to (from)	-	-	16,657	1,816,320	-	-	-	-	-	(1,832,977)	-	-		
Closing Balance as of August 31	5,979,163	4,081,077	120,148,708	10,094,147	15,149,122	646,345	12,730,827	9,182,001	228,449	26,056,436	204,296,275	183,059,876		

Tangible Capital Assets - at Cost:

Tangible Capital Assets - Amortization:

Opening Balance as of September 1	-	2,822,554	49,294,771	1,770,101	10,191,232	482,027	9,585,733	6,155,601	73,022	-	80,345,041	77,985,624		
Amortization of the Period	-	130,336	2,390,971	484,112	1,006,620	49,175	592,125	859,811	45,690	-	5,558,840	5,367,977		
Disposals	-	-	-	-	(68,550)	-	-	-	-	-	(68,550)	(3,008,560)		
Closing Balance as of August 31	-	2,952,890	51,685,742	2,254,213	11,129,302	501,202	10,177,858	7,015,412	118,712	-	85,835,331	80,345,041		

Net Book Value:

Opening Balance as of September 1	5,979,163	1,227,314	69,540,535	4,041,877	4,465,038	124,935	2,373,712	2,011,547	98,558	12,852,156	102,714,835	93,028,402		
Closing Balance as of August 31	5,979,163	1,128,187	68,462,966	7,839,934	4,019,820	145,143	2,552,969	2,166,589	109,737	26,056,436	118,460,944	102,714,835		
Change in Net Book Value	-	(99,127)	(1,077,569)	3,798,057	(445,218)	20,208	179,257	155,042	11,179	13,204,280	15,745,109	9,686,433		

Disposals:

Historical Cost	-	-	-	-	82,262	-	-	-	-	-	82,262	3,008,560		
Accumulated Amortization	-	-	-	-	68,550	-	-	-	-	-	68,550	3,008,560		
Net Cost	-	-	-	-	13,712	-	-	-	-	-	13,712	-		
Price of Sale	-	-	-	-	10,300	-	-	-	-	-	10,300	2,379		
Gain (loss) on Disposal	-	-	-	-	(3,412)	-	-	-	-	-	(3,412)	2,379		

Prairie Spirit School Division No. 206
Schedule D: Non-Cash Items Included in Surplus
for the year ended August 31, 2013

	2013	2012
Non-Cash Items Included in Surplus:		
Amortization of Tangible Capital Assets (Schedule C)	5,558,840	5,367,977
Net (Gain) Loss on Disposal of Tangible Capital Assets	3,412	(2,379)
Total Non-Cash Items Included in Surplus	5,562,252	5,365,598

Prairie Spirit School Division No. 206
Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2013

	2013	2012
Net Change in Non-Cash Operating Activities:		
Increase in Accounts Receivable	(574,749)	(36,668)
Increase (Decrease) in Provincial Grant Overpayment	(1,631,132)	1,631,132
Decrease In Accounts Payable and Accrued Liabilities	(1,428,875)	(524,849)
Increase in Liability for Employee Future Benefits	47,300	63,500
Increase (Decrease) in Deferred Revenue	(5,228,074)	4,850,709
Decrease (Increase) in Inventory of Supplies for Consumption	60,914	(2,112)
Increase in Prepaid Expenses	(10,982)	(6,122)
Total Net Change in Non-Cash Operating Activities	(8,765,598)	5,975,590

Prairie Spirit School Division No. 206
Notes to the Financial Statements
for the year ended August 31, 2013

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 Spirit School Division No. 206" and operates as "Prairie Spirit School Division No. 206". 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 Canadian Institute of Chartered Accountants (CICA).

Significant aspects of the accounting policies as adopted by the School Division are as follows:

a) Adoption of New Public Sector Accounting (PSA) Standards

In 2013, the School Division adopted the new PSA standards PS1201 Financial Statement Presentation, PS2601 Foreign Currency Translation, PS3041 Portfolio Investments, PS3410 Government Transfers and PS3450 Financial Instruments.

Detailed information on the impact of the adoption of these new PSA standards is provided in Note 19, Accounting Changes.

b) Reporting Entity

The financial statements include all of the assets, liabilities, revenues and expenses of the School Division.

c) Basis of Accounting

The financial statements are prepared using the accrual basis of accounting. The accrual basis of accounting recognizes revenues as they are earned and measurable; expenses are recognized as they are incurred and measurable as a result of the receipt of goods or services and the creation of a legal obligation to pay. Expenses also include the amortization of tangible capital assets.

Prairie Spirit School Division No. 206
Notes to the Financial Statements
for the year ended August 31, 2013

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

d) Measurement Uncertainty and the Use of Estimates

The preparation of financial statements in conformity with Canadian public sector accounting standards requires 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.

Significant areas requiring the use of management estimates relate to the determination of employee benefit plans, tax revenue, uncollectible taxes, useful lives of tangible capital assets and prior years tangible capital asset historical costs and related amortization.

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

- the liability for employee future benefits of \$822,800 (2012 - \$775,500), because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$34,424,660 (2012 - \$31,747,619), because final tax assessments may differ from initial estimates.
- the allowance for uncollectible taxes of \$307,134 (2012 - \$307,134) are estimates made by management, the collectibility of which may differ from the initial estimates.
- taxes receivable of \$16,604,440 (2012 - \$15,698,252), because actual collectibility may differ from initial estimates.

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 a 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 a financial instrument. The financial assets and financial liabilities portray these rights and obligations in 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.

Financial instruments are assigned to one of two measurement categories: fair value, or cost or amortized cost.

i) Fair Value

Fair value measurement applies to portfolio investments in equity instruments that are quoted in an active market. All of the School Division's financial instruments are measured at cost or amortized cost, as the School Division does not hold any portfolio investments in equity instruments that are quoted in an active market.

Prairie Spirit School Division No. 206
Notes to the Financial Statements
for the year ended August 31, 2013

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

e) Financial Instruments (continued)

ii) Cost or Amortized Cost

All financial assets and liabilities are measured at cost or amortized cost. Transaction costs are a component of cost for 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 revenue or expense. 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.

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.

Portfolio Investments consist of highly liquid securities made to obtain a return on a temporary basis with maturity terms between three months and one year. The School Division values its portfolio investments in accordance with its policy for financial instruments, as described in Note 2(e).

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

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 include land, buildings, school buses, other vehicles, furniture and equipment, computer hardware and software, audio visual equipment, capital lease assets, 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, nor does it amortize it until it is complete and placed into service for use.

Prairie Spirit School Division No. 206
Notes to the Financial Statements
for the year ended August 31, 2013

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

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
Vehicles - passenger	5 years
Furniture and equipment	10 years
Computer hardware and audio visual equipment	5 years
Computer software	5 years
Leased capital assets	Lease term

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 such as insurance, Saskatchewan School Boards Association fees and Workers' Compensation Board premiums which will provide economic benefits in one or more future periods.

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.

Provincial Grant Overpayment represents grants advanced to the School Division in excess of the determined entitlement and which are repayable to the provincial government.

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. Amounts are payable within one year.

Long Term Debt is comprised of capital loans and other long term debt with initial maturities of more than one year and are incurred for the purpose of financing capital expenses in accordance with the provisions of *The Education Act, 1995*. Long term debt also includes capital lease obligations where substantially all of the benefits and risks incident to ownership are transferred to the School Division without necessarily transferring legal ownership. The amount of the lease liability recorded at the beginning of the lease term is the present value of the minimum lease payments, excluding the portion thereof relating to executory costs.

Prairie Spirit School Division No. 206
Notes to the Financial Statements
for the year ended August 31, 2013

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

Liability for Employee Future Benefits represent 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 prorated on service and management's best estimate of expected discount rate, inflation, salary escalation, termination and retirement rates and mortality. Actuarial gains and losses are amortized on a straight line basis over the expected average remaining service life of the related employee groups. Actuarial valuations are performed periodically. An actuary extrapolates these valuations when a valuation is not done in the current fiscal year.

Recognition of employee future benefits obligations commenced on September 1, 2008. The School Division recorded the full value of the obligation related to these benefits for employees' past service at this time.

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

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

i) Teachers participate in the retirement plan of the Saskatchewan Teachers' Retirement Plan (STRP) or 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 recognized in the year they are earned provided the amount to be received can be reasonably estimated and collection is reasonably assured.

Restricted revenues are amounts received 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. Restricted revenues are initially recorded as deferred revenue and subsequently recognized as revenue in the fiscal year the related expenses are incurred or services are performed.

Prairie Spirit School Division No. 206
Notes to the Financial Statements
for the year ended August 31, 2013

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

The School Division's two major sources of revenues are provincial grants and property taxation.

i) Government Transfers (Grants):

Grants from governments are considered to be government transfers. In accordance with the new 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. Eligibility criteria are criteria that the School Division has to meet in order to receive the transfer. Stipulations describe how the School Division must use the transfer or the actions it must perform in order to keep the transfer.

Government transfers with eligibility criteria but without stipulations are recognized as revenue when the transfer is authorized and all eligibility criteria have been met.

Government transfers with or without eligibility criteria but with stipulations are recognized as revenue in the period the transfer is authorized and all eligibility criteria have been met, except when and to the extent that the stipulations give rise to a liability. Restricted transfers are recognized as deferred revenue when transfer stipulations give rise to a liability. Stipulations by the transferor may require that the funds only be used for providing specific services or the acquisition of tangible capital assets. For transfers with stipulations, revenue is recognized in the statement of 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 School 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.

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 remeasurement gains or losses.

Prairie Spirit School Division No. 206
Notes to the Financial Statements
for the year ended August 31, 2013

3. SHORT TERM BORROWINGS

Bank indebtedness consists of a demand operating line of credit with a maximum borrowing limit of \$21,000,000 that bears interest at Royal Bank prime minus 1.00%. This line of credit is authorized by a borrowing resolution by the Board of Education on January 25, 2006 and is secured by operating grants and tax levy. This line of credit was approved by the Ministry of Education on February 10, 2011. There was no balance drawn on the line of credit as at August 31, 2013 (August 31, 2012 - no balance drawn).

4. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2013	2012
Portfolio investments in the cost and amortized cost category:	<u>Cost</u>	<u>Cost</u>
GICs	\$ 10,809	\$ 11,614
Total portfolio investments reported at cost and amortized cost	\$ 10,809	\$ 11,614

5. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries and Benefits	Goods and Services	Debt Service	Amortization of TCA	Budget (Note 15)	2013	2012
Governance	\$ -	\$ 535,122	\$ -	\$ -	\$ 540,000	\$ 535,122	\$ 528,974
Administration	1,154,220	336,663	-	157,314	1,885,035	1,648,197	1,259,423
Instruction	72,184,769	5,275,591	-	1,339,981	78,853,681	78,800,341	76,691,784
Plant	4,147,121	5,560,798	-	2,995,475	12,067,131	12,703,394	11,462,049
Transportation	3,653,960	3,503,430	-	1,057,077	8,385,187	8,214,467	7,958,627
Tuition and Related Fees	-	511,644	-	-	629,068	511,644	447,418
School Generated Funds	-	2,681,436	-	-	1,766,307	2,681,436	2,440,802
Complementary Services	639,737	225,221	-	8,993	707,853	873,951	1,020,845
External Services	83,307	39,916	-	-	-	123,223	154,269
Other	-	-	639,802	-	1,739,457	639,802	707,139
TOTAL	\$ 81,863,114	\$ 18,669,821	\$ 639,802	\$ 5,558,840	\$ 106,593,719	\$ 106,731,577	\$ 102,671,330

Prairie Spirit School Division No. 206
Notes to the Financial Statements
for the year ended August 31, 2013

6. EMPLOYEE FUTURE BENEFITS

The School Division provides certain post-employment and compensated absence benefits to its employees. These benefits include accumulating non-vested sick leave, severance, and vacation banks. The liability associated with these benefits is calculated based on the present value of expected future payments pro-rated for service and is included in Employee Future Benefits in the Statement of Financial Position.

	2013	2012
	2013-AUG-31	2012-AUG-31
Actuarial valuation date		
Long-term assumptions used:		
Salary escalation rate	3.25%	3.25%
Discount rate	3.50%	2.70%
Inflation rate	2.25%	2.25%
Expected average remaining service life (years)	14	14

The actual salary escalation rate used includes a merit and promotion percentage which varies depending on years of service of each employee.

	2013	2012
Liability for Employee Future Benefits		
Accrued Benefit Obligation - beginning of year	\$ 1,047,300	\$ 765,100
Current year benefit cost	103,000	63,800
Interest cost	29,600	27,600
Benefits payments	(105,000)	(31,700)
Actuarial gains/losses	(95,300)	222,500
Accrued Benefit Obligation - end of year	979,600	1,047,300
Unamortized Net Actuarial Gains/Losses	(156,800)	(271,800)
Liability for Employee Future Benefits	\$ 822,800	\$ 775,500

	2013	2012
Employee Future Benefits Expense		
Current year benefit cost	\$ 103,000	\$ 63,800
Amortization of net actuarial gain / loss	19,700	3,800
Benefit Cost	122,700	67,600
Interest cost on unfunded employee future benefits obligation	29,600	27,600
Total Employee Future Benefits Expense	\$ 152,300	\$ 95,200

Prairie Spirit School Division No. 206
Notes to the Financial Statements
for the year ended August 31, 2013

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:

	2013			2012
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	1,001	49	1,050	1,076
Member contribution rate (percentage of salary)	6.05%	10.00%	6.05%/10.00%	6.05%/10.00%
Member contributions for the year	\$ 4,367,259	\$ 202,538	\$ 4,569,797	\$ 4,517,821

- 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.

Prairie Spirit School Division No. 206
Notes to the Financial Statements
for the year ended August 31, 2013

7. PENSION PLANS (continued)

Details of the MEPP are as follows:

	2013	2012
Number of active School Division members	798	790
Member contribution rate (percentage of salary)	8.15%	7.40%
School Division contribution rate (percentage of salary)	8.15%	7.40%
Member contributions for the year	\$ 1,481,844	\$ 1,360,917
School Division contributions for the year	\$ 1,481,844	\$ 1,360,917
Actuarial valuation date	2012-DEC-31	2011-DEC-31
Plan Assets (in thousands)	\$ 1,578,536	\$ 1,395,109
Plan Liabilities (in thousands)	\$ 1,420,319	\$ 1,627,865
Plan Surplus (Deficit) (in thousands)	\$ 158,217	\$ (232,756)

8. ACCOUNTS RECEIVABLE

All accounts receivable presented on the Statement of Financial Position are net of any valuation allowances for doubtful accounts. Details of account receivable balances and allowances are as follows:

	2013			2012		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 16,604,440	\$ 307,134	\$ 16,297,307	\$ 15,698,252	\$ 307,134	\$ 15,391,118
Provincial Grants Receivable	3,371,527	-	3,371,527	3,293,522	-	3,293,522
Other Receivables	1,677,379	-	1,677,379	2,086,824	-	2,086,824
Total Accounts Receivable	\$ 21,653,346	\$ 307,134	\$ 21,346,213	\$ 21,078,598	\$ 307,134	\$ 20,771,464

9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2013	2012
Accrued Salaries and Benefits	\$ 1,578,551	\$ 1,488,455
Supplier Payments	594,444	1,815,015
Other Payables	322,247	620,647
Total Accounts Payable and Accrued Liabilities	\$ 2,495,242	\$ 3,924,117

Prairie Spirit School Division No. 206
Notes to the Financial Statements
for the year ended August 31, 2013

10. LONG TERM DEBT

Details of long term debt are as follows:

	2013	2012
Capital Loans		
Dalmeny Loan payable to RBC, monthly P&I bearing interest at 5.25%, expiring Jan 1/14	\$ 43,059	\$ 164,193
Energy Loan payable to RBC, monthly P&I bearing interest at 6.55% expiring July 15/14	597,066	788,932
Warman High Loan payable to RBC, monthly P&I bearing interest at 4.77%, expiring Nov 10/15	1,148,000	1,625,000
Division Office Loan payable to RBC, Monthly P&I bearing interest at 4.78%, expiring Mar 7/18	1,525,000	1,810,000
Block Projects Loan payable to RBC, Monthly P&I bearing interest at 1.95%, expiring May 9/18	1,400,000	-
Stobart Loan payable to RBC, Monthly P&I bearing interest at 2.97%, expiring May 9/33	7,221,000	-
Warman Middle Loan payable to RBC, Monthly P&I interest at 2.97%, expiring May 9/33	10,005,000	-
	21,939,125	4,388,125
Capital Leases		
Honeywell Lease #40794, monthly P&I payable to RBC with interest at 4.205%, expiring Sept. 15/16	246,226	409,442
Bus Lease #41272, monthly P&I payable to RBC with interest at 5.23% expiring Oct 1/13	34,844	339,303
Bus Lease #41936, monthly P&I payable to RBC with interest at 5.35%, expiring Aug 31/13	-	70,879
Bus Lease #42529, monthly P&I payable to RBC with interest at 5.9%, expiring Dec 3/13	3,478	27,264
Bus Lease #44762, monthly P&I payable to RBC with interest at 3.1%, expiring Jan 10/15	59,750	145,978
Bus Lease #45483, monthly P&I payable to RBC with interest at 4.99%, expiring Apr 22/15	71,650	173,306
Bus Lease #49270, monthly P&I payable to RBC with interest at 5.76%, expiring Sept 13/14	195,608	387,379
Bus Lease #49628, monthly P&I payable to RBC with interest at 5.326%, expiring July 8/14	15,352	33,581
Bus Lease #49629, monthly P&I payable to RBC with interest at 5.265%, expiring July 11/13	-	21,373
Bus Lease #26615, monthly P&I payable to RBC with interest at 5.196%, expiring Aug 14/14	178,126	333,524
Bus Lease #10094, monthly P&I payable to RBC with interest at 6.12%, expiring Aug 3/14	174,017	359,846
Bus Lease #11369, monthly P&I payable to RBC with interest at 5.465%, expiring Aug 23/14	11,580	24,212
Bus Lease #13457, monthly P&I payable to RBC with interest at 5.71%, expiring July 15/15	234,463	351,695
Bus Lease #27825, monthly P&I payable to RBC with interest at 2.47%, expiring Sept 2/16	241,177	317,677
Bus Lease #10181, monthly P&I payable to RBC with interest at 2.47%, expiring Aug 5/20	386,477	-
Bus Lease #10185, monthly P&I payable to RBC with interest at 2.47%, expiring Aug 5/18	188,637	-
	2,041,385	2,995,459
Total Long Term Debt	\$ 23,980,510	\$ 7,383,584

Prairie Spirit School Division No. 206
Notes to the Financial Statements
for the year ended August 31, 2013

10. LONG TERM DEBT (continued)

Principal repayments over the next 5 years are estimated as follows:

	Capital Loans	Capital Leases	Total
2014	\$ 1,924,059	\$ 1,130,086	\$ 3,054,145
2015	1,922,000	439,076	2,361,076
2016	1,563,000	183,223	1,746,223
2017	1,453,068	93,791	1,546,859
2018	1,392,000	96,138	1,488,138
Thereafter	13,684,998	99,071	13,784,069
Total	\$ 21,939,125	\$ 2,041,385	\$ 23,980,510

Principal and interest payments on the long term debt for 2013 are as follows:

	Capital Loans	Capital Leases	2013	2012
Principal	\$ 1,294,000	\$ 1,529,186	\$ 2,823,186	\$ 3,071,424
Interest	336,098	174,989	511,087	662,042
Total	\$ 1,630,098	\$ 1,704,175	\$ 3,334,273	\$ 3,733,466

11. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2012	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2013
Capital projects:				
Federal capital tuition	\$ 153,092	\$ 21,081	-	\$ 174,173
Ministry of Education capital transfers	6,070,236	-	6,070,236	-
Proceeds from sale of school buildings	48,806	-	48,806	-
Total capital projects deferred revenue	6,272,134	21,081	6,119,042	174,173
Other deferred revenue:				
Property Taxes	1,123,781	1,993,668	1,123,781	1,993,668
Total other deferred revenue	1,123,781	1,993,668	1,123,781	1,993,668
Total Deferred Revenue	\$ 7,395,915	\$ 2,014,749	\$ 7,242,823	\$ 2,167,841

Prairie Spirit School Division No. 206
Notes to the Financial Statements
for the year ended August 31, 2013

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 revenue and expenses of the Complementary Services programs operated by the School Division in 2013 and 2012:

Summary of Complementary Services Revenue and Expenses, by Program	Pre-K Programs	Other Programs	2013	2012
Revenue:				
Grants	\$ 896,154	\$ 105,187	\$ 1,001,341	\$ 1,633,515
Total Revenue	896,154	105,187	1,001,341	1,633,515
Expenses:				
Salaries and Benefits	556,787	82,950	639,737	731,603
Instructional Aids	33,508	-	33,508	15,569
Supplies and Services	-	-	-	82,000
Non-Capital Equipment	-	-	-	27,044
Building Operating Expenses	149,532	-	149,532	-
Student Related Expenses	8,721	33,460	42,181	164,629
Amortization of Tangible Capital Assets	8,993	-	8,993	-
Total Expenses	757,541	116,410	873,951	1,020,845
Excess (Deficiency) of Revenue over Expenses	\$ 138,613	\$ (11,223)	\$ 127,390	\$ 612,670

Pre-K programs represent the revenue and expenses for operating pre-K programs that have been approved by the Ministry.

Other programs represent the revenue and expenses for nutrition programs and program partnership with the Prince Albert Parkland Health and Saskatoon Health regions to provide program support for at risk students.

Prairie Spirit School Division No. 206
Notes to the Financial Statements
for the year ended August 31, 2013

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 programs, nor do they directly enhance the School Division's ability to deliver its K-12 programs.

Following is a summary of the revenue and expenses of the External Services programs operated by the School Division in 2013 and 2012:

Summary of External Services Revenue and Expenses, by Program	Other Programs	2013	2012
Revenue:			
Tuition and Related Fees	\$ 83,307	\$ 83,307	\$ 100,508
Total Revenue	83,307	83,307	100,508
Expenses:			
Tuition Fees	38,000	38,000	43,600
Salaries and Benefits	83,307	83,307	100,508
Amortization	-	-	10,161
Building Operating Expenses	1,916	1,916	-
Total Expenses	123,223	123,223	154,269
Excess (Deficiency) of Revenue over Expenses	\$ (39,916)	\$ (39,916)	\$ (53,761)

Other programs represent costs associated with distance education programs offered by Prairie Spirit School Division and the partnership with Credenda.

Prairie Spirit School Division No. 206

**Notes to the Financial Statements
for the year ended August 31, 2013**

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 and school generated funds.

Accumulated surplus is comprised of the following two amounts:

- i) Accumulated surplus (deficit) from operations, which represents the accumulated balance of net surplus arising from the operations of the School Division and school generated funds as detailed in the table below; and
- ii) Accumulated remeasurement gains and losses, which represents the unrealized gains and losses associated with foreign exchange and changes in value for financial instruments recorded at fair value. The School Division does not have financial instruments that give rise to remeasurement gains and losses.

Certain amounts of the Accumulated Surplus, as approved by the Board of Education, have been designated for specific future purposes. 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 2012	Additions during the year	Reductions during the year	August 31 2013
Invested In Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 102,714,835	21,318,661	5,572,552	\$ 118,460,944
Less: Debt owing on Tangible Capital Assets	7,383,583	19,420,113	2,823,186	23,980,510
	<u>95,331,252</u>	<u>1,898,548</u>	<u>2,749,366</u>	<u>94,480,434</u>
PMR maintenance project allocations (1)	-	753,985	-	753,985
Internally Restricted Surplus:				
Capital projects:				
School Bus Replacement Program (<i>Replacement of Buses</i>)	-	2,500,000	-	2,500,000
Learning Technology Initiatives (<i>Replacement of Technology</i>)	578,234	1,040,997	-	1,619,231
Future Capital Projects (<i>Future capital purchases</i>)	1,322,784	-	-	1,322,784
Van Replacement (<i>Replacement of Maintenance Vans</i>)	175,822	209,178	-	385,000
Completion of Warman Community Middle School Project	-	4,127,609	-	4,127,609
PAA Project (<i>PAA program enhancement - new equipment</i>)	2,940,790	-	152,565	2,788,225
	<u>5,017,630</u>	<u>7,877,784</u>	<u>152,565</u>	<u>12,742,849</u>
Other:				
School Decentralized Budgets (<i>School budget carry forward</i>)	820,466	245,805	-	1,066,271
School Community Councils (<i>SCC carry forward</i>)	77,304	-	3,772	73,532
School Generated Funds (<i>School Generated Funds carry forward</i>)	1,289,460	-	13,967	1,275,493
Central Valley Athletic Committee (<i>carry forward balance</i>)	10,577	-	3,918	6,659
Noon Hour Supervision (<i>Accrued EDO's</i>)	268,319	-	268,319	-
Program Equity / Program Enhancement Initiatives	1,096,942	-	-	1,096,942
Facilities Department (<i>carry forward balance</i>)	1,256,973	464,811	-	1,721,784
Admin Council Reserve (<i>Division Office carry forward balance</i>)	1,281,421	-	56,105	1,225,316
Division Office PD (<i>Carry forward of Admin Council and staff PD</i>)	-	100,463	-	100,463
Finance, Facilities and Transportation PD (<i>Carry forward</i>)	-	31,030	-	31,030
Program and Staffing Review (<i>for future staff changes</i>)	-	2,000,000	-	2,000,000
	<u>6,101,462</u>	<u>2,842,109</u>	<u>346,081</u>	<u>8,597,490</u>
Unrestricted Surplus	<u>1,022,716</u>	<u>6,164,869</u>	<u>-</u>	<u>7,187,585</u>
Total Accumulated Surplus from Operations	\$ 107,473,060	\$ 19,537,295	\$ 3,248,012	\$ 123,762,343

(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.

Pralrie Spirit School Division No. 206

**Notes to the Financial Statements
for the year ended August 31, 2013**

15. BUDGET FIGURES

Budget figures included in the financial statements were approved by the Board of Education on June 18, 2012 and the Minister of Education on August 10, 2012.

16. RELATED PARTIES

These financial statements include transactions with related parties. The School Division is related to all Province of Saskatchewan ministries, 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.

A portion of the revenue from the Ministry of Education includes funding allocated to principal and interest repayments on some school board loans.

(a) 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.

	2013	2012
Revenues:		
Ministry of Education	\$81,035,120	\$76,793,389
Great Plains Regional College	25,329	25,329
	\$81,060,449	\$76,818,718
Expenses:		
Saskatoon Public School Division	\$ 30,881	\$ 48,485
Greater Saskatoon Catholic Schools	27,500	32,000
North West Regional College	98,404	53,817
Saskatoon Health Region	81,000	81,130
SaskTel	321,561	420,116
SaskPower	1,145,626	1,137,502
SaskEnergy	916,120	738,463
SGI	100,479	101,491
Sask Workers' Compensation Board	218,894	203,340
Prince Albert Parkland Health Region	35,000	35,000
	\$ 2,975,465	\$ 2,851,344
Prepaid Expenses:		
Sask Workers' Compensation Board	\$ 105,285	\$ 101,401
	\$ 105,285	\$ 101,401
Provincial Grant Overpayment Liability:		
Ministry of Education	\$ -	\$ 1,631,132
	\$ -	\$ 1,631,132

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.

Prairie Spirit School Division No. 206
Notes to the Financial Statements
for the year ended August 31, 2013

17. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

Significant contractual obligations and commitments of the School Division are as follows:

- Warman Community Middle School - Ministry approved project for \$33,062,171, with Ministry share being \$20,784,809. Total expenditures of \$25,274,714 to date.
- Martensville High School - completion of detailed design - Ministry approved funding of \$1,500,000. Projected to go to tender January, 2014 with an estimated cost of \$23,200,000.
- 5 relocatable classrooms for Valley Manor School and 1 relocatable classroom for Venture Heights School are currently under construction with a total Ministry approved cost of \$1,950,000.

Operating and capital lease obligations are as follows:

	Operating Leases		Capital Leases		
	Postage/Mailing	Total Operating	Buses	Honeywell Performance Contract	Total Capital
Future minimum lease payments:					
2014	\$ 10,500	\$ 10,500	\$ 1,164,980	\$ 100,847	\$ 1,265,827
2015	-	-	379,516	100,847	480,363
2016	-	-	110,195	100,847	211,042
2017	-	-	100,334	-	100,334
2018	-	-	100,334	-	100,334
Thereafter	-	-	120,373	-	120,373
Interest and executory costs	10,500	10,500	1,975,732	302,541	2,278,273
	-	-	(180,575)	(56,313)	(236,888)
Total Lease Obligations	\$ 10,500	\$ 10,500	\$ 1,795,157	\$ 246,228	\$ 2,041,385

18. SUBSEQUENT EVENTS

On October 22, 2013 the Provincial Government announced 9 new joint schools in the province with a projected completion of September, 2017. Prairie Spirit will receive funding for a total of 2 new elementary schools in the communities of Warman and Martensville.

Prairie Spirit School Division No. 206
Notes to the Financial Statements
for the year ended August 31, 2013

19. ACCOUNTING CHANGES

The School Division adopted the following new/revised Public Sector Accounting (PSA) Standards in 2013:

PS1201 Financial Statement Presentation

The School Division adopted the new PS1201 Financial Statement Presentation standard in 2013. PS1201 establishes general reporting principles and standards for the disclosure of information in financial statements, and introduces a new Statement of Remeasurement Gains and Losses which reports unrealized gains and losses associated with foreign exchange and changes in value for financial instruments recorded at fair value, and accounts for amounts reclassified to the statement of operations upon derecognition or settlement. This standard is applicable to the fiscal year in which the new PS2601 Foreign Currency Translation and PS3450 Financial Instruments standards are adopted. These standards are adopted on a prospective basis, without restatement of prior period comparative amounts and accordingly, no 2012 comparatives have been provided in the new Statement of Remeasurement Gains and Losses. Implementation of PS1201, PS2601 and PS3450 required the School Division to remeasure its financial instruments at September 1, 2012 and to recognize the accumulated remeasurement gains and losses in the opening balance in the Statement of Remeasurement Gains and Losses.

The adoption of the new PS1201 standard has not impacted the School Division's financial statements as the School Division had no remeasurement gains or losses to report in 2013.

PS2601 Foreign Currency Translation

The School Division adopted the revised PS2601 Foreign Currency Translation standard in 2013. This revised standard establishes standards on how to account for and report transactions that are denominated in a foreign currency, and replaces the previous PS2600 Foreign Currency Translation. The revised PS2601 standard must be implemented in the same fiscal year as the new PS3450 Financial Instruments standard is adopted, and is adopted on a prospective basis, without restatement of prior period comparative amounts. Accordingly, the 2012 comparative amounts were not restated and have been presented in these financial statements in accordance with the accounting policies applied by the School Division immediately preceding its adoption of the revised standard.

The adoption of the revised PS2601 standard has not resulted in any changes to the measurement and recognition of foreign currency transactions or balances by the School Division.

PS3041 Portfolio Investments

The School Division adopted the new PS3041 Portfolio Investments standard in 2013. The new PS3041 This new standard establishes standards on how to account for and report portfolio investment, and replaces the previous PS3030 Temporary Investments and PS3040 Portfolio Investments standards and is applicable to the fiscal year in which the PS2601 Foreign Currency Translation and PS3450 Financial Instruments standards are adopted. The PS3041 standard refers to PS3450 for recognition and measurement of investments and is adopted on a prospective basis, without restatement of prior period comparative amounts. Accordingly, the 2012 comparative amounts were not restated and have been presented in these financial statements in accordance with the accounting policies applied by the School Division immediately preceding its adoption of the revised standard.

Previously, the School Division classified investments as either Short Term Investments or Long Term Investments, depending on the purpose and maturity of the investment. Short Term Investments were recorded at the lower of cost or market; Long Term Investments were carried at amortized cost, with write-downs to reflect any permanent impairment in value.

The adoption of the new PS3041 standard has not resulted in any changes to the measurement and recognition of portfolio investments by the School Division.

Prairie Spirit School Division No. 206
Notes to the Financial Statements
for the year ended August 31, 2013

19. ACCOUNTING CHANGES (continued)

PS3450 Financial Instruments

The School Division adopted the new PS3450 Financial Instruments standard in 2013. This new standard establishes provides guidance for the recognition, measurement and disclosure of financial instruments. The new PS3450 Financial Instruments standard is adopted on a prospective basis, without restatement of prior period comparative amounts. In accordance with the transition provisions provided in PS3450:

(a) the recognition, derecognition and measurement policies for financial instruments followed by the School Division in financial statements for periods prior to the 2013 are not reversed and, therefore, the financial statements of prior periods, including 2012 comparative amounts, have not been restated.

(b) at the beginning of the 2012-13 fiscal year, the School Division:

- (i) recognized all financial assets and financial liabilities on its statement of financial position and classified items in accordance with PS3450 standards;
- (ii) applied the criteria in PS3450 in identifying those financial assets and financial liabilities to be measured at fair value; and
- (iii) remeasured assets and liabilities as appropriate, and recognized the adjustment to September 1, 2012 amounts as an adjustment to the accumulated remeasurement gains and losses at the beginning of the 2012-13 fiscal year.

(c) no adjustments to carrying values were made to retroactively expense transaction costs applicable to items in the fair value category.

(d) the School Division established an accounting policy for the identification of embedded derivatives in contracts entered into by it. The School Division's policy, and its application, recognizes as separate assets and liabilities those embedded derivatives required to be reported in accordance with provisions of PS3450 on either a retroactive or prospective basis. The adoption of this policy has not impacted the School Division's 2013 financial statements as the School Division did not have any derivative contracts.

The adoption of the new PS3450 standard has not resulted in any changes to the measurement and recognition of the School Division's financial instruments other than additional disclosures which include the School Division's risk management practices

PS3410 Government Transfers

The School Division adopted the revised PS3410 Government Transfers standard in 2013. This revised standard establishes standards on how to account for and report government transfers (grants), with the most significant impact to the School Division pertaining to the criteria for recognition of revenue for the government transfers it receives. The revised standard allows for either prospective or retroactive implementation. The School Division has elected to apply the requirements of the revised standard on a prospective basis. Accordingly, the adoption of this revised standard did not have an impact on the School Division's comparative figures but did require additional disclosures in the notes.

Previously, government transfers (grants) that restricted how those resources were to be used were deferred and recognized in revenue as the related expenses or expenditures were incurred. The adoption of the new PS3410 required that the School Division assess government transfers (grants) received to determine if they meet the requirement for deferral as a liability, in accordance with the new standard.

The adoption of the revised PS3410 standard has not resulted in any changes to the measurement and recognition of government transfers in the School Division's 2013 financial statements.

Prairie Spirit School Division No. 206
Notes to the Financial Statements
for the year ended August 31, 2013

20. 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 close monitoring of overdue accounts and report monthly to the Board of Education any receivable exceeding \$100,000. The School Division does not have a significant exposure to any individual customer. Management reviews accounts receivable on a case by case basis to determine if a valuation allowance is necessary to reflect an impairment in collectibility.

The aging of accounts receivable at August 31, 2013 and August 31, 2012 was:

	31-Aug-13		31-Aug-12	
	Accounts Receivable	Allowance for Doubtful Accounts	Accounts Receivable	Allowance for Doubtful Accounts
0-30 days	\$ 1,256,155	\$ -	\$ 1,212,422	\$ -
30-60 days	77,507	-	6,692	-
60-90 days	92,099	-	160	-
Over 90 days	251,618	-	867,550	-
Total	\$ 1,677,379	\$ -	\$ 2,086,824	\$ -
Net		\$ 1,677,379		\$ 2,086,824

Prairie Spirit School Division No. 206
Notes to the Financial Statements
for the year ended August 31, 2013

20. RISK MANAGEMENT (continued)

ii) Liquidity Risk

Liquidity risk is the risk that the School Division will not be able to meet its financial obligations as they come due. The School Division manages liquidity risk by ensuring budgets are followed and reviewed monthly and all capital purchases are funded on a cash basis. The following table sets out the contractual maturities of the School Division's financial liabilities:

	31-Aug-13			
	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 2,495,242	\$ -	\$ -	\$ -
Long term debt	1,527,072	1,527,073	7,142,296	13,784,069
Total	\$ 4,022,314	\$ 1,527,073	\$ 7,142,296	\$ 13,784,069

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 bank overdraft. The School Division has an authorized bank line of credit of \$21,000,000 with interest payable monthly at a rate of prime minus 1.00%. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2013 or August 31, 2012.

The School Division minimizes these risks by:

- holding cash in an account at a Canadian bank, denominated in Canadian currency
- 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

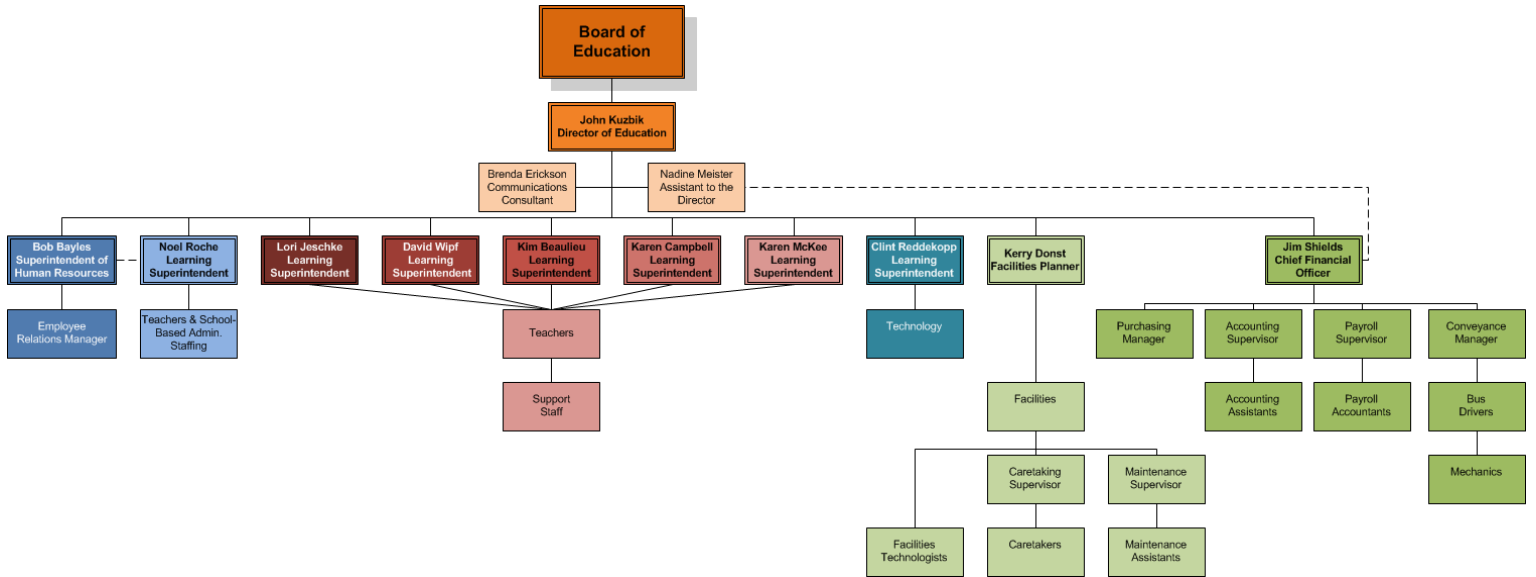
Foreign Currency Risk:

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, this risk is minimal as the School Division does not make a significant amount of purchases denominated on a foreign currency. The School Division did not have any financial instruments denominated in foreign currency outstanding at August 31, 2013 or August 31, 2012.

21. COMPARATIVE FIGURES

Certain comparative figures have been reclassified to conform to the current year's presentation.

Appendix B: Organizational Chart



Appendix C: School List

Prairie Spirit School Division has 45 schools located in 28 communities:

School	Location	Grades
Aberdeen Composite School	Aberdeen	K-12
Allan Composite School	Allan	K-12
Blaine Lake Composite School	Blaine Lake	K-12
Borden School	Borden	K-12
Clavet Composite School	Clavet	K-12
Colonsay School	Colonsay	K-12
Dalmeny High School	Dalmeny	7-12
Delisle Composite School	Delisle	7-12
Delisle Elementary School	Delisle	K-6
Dundurn School	Dundurn	Pre-K to 6
Eagle Creek Hutterite Colony School	by Asquith	K-9
Green Leaf Hutterite Colony School	by Marcelin	K-10
Hague Elementary School	Hague	K-6
Hague High School	Hague	7-12
Hanley Composite School	Hanley	K-12
Hepburn School	Hepburn	K-12
Hillcrest Hutterite Colony School	by Dundurn	K-9
Laird School	Laird	K-8
Langham Elementary School	Langham	K-5
Leask Community School	Leask	Pre-K to 12
Leask Hutterite Colony School	by Leask	K-10
Lord Asquith School	Asquith	Pre-K to 12
Lost River Hutterite Colony School	by Allan	K-10
Martensville High School	Martensville	9-12
Osler School	Osler	K-9
Perdue School	Perdue	K-12
Pike Lake School	Pike Lake	K-4
Prairie View School	Dalmeny	K-6
Riverbend Hutterite Colony School	by Waldheim	K-10
Riverview Hutterite Colony School	by Rosthern	K-9
Rosthern Elementary School	Rosthern	K-9
Rosthern High school	Rosthern	6-12
South Corman Park School	Corman Park	K-6
Stobart Community School	Duck Lake	Pre-K to 12
Sunnydale Hutterite Colony School	by Asquith	K-9
Valley Christian Academy	Osler	K-12
Valley Manor Elementary School	Martensville	Pre-K to 8
Vanscoy School	Vanscoy	K-8
Venture Heights Elementary School	Martensville	Pre-K to 8
Waldheim School	Waldheim	K-12
Walter W. Brown School	Langham	6-12
Warman Community Middle School	Warman	4-7
Warman Elementary School	Warman	Pre-K to 3
Warman High School	Warman	8-12
Willow Park Hutterite Colony School	by Delisle	K-9

Appendix D: Payee List - 2012/13

Prairie Spirit School Division Payee Disclosure List For the Fiscal year September 1, 2012 to August 31, 2013

As part of the government's commitment to accountability and transparency, the Ministry of Education and Saskatchewan school divisions disclose payments that total \$50,000 or greater made to individuals, businesses and other organizations during the fiscal year. These payments include salaries, contracts, transfers, purchases of goods and services, and other expenditures.

Board of Education Remuneration

Name	Remuneration	Expenses	Travel	Professional Development **	Total
George Janzen	\$10,800	-	\$2,151	\$3,492	\$16,443
Larry Pavloff *	29,000	\$678	7,590	5,357	42,625
Bernie Howe	8,200	-	2,627	2,565	13,393
Cathy Taylor	13,025	140	4,113	1,113	18,391
Gerald Yausie	1,700	6	775	400	2,881
Joanne Brochu	3,100	249	1,437	1,565	6,351
Sam Dyck	17,003	768	635	2,228	20,634
Joan Heath	1,500		683	300	2,483
Ken Crush	2,500	10	465	866	3,841
Pam Wieler	10,800	37	603	1,496	12,935
Shantelle Watson	1,000	-	3,627	-	4,627
Deanna Greyeyes	4,200	357	2,660	5,034	12,250
Bonnie Hope	15,500	182	1,400	2,070	19,152
Keith Wagner	12,238	133	2,629	2,272	17,271

Source: Prairie Spirit Finance Department, 2013

* Board Chair

** Professional development includes education, training and conferences

Personal Services

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

This information will be provided upon request.

Transfers

Listed by program, are transfers to recipients who received a total of \$50,000 or more.

Beardy's & Okemasis First Nation	\$250,602
North West Regional College	94,136
Saskatoon Health Region	81,000

Supplier Payments

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

A.C.K.S. Driving School Total	\$189,974
Al's Flooring Centre Inc Total	63,825
AODBT Total	1,533,302
Apple Canada Inc. C3120 Total	162,728
AquaTemp Radiant Heating Total	269,282
Astro Towing Total	54,962
Bridge City Electric Inc. Total	127,795
Broadway Millwork & Total	50,029
Brownlee Beaton Kreke Total	95,607
Bus Sales of Saskatoon Ltd. Total	164,099
Business Furnishings Total	314,338
Caliber Sport Systems Total	61,278
Cashmere & Company Ent. Ltd. Total	82,715
Clark Roofing (1964) Ltd. Total	307,437
Con-Tech General Contractors Total	1,305,146
Cynertia Electric and Control Total	91,988
Dell Canada Inc. Total	104,974
Dominion Construction Total	375,624
DOMO Gasoline Corporation Ltd. Total	110,401
Don Heppner Total	66,587
Earthworks Equipment Total	50,222
EF Educational Tours Total	148,182
Elroy Tank Total	52,925
Evolution Presentation Total	72,306
Federated Co-operatives Ltd Total	713,641
Fehr's Painting Ltd. Total	223,783
Flynn Canada Inc Total	85,787
Fort Garry Industries Ltd. Total	83,979
Gabriel Construction Total	642,923
Grand & Toy Limited Total	102,536
Great Western Saw Ltd. Total	358,176
Hague Gas & Confectionery Total	57,076

Haid Roofing Total	125,223
HBI Office Plus Inc. Total	79,714
Imperial Oil Total	160,731
Jostens Canada Ltd. Total	62,747
Kaps Construction Ltd Total	2,063,343
Kemsol Products Ltd. Total	192,092
Kramer Ltd. Total	398,908
Marsh Canada Limited Total	587,476
NCS Pearson Inc. Total	84,747
Neimar's Custom Work Total	59,088
Nelson Education Ltd. Total	59,247
Olympian Sports Total	54,940
Parkland Industries Total	148,054
Pearson Canada Inc. T46254 Total	161,646
Praxair Distribution Total	193,382
Precision Driving School Total	131,323
Quality Tire Service Ltd. Total	138,679
R & D Drywall Inc. Total	203,136
RBM & Son Excavating Total	147,543
Reed Security Group Total	68,307
SaskTel CMR Total	226,884
Sask Workers' Compensation Bd Total	218,894
Saskatoon Fire & Flood Total	60,288
SaskEnergy Total	916,120
SaskPower Total	1,145,626
SaskTel-Special Projects Total	100,694
Scholastic Book Fairs Total	74,068
SGI Total	100,082
Shell Canada Products Total	185,073
Sportfactor Inc. Total	68,212
SRB Education Solutions Total	58,618
St. John's Music Total	74,446
Supreme Office Products Total	174,434
Toshiba Business Solutions Total	283,668
Trade West Equipment Ltd. Total	75,186
Unisource Canada Inc. Total	106,948
US Bank National Association Total	819,075
Warner Truck Industries Ltd. Total	68,698
Wright Construction Total	14,429,559
Zep Sales & Service Total	59,491

Other Expenditures

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

n/a

Appendix E: Infrastructure Projects 2012/13

School	Area	Project	2012/13 Cost
Warman Community Middle School* **	New School	Construction	\$14,225,132
Martensville High School * **	Addition/Renovation	Design Stage	726,713
Venture Heights Elementary School Valley Manor Elementary School Warman Elementary School	Relocatables	2012 - Gabriel	748,413
Warman High School Warman Elementary School Valley Manor Elementary School	Relocatables	2012 - Kap's	1,901,673
Venture Heights Elementary School * Valley Manor Elementary School * Warman Elementary School *	Relocatables	2011 - Kap's	1,813,479
Osler School	East Wing	Structural Repairs	740,155
Borden School	Gym	Roof Replacement	340,647
Allan Composite School	Gym	Replace tile floor with resilient flooring	55,750
		Total Capital Projects	\$20,551,962

Source: Prairie Spirit Facilities Department, 2013

* Part of the cost of this project was paid during the 2011/12 budget year.

** This project will be completed in 2013/14 and part of the cost will be incurred during 2013/14