

Annual Report

2023-24

MINISTRY OF EDUCATION

Letters of Transmittal



The Honourable
Jeremy Cockrill
Minister of Education

Office of the Lieutenant Governor of Saskatchewan

I respectfully submit the Annual Report for the Ministry of Education for the fiscal year ending March 31, 2024.

This report highlights the ministry's commitment to continuous improvement of the education sectors for Saskatchewan's youngest citizens from birth to Grade 12. The success of our students is a collaborative effort through the work with our sector partners including early years, Prekindergarten to Grade 12, libraries and literacy.

A stylized, handwritten signature in blue ink, consisting of a large, sweeping 'J' followed by a smaller 'C'.

Jeremy Cockrill
Minister of Education



Clint Repski
Deputy Minister of
Education

The Honourable Jeremy Cockrill
Minister of Education

Dear Minister:

I have the honour of submitting the Annual Report for the Ministry of Education for the fiscal year ending March 31, 2024. As Deputy Minister of Education, I accept responsibility for the financial administration and control of the ministry. I further take responsibility for the ministry's public accountability and provide assurance that the information contained in the 2023-24 Annual Report is accurate and reliable.

A handwritten signature in blue ink that reads 'Clint Repski' in a cursive style.

Clint Repski
Deputy Minister of Education

Ministry Overview

Mandate Statement

The Ministry of Education provides leadership and direction to the early years, Prekindergarten through Grade 12 education, family literacy and library sectors. The ministry supports the sectors through funding, governance and accountability, with a focus on improving student achievement. The ministry is committed to improving the learning success and well-being of all Saskatchewan children and youth, and the enhancement of family literacy.

Mission Statement

The Ministry of Education provides strategic, innovative and collaborative leadership to the early learning and child care, Prekindergarten through Grade 12 education, literacy and library sectors. It promotes student success, well-being for Saskatchewan children and youth and improved family literacy as a foundation of the province's social and economic growth.

2023-24 Operational Environment

The Ministry of Education continued to work towards improving the learning success and well-being of Saskatchewan children and youth and the enhancement of literacy for all Saskatchewan people. The three goals in *Saskatchewan's Growth Plan: The Next Decade of Growth 2020-2030* – strong economy, strong communities and strong families – drive the Ministry of Education and sector plans.

The Ministry of Education and its early years sector delivered several key programs and services. A total of 22,734 child care spaces were provided in 882 regulated child care facilities. The Child Nutrition Program provided more than 5.9 million meals and more than 63,000 Good Food Boxes. Prekindergarten programs were available to up to 5,540 children in 316 targeted Prekindergarten programs and seven specialized Prekindergarten programs.

The Ministry of Education's key programs and services supported the delivery of learning programs in English and French to 195,582 Kindergarten to Grade 12 students in 756 schools in 27 provincial school divisions including associate schools and home-based settings. Additionally, the Ministry of Education supports 2,416 students in 18 qualified independent schools, one certified independent school and four historical high schools.

The Ministry of Education also supported 304 public libraries in 11 public library systems, eight Family Literacy Hubs (FLHs) serving families in their local areas/communities and one FLH serving Francophone families throughout Saskatchewan. Family Literacy programming and services were provided to 19,489 children and 7,550 adults including Francophone families and public library services were provided for 425,000 registered borrowers.

For further information, the Ministry of Education 2023-24 Business Plan is available here: [Publications Centre \(saskatchewan.ca\)](https://publications.saskatchewan.ca)

Progress on Goal 1: Saskatchewan citizens of all ages learn, develop and experience improved quality of life.

This ministry goal supports the government direction from *Saskatchewan's Growth Plan 2020-2030* by supporting and developing lifelong learning and participation in the economy through a skilled labour force; building better communities and stronger families through improved education and training; providing greater access to child care and early learning; and building an inclusive and diverse community giving Saskatchewan residents a better quality of life.

Strategy: *The approach we will take to achieve our goal*

Strengthen responsiveness to the needs of all learners.

KeyActions: *What we will do to get there*

- Strengthen partnerships and encourage the development of skills and knowledge that will prepare learners for post-secondary education, entrepreneurship, business and management of their careers.
 - Provided online career and individual education and career/life pathway planning tools including digital portfolios through a provincial licence.
 - Supported financial literacy, entrepreneurship and work readiness programs at various grades through Junior Achievement Canada.
 - Supported the Indigenous Youth Entrepreneurship Program for secondary students through the Martin Family Initiative.
- Work with the Prekindergarten to Grade 12 education sector to implement actions in the Provincial Education Plan (PEP).
 - Action teams made up of sector and ministry officials finalized action plans and began implementation of the four PEP priorities, including:
 - Learning and assessment;
 - Indigenous education;
 - Mental health and well-being; and,
 - Student transitions.
- Ensure the early years sector and Prekindergarten to Grade 12 education system provide learners with necessary foundational skills, knowledge and competencies.
 - Provided \$7 million in targeted funding to support 200 additional educational assistants.
 - Provided the opportunity for up to 392 children requiring intensive supports to attend Prekindergarten in 26 school divisions through the Early Learning Intensive Support program.
 - Announced changes to high school graduation requirements for Saskatchewan students to increase choice and flexibility with greater focus on the skills and abilities needed for the careers of the future:

- Reduced the number of English language arts credits from five to three;
 - Reduced the number of social sciences credits from three to two; and,
 - Added a financial literacy credit requirement at the high school level.
- Announced the development of Financial Literacy 10, which will include career development curriculum content.
- Support the transition of newcomer students and families to life in Saskatchewan.
 - Provided \$35 million for enrolment growth funding to support the rapid increase in new Saskatchewan students.
 - Provided \$500,000 in annual funding to ensure that newcomers to Saskatchewan schools are assessed upon arrival and receive appropriate levels of English language assistance and instructional support.
 - Implemented a new funding mechanism to support those school divisions experiencing significant enrolment growth during the school year.
 - Provided Over the Phone Interpretation and Video Remote Interpretation services to school divisions.

Strategy: *The approach we will take to achieve our goal*

Improve access to services and programs.

KeyActions: *What we will do to get there*

- Implement actions to achieve the affordability, quality, access and inclusion targets established in the *Canada-Saskatchewan Bilateral Early Learning and Child Care Agreement* and the *Canada- Saskatchewan Canada-Wide Early Learning and Child Care Agreement*.
 - Increased access to early learning and child care spaces.
 - Reduced regulated child care fees for families with children under the age of six to \$10 per day beginning April 1, 2023 to make life more affordable for families.
 - Provided funding of \$21.6 million to assist facilities with rising operating costs and to support the recruitment and retention of early childhood educators (ECEs).
 - Invested more than \$28 million to support the early childhood educator workforce, including:
 - Increased Early Childhood Educators (ECE) wage enhancements to provide a wage top-up of up to \$7.50 per hour;
 - Invested in free, accelerated, and remote ECE training and professional development at Saskatchewan Polytechnic, Collège Mathieu, Saskatchewan Indian Institute of Technologies, Dumont Technical Institute and the province's regional colleges where 1,069 training seats were funded; and,
 - Awarded 101 bursaries at Saskatchewan Polytechnic, Collège Mathieu and Saskatchewan Indian Institute of Technologies for full-time students pursuing training towards ECE certification.
 - Increased access to child care spaces by allocating 2,349 new child care centre spaces. In addition, 1,427 net new child care home spaces became operational.
 - Invested in supports for families with vulnerable children to make child

- care more inclusive, including embedding staff with skills specific to caring for children with medically complex needs.
- Enhanced opportunities for children's early years education by developing new early years family resource centres and implementing mobile early learning services to more rural communities.
 - Developed six new Early Years Family Resource Centres (FRCs). Early Years FRCs provided in-person services to over 76,000 children and adults and are now operating in 21 communities, including the Battlefords, Estevan, Humboldt, Île-à-la Crosse, Kindersley, La Ronge, Martensville/ Warman, Meadow Lake, Moose Jaw, Nipawin, Lloydminster, Price Albert, two in Regina, Sandy Bay, two in Saskatoon, Swift Current, Tisdale, Weyburn and Yorkton.
 - Served 296 communities and 18,268 parents and young children through Regional KidsFirst (now Mobile Early Learning) by offering group and community-based programs, events, and tools to communities across rural Saskatchewan.
 - Continue to advance access to supports and services that improve quality of life by working with other human services ministries, school divisions, libraries, early learning and child care providers, the Saskatchewan Health Authority and First Nations and Métis partners.
 - Worked with other ministries through initiatives such as the Child and Youth Strategy, Integrated Youth Strategy and Mental Health Capacity Building toward the goals identified in Saskatchewan's Growth Plan and the implementation of the Provincial Education Plan.
 - Initiated a three-year agreement with *Ability In Me* (AIM) to provide specialized therapeutic programming for learners with Down Syndrome.
 - Provided learning resources in alternate formats for students with perceptual disabilities that prevent them from accessing regular text services through the Saskatchewan Alternate Format Materials Library, which is funded through a services agreement with the Saskatoon Public School Division for \$275,000 annually.
 - Supported students who are in the care of the province, in custody facilities and in hospitals through partnerships with third party providers and school divisions.
 - Increased promotion of the ministry licensed digital resources in both English and French. Synchronous and asynchronous training opportunities were offered to school division staff through a Blackboard site that promotes digital resources and received 500 views.
 - Supported Saskatchewan residents with print disabilities by providing patrons with access to specialized services, such as the Centre for Equitable Library Access (CELA) and the National Network for Equitable Library Services (NNELS).
 - Launch a Provincial Online Learning Model.
 - Established the Saskatchewan Distance Learning Corporation (Sask DLC), which provides access to free online education for students up to the age of 22. Adult students can also access courses and pay a tuition for each course.
 - Students who register with the new school are connected to their local school division, which provides tuition to the Sask DLC. The [Sask DLC website](#)

- provides registration information about the more than 180 online courses available, including 120 high school courses.
 - With the main Sask DLC office located out of Kenaston, nine additional regional campuses were established in the communities of Estevan, La Ronge, Moose Jaw, Neilburg, Nipawin, Prince Albert, Saskatoon, Swift Current, and Yorkton.
 - Implemented a Quality Assurance Framework for all approved online learning providers.
- Expand online resources for learners of all ages.
 - Made available free, accelerated, and remote ECE training in partnership with Saskatchewan Polytechnic, Collège Mathieu, Saskatchewan Indian Institute of Technologies, Dumont Technical Institute and the province's regional colleges.
 - Added online resources and learning modules to the Ministry's Early Learning portal to support inclusive practices in early learning and child care settings.
 - Added Science Online to the Saskatchewan Electronic Resources Partnership (SERP) program in August 2023. This database, for students in Grades 6 to 12, includes experiments, timelines, diagrams and videos on core science disciplines.
 - Implemented the Learning Resource Selection Guidelines (July 2022) for the process of evaluating and recommending French and English learning resources to ensure that schools and school divisions are informed of the recommended instructional resources for renewed curricula.
- Support Saskatchewan's library system and literacy sector by encouraging resource sharing, enhancing collaboration and investing in multilingual material and Indigenous language materials.
 - Added over 3,000 new books, eBooks, audiobooks, kits, and talking books in 15 different languages to the Multilingual Collection and Service, in response to the growing number of newcomers to Saskatchewan.
 - Established an Indigenous Language Collection and Service. The collection includes books representing the many Indigenous languages and dialects identified in Saskatchewan. Books are available to any resident in Saskatchewan with a public library card. Plains Cree Language kits are in development and will be available for use by public libraries.

Strategy: *The approach we will take to achieve our goal*

Improve services and supports by identifying and sharing innovative practices.

Key Actions: *What we will do to get there*

- Identify, support, pilot and expand innovative approaches in all sectors served by the ministry to increase citizens' quality of life and success.
 - Continued progress of a pilot project to add Dyslexia-Friendly books and materials to public library collections. Reaction from public libraries has been very positive, so new titles were procured, and roll-out of materials continued.
 - Invested \$3.6 million to fund the Specialized Support Classroom pilot intended to assist school divisions in designing effective school-based

approaches to help address challenging classroom behaviour beginning in February 2024 and through the end of the 2024-25 school year.

- Established the Teacher Innovation and Support Fund and allocated over \$860,000 in funding to support teacher-initiated projects that assist in areas such as student achievement, student and teacher wellness and school safety.

Performance Measure Results:

Graduation Rates

- Percentage of students graduating within three years and five years of starting Grade 10.

Completing Grade 12	Three-year (within 3-years)				Five-year (within 5-years)			
	All	Non-Indigenous	FNMI ₂	Disparity	All	Non-Indigenous	FNMI	Disparity
June 2013	74.8	83.9	37.4	46.5	80.1	87.0	50.0	37.0
June 2018	77.4	86.5	44.5	42.0	84.4	91.1	59.4	31.7
June 2019	77.3	86.8	43.4	43.4	84.7	91.2	61.0	30.2
June 2020	79.8	89.2	46.7	42.5	85.5	91.9	62.6	29.3
June 2021	78.8	88.7	44.7	44.0	85.5	92.2	61.6	30.6
June 2022	75.7	87.4	39.7	47.7	86.4	93.4	61.6	31.8
June 2023	79.0	88.0	47.9	40.1	85.9	92.9	61.9	31.0

¹Non-Indigenous students are those who do not identify themselves to be First Nation, Métis, or Inuit/Inuk (FNMI),

²FNMI students are those who choose to self-identify as FNMI.

NOTES:

Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of starting Grade 10. For example, June 2023 three-year graduation rate would be the percentage of students who started Grade 10 in 2020-21 who completed Grade 12 by June 2023.

Three-year graduation rates for 2019-20 show a larger than usual year-over-year percentage point increase for June 2020. The provincial policy set in place in response to the COVID-19 pandemic, ensuring that students would receive passing grades in courses in which they were actively enrolled as of March 13, 2020, along with school operational and instructional responses, likely contributed to this increase. This same temporary credit policy likely contributed to the significant decrease in the three-year graduation rate for June 2022.

Five-year graduation rates are calculated as the percentage of students who complete Grade 12 within five years of starting Grade 10.

Data includes students in provincially funded, independent and First Nations schools. Numbers may differ slightly from those previously reported due to broader inclusion of students in the Student Data System.

Grade 12 completions include graduation in a Saskatchewan school through the 24 credit, Adult Secondary or Alternative Education programs.

Source: Ministry of Education, Student Data System

Credit Attainment

- Percentage of grades 10 to 12 students attaining eight or more credits per year.

Year	Proportion earning 8 or more credits per year ¹			Proportion earning 5 or more credits per year ²		
	All	FNMI ³	Non-Indigenous ⁴	All	FNMI	Non-Indigenous
2012-13	60.6	30.0	70.8	76.8	47.5	86.6
2017-18	60.8	31.4	71.2	77.4	49.2	87.4
2018-19	61.2	32.3	71.6	78.1	50.0	88.2
2019-20	64.7	36.9	74.8	81.3	57.9	89.8
2020-21	58.1	26.7	70.2	75.1	42.7	87.5
2021-22	58.5	30.5	70.2	75.2	46.1	87.3
2022-23	60.0	32.2	71.8	76.1	48.7	87.6

¹ Credit attainment pace required for graduation within three years.

² Credit attainment pace required for graduation within five years.

³ FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk.

⁴ Non-Indigenous students are those who do not identify themselves to be FNMI.

NOTES:

Data includes students in provincial school divisions, Historical High schools and First Nations schools. It does not include students whose base school enrolment is in custody and care schools, or in post-secondary institutions offering Grade 12 completion. Students learning through home-based education are not included in these measures.

Only students who are active on September 30th are included. Other students who enroll after September 30th and complete credits (or do not complete credits) are not included in this measure.

Credit attainment in 2020-21 shows a decrease from pre-pandemic levels that can likely be attributed in part to disruptions in learning caused by the COVID-19 pandemic. Provincial policies set in place in response to the COVID-19 pandemic, along with school operational and instructional responses, likely contributed to a larger than usual year-over-year percentage point increase in credit attainment for June 2020.

Source: Ministry of Education, Student Data System

Reading Levels

- Percentage of students in Grade 3 reading at or above grade level.

		2017-18	2018-19	2019-20 ₃	2020-21	2021-22	2022-23
Grade 1	All	68.0	66.9	na	60.4	62.3	64.2
	Indigenous ₁	41.6	40.0	na	29.2	33.9	38.0
	Non-Indigenous ₂	73.9	72.7	na	66.2	67.7	69.5
Grade 2	All	72.4	71.4	na	62.4	65.5	67.9
	Indigenous	50.4	46.5	na	36.4	37.4	42.8
	Non-Indigenous	77.2	76.7	na	67.4	71.0	72.8
Grade 3	All	74.8	74.9	na	66.8	68.3	70.0
	Indigenous	55.1	55.3	na	45.1	44.1	45.5
	Non-Indigenous	79.2	79.2	na	70.9	73.6	75.2

₁ Indigenous students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk.

₂ Non-Indigenous students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.

₃ As a result of the COVID-19 pandemic response, June 2020 reading data is unavailable.

NOTES

Reading levels are based on provincially developed benchmarks. The percentage of students reading at or above grade level was determined as the proportion of those students with a valid reading score (excluded or non-participant students were not included in these calculations).

Results for students who were excluded (including English as an Additional Language learners with language proficiency levels below B1.1 on the Common Framework of Reference and home-based or Grade 1 French Immersion students) or for students who did not participate in the reading assessment were not included in calculating these proportions.

Results are for provincial school division schools and independent schools associated with the school divisions, including Francophone grades 1-3 and French Immersion grades 2-3 students. Results for students who attend a school administered by a First Nation or by a Hutterite colony are not included.

Source: Ministry of Education, Student Data System

Early Learning Readiness

- Percentage of children in Kindergarten whose learning and development is typical for children of the same age.

Tier I – Students (%) complete developmental tasks without difficulty	Tier II – Students (%) experience some difficulty completing developmental tasks	Tier III – Students (%) experience significant difficulty completing developmental tasks																
	Fall (Kindergarten entry)	Spring (Kindergarten exit)																
2014-15 (baseline)	<table><tr><th>Tier</th><th>Percentage (%)</th></tr><tr><td>Tier I</td><td>56.8</td></tr><tr><td>Tier II</td><td>28.1</td></tr><tr><td>Tier III</td><td>15.1</td></tr></table>	Tier	Percentage (%)	Tier I	56.8	Tier II	28.1	Tier III	15.1	<table><tr><th>Tier</th><th>Percentage (%)</th></tr><tr><td>Tier I</td><td>79.2</td></tr><tr><td>Tier II</td><td>14.2</td></tr><tr><td>Tier III</td><td>6.6</td></tr></table>	Tier	Percentage (%)	Tier I	79.2	Tier II	14.2	Tier III	6.6
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2022-23	<table><tr><th>Tier</th><th>Percentage (%)</th></tr><tr><td>Tier I</td><td>56.9</td></tr><tr><td>Tier II</td><td>27.4</td></tr><tr><td>Tier III</td><td>15.7</td></tr></table>	Tier	Percentage (%)	Tier I	56.9	Tier II	27.4	Tier III	15.7	<table><tr><th>Tier</th><th>Percentage (%)</th></tr><tr><td>Tier I</td><td>79.1</td></tr><tr><td>Tier II</td><td>13.6</td></tr><tr><td>Tier III</td><td>7.4</td></tr></table>	Tier	Percentage (%)	Tier I	79.1	Tier II	13.6	Tier III	7.4
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2023-24 (current)	<table><tr><th>Tier</th><th>Percentage (%)</th></tr><tr><td>Tier I</td><td>57.4</td></tr><tr><td>Tier II</td><td>25.8</td></tr><tr><td>Tier III</td><td>16.8</td></tr></table>	Tier	Percentage (%)	Tier I	57.4	Tier II	25.8	Tier III	16.8	Spring data for the current 2023-24 school year will be available in August 2024								
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Notes:

*Due to rounding, totals may not add to 100.0

The EYE-TA is an assessment for learning that provides the province a good understanding of young children's development when they first enter school, with a particular focus on reading readiness skills. As an assessment for learning used universally in provincial Kindergarten programs, the EYE-TA is an important tool for educators and school divisions and helps guide planning and practice at the classroom, school and division levels.

Source: Ministry of Education, Early Years Branch, Early Years Evaluation – Teacher Assessment (EYE-TA).

Progress on Goal 2: Indigenous learners experience improved outcomes.

This ministry goal supports the government direction from *Saskatchewan's Growth Plan 2020-2030* by delivering on the growth of the economy, communities and families through equitable opportunities for all residents including First Nations and Métis peoples. We achieve this goal by working in partnership with Indigenous peoples, recognizing our shared history and honouring Indigenous voice and contribution.

Strategy: *The approach we will take to achieve our goal*

Enhance and support partnerships and relationships.

KeyActions: *What we will do to get there*

- Engage with First Nations and Métis partners to:
 - Ensure respectful relationships and equitable partnerships;
 - Engaged with First Nations and Métis organizations to support a coordinated early learning and childcare system that reflects the needs of First Nations and Métis peoples in Saskatchewan.
 - Identify and develop coordination between programming and services;
 - Increased from 24 to 30 the number of Invitational Shared Services Initiative partnerships between First Nation education authorities and school divisions.
 - Gain insight and perspectives to improve cultural relevance and responsiveness;
 - Facilitated Indigenous participation in the development and implementation of the Provincial Education Plan.
 - Share access to training, network connectivity, security, and licensed applications and resources.
 - Completed implementation of MySchoolSask, the provincial student information system, for all schools in Saskatchewan including all First Nations schools.
- Work closely with Indigenous partners and the Government of Canada to maximize support for Indigenous learners.
 - Collaborated with the Saskatchewan Indian Institute of Technology and Dumont Technical Institute to provide tuition-free Early Childhood Educator training and professional learning opportunities, as well as bursaries for Indigenous learners.
 - Continued to identify opportunities for information sharing, cooperation and shared planning with Indigenous Services Canada to ensure the best quality educational services and supports for all children and youth in the province.

Strategy: *The approach we will take to achieve our goal*

Support action toward reconciling our shared history and honouring the contributions of First Nations, Métis and Inuit people.

KeyActions: *What we will do to get there*

- Demonstrate our commitment to respond to the Truth and Reconciliation Commission's Calls to Action and Principles of Reconciliation.
 - Continued to include the topics of residential schools, Treaties, and the historical and contemporary contributions of Indigenous Peoples to Canada as curricula is renewed and developed.
 - Announced that the current Native studies curricula will be renewed; and,
 - Began the development of Michif français 10, 20, 30 (working title).
 - Provided dedicated annual funding of \$3.8M through the First Nations and Métis Education Achievement Fund (FNMEAF) for the improvement of First Nations and Métis education outcomes in the province. School divisions work to improve educational achievement in the areas of student engagement, literacy, numeracy and graduation rates.
- Assist the library sector in creating diverse, equitable and inclusive organizations, including initiatives specific to truth and reconciliation such as the Indigenous Subject Headings Project.
 - Collaborated with library staff from multiple library systems in the province to decolonize library catalogues by replacing offensive terminology used in the past with preferred subject headings developed with input from Indigenous Peoples.
 - Released the results of the Saskatchewan Indigenous Subject Headings Project in October 2023, along with resources to support implementation, so that all Saskatchewan libraries, including public, academic, special and school libraries are more welcoming and inclusive. The project's structure and results are also informing similar initiatives in other jurisdictions and at the national level.
- Strengthen services and supports through Family Literacy Hubs, digital resources and connections to Indigenous languages.
 - Supported Family Literacy Hubs with a \$5,000 grant to engage with Indigenous Peoples by prioritizing activities such as co-hosting Cree language classes and the translation of materials, offering Dakota workshops to improve communication, and working with First Nations communities to arrange activities such as field trips.
- Continue to respond to the Calls for Justice from the *Final Report of the National Inquiry on Missing and Murdered Indigenous Women and Girls*.
 - Continue to work with First Nations and Métis education authorities and Elders in the development and implementation of the Provincial Education Plan.
 - Continued to work on several initiatives relevant to the Calls for Justice such as the implementation of the Provincial Education Plan which aims to achieve equity in outcomes for Indigenous and non-Indigenous students. The Plan includes priorities related to learning and assessment, Indigenous

education, mental health and well-being, and student transitions. The Ministry of Education is working with First Nations and Métis education organizations through the Provincial Education Plan Implementation Team to implement the Plan.

- Continue to support educators to learn and teach about reconciliation related topics such as Missing and Murdered Indigenous Women and Girls through the Ministry of Education's web portal: Supporting Reconciliation in Saskatchewan Schools.
 - Provided a website with resources for educators to support learning and teaching about the residential school experience and reconciliation. Teachers and other educational professionals can access three modules and teaching resources on topics related to Treaty education, reconciliation, the sixties scoop and MMIWG.
- Support Indigenous education and learning opportunities for ministry employees.
 - Supported staff to participate in professional development opportunities, including Indigenous awareness training.
 - Ministry employees were welcomed to attend online sessions to learn more about the Indigenous Subject Headings Project and the results achieved.

Strategy: *The approach we will take to achieve our goal*

Focus supports and programs to improve outcomes for Indigenous learners.

KeyActions: *What we will do to get there*

- Work with the Prekindergarten to Grade 12 education sector to actualize the vision and goals of *Inspiring Success: Prekindergarten to Grade 12 First Nations and Métis Education Policy Framework*.
 - Worked with the Prekindergarten to Grade 12 education sector to implement the Indigenous education priority of the Provincial Education Plan.
- Expand *Following Their Voices* (FTV), an approach shown to make a difference for Indigenous students.
 - Implemented FTV with an additional 60 teachers in the 39 schools using this approach.
 - Updated the FTV website, online tools and reporting.
 - Designed, developed and launched a Peer Observation Tool for use by teachers in FTV schools.
 - Launched field testing of an online student voice tool in eight schools to provide teachers with feedback on the impact of their lessons for student learning and well-being.
- Work with First Nations and Métis partners to deliver education to Indigenous learners that is centered on student needs, grounded in culture and inclusion and guided by Indigenous leaders.
 - Strengthened relationships through meeting with the Saskatchewan Indian Institute of Technology and Dumont Technical Institute on the delivery of tuition free culturally responsive ECE training and professional development.

- Met with Saskatchewan Federation of Sovereign Indigenous Nations (FSIN) Early Learning and Child Care Circle and Métis Nation-Saskatchewan (MN-S) on initiatives and various areas of collaboration.
- Enhance opportunities for student learning and family literacy in northern Saskatchewan.
 - Provided training for library and school staff in northern Saskatchewan to increase awareness of ministry licensed digital resources.
 - Provided \$25,000 in funding to the Pahkisimon Nuyeᑭáh Library System to purchase books in support of summer literacy programming in the northern region of the province. These books continue to be available through the library throughout the year.
 - Reached over 500 readers for summer literacy programming and distributed 7,500 books for home libraries through the northern school divisions of Creighton, Île-à-la Crosse and Northern Lights.

Performance Measure Results:

Following Their Voices

- Increase the percentage of teachers and students in provincial and First Nation schools participating in *Following Their Voices*.
- Increase rates for three-year and five-year graduation, attendance and credit attainment for schools that have implemented *Following Their Voices*.
 - Three- and five-year graduation rates for Indigenous students attending *Following Their Voices* schools have increased since the 2012-13 baseline year.
 - Three-year graduation rates increased from 32 per cent to 47 per cent in 2022-23, a 15-percentage point increase.
 - Five-year graduation rates increased from 51 per cent to 61 per cent in 2022-23, a 10-percentage point increase.
 - The percentage of Indigenous Grades 10 to 12 students attending *Following Their Voices* schools attaining eight or more credits per year has increased by seven percentage points from 24 per cent to 31 per cent from 2012-13 to 2022-23.

Actualize Inspiring Success

- Increase the number of school divisions that reported actions in relation to the goals of *Inspiring Success*.
 - All 27 school divisions reported actions that are aligned to one or more of the goals of *Inspiring Success*.

Professional Development

- Increase the number of school divisions with staff who have completed *Leading to Learn* training, a capacity building professional learning and development opportunity to build administrators' knowledge and skill to best support First Nations, Métis and Inuit student learning.
 - The purpose of *Leading to Learn* training was to build capacity in division staff to lead training at the local level. Now that provincial training is complete, school divisions

are expected to build plans to continue training at the local level. The Ministry of Education continues to provide access to the training materials that were developed.

- The *Following Their Voices* initiative provides training to staff from participating schools. In the 2022-23 school year there were 48 days of training provided to over 600 staff members.
- Increase the number of *Invitational Shared Services Initiative* (ISSI) partnerships and their areas of focus.
 - In the 2022-23 school year there were 30 ISSI partnerships in place, six more than the previous school year.
 - Partnerships focus on a variety of areas including early learning, literacy, numeracy, student engagement, graduation, community and cultural engagement, and professional development for teachers.

Progress on Goal 3: Saskatchewan citizens of all ages feel valued, safe and supported in their learning and development.

This ministry goal supports the government direction from *Saskatchewan's Growth Plan 2020-2030* by supporting the Prekindergarten to Grade 12 education system to build resiliency in students through fostering physical, mental, emotional, health and well-being in learners of all ages. It aims to build foundational skills, knowledge, and competencies through the completion of a high school diploma.

This goal aligns with the four equally important priority actions being undertaken in the *Provincial Education Plan*:

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

Strategy: *The approach we will take to achieve our goal*

Support safe, respectful, inclusive and culturally affirming environments for learning, growing and developing.

Key Actions: *What we will do to get there*

- Ensure quality learning environments through investments in early years and Kindergarten to Grade 12 operations and infrastructure.
 - Allocated \$179.3 million for school infrastructure to continue to provide safe and inclusive learning environments for students including:
 - \$115.7 million to support 20 ongoing major capital projects to build 15 new schools and renovate five existing schools;
 - \$4.35 million to begin planning five new major capital projects;
 - \$11.25 million to support two ongoing minor capital renewal projects and begin planning for three new projects; and,
 - \$48 million to buy or move relocatable classrooms for the 2024-25 school year.
 - Released the Class Size and Composition Committee's Action Plan on June 26, 2023. The Action Plan outlines ten specific actions which will be accomplished within the Provincial Education Plan to work with education sector partners, and other ministries, agencies and community partners to address classroom complexity across the following three priority areas:
 - Improving student access to supports;

- Developing a Prekindergarten to Grade 12 education sector workforce strategy; and,
 - Supporting teachers in their important role.
- Provided school divisions with \$20 million in funding on June 1, 2023 to respond to the challenges of classroom complexity as informed by the work of the Class Size and Composition Committee and consistent with the actions identified in the Action Plan. School divisions allocated approximately \$435,000 to the acquisition of equipment and resources and identified the hiring of the following personnel:
 - Teachers – 121;
 - Student Support Personnel (including speech language pathologists, counsellors, educational psychologists) – 58; and,
 - Educational assistants – 89.
- Signed a multi-year funding agreement with the Saskatchewan School Boards Association (SSBA) on March 8, 2024 to guarantee a base amount of long-term funding and sustainable funding to school divisions that will address class size and complexity. This agreement will begin in 2024-25.
- Provided \$50 million for preventative and emergency maintenance and renewal for facilities.
- Engage with sector partners to identify and address areas of focus for safety, respect and inclusivity in supports and services.
 - Allocated an increase of \$4.5 million for learning supports for students who require intensive supports, students with vulnerable circumstances, students who require English as an additional language supports, and student refugees.
 - Worked with the Status of Women Office (SWO), SaskBuilds, school divisions and independent schools through a three-year agreement with Shoppers Foundation for Women’s Health to distribute 3.365 million menstrual products in fall 2023 to students with greatest need.
- Work with sector partners to create safe, inclusive learning environments that respect learners’ diverse cultures, experiences and world views.
 - Secured \$9.6 million in funding through the *Canada-Saskatchewan Agreement for Minority Language and Second-Language Instruction* to sustain and strengthen French language opportunities for Saskatchewan students.
 - Implemented changes to *The Education Act, 1995* to support the important role that parents and guardians have in supporting their children in their education and in important decisions.
 - Partnered with Collège Mathieu, Dumont Technical Institute and Saskatchewan Indian Institute of Technologies to deliver tuition-free ECE training and professional development opportunities that consider culture, identity and languages.
 - Continued to provide online repositories of resources, development of new resources based on identified needs and collaborative professional development opportunities.

Strategy: *The approach we will take to achieve our goal*

Foster physical, mental, emotional, and spiritual health and well-being in learners of all ages.

KeyActions: *What we will do to get there*

- Plan, implement and continuously improve initiatives that support health and wellness of learners.
 - Work with the Prekindergarten to Grade 12 education sector to implement actions that will enrich and enhance mental health and well-being capacity in students.
 - Continued to promote high impact initiatives to the education sector including access to Kids Help Phone, Respect in School Training and various mental health training initiatives;
 - Enhanced supervision of all independent schools; and,
 - Worked collaboratively with the education sector to begin implementation of the mental health and well-being priority action of the Provincial Education Plan.

Performance Measure Results:

Perceptual Survey: 2022-23 Elementary and Secondary results	Grade Levels	All students	Indigenous students	Non-Indigenous Students
Safety				
Percentage of students feeling safe at school.	Grades 4-6	59%	50%	63%
	Grades 7-12	59%	50%	63%
Relationships				
Percentage of students that report positive peer-to-peer relationships.	Grades 4-6	80%	73%	84%
	Grades 7-12	73%	66%	77%
Percentage of students that report positive teacher-student relationships.	Grades 4-6	90%	88%	91%
	Grades 7-12	62%	58%	64%
Sense of Belonging				
Percentage of students reporting positive sense of belonging.	Grades 4-6	71%	65%	74%
	Grades 7-12	59%	49%	64%
Mental Health				
Percentage of students reporting positive mental health.	Grades 4-6	69%	61%	73%
	Grades 7-12	69%	62%	72%

NOTES:

The Ministry of Education provided school divisions, Independent/Historical schools and First Nation education authorities access to a student survey that measured factors known to affect school completion including engagement, well-being, instruction, inclusive practices, school safety and climate. Approximately 100,000 students participated in the survey in the 2022-23 school year.

Source: Ministry of Education, 2023.

Progress on Goal 4: Saskatchewan's early years, Prekindergarten to Grade 12, library and literacy sectors are effective and sustainable.

This ministry goal supports the government direction from *Saskatchewan's Growth Plan 2020-2030* by delivering on transparent strategic direction, effective governance and communication, and mechanisms to monitor growth and accountability in the education sector. Through collaboration with partners and stakeholders, the ministry aims to deliver programs and services that are meeting the needs of Saskatchewan students and their families.

Strategy: *The approach we will take to achieve our goal*

Provide leadership and strategic direction.

Key Actions: *What we will do to get there*

- Cultivate an engaged, healthy, high performing, representative workforce through recruitment strategies and professional development opportunities.
 - Recruited and retained an additional 384 Early Childhood Educators, a 15 per cent increase, between March 2021 to March 2023. There were also 4,445 people working in child care centres as of March 2023, an increase of 686, or 18 per cent, in staff positions from March 2021.
 - Supported ministry staff to participate in professional development opportunities relevant to their responsibilities and career paths.
 - Hosted a Middle Manager Open Forum where middle managers identified gaps, needs and resources required for further improvement and developed a middle managers excellence action plan.
 - Allocated \$743,199 of the \$9.6 million in funding secured through the *Canada-Saskatchewan Agreement for Minority-Language Education and Second Official-Language Instruction* which was allocated to the conseil scolaire and boards of education offering French second language programming for the recruitment and retention of French language teachers.
 - Provided several professional development opportunities to support employee recognition, engagement and wellness including an all-staff event recognizing excellence in education, initiatives such as “Not Myself Today” and active committees for Health, Safety and Wellness and Culture and Inclusion.
- Build a representative workforce.
 - Ensured all openings for permanent positions in the ministry were posted with a preference for qualified applicants who self-declare as Aboriginal or as persons with a disability.
- Ensure effective stewardship and oversight of sector delivery partners through:
 - Transparent reporting and accountability;

- Efficient governance and administration; and,
- Collaborative communication within the sectors.
 - Continued to assist school divisions in the preparation of board of education annual reports;
 - Submitted three annual reports to the Government of Canada on the results achieved in 2022-23 under the *Canada-Saskatchewan Bilateral Early Learning and Child Care Agreement* and the *Canada-Saskatchewan Canada-Wide Early Learning and Child Care Agreement*; and,
 - Continued to support the *Canada-Saskatchewan Agreement for Minority Language and Second-Language Instruction* to sustain and strengthen French language opportunities for Saskatchewan students in alignment with the Provincial Education Plan and Saskatchewan's Plan for Growth.

Strategy: *The approach we will take to achieve our goal*

Work with the sectors to identify provincial priorities.

Key Actions: *What we will do to get there*

- Work with partners in the early years, Prekindergarten to Grade 12 and provincial library and literacy sectors to develop, implement, monitor and report on progress for sector strategic plans.
 - Met and consulted with various groups and individuals from the early learning and child care sector including child care educators, providers, associations, parents and academics.
 - Refreshed the guiding documents that support the strategic direction and operation of Family Literacy Hubs (FLHs), including updates to the logic model and reporting requirements.
 - Developed the Public Library System Funding Manual to make the allocation of the annual provincial resources sharing grant clear and transparent.
 - Updated the Public Library System Financial Reporting Policy Manual so it will reflect recent amendments to the *Public Libraries Regulations, 1996*, as well as new accounting standards introduced since the last update for required public library financial reporting.
 - Met with other provinces and territories to learn and determine opportunities to further advance the child care sector in Saskatchewan.
 - Launched implementation of the Provincial Education Plan with the endorsement of all boards of education and the conseil scolaire.
 - Communicated five provincial-level targets for the Provincial Education Plan. Progress toward these targets will measure the impact of the plan over time. School divisions use these targets in their strategic and operational planning and reporting.

Strategy: *The approach we will take to achieve our goal*

Encourage and support equity, efficiency and effectiveness.

Key Actions: *What we will do to get there*

- Support sector partners in developing and implementing projects aimed at achieving efficiencies.
 - Supported child care facilities in streamlining child care fee structures to a monthly and daily rate.
- Review and implement improvements to programs, policies and processes to ensure they are achieving objectives and expectations.
 - Updated the Registrar's Handbook to reflect changes to the Graduation Rate requirements.
 - Consulted with the Youth Council to gain insight on ministry policies, plans and curricula.
 - Renewed Policy, Guidelines and Procedures for Alternative Education Programs and Policy for Functional Integrated Programs.

Performance Measure Results:

Recruitment and Retention

- Percentage of ministry staff who self-identify as Indigenous.
- Percentage of ministry staff who self-identify as Persons experiencing a Disability.
 - 5.0 per cent of ministry staff self-identify as Indigenous.
 - 8.5 per cent of ministry staff self-identify as Persons experiencing a Disability.

Employee Engagement

- Target: 80 per cent of employees complete the employment engagement survey. Increased percentage of engaged employees year-over-year (as measured by an employee values index).
 - Ministry of Education participation rate was 84 per cent.
 - Employee Values Index was at 79 per cent.

Safety Survey

- Target: 80 per cent of employees complete the physical and psychological safety survey. Percentage increase in the physical and psychological safety climate scores.
 - Ministry of Education participation rate was 72 per cent.
 - Physical Safety Climate Score increased by 1.8 per cent.
 - Psychological Safety Climate Score decreased by 2.8 per cent.

Financial Summary

Total 2023-24 expenditures for the Ministry of Education were \$3,081.8 million resulting in a variance of \$7.8 million over the approved expense budget of \$3,074.0 million. Revenue for the Ministry of Education in 2023-24 was \$237.6 million, resulting in a variance of \$75.2 million.

Expense Summary

Ministry of Education Expense Actuals

(in thousands of dollars)	2023-24 Budget	2023-24 Actual	2023-24 Variance
Central Management and Services (ED01)			
Minister's Salary (Statutory)	\$56	\$57	\$1
Executive Management	\$1,776	\$1,725	(\$51)
Central Services	\$8,551	\$15,934	\$7,383
Accommodation Services	\$3,973	\$4,221	\$248
Subvote Subtotal	\$14,356	\$21,937	\$7,581
K-12 Education (ED03)			
Achievement and Operational Support	\$29,047	\$33,034	\$3,987
School Operating	\$1,906,643	\$1,934,753	\$28,110
School Operating - PMR	\$50,000	\$50,000	\$0
K-12 Initiatives	\$46,168	\$42,311	(\$3,857)
School Capital	\$147,315	\$192,913	\$45,598
P3 Joint-Use Schools Maintenance and Interest	\$30,607	\$30,680	\$73
Saskatchewan Distance Learning Corporation	\$23,000	\$22,018	(\$982)
Subvote Subtotal	\$2,232,780	\$2,305,709	\$72,929
Early Years (ED08)			
Operational Support	\$4,461	\$4,237	(\$224)
KidsFirst	\$17,129	\$17,129	\$0
Early Childhood and Intervention Programs	\$5,364	\$5,364	\$0
Child Care	\$359,925	\$290,397	(\$69,528)
Subvote Subtotal	\$386,879	\$317,127	(\$69,752)
Provincial Library and Literacy (ED15)	\$14,917	\$14,889	(\$28)
Teachers' Pension and Benefits (ED04)			
Teachers' Superannuation Commission	\$1,345	\$1,080	(\$265)
Teachers' Superannuation Plan (Statutory)	\$293,917	\$301,788	\$7,871
Teachers' Group Life Insurance (Statutory)	\$2,555	\$2,231	(\$324)
Teachers' Dental Plan (Statutory)	\$16,549	\$16,095	(\$454)
Saskatchewan Teachers' Retirement Plan (Statutory)	\$101,634	\$92,180	(\$9,454)
Teachers' Extended Health Plan	\$22,609	\$22,295	(\$314)
Subvote Subtotal	\$438,609	\$435,669	(\$2,940)

Total Appropriation	\$3,087,541	\$3,095,331	\$7,790
P3 Financing Charges	(\$13,500)	(\$13,500)	\$0
Capital Asset Acquisitions, Net	\$0	\$0	\$0
Non-Appropriated Expense Adjustment	\$0	\$0	\$0
Total Ministry of Education Expense	\$3,074,041	\$3,081,831	\$7,790
Less: Statutory Funding			(\$2,360)
Total Expense Budget Variance excluding Statutory Funding			\$10,150

Notes:

1. Variance is due to retroactive salary increases and other obligations.
2. Variance is primarily due to increases in the *Canada-Saskatchewan Agreement on Minority-Language Education and Second Official-Language Instruction* and funding for the Teacher Innovation and Support and Specialized Classroom Support programs.
3. Variance is primarily due to enrolment growth and classroom complexity pressures.
4. Variance is primarily due to decreased enrolment in Qualified Independent Schools.
5. Variance is due to additional relocatables announced in 2023-24 and other capital projects.
6. Variance is due to changes in the *Canada-Saskatchewan Early Learning and Child Care Agreement* and *Canada-Saskatchewan Canada-Wide Early Learning and Child Care Agreement*. Fall-off is carried forward into the next fiscal year.
7. Variance is primarily due to a higher number of teachers retiring than projected.
8. Variance is due to actual expenditures being less than projected.

Revenue Summary

Ministry of Education Revenue

(in thousands of dollars)	2023-24 Estimates	2023-24 Actual	2023-24 Variance
Taxes			
PST Paid on TCA Acquisition	\$0	(\$1,196)	(\$1,196)
Subtotal	\$0	(\$1,196)	(\$1,196)
Sales, Services and Service Fees			
Other Miscellaneous Services	\$651	\$753	\$102
Subtotal	\$651	\$753	\$102
Interest, Premiums, Discount and Exchange			
All Other Interest Revenue	\$0	\$8	\$8
Subtotal	\$0	\$8	\$8
Receipts from Other Governments			
Federal-Provincial Cost Sharing Programs	\$311,800	\$234,597	(\$77,203) ¹
Subtotal	\$311,800	\$234,597	(\$77,203)
Other Revenue			
Casual Revenue	\$110	\$166	\$56
Refund from Previous Years' Expenditures	\$55	\$567	\$512
Changes in Previous Years' Estimates	\$160	\$2,724	\$2,564 ²
Salary Overpayment Refund - Prior Years	\$10	\$0	(\$10)
Subtotal	\$335	\$3,457	\$3,122
Total Revenue	\$312,786	\$237,619	(\$75,167)

Notes:

1. Variance is due to changes in the *Canada-Saskatchewan Early Learning and Child Care Agreement*. Fall-off is carried forward into the next fiscal year.
2. Variance is due to changes in School Capital project estimates.

Additional financial information can be found in the Government of Saskatchewan Public Accounts located at <https://publications.saskatchewan.ca/#/categories/893>

Appendix

Legislation and Regulation

The following acts and regulations are administered by the Ministry of Education:

C-7.31	<i>The Child Care Act, 2014</i> (jointly assigned to the Minister of Education and the Minister of Social Services)
C-7.31	<i>Loi de 2014 sur les garderies d'enfant</i>
C-7.31 Reg 1	<i>The Child Care Regulations, 2015</i>
C-7.31 Règl 1	<i>Règlement de 2015 sur les garderies d'enfants</i>
C-7.2	<i>The Child and Family Services Act</i> (only with respect to section 5 which is jointly assigned to the Minister of Education and the Minister of Social Services).
E-0.2	<i>The Education Act, 1995</i> (except subsection 3(1) which is jointly assigned to the Minister of Education, the Minister of Advanced Education and the Minister of Immigration and Career Training)
E-0.2	<i>Loi de 1995 sur l'éducation</i>
E-0.2 Reg 4	<i>The Conseil scolaire fransaskois Election Regulations</i>
E-0.2 Reg 4	<i>Règlement sur les élections du Conseil scolaire fransaskois</i>
E-0.2 Reg 29	<i>The Education Regulations, 2019</i>
E-0.2 Règl 29	<i>Règlement de 2019 sur l'éducation</i>
E-0.2 Reg 30	<i>The Education Emergency Pandemic Support Program Regulations</i>
E-0.2 Reg 28	<i>The Education Funding Regulations, 2018</i>
E-0.2 Règl 28	<i>Règlement de 2018 sur le financement l'éducation</i>
E-0.2 Reg 6	<i>The Electronic Meeting Procedures Regulations</i>
E-0,2 Règl 6	<i>Règlement sur la procédure régissant les téléréunions</i>
E-0.2 Reg 23	<i>The Home-based Education Program Regulations, 2015</i>
E-0.2 Règl 23	<i>Règlement de 2015 sur les programmes de scolarisation à domicile</i>
E-0.2 Reg 27	<i>The Registered Independent Schools Regulations</i>
E-0.2 Règl 27	<i>Règlement sur les écoles l'indépendantes inscrites</i>

E-0.2 Reg 26	<i>The School Division Administration Regulations</i>
E-0.1 Reg 18	<i>The School Division Tax Loss Compensation Fund Administration Regulations</i>
E-0.2 Reg 25	<i>The Teacher Salary Classification Regulations</i>
E-0.2 Règl 25	<i>Règlement sur la classification salariale des enseignants</i> (These are Minister's regulations, pursuant to clause 3(2)(g) of <i>The Education Act</i> , 1995)
E-13.1	<i>The Executive Government Administration Act</i>
G-5.1 Reg 132	<i>The Ministry of Education Regulations, 2007</i>
L-9.02	<i>The League of Educational Administrators, Directors and Superintendents Act, 1991</i>
L-14.01	<i>The Libraries Co-operation Act</i>
L-14.01 Reg 1	<i>The Libraries Co-operation Honoraria Regulations</i>
P-39.2	<i>The Public Libraries Act, 1996</i>
P-39.2 Reg 1	<i>The Public Libraries Regulations, 1996</i>
P-46.1	<i>The Public Works and Services Act</i> (only with respect to clauses 4(2)(a) to (g), (i) to (l), (n) and (o) and section 8, which are jointly assigned to the Minister of Education, the Minister of SaskBuilds and Procurement, the Minister of Health and the Minister of Highways)
R-11.1	<i>The Registered Music Teachers Act, 2002</i>
R-15.1	<i>The Registered Teachers Act</i>
S-52.01	<i>The Social Services Administration Act</i> (only with respect to section 8 which is jointly assigned to the Minister of Education and the Minister of Social Services)
T-6.1	<i>The Teachers' Dental Plan Act</i>
T-7.1	<i>The Teachers' Federation Act, 2006</i>
T-8	<i>The Teachers' Life Insurance (Government Contributory) Act</i>
T-8 Reg 2	<i>The Teachers' Life Insurance Regulations, 2015</i>
T-9.1	<i>The Teachers Superannuation and Disability Benefits Act</i>
T-9.1 Reg 1	<i>The Teachers' Superannuation and Disability Benefits Regulations</i>