

# 2009-2010 Strategic Plan

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**Saskatoon Public Schools**  
Inspiring Learning

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## Table of Contents

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School Division Profile .....	2
Planning Framework .....	5
Student Goals and Values .....	6
Strategic Direction .....	7
Board Priorities .....	11
Core Strategies .....	12
Provincial Priorities .....	13
Financial Planning .....	14
Facility and Capital Planning .....	14
Measuring Our Progress .....	15
Summary .....	16



## School Division Profile

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Saskatoon Public Schools is located in Saskatoon, the largest city in Saskatchewan. The Division has a student population of about 20,628 with approximately 2,145 full-time equivalent staff. We have 44 elementary schools, ten collegiates, two associate schools, and educational programs that are offered away from a school site.

Elementary school enrolments range from 129 to 594 students, while collegiate enrolments range from 179 to 1,338 students. The overall student/teacher ratio is approximately 15:1. The average class size varies across the School Division, with Kindergarten classes at slightly less than 16 students, Grades 1 to 8 at 24.4 students, and our collegiates at approximately 25.3 students. The Division also operates Pre-Kindergarten programs for three and four year olds in school communities.

Saskatoon Public Schools offers instruction in all provincial required areas of study, as well as a diverse selection of secondary options. The curriculum is continually being renewed through provincial initiatives. In addition to the provincial curriculum, our teachers have developed specific courses to meet the needs and interests of our students. Examples of locally developed courses that are offered in some of our collegiates include: World Religions, Trades Measurement and Communication, Bio-Resource Management and Applied Global Citizenship. All courses and programs receive approval from the Ministry of Education.

French Immersion programming is offered at five elementary schools and two collegiates. Cree, German, Japanese, Spanish and Core French are taught in various schools throughout the School Division as part of the regular instructional program. This year, the Division introduced Late French Immersion programming.

A number of Work Education programs within the School Division offer a wide range of work experience opportunities to students with varying abilities. Programs such as Work Education 10, 20, 30 and Work Experience 18, 28, 38 provide students with an opportunity to blend theoretical and practical experience both in the classroom and at a work site. One example of an innovative delivery of education is the Media School Program where students spend a semester obtaining high school credits in an integrated learning environment by studying all aspects of media production.



Saskatoon Public Schools supports a number of unique program choices for students. The Outdoor School for Grade 11 students and the Ecoquest and ScienceTrek programs for Grade 8 students offer an educational experience that utilizes the outdoor context for learning. Our collegiates offer a range of innovative programming such as the hockey program and soccer, dance, and science and technology academies. The Brightwater Program, an out-of-school education project, focuses on environmental awareness and the role that people play in their local, regional and global environments. The Royal West Campus is a Centre of Excellence for young adult learners. Nutana Collegiate offers an Integrated School Linked Services program that involves a number of human service agencies working within the building alongside our teaching staff.

### **Student Services**

Saskatoon Public Schools believes in providing a continuum of programs and services for students with special needs. Resource teachers, consultants, itinerant specialist staff, and educational assistants support classroom teachers in meeting the unique needs of students. Technological aids are provided for students who require that form of support to be successful in their learning. The majority of our students with designated disabilities receive their education in regular classrooms with additional supports. A variety of congregated programs are also available to address special learning needs in the areas of gifted education, learning disabilities, intellectual disabilities, and behavioral and emotional challenges. Our School Division also embraces early intervention for students with special needs and provides programming and supports for designated students in preschool settings. Saskatoon Public Schools has offered leadership at the provincial level through the development of the *Impact Assessment: Identification of Students Requiring Intensive Support* and the Intensive Supports Initiative.

### **First Nations, Inuit and Métis Education**

Saskatoon Public Schools is committed to enhancing learning outcomes for First Nations, Inuit and Métis students. It is our goal to develop a culturally-responsive School Division through authentic community engagement and collaboration with Elders, cultural leaders, students, parents, and community. Through our First Nations, Inuit and Métis Educational Unit, support is provided for the inclusion of Aboriginal content and perspectives across the curriculum. Our Waakiye (Traditional Helper) position provides our staff with help in understanding and validating First Nations, Inuit and Métis histories, cultures, values, and traditions.



Saskatoon Public Schools has embraced a representative Workforce Partnership with the Department of First Nations and Métis Relations. The development of unique culturally-sensitive interviewing modules has positioned Saskatoon Public Schools to become an employer of choice for qualified First Nations and Métis candidates.

Saskatoon Public Schools has developed a close relationship with a number of educational partners in and around Saskatoon. Together with the Whitecap Dakota First Nation, we have entered into an agreement to share the services of a Student Advisory Counsellor.

Our School Division has recently received the Premier's Board of Education Award for Excellence and Innovation in Education for the Okicīyapi Partnership. We have signed a Memorandum of Understanding with the Saskatoon Tribal Council (STC) and Central Urban Métis Federation Inc. (CUMFI). This partnership has six major goals which include the creation of a representative workforce, the development and implementation of Aboriginal curricula and cultural programming, language development (Cree Language and Culture Program), the eradication of racism, creating and supporting culturally responsive schools, and maintaining a respectful and equitable co-governance structure.

### **Governance**

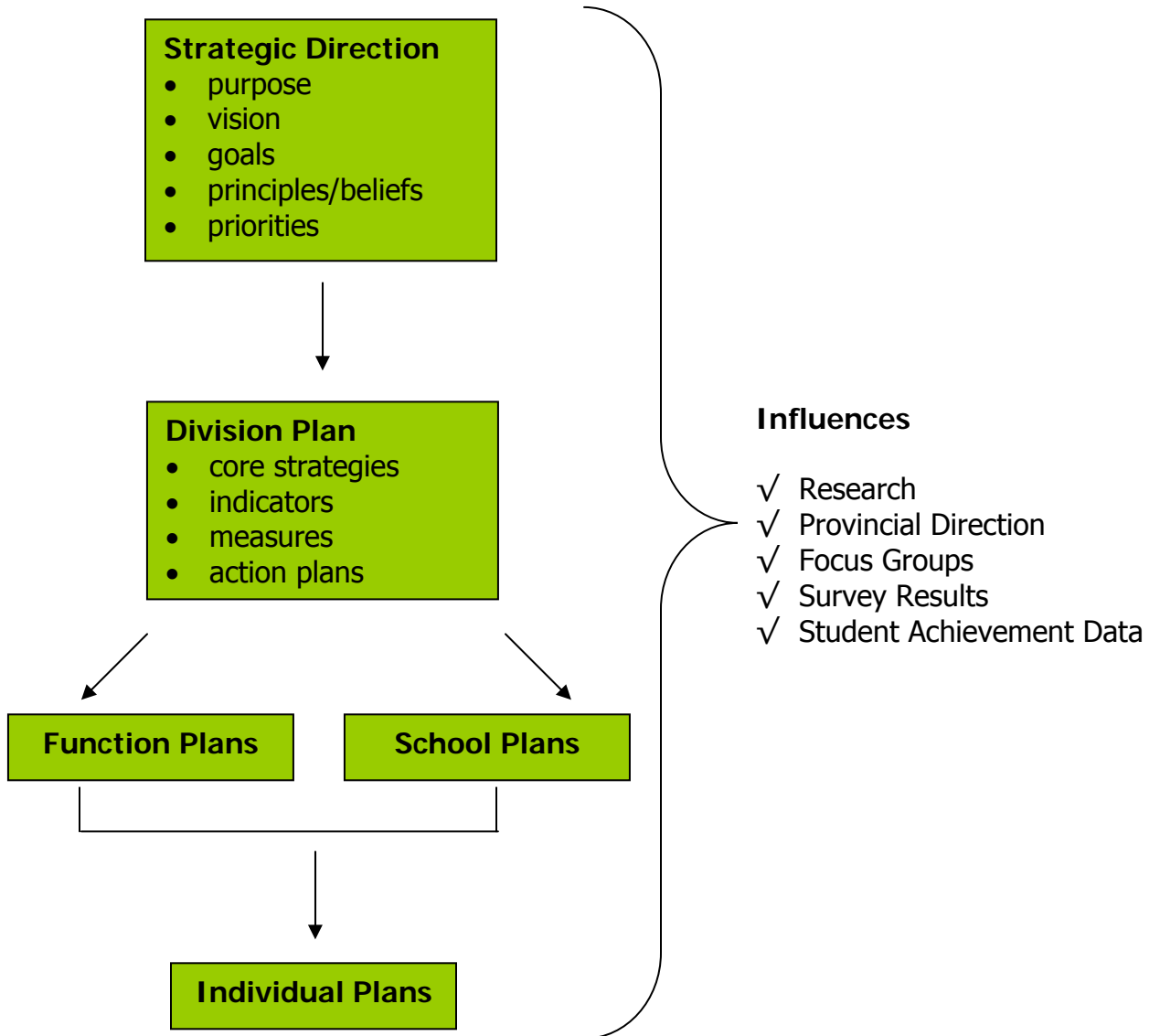
Saskatoon Public Schools is governed by an elected board of ten trustees, each representing one of ten wards in the city. Trustees are elected for three-year terms and are responsible for establishing policy and strategic direction.

Each school is represented by a School Community Council that works with the school to enhance student learning and well-being. The council includes parents and community members and the executive serves a two-year term.



## Planning Framework

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## Student Goals and Values

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### GOALS

#### ACADEMIC DEVELOPMENT

1. Communication and computation
2. Critical and creative thinking
3. Life-long learning

#### PERSONAL DEVELOPMENT

4. Healthy lifestyles
5. A sense of personal worth and dignity
6. Moral, ethical and spiritual values

#### SOCIAL AND CULTURAL DEVELOPMENT

7. Growing with change
8. Democratic and responsible decision-making
9. Respect for others
10. World citizenship

### VALUES

- Respect
- Joy
- Responsibility
- Excellence



## Strategic Direction - Purpose



*Saskatoon Public Schools inspire and sustain learning.*

*We are open to all children and youth so they may  
discover, develop, and act upon their potential,  
thereby enriching their lives and our community.*





## Strategic Direction - Vision

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*We envisage a future in which enthusiasm runs like an undercurrent of energy throughout Saskatoon Public Schools. Our schools will be vibrant and proud. Our students and staff will feel that they are part of something fresh and innovative. There will be a sense that exciting things are happening and students and staff will meet each day with optimism.*

*When you walk down the hallways in Saskatoon's public schools you will be greeted warmly by students and staff. You will hear the sounds of those engaged in learning, including the sound of laughter.*

*When students finish the day in our schools, they will have a feeling of accomplishment. They will have focussed their energy on meeting challenges, asking questions, offering solutions, and opening new doors. Each day they will renew their curiosity, passion, and joy through learning.*

*In our School Division, every individual will be valued. We will recognize that every person has personal, physical, spiritual, emotional, and intellectual needs. We will acknowledge a multitude of learning styles to ensure that all members of our learning community have the opportunity to develop their potential.*

*We will build our confidence by acknowledging and celebrating success, by accepting mistakes as a natural and necessary part of learning, by nurturing the imagination, and by supporting individual growth.*

*In the pursuit of our vision, we will be value-driven and people-centred. We will honour our commitments. We will invest in relationships to strengthen our sense of place and purpose in the educational and broader communities.*

*Saskatoon Public Schools envision a learning community that is caring, committed to celebrating diversity, and respected for its focus on learning. We believe we can create a future in which students eagerly embrace learning. We believe that learning has the power to build confidence and inspire hope.*



## Strategic Direction – Principles and Beliefs

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### PRINCIPLES:

We adhere to the following principles:

- Integrity
- Trust
- Honesty
- Mutual Respect
- Courage
- Commitment

### BELIEFS:

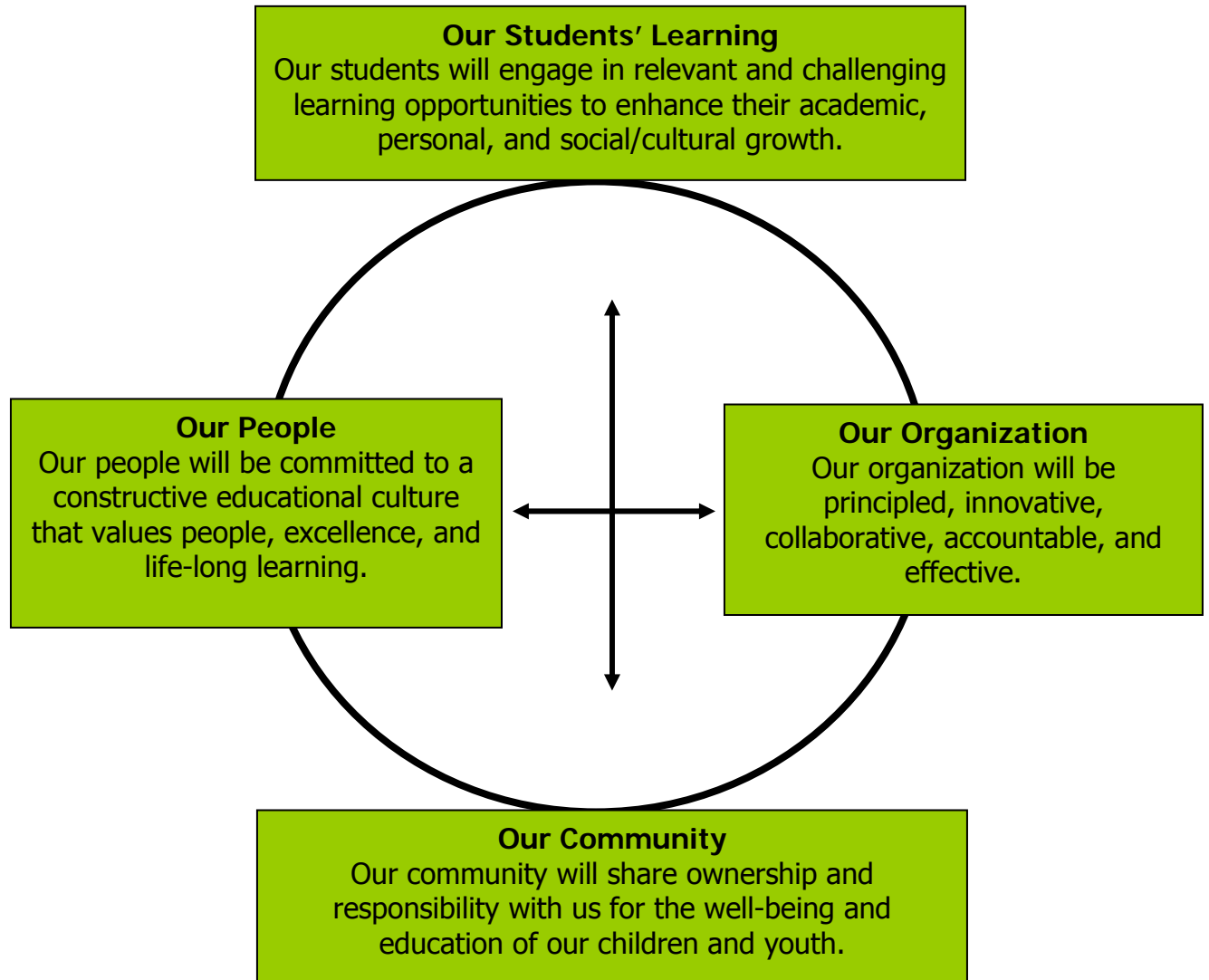
We believe that:

- Students are our top priority.
- Public education provides a valuable service to society.
- Education is a shared responsibility among school, family, and community.
- Our organization is accountable to students, parents, and rate-payers.
- Diversity, inclusion, and equity are the keys to building a supportive climate.
- Planning, research, innovation, and evaluation improve education.
- Life-long learning is critical to the success of our students and staff.
- Creativity, initiative, and teamwork enhance learning.



## Strategic Direction - Goals

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## Board Priorities

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In fulfilling the Ministry of Education's Continuous Improvement Framework, the Board has identified two priority areas to receive greater focus for the School Division. These strategies are *Literacy for Life* and *Collegiate Renewal*. The Board determined these priorities following a strategic planning process that included consultation with individuals from both our community and our School Division.

### ***Literacy for Life***

*Our overall goal for this initiative is to have all students K-12 reading at or above grade level.*

The significant characteristics of *Literacy for Life* include:

- a strong focus on student achievement,
- intensive professional development for our staff regarding powerful teaching, learning and assessment strategies,
- on-going measurement of our results, and
- a long-term commitment to this change initiative.

### ***Collegiate Renewal***

*Our overall goal for this initiative is that all collegiate students will be engaged in their learning so that they will graduate as active participants in their life-long learning and as responsible and caring citizens in the community, nation and world.*

The significant characteristics of *Collegiate Renewal* include:

- On-going assessment of student engagement through the following four dimensions: competency, relevancy, potency, and sense of belonging,
- Intensive professional learning opportunities for staff that focus on powerful teaching, learning, and assessment strategies,
- Honoring student and parent/guardian voice and perspective in the learning process.



## Core Strategies

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For each of our four goal areas, we have identified a number of core strategies to help us achieve our goals and ultimately our vision. Specific action plans for each core strategy are developed and monitored on a regular basis. Strategies and related action plans are subject to modifications based on new information, changes in the environment, and availability of resources.

### **Our Students' Learning**

- Safe and Caring Schools
- *Literacy for Life*
- *Collegiate Renewal*
- First Nations, Inuit and Métis Education
- Learning, Teaching and Assessment Models
- Technology
- Special Education
- Innovative Programming
- English As An Additional Language

### **Our People**

- Recruitment and Retention
- Staff Development
- Staff Supervision

### **Our Organization**

- Strategic Planning
- Facilities for Learning
- Enrolment Growth
- Fiscal Management

### **Our Community**

- School Community Councils
- First Nations, Inuit and Métis Partnerships
- Community Partnerships

## Provincial Priorities

The Ministry of Education has identified four provincial priorities as part of the Continuous Improvement Framework (see below). Our School Division has aligned our strategic plan with the provincial priorities by linking our strategies and action plans to each of the four priority areas.

Provincial Pre-K – 12 Renewal Priorities	School Division Strategies	
	Key Strategy(ies)	Related Strategies
Higher Literacy and Achievement	<i>Literacy for Life</i> <i>Collegiate Renewal</i>	<ul style="list-style-type: none"> <li>▪ Learning, Teaching and Assessment Models</li> <li>▪ Technology</li> <li>▪ Special Education</li> <li>▪ First Nations, Inuit and Métis Education</li> <li>▪ Innovative Programming</li> <li>▪ Safe and Caring Schools</li> </ul>
Equitable Opportunities and Outcomes For All	First Nations, Inuit and Métis Education	<ul style="list-style-type: none"> <li>▪ <i>Collegiate Renewal</i></li> <li>▪ <i>Literacy for Life</i> and Early Learning</li> <li>▪ Learning, Teaching and Assessment Models</li> <li>▪ Technology</li> <li>▪ Special Education</li> <li>▪ Innovative Programming</li> <li>▪ Safe and Caring Schools</li> <li>▪ Partnerships</li> <li>▪ Recruitment and Retention</li> </ul>
Smooth Transitions into and through the Division	Innovative Programming Special Education	<ul style="list-style-type: none"> <li>▪ <i>Collegiate Renewal</i></li> <li>▪ <i>Literacy for Life</i> and Early Learning</li> <li>▪ Learning, Teaching and Assessment Models</li> <li>▪ Technology</li> <li>▪ First Nations and Métis Education</li> <li>▪ Safe and Caring Schools</li> </ul>
System Accountability and Governance	Fiscal Management Strategic Planning Facilities for Learning	<ul style="list-style-type: none"> <li>▪ Technology</li> <li>▪ School Community Councils</li> </ul>



## Financial Planning

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The School Division's total budgeted expenditure for 2009-10 is \$206,313,710. The strategic plan drives the budget for the School Division.

The projected consolidated deficit for the 2009-10 fiscal year is \$1,466,000. The projected deficit in the Operating Fund is \$1.6 million. The \$1.6 million from the Operating Fund will pay for the work completed in 2009-10 on the multi-year capital renovation project at Nutana Collegiate.

Our website contains Public Accounts, Audited Statements, Annual Report, Budget, Facilities Master Plan and numerous sources of financial information ([www.saskatoonpublicschools.ca](http://www.saskatoonpublicschools.ca))

## Facility and Capital Planning

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The School Division has budgeted a total of \$29,601,344 for plant operations and maintenance (excluding salaries and benefits) and capital expenditures for 2009-10. In addition, \$4,238,645 has been budgeted for student transportation.



## Measuring Our Progress

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The primary purposes for measuring our progress are:

- to improve student achievement,
- to assess and report on our progress,
- to determine priorities for improvement,
- to make effective budget and program decisions, and
- to maintain excellent performance.

We have identified key outcomes, or indicators of our success, for each of the four goals and for the priorities of the Continuous Improvement Framework. These can be found on our website at [www.saskatoonpublicschools.ca](http://www.saskatoonpublicschools.ca) under *Division Information - Our Results*.

### **The Continuous Improvement Framework**

The Ministry of Education has identified a core set of learning outcomes relative to provincial priorities.

These include:

- attain high levels of literacy and achievement in a broad range of studies commensurate with ability,
- demonstrate personal and social skills for well-being and citizenship,
- attain high school completion, and
- make successful transitions to post-secondary education and/or employment.

To advance these core learner outcomes, specific provincial targets have also been identified:

- improved learner outcomes in reading, writing, math and science,
- improved outcomes for First Nations and Métis students,
- improved social skills, and
- improved student transitions within Pre-K–12 and to post-secondary education and/or employment.

The province has identified or is developing provincial measures for each of the learning outcomes.



## Summary

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The statements in our strategic plan have been worded in an affirmative manner. Rather than state what we hope to achieve, we have stated our plans as if they are currently occurring. This choice in wording has been purposely chosen to assist us in having a clear picture of the direction and the actions that we believe are important to our School Division. These statements are not intended to be guarantees, but rather to describe how we want our School Division to be.

A strategic plan is not carved in stone and is never complete. It is essential that the plan be continually reviewed and adjusted according to new information and changes within the environment. The strategic plan serves as a guide to provide direction to measure success, and to focus our energy and resources.

There are many people within our community and our School Division who continually contribute to the development and refinement of our strategic plan. Their contributions are greatly appreciated.