

Official Enrollments Report

Mark Benesh, Director of Education



As of September 30, 2022, Chinook has 5920 students. This is up 60 students from projected enrollment for the 2022-2023 year and is an increase of 40 students from 5880 students in 2021-2022.

Of the 5920, 5256 students are in public schools, 481 are Hutterite colony students and 183 students are enrolled in Home Based Education. There are 4 more Hutterite colony students and 18 less Home-Based Education students compared to last year.

Facilities Accountability Report

Kevin Jones, Manager of Facilities and Maintenance

The 2021-2022 Facilities and Maintenance budget was \$11,597,740. Additionally the Preventative Maintenance and Repair funding budget was \$2,262,053 with a spend of \$1,946,364. PMR funding reserves at August 31st was \$3,520,340. Actual PMR funding received for the 2022-2023 year is \$2,467,019.

We are now in year ten of the PMR (Preventative Maintenance and Repair) Ministry funded program. Most of these projects are valued under one million dollars. Currently, funding is allocated to each school division based on the total gross area of all schools.

A Facility Acknowledgement Report is a detailed assessment of a school facility from a caretaking and maintenance perspective. The report profiles all of the maintenance items and caretaking tasks that are required to meet the standards to provide Chinook students and staff with a safe, clean and inviting learning environment. The report is shared with the school principal and facility operator. The report commends the facility staff on their excellent work and will also inform them on areas that may require improvement. The school will also follow up with the submission of work requests from the reports maintenance list. These work requisitions are then placed in each maintenance staff's electronic work requisition folder by the Plant Operations Supervisor. School and maintenance staff can also use this additional information on work orders. This past year, a Facility Acknowledgement Report was completed at Wymark school.



During the past 17 years, 27 out of 29 schools (93%) have had an increase in their overall rating. Twenty-four schools or 83% increased by more than 5% in their overall rating since 2005. The average increase in the overall condition of Chinook school facilities is 10.64% over the past 17 years. Each year, the building envelope, landscaping, mechanical systems and interior finishes including doors, windows and flooring get one year older in their life cycle, which directly impacts these ratings.



In 2021-2022, the Maintenance department completed a total of 2,657 work requisitions and 83% of the approved minor renovation projects in Chinook schools. Requests are initially prioritized using the following criteria: 1) health and safety 2) educational, and 3) aesthetic. They are then rated (A) – Immediate Need, (B) – Moderate Need, and (C) – Low Need.

This past school year continued to be challenging for all division staff and students as the pandemic continued through the entire school year. The maintenance and the facilities teams continued to follow enhanced processes and procedures to ensure the health and safety of staff

and students. Many of these initiatives have been improved and refined during this time. Enhanced cleaning and disinfecting procedures continue to be implemented by each school.

With the understanding that viruses can travel through the air, Chinook has taken measures to control air borne particulates. These measures are controlled through mechanical ventilation, bi-polar ionization units and portable Jade air units.

Chinook was able to start most of the scheduled PMR and minor renovation projects on time and were fortunate to have only minor delays to some projects, as supply chains are unpredictable at best. The maintenance team continues to focus on efficiencies that include facility improvements such as lighting conversions to LED, high efficiency mechanical projects and the continued implementation of building management systems. These ongoing initiatives and general maintenance projects enable Chinook schools to be a great place to go to school and go to work.



Learning Response and Mental Health and Wellbeing Report

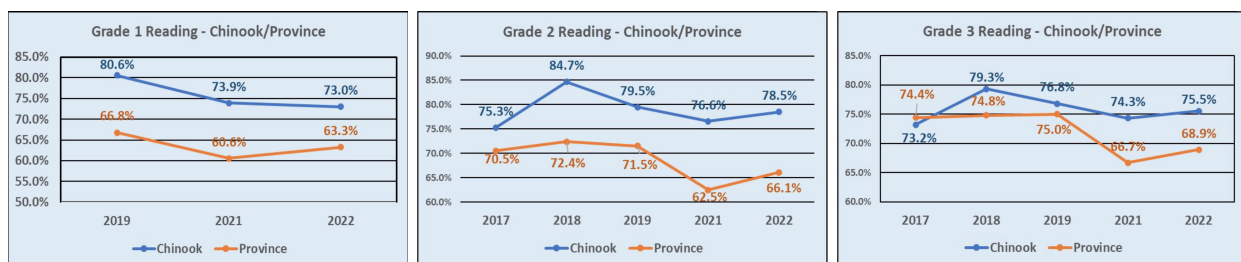
Bob Vavra, Superintendent of Learning

Chinook Learning Response plan aligns with the Ministry of Education's Priority Action Plan. The main focuses of the plan include interventions for Literacy and Math as well as Mental Health awareness and support.

Learning Response Plan 2022-2023

Since COVID-19, only individual reading results have been collected provincially and math and writing assessments were put on hold. This will not be done until the long range Provincial Education Plan is finalized.

Reading Results



Chinook scored significantly higher than the province:

- Grade 1: 9.7% higher than the provincial average
- Grade 2: 12.4% higher than the provincial average
- Grade 3: 6.6% higher than the provincial average

FNMI Reading Results

FNMI (First Nations, Métis, Inuit) results were not reported due to low numbers in 2021.

Chinook's results were much higher than the provincial average in 2022:

- Grade 1- 18.8% higher than the provincial average
- Grade 2 - 13.8% higher than the provincial average
- Grade 3 - 30.0% higher than the provincial average

Many supports were in place for teachers and schools in literacy and math this past year and the Learning Response Plan provided additional staffing for literacy and math intervention. Webinars and additional professional development (PD) was put into place for educational assistants and teachers as well as ongoing literacy and math coaching, and additional resources were purchased to support literacy and math, including classroom libraries and math classroom intervention kits.

Moving forward, the division will focus intervention supports for the schools that need it the most. Additional staff and coaching will be made available by additional provincial funding and the division will deliver PD for administrators and teachers around targeted reading instruction and intervention. There will be an implementation of a division tracking system for student interventions and the division will continue to utilize literacy and math coaches to support new

teachers, early intervention and targeted areas for improvement. The areas of improvement include grade K-2 literacy and grade 3-5 math.

Chinook will continue to offer PD sessions and Balanced Literacy coaching to new teachers K to Grade 8. There will be alignment of PD when it comes to literacy, math, curriculum and mental health initiatives, and the division will determine the most appropriate method and platform to collect reading assessment data moving forward with the MySchoolSask (MSS) student information system.

The province of Saskatchewan collects data on key areas that monitor student learning and ultimately graduation, including:

- Credit attainment
- Average marks
- Graduation rates (three year and five year)

Chinook's credit attainment rate for Grade 10 students is slightly above the provincial average and Chinook's FNMI credit attainment rate is significantly higher than the province.

Chinook continues to have higher average marks in almost all courses (except for Math Foundations 10) for both FNMI and Non-FNMI students. This gives our students an advantage as they apply for post-secondary institutions.

Chinook continues to be significantly above the provincial average in overall graduation rates. The division's five year graduation rates are extremely impressive at 94% but FNMI results were lower for the 2017-2018 cohort.



Mental Health and Wellbeing Response Plan 2022-2023

Chinook schools will have a Mental Health and Wellbeing Plan for 2022-2023 in four areas:

1. Individual Supports
2. Classroom Supports
3. School/Division Supports
4. Family/Community Supports

During the opening days before school commenced, the division initiated the Family Connect Project and delivered a Mental Health PD Module for all teachers.

Ongoing Supports include:

- PD at school administrator meetings
- School Mental Health and Wellbeing Plan
- FunBlast project

- Mental Health First Aid
- Training one person in each school to help identify and support Mental Health
- Additional PD identified by schools
- Mental Wellness course offered across the division through the Cyber School.



Chinook will be surveying high school students again (grades 10-12) in November on key mental health and wellness areas. This information will be shared with schools and counsellors to target specific areas for improvement and it also provides Chinook a baseline for moving forward.

A Family Connection Project was initiated by the division, which included an action plan for connecting with families in a supportive manner. Coordinator and counsellors returned three days early from summer holidays to participate in the plan, which included webinars with experts Debbie Pushor (“Making Connections With Students and Families”) and Lynn Lyons (“Supporting Students and Families With Anxiety”).

After reviewing data on student absence rates and students returning from online or home-based education, staff connected with

families in various ways with a positive message to start a conversation. 330 phone calls were made and information was shared back with the appropriate schools. Overall, the families were thankful, appreciated the call and it made them feel supported. Some families requested school tours and some asked for a follow-up call. The project was very successful and Chinook will try to incorporate elements in future initiatives.