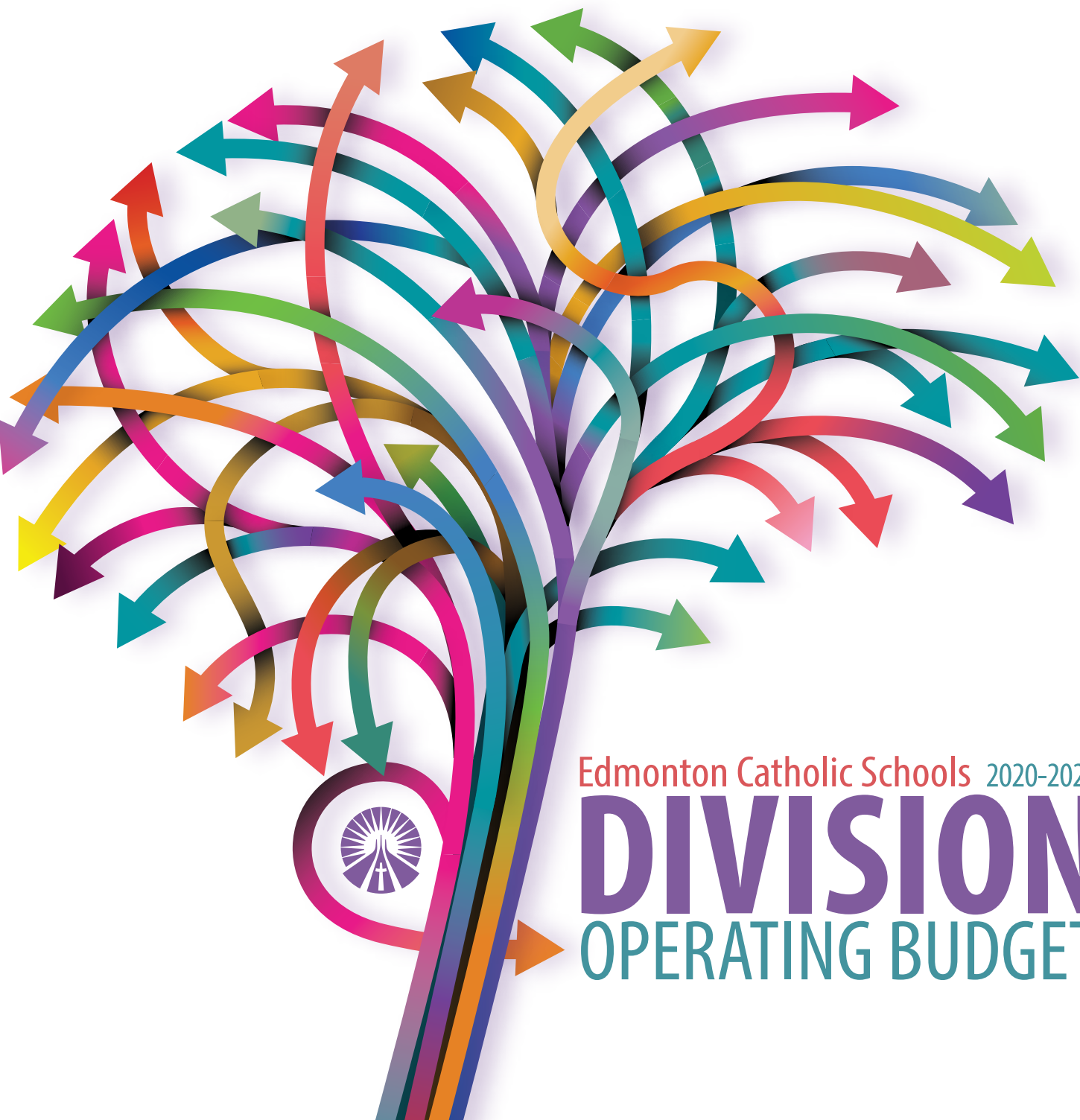
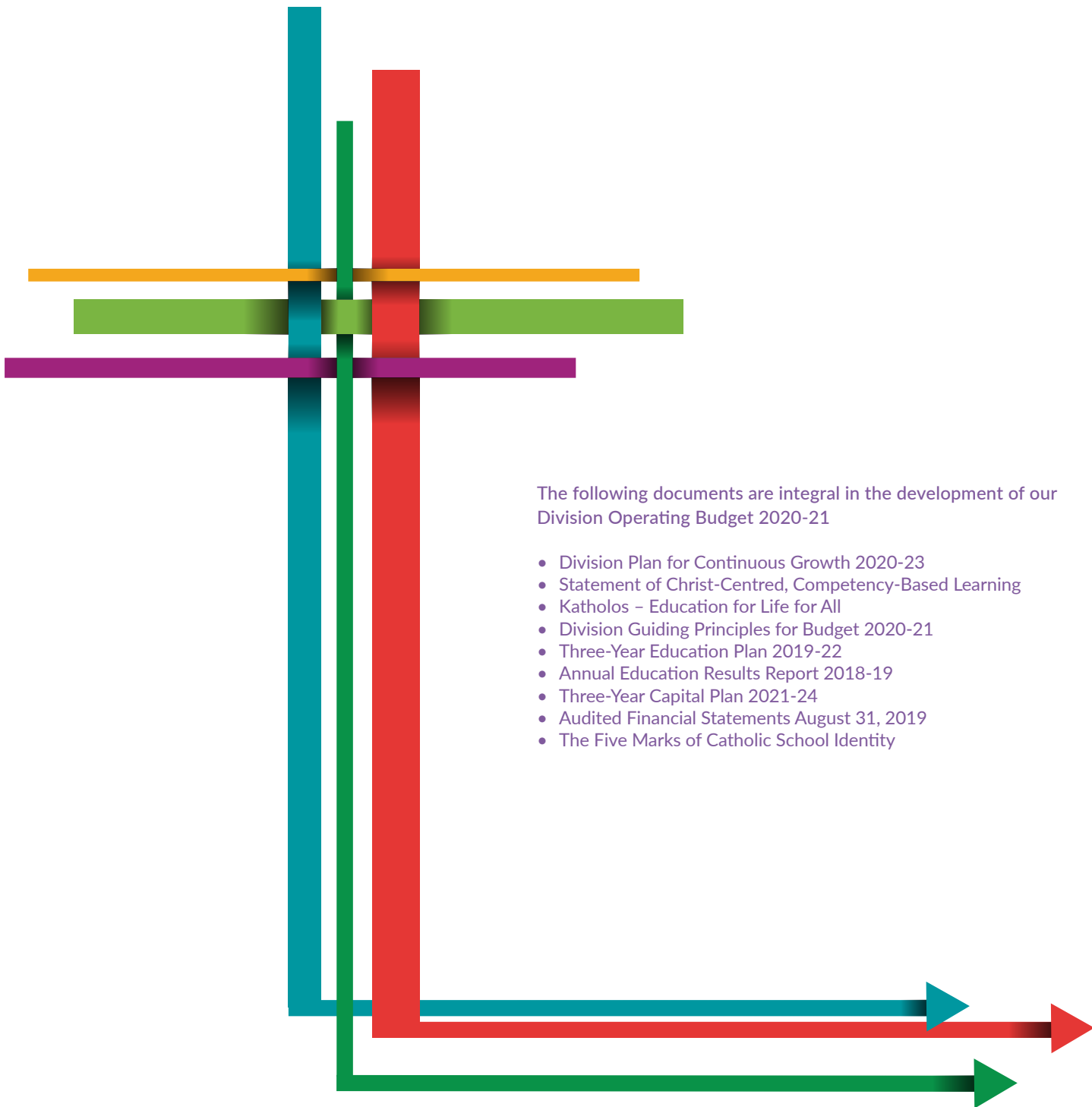




Edmonton Catholic Schools 2020-2021

DIVISION

OPERATING BUDGET



The following documents are integral in the development of our Division Operating Budget 2020-21

- Division Plan for Continuous Growth 2020-23
- Statement of Christ-Centred, Competency-Based Learning
- Katholos – Education for Life for All
- Division Guiding Principles for Budget 2020-21
- Three-Year Education Plan 2019-22
- Annual Education Results Report 2018-19
- Three-Year Capital Plan 2021-24
- Audited Financial Statements August 31, 2019
- The Five Marks of Catholic School Identity



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OUR FOUNDATION



The mission of Edmonton Catholic Schools is to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another.

INSPIRED BY

- Love of the Father • Faith in Jesus Christ • Hope from the Holy Spirit

WE BELIEVE IN GOD AND WE BELIEVE

- that each person is created in the image and likeness of God
- that each child is a precious gift and sacred responsibility
- in the goodness, dignity and worth of each person
- that Christ is our model and our teacher
- in celebrating and witnessing our faith
- in transforming the world through Catholic education
- that Catholic education includes spiritual growth and fulfillment
- that learning is a lifelong journey
- that all can learn and develop their gifts
- in building inclusive Christ-centred communities for service to one another
- that all have rights, roles and responsibilities for which they are accountable
- that Catholic education is a shared responsibility in which parents have a primary role

VISION

Our students will learn together, work together and pray together in answering the call to a faith-filled life of service.

EIGHT CHARACTERS OF CATHOLIC EDUCATION

- Community • Humanness • Rationality • Justice
- Tradition • Sacramentality • Spirituality • Hospitality

CORE VALUES

- Dignity & Respect • Honesty • Personal & Communal Growth
- Loyalty • Fairness

STATEMENT OF CHRIST-CENTRED, COMPETENCY-BASED LEARNING

Preparing our students for this world and the next.

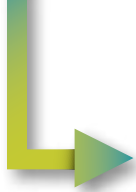
Inspired by our Division mission and vision statements, Edmonton Catholic Schools is committed to offering a Christ-centred, competency-based learning experience for all learners. Every facet of our learning system is aligned to offer an excellent Catholic education that inspires students to develop the conceptual and procedural understanding needed for successful learning, living, and working in Alberta and beyond.

Guided by our moral compass, students and staff will engage individually and collaboratively in serving the common good today while being good stewards for tomorrow.

A DEFINING STATEMENT OF INCLUSIVE EDUCATION IN OUR DIVISION – KATHOLOS: EDUCATION FOR LIFE FOR ALL

In accordance with our Division Foundation Statement, all *resident students and their parents/caregivers are welcomed into our schools. The Learning Team is committed to collaborating, identifying, applying and monitoring practices enabling all students to reach their potential, spiritually, socially, emotionally, physically and academically within the Programs of Study alongside their peers.

**resident student as defined by the Education Act*



MANAGEMENT DISCUSSION AND ANALYSIS

FUNDING AND THE PROVINCIAL ENVIRONMENT

Funding for the Division's 2020-21 Budget is based on Alberta Education's new funding model that was announced in February. The guiding principles of this new model, as per Alberta Education, are as follows:

- Increasing funding directly to classrooms,
- Containing cost growth during fiscal restraint,
- Allocating funds in a predictable manner,
- Assuring the long-term viability of rural schools,
- Foster collaboration to find efficiencies, and
- Improving key performance data to Albertans.

The new funding model contains many significant changes that impact the components of the Division's funding including:

- A Weighted Moving Average (WMA) approach for calculating enrolment as opposed to the historic approach of only using September 30 actuals,
- Block funding for high school students as opposed to funding based on completed CEUs,
- Specialized Learning Support (SLS) K-12,
- ECS Pre-K Program Unit Funding,
- An Operations and Maintenance (O&M) Grant that incentivizes divisions to maximize utilization of space to maximize funding,
- Extension of Transportation Grant pending the development and implementation of a new model,
- A System Administration Grant fixed for three years with penalty if Division exceeds \$15.9 million, and
- Temporary Bridge Funding to facilitate the Division transitioning to the new funding model.

The changes in the funding model make direct comparisons to components of the old model invalid. As such, a comparison of total 2020-21 Alberta Education funding as compared to 2018-19 actuals is one way to assess the overall impact on the Division. Using this measure, overall funding is down from \$468.8 million to \$466.6 million (*Please refer to the Table on page 13*) over the two-year period. It is important to note a comparison to the 2019-20 funding forecast is not relevant due to

funding adjustments arising from the impact of COVID-19. Another way to assess the overall impact on the Division is to look at funding for Instruction Pre-K as compared to Instruction K to Grade 12. Using this measure, the new funding model is resulting in a significant shift in resources from Pre-K into K to Grade 12. (*Please refer to the Table on page 10*).

The Division's budget for 2020-21 is forecasting total revenues of \$521.2 million and expenditures of \$521.2 million resulting in a balanced Operating Budget. The 2020-21 Budget is forecasting the Division will be open for regular classes by September 2020 and that COVID-19 social distancing requirements will not significantly impact the Division's 2020-21 operations. If COVID-19 social distancing requirements do ultimately impact Division operations, the Division will incorporate the financial impacts into an updated 2020-21 forecast later in 2020.

For 2019-20, the Division is forecasting total revenues of \$506.5 million and expenditures of \$507.8 million resulting in a \$1.3 million operating deficit. The 2019-20 forecast operating deficit of \$1.3 million as compared to the budget operating deficit of \$1.6 million is mainly due to reduced salary and other expenditures related to the impacts of COVID-19, gains on the disposal of capital assets offset by reduced Alberta Education funding related to the 2019-20 Provincial Budget and COVID-19 as well as other revenue impacts related to COVID-19.

STUDENT BASIC EDUCATION FEES AND TRANSPORTATION FEES

In conjunction with the implementation of the new Education Act, effective September 1, 2019, Alberta Education updated its School Fees and School Transportation Regulations. The key changes were:

- Boards are no longer required to submit their fee policy and schedules for ministerial approval.

- Boards have the autonomy to charge school fees with the exception of fees for instructional supplies and materials, which are being maintained.
- School boards continue to have an obligation to provide transportation services to students that reside 2.4 km or greater from their designated school.
- The transportation fee schedule must be established prior to the commencement of each school year; however, ministerial review and approval is no longer required.
- The limitation on fees for early childhood services transportation has been removed.
- The requirement that transportation fees do not exceed the difference between the cost to transport the student and the funding provided by Alberta Education remains in place. In instances where a student is ineligible for transportation funding, the transportation fee cannot exceed the cost of transporting the student.
- Student and Transportation Fee subsidies of \$3 million and \$2.7 million from Alberta Education to the Division, respectively, were discontinued.
- The Transportation Funding grant for 2020-21 was increased by 5% pending an Alberta Education led task force review of how transportation services should be delivered in the future.

In response to the updated Regulations, the Division completed the following:

- Reviewed its Fee Procedures to ensure that we were following the updated Regulations; no substantive changes were required.
- Effective February 1, 2020, reinstated transportation fees for students attending their designated school and who reside 2.4 km or greater from that school as well as kindergarten students attending their designated school.

In order to ensure the student transportation system is as efficient and sustainable as possible, the Division is continuing to seek, identify and implement changes that address inflationary pressures. Despite these

efforts, a bus pass fee increase of 5% for elementary, junior and senior high students is needed. The Division remains committed to continuing to work closely with EPSB Transportation to realize further efficiencies in providing the best transportation system possible.

STAKEHOLDERS' INPUT

In order to gather input for this 2020-21 Budget, the Division continued to actively consult with its stakeholders including parents, principals, and all our employee groups (ATA, Unifor, AUPE and Out of Scope). The feedback received provided important information on allocations, centrally funded support, professional learning, inclusive education programming as well as other issues tied to meeting the diverse needs of our students. We also heard from parents on funding priorities including class size, inclusive education support, funding for technology, school buildings and infrastructure, competency-based learning skills and maintaining a Catholic identity.

We remain committed to our students and parents who have made the choice to support our Catholic schools. Our outstanding academic results, prudent fiscal management, educational innovations, and firm commitment to our Catholic values have been recognized by all our stakeholders. We value this support and continue to advocate for our publicly funded Catholic school division.





God calls us Each By Name...
I have called you by name,
you are mine. Isaiah 43:1

SUPPORT FOR INCLUSIVE EDUCATION

The Inclusive Education needs of the Division's classrooms continue to increase, be diverse and exceed resources available. While the new funding model continues to fund inclusive education initiatives, there has been a shift out of Program Unit Funding (PUF) that had funded Early Childhood Services (Pre-K and Kindergarten) for children with severe needs ages three to five. New lower funding rates for PUF, impacting three and four-year-olds, have been incorporated into the Division's 2020-21 Operating Budget. This shift in funding has resulted in the Division needing to reduce the number of 100 Voices programs by 2/3 and sites from sixty-three (47 schools and 103 programs) to ten (9 schools and 34 programs). Going forward, the Division will continue to provide supports and services to our students based on student needs and voices of the school teams as well as flexible and responsive pathways to learning that include the following Division Programs of Choice: Personal Pathways, Positive Behaviour Supports (PBS), Guided Intervention Supported Transition (GIST), Generations and Whatever is Needed (WIN) Junior High and High School programming. Mental Health continues to be an ongoing focus with additional mental health therapist support to schools and professional development, resources and supports aligned with our Mental Health Strategic Plan. Regional Collaborative Service Delivery (RCSD) funding has also shifted from regional support to funding directly to school divisions. The Division has allocated these dollars to support additional mental health therapists (from Alberta Health Services) and low incidence supports for our most complex students.

FISCAL CHALLENGES

The Division continues to recognize the very challenging fiscal realities being faced by the Province. These fiscal challenges have resulted in the Province's funding not addressing all the Division's ongoing costs. For example, existing collective agreements require the funding of salary grid movement within job classifications. This salary grid movement has not been funded for the past four years. General inflation occurring in all areas has also had to be managed by the Division. Going forward, the Division is appreciative of the \$30.3 million of Bridge Funding it has received from the Province for 2020-21. This Bridge Funding has been provided to support the Division's transition to the new funding model. This funding is, however, forecast to be fully eliminated by the Province by 2022-23. As such, the Division will continue to face significant fiscal challenges in the coming years as it fully transitions to the new funding model.

DIVISION COST CONTAINMENT AND EFFICIENCIES

As detailed by the Province, two of the new funding model's objectives are to increase funding directly to classrooms and contain cost growth during fiscal restraint. This is being facilitated, in part, by the Province capping metro divisions' System Administration funding at 3.15% of operating expenditures and basing Operations and Maintenance funding on space utilization. Even prior to these funding model changes, the Division was already working to identify opportunities and implement changes through its Walking Together Towards a Glorious Future initiative to balance utilization of schools, enhance learning environments, improve operating costs and develop a continuum of focus, language and alternative programs. Significant improvements going into 2020-21 include increased cost efficiencies in the delivery of the IB programme, amalgamation of two junior high Spanish Bilingual Programs to create a viable and sustainable program at Louis St. Laurent, the amalgamation of two dual track French Immersion Programs to create one single track French Immersion school at École Bishop Savaryn and the consolidation of the 100 Voices pre-kindergarten programs throughout the city to reflect the new funding realities. In addition, the Division has revisioned its Youth Faith and Faith Development Days in ways that will allow us to continue to celebrate and promote our Catholicity but at a significantly lower cost. As a result of these changes and initiatives, the Division's System Administration percent is 2.7 % and its utilization rate has improved from 79% to 86%.



OUR BUDGET

BUDGET PROCESS

Our budget process for 2020-21 started in 2019 with the selection of the Core Budget Committee. This committee is comprised of six principals, two from each level, several members of the senior executive team and employees with expert knowledge of Division operations. The Committee's role is to prepare, discuss and recommend the priorities and allocation methods that best achieve our Division's goals. The process begins with a series of meetings with the senior executive team and the Core Budget Committee. Recommendations coming from the Core Budget Committee were taken to the Board of Trustees Audit and Finance Committee. The Board of Trustees Audit and Finance Committee is comprised of all the members of the Division's Board of Trustees, as well as two external members, and it recommends approval of the budget to the Board before final approval at a public meeting.

There are many processes that precede the completion of our final budget. These are highlighted as follows:

- We first create and circulate targeted stakeholder surveys. The feedback received is assessed and then incorporated into our budget plan.
- We engage our employee groups in discussions on budget priorities.
- We perform an environmental scan of the economy and review current educational developments.
- We complete a high-level risk assessment of concerning issues in the Division.
- We update our Division Plan for Continuous Growth and review it with the Core Budget Committee, the senior executive team and the Board of Trustees Audit and Finance Committee.
- We review all our Foundational Statements.
- We develop our budget principles.
- We assess the provincial budget and the supporting funding manual rates as well as the goals set out by Alberta Education.
- We determine our enrolment projections.
- We set Division priorities to align with our educational and Catholicity goals and the goals set out by the Province.
- We determine our centralized supports and department requirements.
- We review our school allocation model to ensure there is maximum support for students in the classroom.
- We determine, assess and review our budget assumptions throughout our budget preparation.
- We present the budget components at various meetings with the Core Budget Committee, principals and the Board of Trustees Audit and Finance Committee.
- We present our completed budget to the Trustees for approval at a public meeting.

BUDGET PRINCIPLES – “TODAY’S DOLLARS FOR TODAY’S STUDENTS”

Our guiding principles are the basis on which we allocate our funding to ensure every student has the opportunity to reach their full potential spiritually and intellectually:

- We allocate resources to ensure the Division can effectively celebrate and promote our Catholicity and provide all students opportunities to understand and realize the treasure of their God given gifts.
- We ensure that all Alberta Education mandated educational requirements are met and we continue to focus on literacy, numeracy, cross-curricular competencies, and conceptual and procedural knowledge within all learning environments.
- We ensure that student success is the direct or indirect focus of all budget allocations.
- We recognize the increasing complexities and diversities of our learning environments and the need to appropriately fund these needs for our students and staff.
- Through good stewardship, we plan for the long-term sustainability and growth of our schools and school communities.

BUDGET ASSUMPTIONS

The Division's 2020-21 Operating Budget is prepared based on the information provided in the Alberta 2020-21 budget and the supplemental information provided in Alberta Education's Funding Manual. The key budget assumptions used for the 2020-21 Operating Budget are as follows:

- We will use the Alberta Education Funding Manual rates and funding formulas.
- Overall FTE student enrolment for 2020-21 is forecast to be consistent with 2019-20 actuals. This is mainly due to modest increases in Grades K – 12 partially offset by a reduction in 100 Voices students.
- Further to the consistency in FTE students in 2020-21 as compared to 2019-20, the total number of students is forecast to decrease by 1.4% due to reductions in 100 Voices. (100 Voices students are counted as 0.5 FTE each.)
- The Division will continue to fund schools on enrolment and provide additional funding allocations for schools based on assessed needs of students in the classroom.

- Additional funding allocations to schools will continue to be based on the Division's Differentiated Funding Model.
- Our site-based funding model will continue our focus on expenditure control and managing our resources efficiently and effectively.
- The Division will reduce expenditures incurred in Early Childhood Services as well as Alternative Education to mirror funding per the new funding framework.
- Inflationary costs will continue to be managed internally by departments and schools.
- The Division will remain below Alberta Education's ceiling on System Administration expenditures.
- School fees will continue to be charged based on past practice and in accordance with the Division's Administrative Procedure.

EDMONTON CATHOLIC SCHOOLS DIVISION (ECSD) GOALS

Division Goal	Live and enhance the distinctiveness of Catholic education
ECSD Goal one	ECSD students are successful
ECSD Goal two	First Nations, Métis and Inuit students in ECSD are successful
ECSD Goal three	ECSD has excellent teachers, staff, and school and school authority leaders
ECSD Goal four	ECSD is well governed and managed

BUDGETED STATEMENT OF OPERATIONS WITH EXPENSES BY PROGRAM

Budget 2020-21 is a balanced operating budget with revenues of \$521.2 million and expenses of \$521.2 million. Over 93% of our revenue is dependent on funding provided by the Province. Total budget revenue decreased by \$5 million over 2018-19 actual revenues (the last comparable year prior to the impacts of COVID-19) mainly due to no Gains on Disposal of Capital Assets being forecast in the 2020-21 Budget. Expenses by Program show that 77.2% of all expenses are directed to Instruction, while 2.7% is used for System Administration. [Click here to return to page 4](#)

	2018-2019	2019-2020		2020-2021
Budgeted Statement of Operations with Expenses by Program	ACTUAL	BUDGET	FORECAST	BUDGET
REVENUES				
Alberta Education	401,908,825	405,732,500	388,951,000	399,731,000
Alberta Infrastructure	15,800,637	14,390,500	17,666,000	18,303,000
Other - Government of Alberta	517,941	481,000	533,000	360,000
Federal Government and First Nations	8,514,581	8,934,000	9,115,000	6,616,000
Other Alberta School Divisions	55,000	55,000	55,000	-
Property Taxes	66,914,401	66,773,000	66,915,000	66,915,000
Fees	15,139,004	15,413,000	12,224,000	17,162,000
Other Sales and Services	5,391,368	5,800,000	3,500,000	5,051,000
Investment Income	1,228,541	1,450,000	1,306,000	650,000
Gifts and Donations	4,411,222	4,802,000	2,700,000	4,000,000
Rental of Facilities	2,236,224	1,966,000	1,723,000	2,014,000
Fundraising	424,593	452,000	256,000	383,000
Gains on Disposals of Capital Assets	3,622,524	-	1,539,000	-
TOTAL REVENUES	526,164,861	526,249,000	506,483,000	521,185,000
EXPENSES				
Instruction - Pre K	25,749,822	25,534,000	26,689,000	6,156,000
Instruction - K to Grade 12	383,540,664	385,886,000	367,674,000	395,928,000
Operations and Maintenance	66,988,731	69,061,000	71,320,000	73,319,000
Transportation	22,361,390	23,372,000	20,103,000	24,693,000
System Administration	14,994,170	15,209,000	14,531,000	14,112,000
External Services	7,854,503	8,787,000	7,469,000	6,977,000
TOTAL EXPENSES	521,489,280	527,849,000	507,786,000	521,185,000
OPERATING SURPLUS (DEFICIT)	4,675,581	(1,600,000)	(1,303,000)	-

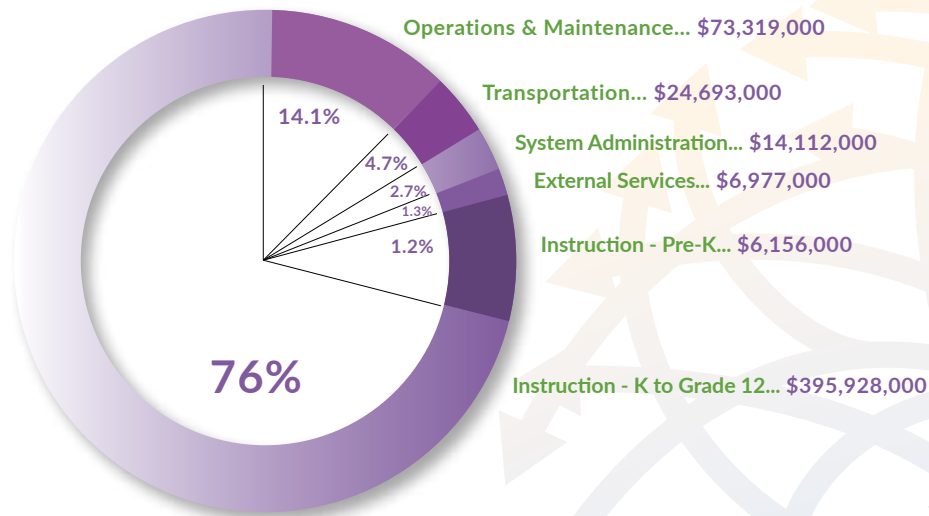
BUDGETED STATEMENT OF EXPENSES BY ACCOUNT

Certificated salaries and benefits account for 52% of all budgeted expenses and total salaries and benefits account for 77% of all expenses.

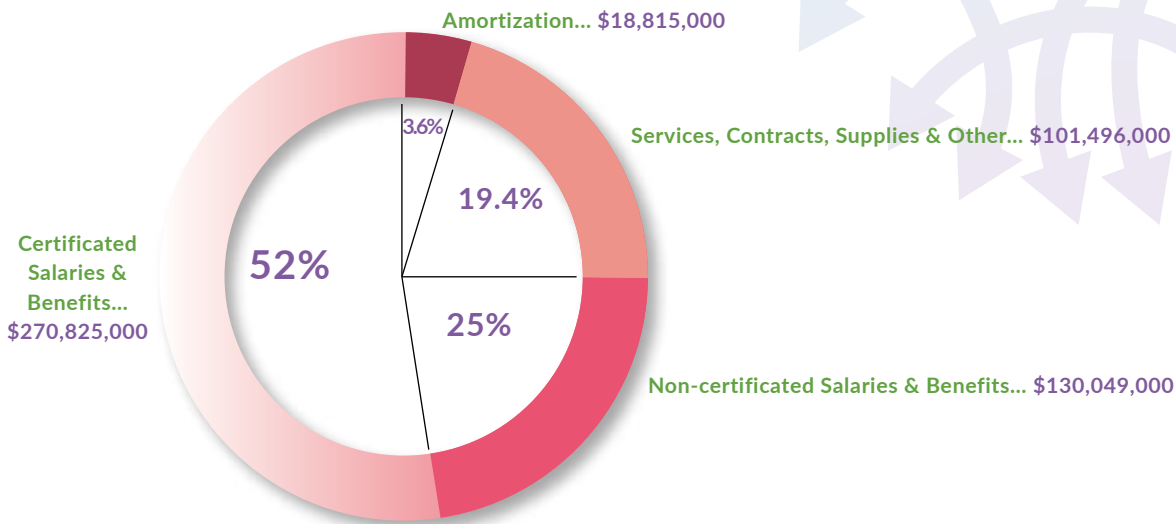
	2018-2019	2019-2020		2020-2021
Budgeted Statement of Expenses by Account	ACTUAL	BUDGET	FORECAST	BUDGET
EXPENSES				
Certificated Salaries	221,570,954	220,619,000	220,910,000	221,980,000
Certificated Benefits	48,728,194	48,610,000	48,610,000	48,845,000
Non-certificated Salaries and Wages	110,164,787	110,898,000	106,082,000	102,973,000
Non-certificated Benefits	25,948,862	27,831,000	27,831,000	27,076,000
Total Salaries, Wages and Benefits	406,412,797	407,958,000	403,433,000	400,874,000
Services, Contracts, and Supplies	97,013,820	101,600,000	86,016,000	101,000,000
CAPITAL AND DEBT SERVICES				
Amortization - Supported Assets	14,313,537	14,726,000	14,726,000	16,122,000
Amortization - Unsupported Assets	3,146,368	3,050,000	3,050,000	2,693,000
Interest on Capital Debt - Unsupported	449,777	440,000	440,000	421,000
Other Interest Charges	17,950	15,000	21,000	15,000
Losses on Disposal of Capital Assets	78,422	20,000	20,000	20,000
Other Expenses	56,609	40,000	80,000	40,000
TOTAL EXPENSES	521,489,280	527,849,000	507,786,000	521,185,000



EXPENSES BY PROGRAM



EXPENSES BY ACCOUNT



ALBERTA EDUCATION FUNDING

Total Alberta Education Funding decreased by \$2.2 million as compared to 2018-19 actuals (last comparable year prior to COVID-19 impacts). Other than a shift in funding out of ECS Pre-K Program Unit Funding (PUF), a line by line comparison of the various components of the two years is difficult to compare due to the new Alberta Education funding model being used for 2020-21. [Click here to return to page 4](#)

	2018-2019	2019-2020		2020-2021
Schedule of Alberta Education Funding	ACTUAL	BUDGET	FORECAST	BUDGET
Base Instruction	295,567,730	298,123,000	286,221,000	255,520,000
Specialized Learning Support (SLS)	27,334,036	27,750,000	28,952,000	35,993,000
ECS Pre-K Program Unit Funding (PUF)	32,043,238	31,446,000	33,973,000	6,611,000
Other Services and Supports				
ESL Funding	10,636,181	10,793,000	10,600,000	9,882,000
FNMI Funding	3,730,454	3,792,000	3,855,000	5,029,000
Other Funding	11,155,240	11,318,000	5,707,000	4,622,000
Transportation Funding	14,419,693	14,622,000	13,219,000	15,904,000
Targeted Operations & Maintenance	31,626,072	31,998,000	31,998,000	38,378,000
Community Funding	7,515,762	5,730,000	3,436,000	10,503,000
Infrastructure Maintenance & Renewal	8,449,183	10,298,000	11,064,000	11,000,000
Targeted System Administration	-	-	-	15,874,000
Bridge Funding	-	-	-	30,288,000
Other Alberta Education Funding	1,700,000	1,700,000	1,700,000	1,700,000
Capital Revenue Amortization	251,223	335,500	547,000	742,000
Alberta Teachers' Retirement Fund	24,394,414	24,600,000	24,594,000	24,600,000
Total Alberta Education Funding	468,823,226	472,505,500	455,866,000	466,646,000
Less: Amount Funded by Property Taxes	(66,914,401)	(66,773,000)	(66,915,000)	(66,915,000)
NET ALBERTA EDUCATION FUNDING	401,908,825	405,732,500	388,951,000	399,731,000



FEE REVENUES*

	2018-2019	2019-2020		2020-2021
Schedule of Fee Revenues	ACTUAL	BUDGET	FORECAST	BUDGET
Transportation	4,240,315	4,409,000	3,447,000	6,767,000
FEES TO ENHANCE BASIC INSTRUCTION:				
Technology User Fees	1,495,889	1,392,000	1,491,000	1,506,000
Alternative Program Fees	2,211,093	2,359,000	1,800,000	1,946,000
Fees for Optional Courses	1,514,422	1,491,000	1,400,000	1,530,000
Activity Fees	1,257,765	1,360,000	770,000	1,224,000
OTHER FEES TO ENHANCE EDUCATION:				
PASS, Summer School, Tutorials	153,175	141,000	109,000	164,000
NON-CURRICULAR FEES				
Extra-curricular Fees	2,371,138	2,303,000	1,880,000	2,276,000
Non-curricular Goods and Services	644,631	650,000	502,000	654,000
Non-curricular Travel	1,250,576	1,308,000	825,000	1,095,000
TOTAL FEES	15,139,004	15,413,000	12,224,000	17,162,000

*Fee Revenue for 2019-20 Forecast as well as 2020-21 Budget classified in accordance with most recent Alberta Education Guidelines.

ACCUMULATED SURPLUS FROM OPERATIONS (ASO)

	2018-2019	2019-2020		2020-2021
Schedule of Accumulated Surplus from Operations	ACTUAL	BUDGET	FORECAST	BUDGET
Surplus - Beginning of Year	19,725,432	19,462,000	23,426,000	23,409,000
CHANGES IN THE YEAR				
Operating Surplus (Deficit)	4,675,581	(1,600,000)	(1,303,000)	-
Board Funded Capital Additions	(265,116)	(1,114,000)	30,000	(1,452,000)
Disposal of Board Funded Capital Assets	(3,543,102)	20,000	(1,519,000)	20,000
Amortization of Board Funded Assets	3,146,368	3,050,000	3,050,000	2,693,000
Capital leases principal repayments	(540,499)	(263,000)	(347,000)	(374,000)
Additional capital leases	227,463	-	72,000	100,000
Net Increase (Decrease)	3,700,695	93,000	(17,000)	987,000
Surplus - End of Year	23,426,127	19,555,000	23,409,000	24,396,000
Days of Operation held in Operating Reserves	11.2	9.3	11.5	11.7
% OF TOTAL EXPENSES	4.5%	3.7%	4.6%	4.7%

(Days of Operation = ASO/Total Expenses x 250 Operating Days)

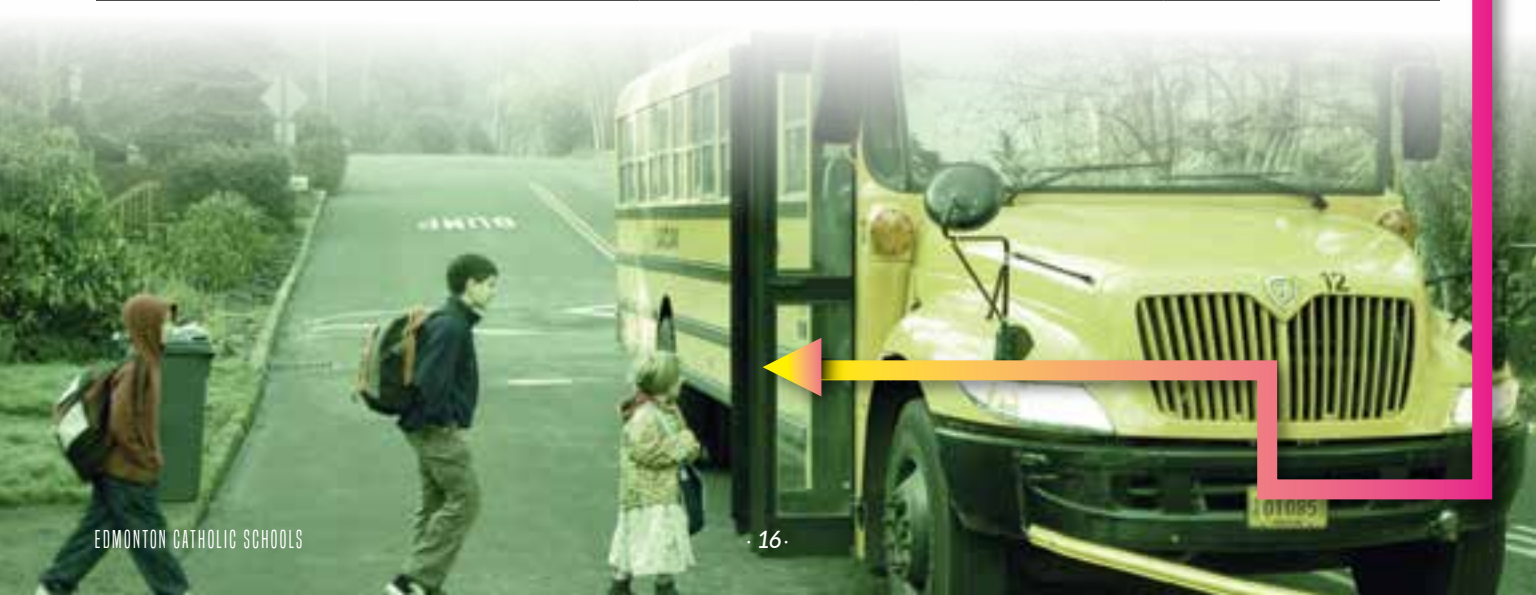
CAPITAL RESERVES

	2018-2019	2019-2020		2020-2021
Schedule of Capital Reserves	ACTUAL	BUDGET	FORECAST	BUDGET
Capital Reserves - Beginning of Year	15,570,616	15,027,000	16,437,000	14,474,000
Net Proceeds from Sale of Capital Assets	3,621,537	-	1,539,000	-
Board Funded Capital Additions	(2,754,738)	(4,086,000)	(3,502,000)	(1,178,000)
CAPITAL RESERVES - END OF YEAR	16,437,415	10,941,000	14,474,000	13,296,000
CAPITAL RESERVES PER STUDENT	413	268	360	324

ENROLMENT : FIVE-YEAR HISTORY AND FIVE-YEAR PROJECTION

Enrolment decreased by 1.4% or 621 students for an expected enrolment for 2020-21 of 43,709 students.

Division Enrolment by Grade	2019-2020 Actual	September 30, 2020 Projected Enrolment	Change in Enrolment
Pre-Kindergarten	1,934	496	(1,438)
Kindergarten	3,438	3,529	91
Grade 1	3,311	3,470	159
Grade 2	3,210	3,322	112
Grade 3	3,256	3,263	7
Grade 4	3,127	3,315	188
Grade 5	3,305	3,174	(131)
Grade 6	3,123	3,350	227
Grade 7	3,158	3,161	3
Grade 8	3,066	3,179	113
Grade 9	2,944	3,086	142
Grade 10	2,992	2,886	(106)
Grade 11	3,060	3,126	66
Grade 12	4,406	4,352	(54)
TOTAL	44,330	43,709	(621)
PERCENTAGE DECREASE	-1.4%		



	Actual Five-Year Enrolment					Projected Enrolment				
Grade	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrolment										
Pre-Kindergarten	1,754	1,736	1,811	1,948	1,934	496	496	496	496	496
Kindergarten	3,064	3,247	3,216	3,258	3,438	3,529	3,572	3,643	3,785	3,728
Grade 1	3,170	3,084	3,260	3,239	3,311	3,470	3,510	3,554	3,675	3,782
Grade 2	3,012	3,196	3,093	3,232	3,210	3,322	3,427	3,471	3,558	3,647
Grade 3	2,946	3,029	3,254	3,107	3,256	3,263	3,290	3,403	3,518	3,564
Grade 4	2,868	2,996	3,092	3,262	3,127	3,315	3,297	3,302	3,498	3,577
Grade 5	2,789	2,944	3,073	3,082	3,305	3,174	3,330	3,314	3,346	3,505
Grade 6	2,720	2,830	3,010	3,098	3,123	3,350	3,190	3,361	3,381	3,376
Grade 7	2,758	2,805	2,886	3,068	3,158	3,161	3,412	3,275	3,397	3,340
Grade 8	2,772	2,841	2,882	2,897	3,066	3,179	3,174	3,422	3,311	3,411
Grade 9	2,751	2,845	2,920	2,936	2,944	3,086	3,213	3,200	3,489	3,334
Grade 10	2,715	2,810	2,869	2,919	2,992	2,886	3,029	3,074	3,051	3,215
Grade 11	2,970	2,817	2,925	2,901	3,060	3,126	2,995	3,122	3,178	3,164
Grade 12	3,811	4,153	4,219	4,142	4,406	4,352	4,526	4,373	4,568	4,607
TOTAL	40,100	41,333	42,510	43,089	44,330	43,709	44,461	45,010	46,251	46,746
PERCENTAGE INCREASE (DECREASE)	3.0%	3.1%	2.8%	1.4%	2.9%	-1.4%				





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