

Report to the Community

Annual Report Summary 2024/2025



**Saskatchewan Rivers
Public School Division**

Excellence for Every Learner

We were proud to serve 8746 students across 32 schools situated in 16 different communities during the 2024/2025 school year.

- 1118 Staff members, including:
 - 573 STF Employees
 - 473 CUPE Employees
 - 28 Out of Scope Employees
 - 44 Contracted Mentors
- Each one of our schools had a School Community Council ensuring parent voice is heard in each school.



OUR PRIORITIES

LEARNING AND INNOVATION

Students experience joyful learning that fulfills current needs and provides a foundation for future success.

MENTAL HEALTH AND WELL-BEING

Students are supported to sustain and strengthen their resiliency and mental wellness.



GOVERNANCE AND LEADERSHIP

Leaders are open, approachable, accountable, and responsibly serve the needs of students, staff, and the community.

INCLUSION AND CULTURAL RESPONSIVENESS

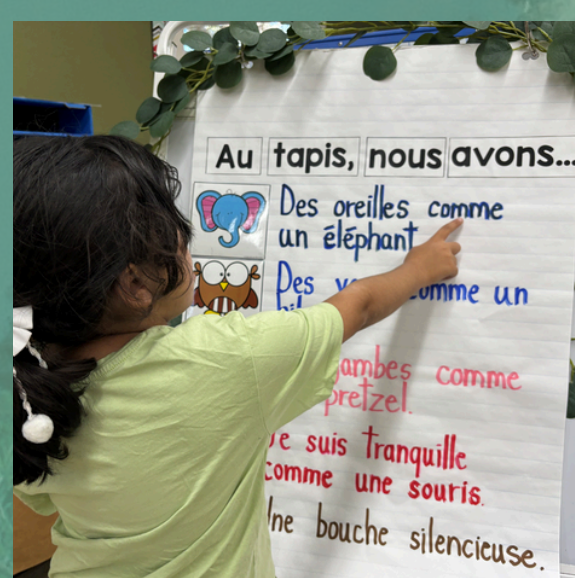
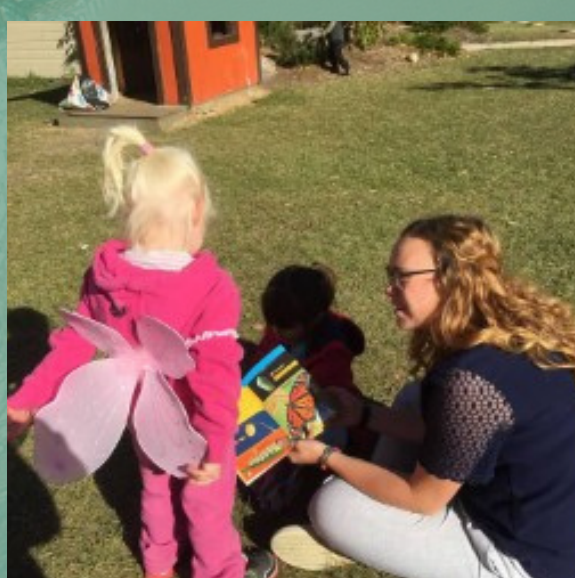
Students are affirmed and diversity is supported and celebrated.

CITIZENSHIP AND RELATIONSHIPS

Students demonstrate active citizenship and are supported by engaged families and effective partnerships.

Celebrating Our Growth

- **Student Success:** The three-year graduation rate rose from 65% to 69%, and the five-year graduation rate increased to 83% overall and 73% for First Nations and Métis students, an 8% increase from last year.
- **Early Learning:** More students are entering Grade 1 ready to learn. Kindergarten data show steady improvement over the course of the Kindergarten year, with a 25% reduction in the number of students who enter grade 1 requiring additional support (Tier 2 and 3).
- **Literacy Progress:** Grade 3 reading levels improved from 52% to 56% of students reading at or above grade level, showing early gains from our division-wide Literacy Model and Reading Assessment Protocol.
- **Belonging and Safety:** Elementary students reported increased feelings of connection and safety at school.
- **Strong Partnerships:** Our collaboration with Elders, community agencies, and families continues to deepen through initiatives such as Following Their Voices, family learning events, and land-based learning.
- **Infrastructure Growth:** Over \$2.9 million invested in school improvements, including upgrades at Carlton Comprehensive High School, École Vickers School and St. Louis School.



Next Steps for Growth

While proud of these achievements, we recognize that there is more work ahead to ensure equitable success for every learner. In 2025/2026, SRPSD will:

- Focus on closing the attendance and achievement gap for First Nations and Métis students through culturally responsive teaching and strengthening engagement through our in-school mentors.
- Continue to enhance student engagement and well-being, particularly in Grades 9–12.
- Expand professional learning in literacy and assessment for learning to strengthen early literacy outcomes.
- Build on our safe and connected classroom model and inclusive practices to ensure every student feels safe, connected, and supported.
- Strengthen community and post-secondary partnerships to support career readiness and life pathways.

SRPSD remains committed to our pursuit of excellence, respect for diversity, and achievement for all students as we strive for excellence for every learner.

Our Schools Are Your First Choice for Excellence

2024/2025 Celebrations

These events are a snapshot of all the things to celebrate in SRPSD and not an all inclusive list.



In October 2024, we officially reopened Max Clunie Field and the Harry Jerome Track. Carlton won the football Provincial Championship soon after!



This spring, we opened a fully renovated modern space for our Developmental Education Program in Riverside Public School. The new space offers many ways for our learners to grow!



The number of child care spaces in our Division increased with the opening of a new Child Care Centre in John Diefenbaker Public School in partnership with Prince Albert Child Care Cooperative.



Land-Based Learning was enhanced in the division in the 2024/25 School year with the use of our Land-Based learning model, and the work of our Indigenous Perspectives Team.

