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School Division Contact Information

Prairie South School Division No. 210
1075 9th Avenue North West
Moose Jaw, Saskatchewan
S6H 1V7

Phone: (306) 694-1200
Fax: (306) 694-4955
Website: www.prairiesouth.ca
Email: info@prairiesouth.ca

An electronic copy of this report is available at www.prairiesouth.ca/division/plans-reporting/.

Moose Jaw; Coronach School hosted Darren Lang who spoke about tools to beat stress and feel your best; and a Mental Health Fair hosted at Mossbank School which included many hosts and

Division Philosophical Foundation

Mission and Vision

Learning together for our future.

Our motto or positioning statement, “Learning together”, is taken directly from our mission-vision statement. At Prairie South, we learn from one another, from our learning environments, and from our communities. We embrace the opportunity to be life-long learners and understand the significance of learning how to learn.

Core Values

1. Development of the Whole Child

   At school students:
   - learn how to learn;
   - achieve at their highest levels;
   - contribute to their school community; and
   - participate in the communities at large.

2. Community Involvement & Engagement

   Community involvement is important because:
   - our schools connect people with learning and community;
   - public participation helps us make better decisions; and
   - diverse perspectives create a better understanding of need.

3. Division Transparency

   We build trust and credibility with our community members by:
   - sharing information that improves the public’s understanding of our decisions and policies;
   - showing how we spend our monies to deliver services; and
   - maintaining the code of ethics established by the Board.

4. A Collective Common Sense Approach

   Our decisions and policies reflect the needs of our communities and are based on:
   - careful research;
   - accurate data; and
   - informed judgment.

Strategic Direction and Reporting

Education Sector - Strategic Planning

In November 2019, the collaboration of education sector partners culminated in the release of the Framework for the Provincial Education Plan 2020-2030. Central to the framework are the student-centred goals of the education sector:

The four guiding areas of focus of the framework, which support the achievement of these goals, are:

- skills and knowledge for future life, learning and participation in society;
- mental health and well-being;
- connections among people and relationships between systems and structures; and,
- inclusive, safe and welcoming learning environments.

The framework guides the education sector in collaborative work to develop a provincial goalclr S( )-3(tl9(n)-4.sy(c)-5.7(u)-.7(n)-4ms)erarnea8.9(o)-2.9()4.9(-)-3.g7(o)-3(f)-4..1(ic)-5m(f)-54.2(e

Provincial Education Plan - Interim Plan Priorities 2021-22

Reading

This priority area addresses students' reading needs given that some students' reading skill development was interrupted during the past two years due to the COVID-19 pandemic.

Learning Response

This priority area addresses students' learning needs given that students have experienced significant academic learning interruptions as well as widely varied contextual and personal experiences because of the COVID-19 pandemic.

Mental Health and Well-Being

This priority area addresses the mental health and well-being of students and education staff in response to how the COVID-19 pandemic has intensified mental health concerns.

Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework (required wording in this section)

Education sector partners in Saskatchewan continue to work together to implement Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework. Its vision is a provincial Prekindergarten to Grade 12 education system where Indigenous knowledge systems, cultures and languages are foundational to ensuring an equitable and inclusive system that benefits all learners. This umbrella policy provides a framework for the development of First Nations and Métis education plans provincially and at the school division level. Inspiring Success guides and informs planning and implementation of initiatives aimed at improving outcomes for First Nations, Métis and Inuit students.

The goals of Inspiring Success are:

1. First Nations and Métis languages and cultures are valued and supported.
2. Equitable opportunities and outcomes for First Nations and Métis learners.
3. Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level.
4.

School Division Programs and Strategic Activity

The schools and communities in Prairie South reflect the diversity of students and their families. They vary in age, personal circumstances, learning styles, interests, and individual strengths and needs. To provide the best education possible for all students, Prairie South offers a wide range of programs and supports in all 39 schools across the division. Central to the program in every school is the provincially mandated core curricula, broad areas of learning and cross-curricular

Strategic plans and priorities in Prairie South are aligned with the Framework of the Provincial Education Plan. Actions have been taken in 2021-22 towards each of the three interim priority areas. Many of the actions are also aligned with the goals of Inspiring Success to ensure equitable opportunities and outcomes for First Nations and Métis learners.

School division actions taken during the 2021-22 school year in support of the Reading priority:

- Throughout 2021-22, reading supports were provided to teachers in an 'as requested' format. Teachers, small groups, or staff groups requested and received professional learning support with respect to specific reading instructional strategies and assessment practices.
- Schools added culturally responsive (relevant and affirming) materials to school libraries and classrooms to recognize and value First Nations and Métis cultural identities.
-

quality childhood educational programming is provided to improve intellectual

Measures of Progress for the Provincial Education Plan Interim Priorities

Proportion of Grade 3 Students Reading At or Above Grade Level

Grade 3 reading levels are considered a leading indicator of future student performance. A high proportion of students reading at grade level in Grade 3 means that more students are ready to learn in Grade 4 and beyond.

Grade 3 reading levels have been tracked using provincially developed benchmarks since 2014. The Reading priority plan was developed to address students' reading needs given that some students' reading skill development was interrupted during the past two years due to the COVID-19 pandemic.

The following bar graph displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level. The chart below the graph shows the percentage of Grade 3 students reading at or above grade level relative to the province for the five most recent years. The table shows the proportion of Grade 3 students with reported reading levels. As a result of the COVID-19 pandemic

Notes: Reading levels are reported based on provincially developed benchmarks. The percentage of students at each

Analysis of Results – Mental Health and Well-Being Measure

Three-Year Graduation Rate

To graduate within the typical three-year period after beginning Grade 10, students must accumulate an average of eight credits per year to achieve the minimum requirement of 24 secondary level credits by the end of Grade 12. Three-year graduation rates are one measure of the efficiency of a school system.

The following graph displays the percentage of students (all students, non-FNMI and FNMI) in the school division who graduated within three years of entering Grade 10, along with provincial results in each of these categories.

Notes: Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2022

Analysis of Results – Three-Year Graduation Rates

In 2021-22, Prairie South students met the previously established provincial goal of 80% but fell shor on local goals (90% three-year graduation and 92% five-year graduation rates) related to on-time graduation, with a total on-time graduation rate of 89% and a FNMI on-time graduation rate of 69%.

This is the third consecutive year that the school division has achieved at or above the provincial goa in both categories. Non-FNMI students in Prairie South graduated at a rate slightly below t gu

Grade 12 Graduation Rate: Within Five Years

Some students need more time to complete all the courses necessary to graduate, so they continue in school longer than the typical three years after beginning Grade 10. Graduation rates within five years are one measure of the responsiveness of a school system.

The following graph displays the percentage of students (all students, non-FNMI and FNMI) in the school division who graduated within five years of entering Grade 10, which includes those who

Ongoing Measures of Progress

The collection of data for local monitoring and reporting on student progress to support improvement efforts is well established and continues within the provincial education plan context as is evident above. Knowing how students are doing with respect to key educational outcomes informs the actions needed to ensure more students can achieve desired outcomes

Notes: Research shows that early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading challenges. The primary role of EYE is to hel inform educational practice. EYE screening at Kindergarten entry is used by classroom teachers and school divisions to identify children who experience difficulties with important skills when they arrive in Kindergarten, and who may need closer monitoring or further assessment during the year. Children who have difficulty with important skills at Kindergarten entry are also re-assessed before the end of the Kindergarten year, allowing school divisions to measure the impact of their supports and responses. Children assigned Tier I RTIs can complete developmental tasks without difficulty. These children have a high probability of reading at grade level by Grade 3 - an important predictor of school success, including Grade 12 graduation.

School division EYE-TA displays show results for self-declared First Nations (Registered/Treaty/Status Indian, Non-Statu Indian), Métis or Inuit/Inuk children (FNMI) and for those who do not identify as FNMI (non-FNMI), provided both comparison groups consist of a minimum of 10 children. It should be noted that the non-FNMI group may include FNMI students who choose not to self-identify, or who have yet to self-identify.

Source: Ministry of Education, Early Years Branch, 2022

Analysis of Results – Early Years Evaluation

During the 2021-22 school year, the proportion of Prairie South Kindergarten students achieving

Grade 9 to 10 Transition

The transition from Grade 9 to 10 can be difficult for some students for many different reasons, including not having reached all outcomes from each subject area in the elementary and middle grades. This measure is intended to show how well Grade 9 students adjust in the transition to Grade 10. Achieving eight or more credits per year is important for steady progress towards graduating within three years of starting Grade 10.

The following chart displays the percentage of Grade 9 students (all students and the FNMI subpopulation) in the school division who achieved eight or more credits the following school year, along with provincial results for the past eight years and the eight-year average.

Notes: Grade 9 to 10 transition rates are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2022

Subpopulation Enrolments	Grades	2017-18	2018-19	2019-20	2020-21	2021-22
Self-Identified First Nations, Métis, or Inuit	K to 3	104	101	91	103	128
	4 to 6	85	94	88	99	103
	7 to 9	72	74	84	90	109
	10 to 12	121	121	107	95	95
	Total	382	390	370	387	435
English as an Additional Language	1 to 3	127	134	156	131	136
	4 to 6	116	113	127	113	105
	7 to 9	106	93	90	95	89
	10 to 12	45	53	51	60	40
	Total	394	393	424	399	370
French Immersion	K to 3	248	240	233	221	211
	4 to 6	144	144	133	125	142
	7 to 9	102	107	123	129	122
	10 to 12	39	43	60	76	86
	Total	533	534	549	580	561

Notes:

- Enrolment numbers are based on headcounts from the Student Data System (SDS) as at September 30 for each school year.
- Enrolments include all residency types, all ages, home-based and home-bound students, with the exception of English as an Additional Language (EAL) enrolments, which exclude Saskatchewan residents, students 22 years and older and home-based students.
- Prekindergarten (PreK) enrolments are the 3- and 4-year-old student enrolments which include those children who occupy the ministry-designated PreK spaces and those in other school division-operated PreK or preschool programs.
- FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.

Source: Ministry of Education, 2021

Infrastructure and Transportation

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* Denotes Associate School
** Denotes School Located on a Hutterite Colony
*** Denotes Unfunded School
****Denotes Small School of Necessity (SSON)

Infrastructure Projects

School	Project	Details	2021-22 Cost
9th Avenue Office	Grounds		

School	Project	Details	2021-22 Cost
Ecole Gravelbourg	Electrical	Security Cameras	1,901
Ecole Gravelbourg			

Transportation

Prairie South safely transports a significant number of students in a diverse mix of rural and urban communities to and from school daily. Rural students are transported long distances in some of the most sparsely populated areas of Saskatchewan, while urban students are transported when the distance between school and home is over one kilometer.

Prairie South operates and maintains a transportation and maintenance fleet to support transportation and facilities functions in the school division.

In 2021-22, Prairie South transported students from Holy Trinity Catholic School Division in the southern half of the City of Moose Jaw as well as rural students from the Moose Jaw catchment and provided some specialty bus service for that school division in the City of Moose Jaw.

Charter trips returned following the global COVID-19 pandemic; however, the trips still affected

Budget to Actual Revenue, Expenses and Variances

Name	Amount
Church, Cameron	95,541
Church, Jessica	72,446
Clarke, Anita	

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Name	Amount

Name	Amount
Kempel, Deana	122,587
Khaira, Maninder P	76,401
Kiefer, Carrie	90,261
Kitts, Jeff	104,055
Klippenstein, Linda	89,042
Knudsen, Audrey	95,962
Korbo, Amy	

Name	Amount
Munn, Anthony	72,670
Munro, Glen	81,976
Munro, Katherine Rose	79,890
Myers, Lisa	82,975
Nelson, Jennifer	84,599
Nestman, Jacqueline	52,312
Neufeld, Leisa	112,743
Neufeld, Marquita	97,527
Newton, David	53,786
Nichols, Chelsea	82,734

Name	Amount
Robertson, Scott	126,031
Robinson, Joel C	90,261
Robinson, Kariann	90,320
Rogers, Benjamin	67,873
Romanow, Melissa	105,524
Roney, David	109,756
Roney, Jason	92,557
Roney, Rebecca L	52,119
Rosso, Sophie	100,047
Rotaru, Mihaela Mirela	61,825
Rowlinson, Heather	92,641
Ruston, Nancy	90,995
Ruthven, Brian	119,517
Ruthven, Randi	110,057
Rutko, Leanne	109,675
Ryba, Jacquie	95,791
Saas, Cori	95,663
Samoleski, Judy	96,018
Saulters, Deanna	104,652
Saylor, Tammy	95,442
Scerbe, Silva	79,239
Schafer, Clifford	101,261
Schauenberg, Tara	110,058
Schlamp, Lisa	56,154
Schmidt, Rina	71,936
Schultz, Janis	85,188
Schulz, Mark	54,035
Scidmore, L Michael	90,889
Scott, Karen	90,261
Selensky, Gail	94,851
Senecal, Kalen Arthur	62,729
Sheffield, Jessica R	72,840
Sheward, Ivy	64,658
Shillington, Allison	90,261
Shotton, Nicole	72,348
Shura, Anna	90,261
Sigfusson, Dana	51,018
Silbernagel, Karla	107,605
Silversides, R. Keith	88,537
Simoneau, Angel, Dana	

Name	Amount
Toner, Erin K	111,610
Topp, Erika	90,767
Tran, Ashley	72,599
Tressel, Jill	124,487
Trusty, Dahinda	100,047
Tschetter, Leah	86,799
Turner, Cory	73,105
Tyminski, Hannah	68,245
Ubell, Aaron	90,271
Vaags-Nyhof, Maureen	95,304
Vailas, Alexa R	56,740
Vance, Suzanne	90,558
Varjassy, Candace	90,697
Veeder, Natasha	72,832
Veer, Lisa	101,423
Volman, Alexander	77,173
Waiting, Jade	77,003
Walker, Andrea	74,482
Wallington, Kristen	67,116
Wallington, Trisha	

Other Expenditures

Listed are payees who received a total of $50,000 or more and are not included in the above category.

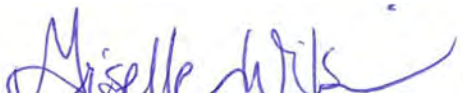
Name	Amount
Canadian Union of Public Employees	$203,453

Appendix B – Management Report and Audited Financial Statements

Audited Financial Statements

For the Period Ending: August 31, 2022

The Board of Education is composed of elected officials who are not employees of the School Division. The Board is responsible for ensuring that management fulfills its responsibilities for financial reporting



November 22, 2022

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'HVLJQDWHG IRU WDQJLEO
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9RLFHV WR (QFRXUDJH &KDQJH
9LROHQW 7KUHDW 5LVN $VVHVVPHQW FDUU\RYHU
-RLQW XVH VFKRRO
7RWDO 0LQLVWU\ RI (GXFDWLRQ
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,QWHUQDO VRXUFHV
&XUULFXOXP DQG VWXGHQW OHDUQLQJ
'HVLJQDWHG IRU &ODVVURRP &RPSRVLWLRQ
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6FKRRO &RPPXQLW\ &RXQFLO &DUU\RYHUV
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7RWDO FXUULFXOXP DQG VWXGHQW OHDUQLQJ
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3OD\JURXQGV
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2SHUDWLQJ $QQXDO &DVK 'UDZ
7RWDO RWKHU
3URIHVVLRQDO GHYHORSPHQW
6XSSRUW 6WDII 3URIHVVLRQDO 'HYHORSPHQW
7RWDO SURIHVVLRQDO GHYHORSPHQW
7UDQVSRUWDWLRQ
$OORFDWLRQ IRU 6FKRRO %XVHV 3XUFKDVHV
7RWDO WUDQVSRUWDWLRQ

7RWDO

7RWDO 'HVLJQ

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$V DW $XJXVW

7KHVH HVWLPDWHV DQG DVVXPSWLRQV DUH UHYLHZHG
QHFHVVDU\ WKH\ DUH UHSRUWHG LQ HDUQLQJV LQ WKH

:KLOH EHVW HVWLPDWHV DUH XVHG IRU UHSRUWLQJ LW
UHDVRQDEO\ SRVVLEOH WKDW FKDQJHV LQ IXWXUH FRQ
FRXOG UHTXLUH PDWHULDO FKDQJHV LQ WKH DPRXQWV

G)LQDQFLDO ,QVWUXPHQWV

)LQDQFLDO LQVWUXPHQWV DUH DQ\ FRQWUDFWV WKDW
ILQDQFLDO OLDELOLWLHV RU HTXLW\ LQVWUXPHQWV RI

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$V DW $XJXVW

&DVK DQG &DVK (TXLYDOHQWV FDVK EDQN GHSRVLWV DQG
ZLWK PDWXULW\ WHUPV RI WKUHH PRQWKV RU OHVV DQ
WHUP RSHUDWLQJ FDVK FRPPLWPHQWV UDWKHU WKDQ I

$FFRXQWV 5HFHLYDEOH
3URYLQFLDO JUDQWV UHFHLYDEOH
UHFHLYHG DW WKH HQG RI WKH ILVFDO \HDU SURYLGHG
EH PDGH *UDQWV DUH HDUQHG ZKHQ WKH HYHQWV JLYL
JUDQW LV DXWKRUL]HG DQG DQ\ HOLJLELOLW\ FULWHUL

2WKHU UHFHLYDEOHV
UHFRUGHG ZKHUH FROOHFWDELOLW\ LV FRQVLGHUHG GI

3RUWIROLR ,QYHVWPHQWV
DPRUWL]HG FRVW DQG XQUHDOL]HG HTXLW\ LQ 6DVNDW
VFKRRO GLYLVLRQ YDOXHV LWV SRUWIROLR LQYHVWPHQ
LQVWUXPHQWV DV GHVFULEHG LQ 1RWH G

I 1RQ)LQDQFLDO $VVHWV

1RQ ILQDQFLDO DVVHWV DUH DVVHWV KHOG IRU FRQVXP
DVVHWV GR QRW QRUPDOO\ SURYLGH UHVRXUFHV WR GL
XQOHVV WKH\ DUH VROG

7DQJLEOH &DSLWDO $VVHWV
XVHG E\ WKH VFKRRO GLYLVLRQ WR SURYLGH VHUYLFHV
LQ WKH RUGLQDU\ FRXUVH RI RSHUDWLRQV

7DQJLEOH FDSLWDO DVVHWV DUH UHFRUGHG DW FRVW
XQQRZQ DQG LQFOXGH DOO FRVWV GLUHFWO\ DWWULE
FRQVWUXFWLRQ GHYHORSPHQW LQVWDOODWLRQ DQG
VFKRRO GLYLVLRQ GRHV QRW FDSLWDOL]H LQWHUHVW L
FRQVWUXFWLRQ

7KH FRVW RI GHSUHFLDEOH WDQJLEOH FDSLWDO DVVHW
D VWUDLJKW OLQH EDVLV RYHU WKHLU HVWLPDWHG XVH

/DQG LPSURYHPHQWV SDYHPHQW IHQFLQJ OLJKWL	
%XLOGLQJV	\HDUV
%XLOGLQJV XSJUDGH	\HDUV
%XLOGLQJV ± VKRUW WHUP SRUWDEOH VWRUDJH RXWEXLOGLQJV JDUDJHV	HDUV
6FKRRO EXVHV	\HDUV
2WKHU YHKLFOHV ± SDVVHQJHU	\HDUV
)XUQLWXUH DQG HTXLSPHQW	\HDUV
&RPSXWHU KDUGZDUH DQG DXGLR YLVXDO HTXLSPH	
&RPSXWHU VRIWZDUH	\HDUV

%XLOGLQJV WKDW LQFOXGH DVEHVWRV DQG DUH IXOO\ DPRUWL]HG KDYH KDG W

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$V DW $XJXVW

$VVHWV XQGHU FRQVWUXFWLRQ DUH QRW DPRUWL]HG XQ

,QYHQWRU\ RI 6XSSOLHV +HOG IRU &RQVXPSWLRQ

E\ WKH VFKRRO GLYLVLRQ LQ WKH FRXUVH RI QRUPDO R
FRVW DQG UHSODFHPHQW FRVW ,QYHQWRULHV FRQVLV
VXSSOLHV

3UHSDLG ([SHQVHV DPRXQW ZKLFK JRRGV SURYLGHG
HFRQRPLF EHQHILWV LQ RQH RU PRUH IXWXUH SHULRGV
SUHPLXPV 6DVNDWFKHZDQ 6FKRRO %RDUGV $VVRFLDWL
WHFKQLFDO VXSSRUW SHUPLWV DVVRFLDWLRQ PHPEHU

J /LDELOLWLHV

/LDELOLWLHV DUH SUHVHQW REOLJDWLRQV DULVLQJ IUP
\HDU HQG ZKLFK ZLOO EH VDWLVILHG LQ WKH IXWXUH W
HFRQRPLF VHWWOHPHQW

$FFRXQWV 3D\DEOH DQG $FFUXHG /LDELOLWLHV

35$,5,(6287+ 6&+22/ ',9,6,21 12
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$V DW $XJXVW

L 7HDFKHUV SDUWLFLSDWH LQ WKH 6DVNDWFKHZDQ 7H
6DVNDWFKHZDQ 7HDFKHUV¶ 6XSHUDQQXDWLRQ 3ODQ
REOLJDWLRQ IRU WKHVH SODQV LV OLPLWHG WR FR

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$V DW $XJXVW

LY 2WKHU 1RQ *RYHUQPHQW 7UDQVIHU &RQWULEXWL

8QUHVWULFWHG FRQWULEXWLRQV DUH UHFRJQL]HG DV
WKH IXQGV DUH FRPPLWWHG WR WKH VFKRRO GLYLVLR
HVWLPDWHG DQG FROOHFWLRQ LV UHDVRQDEO\ DVVXU
FRQWULEXFRO

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$V DW $XJXVW

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3RUWIROLR LQYHVWPHQWV DUH FRPSULVHG RI WKH IROOR

3RUWIROLR LQYHVWPHQWV LQ WKH FRVW RU DPRUWL]HG FRVW FDWHJRU\
6XPPHUODQG *,& ,QWHUHVW RI 'XH 6HSWHPEHU
$IILQLW\ &UHGLW 8QLRQ *,& 'XH $SULO
'XFD)1 &UHGLW 8QLRQ *,& ,QWHUHVW RI 'XH $SULO
.LQGUHG &UHGLW 8QLRQ *,& ,QWHUHVW RI 'XH $SULO
*) &UHGLW 8QLRQ *,& ,QWHUHVW RI 'XH 0D\
%VKRUH *,& ,QWHUHVW RI 'XH 0D\
*) &UHGLW 8QLRQ *,& ,QWHUHVW RI 'XH -XQH
%ULGJHZDWHU %. *,& ,QWHUHVW RI 'XH 6HSW
&&6 *,& ,QWHUHVW RI 'XH 6HSW
&RPPXQLW\ 75 *,& ,QWHUHVW RI 'XH 6HSW

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$V DW $XJXVW

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$V DW $XJXVW

LL 0XQLFLSDO (PSOR\HHV¶ 3HQVLRQ 3ODQ 0(33

7KH 0(33 SURYLGHV UHWLUHPHQW EHQHILWV EDVHG RQ
HDUQLQJV 7KH 0(33 LV IXQGHG E\ HPSOR\HU DQG HPSO
WKH 0XQLFLSDO (PSOR\HHV¶ 3HQVLRQ &RPPLVVLRQ

(YHU\ WKUHH \HDUV DQ DFWXDULDO YDOXDWLRQ LV SH
WKH SODQ DQG WKH DGHTXDF\ RI SODQ IXQGLQJ $Q\ DF
UHVSRQVLELOLW\ RI WKH SDUWLFLSDWLQJ HPSOR\HUV D
FRQWULEXWLRQ UDWHV DQG RU EHQHILWV

7KH FRQWULEXWLRQV WR WKH 0(33 E\ WKH SDUWLFLSDW
VHSDUDWH DFFRXQWV RU UHVWULFWHG WR SURYLGH EH
HPSOR\HU $V D UHVXOW LQGLYLGXDO HPSOR\HUV DUH
XQGHUO\LQJ DVVHWV DQG OLDELOLWLHV DQG WKH QHW
QRW UHFRJQL]HG LQ WKHVH ILQDQFLDO VWDWHPHQWV
FRQWULEXWLRQ SODQ ZKHUHE\ WKH VFKRRO GLYLVLRQ¶

'HWDLOV RI WKH 0(33 DUH DV IROORZV
à P PpÁ 0 0 4VÀ0 € € 3€•‘h €•‘h 0 W€&‘

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$V DW $XJXVW

'()(55(' 5(9(18(

'HWDLOV RI GHIHUUHG UHYHQXHV DUH DV IROORZV

	%DODQFH DV DW $XJXVW	$GGLWLRQV GXULQJ WKH <HDU	5HYHQXH UHFRJQL]HG LQ WKH <HDU	%DODQ DV D $XJXVW
%HQJRXJK 6FKRRO				
&UDLN 6FKRRO				
(\HEURZ 6FKRRO (QU\ZD\ 3URMHFW				
0RUWODFK 6FKRRO 3URMHFWV				
3HDFRFN $XGLWRULXP (QKDQFHPHQW				
3HDFRFN :HOGLQJ (TXLSPHQW				
7RWDO FDSLWDO SURMHFWV GHIHUUHG UHYHQXH				
1RQ &DSLWDO GHIHUUHG UHYHQXH				
%DQG ,QVWUXPHQW 5HQWDOV				
'RQDWLRQV				
6FKRRO 'HYHORSPHQW)XQG				
5HQWDOV DQG 7XLWLRQ				
7RWDO QRQ FDSLWDO GHIHUUHG UHYHQXH				
7RWDO 'HIHUUHG 5HYHQXH				

&203/(0(17$5< 6(59,&(6

&RPSOHPHQWDU\ VHUYLFHV UHSUHVHQW WKRVH VHUYLFHV
RWKHU WKDQ . OHDUQLQJ OHDUQLQJ VXSSRUW EXW ZKL
WKH VFKRRO GLYLVLRQ¶V DELOLW\ WR VXFFHVVIXOO\ GHO

)ROORZLQJ LV D VXPPDU\ RI WKH UHYHQXHV DQG H[SHQVH
RSHUDWHG E\ WKH VFKRRO GLYLVLRQ

6XPPDU\ RI &RPSOHPHQWDU\ DQG ([SHQVHV E\ 3URJUDP	3UH-K 3URJUDPV	HDGQLQJ 6HUYLFHV	1XUWXULQJ	2WKHU 3URJUDPV		
5HYHQXHV						
2SHUDWLQJ *UDQWV						
7RWDO 5HYHQXHV						
([SHQVHV						
6DODULHV %HQHILWV						
,QVWUXFWLRQDO $LGV						
6XSSOLHV DQG 6HUYLFHV						
1RQ &DSLWDO (TXLSPHQW						
&RPPXQLFDWLRQV						
7UDYHO						
3URIHVVLRQDO 'HYHORSPHQW 1RQ 6DODU\ &RVWV						
6WXGHQW 5HODWHG ([SHQVHV						
&RQWUDFWHG 7UDQVSRUWDWLRQ $OORZDQFHV						
$PRUWL]DWLRQ RI 7DQJLEOH &DSLWDO $VVHWV						
7RWDO ([SHQVHV						
'HILFLHQF\ ([FHVV RI 5HYHQXHV RYHU ([SHQVHV						

35$,5,(6287+ 6&+22/ ',9,6,21 12
127(6 72 7+( ),1$1&,$/ 67$7(0(176
$V DW $XJXVW

$&&808/$7(' 6853/86

$FFXPXODWHG VXUSOXV UHSUHVHQWV WKH ILQDQFLDO DV
GLYLVLRQ OHVV OLDELOLWLHV 7KLV UHSUHVHQWV WKH D
WKH RSHUDWLRQV RI WKH VFKRRO GLYLVLRQ LQFOXGLQJ

35$,5,(6287+ 6&+22/ ',9,6,21 12
127(6 72 7+( ),1$1&,$/ 67$7(0(176
$V DW $XJXVW

	$V $W 'HF	$V $W 'HF	7RWDO	7RWDO
&DVK DQG VKRUW WHUP LQYHVWPHQWV				

815(&2*1,=(' $66(76

7KH VFKRRO GLYLVLRQ KDV ZRUNV RI DUW WKDW DUH Q
ROG WR EH UHOLHG RQ 7KH YDOXDWLRQ DPRXQW LV Q

&217,1*(17 /,$%,/,7,(6

/LWLJDWLRQ
7KH VFKRRO GLYLVLRQ KDV EHHQ QDPHG DV D GHIHQGDQ
KDYH EHHQ VRXJKW 7KH RXWFRPH RI WKHVH DFWLRQV LV
DQG DFFRUGLQJO\ QR SURYLVLRQ KDV EHHQ PDGH LQ WK
WKDW PD\ UHVXOW 7KH VFKRRO GLYLVLRQ V VKDUH RI VH
LQ WKH \HDU LQ ZKLFK WKH DPRXQW LV GHWHUPLQDEOH

/RDQ *XDUDQWHH
7KH VFKRRO GLYLVLRQ KDV JXDUDQWHHG D ORDQ ZLWK W
RZQHG E\ &RUQHUVWRQH &KULVWLDQ 6FKRRO DQ DVVRFL
FRUUHVSRQGLQJ 7LWOH 7UDQVIHU $JUHHPHQW ZLWK WKH
ZLWK WKH WLWOH WR WKH HGXFDWLRQDO UHDO SURSHUW
WKH ORDQ

35$,5,(6287+ 6&+22/ ',9,6,21 12
127(6 72 7+( ),1$1&,$/ 67$7(0(176
$V DW $XJXVW

7KH ORDQ ZDV UHQHJRWLDWHG RQ 6HSWHPEHU LQ 0RQWUHDO 7KH EDODQFH RI WKH ORDQ DW $XJXVW

35$,5,(6287+ 6&+22/ ',9,6,21 12
127(6 72 7+( ),1$1&,$/ 67$7(0(176
$V DW $XJXVW

2SHUDWLQJ OHDVH REOLJDWLRQV RI WKH VFKRRO GLYLVLR

5,6. 0$1$*(0(17

7KH VFKRRO GLYLVLRQ LV H[SRVHG WR ILQDQFLDO ULVNV
ULVNV LQFOXGH FUHGLW ULVN OLTXLGLW\ ULVN DQG PDU
IRUHLJQ H[FKDQJH ULVN

L &UHGLW 5LVN

DXG€ 0 &UHGLW ULVN LV WKH ULVN ™QP L, LVN LDWLVL™•€ 0&UH
6 0UV ð0ð D XG0P(XGG5YLVLRQ L&Y™[S ƒP(R0

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127(6 72 7+( ),1$1&,$/ 67$7(0(176
$V DW $XJXVW

)RUHLJQ &XUUHQF\ 5LVN

)RUHLJQ FXUUHQF\ ULVN LV WKH ULVN WKDW WKH IDLU
LQVWUXPHQW ZLOO IOXFWXDWH EHFDXVH RI FKDQJHV L
GLYLVLRQ LV H[SRVHG WR FXUUHQF\ ULVN RQ SXUFKDVH
WKH UHODWHG DFFRXQWV SD\DEOH EDODQFHV DUH VXE
LQ 8 pp Ài• G!0 p™ DWK•H B•(FKRRO GLYLVLRQ EHOLHYHV WKDW LW LV QRW VX
LPV%™• À