



GREAT PLAINS COLLEGE

ANNUAL REPORT
2024-25

great plains
college



Message from the President

Brad Mahon
President & CEO
Great Plains College



The 2024-25 academic year marked the third straight year of substantial growth for Great Plains College.

THROUGHOUT OUR 100,000-SQUARE-KILOMETRE SERVICE REGION, OUR EFFORTS FURTHER ADVANCED OUR STRATEGIC MISSION: TO BUILD AND ENRICH CAREERS, PARTNERSHIPS, AND COMMUNITIES THROUGH EDUCATION. THERE WERE MANY HIGHLIGHTS.

In Biggar, program growth led to hosting the town's first convocation in many years. In Kindersley, program success increased public interest, boosted engagement, and secured a naming sponsor for our new healthcare lab. In Maple Creek, program expansion strengthened our relationships with the town and Nekaneet First Nation. In Martensville, we addressed "good problems" related to capacity challenges to meet student demand. In Swift Current, we welcomed the Class of 2028—the first cohort of the highly anticipated Bachelor of Science in Nursing degree. In Warman, program growth further expanded our campus footprint. Overall, success in healthcare, hospitality, trades, and early childhood education programming aligned with the labour market needs of our communities.

As a partner of choice, we continued to engage with the communities we serve, supporting initiatives and events through sponsorship and participation. If something was happening in our region that mattered to the community, we were there. Our visibility and reinvestment in our communities demonstrated our commitment to the success and sustainability of the economic sector.

As an employer of choice, a competitive total compensation package is our baseline commitment to our people. We cultivate a positive internal corporate culture that supports every employee's professional growth, mental health, and overall well-being. We want our employees to be proud of their college and to see us as an employer that genuinely cares about its staff and the communities they call home.

Most importantly, the 2024-25 year saw Great Plains College continue to focus on its most important stakeholder: our students. We created new awards and bursaries as our scholarship program kept removing financial barriers; our learning environment continued to support the whole student with safe campuses where everyone is welcome; and our education and training programs produced employment-ready graduates, while our industry partnerships offered pathways to employment.

Thank you to our faculty, staff, and partners for helping us continue to pursue our vision of becoming a leader in Saskatchewan to obtain growth, prosperity, and quality of life through education and training. I look forward to advancing our vital work across our service regions of southwest and west-central Saskatchewan.

A handwritten signature in black ink, appearing to read "B. Mahon".

Brad Mahon
President & CEO,
Great Plains College

"One of the greatest strengths of Great Plains College is the personal learning environment."

Smaller class sizes allow students to build meaningful relationships—not just with instructors, but with peers and local industry partners. Our Agricultural Science program is hands-on and rooted in real-world experiences, from field training to connections with employers, giving students practical skills and a network that supports their future careers."

Karla Wiens

Agricultural Science
Certificate Instructor

Message from the Board

*Jeremy Roberts – Acting Board Chair
Great Plains College*

Hello, I want to start by acknowledging the honour it is for Great Plains College to operate and provide educational opportunities across Treaty 4 and 6 territories and the homeland of the Métis. This privilege reinforces our commitment to fulfilling our strategic goals: optimizing student success, valuing our employees, delivering education that meets labour market needs, and enhancing partnerships throughout our region.

Through strong leadership and a steadfast focus on students, Great Plains College continued to take an innovative and collaborative approach to fulfilling its strategic goals. Serving such a vast region requires commitment and dedication to strengthen partnerships and deliver education tailored to each community's needs. This past year, we have seen significant progress, including facility upgrades across all campuses to better support new and evolving programs. With a student-first mindset, the college has also expanded student support services beyond the classroom, including dedicated counseling spaces and developing a student resource room.

Truth and Reconciliation also remained a priority at Great Plains College. Efforts to continue engaging and educating staff and students were guided by a strong Indigenous Engagement Committee. The committee also worked to prepare an Indigenous Engagement Action Plan, to be launched in 2025-26.

Great Plains College continues to be a partner of choice in our communities, engaging regularly with community leaders and industry to ensure we are providing education that meets the needs of the local labour markets. The success of these efforts is reflected in many ways, including new programming, investment in our facilities and new donors contributing to the college's scholarship and awards program.

None of this work would be possible without the college's dedicated employees. Across all the campuses we have phenomenal staff who are committed to the students and work tirelessly to provide them with the skills they need to succeed. I am proud of their commitment and the difference they make every day.

In closing, 2024–2025 was a year of engagement, growth, and opportunity for Great Plains College. We remain committed to putting students and communities at the forefront of our decisions and to continually provide exceptional educational opportunities.

Respectfully submitted,



Jeremy Roberts
Acting Board Chair
Great Plains College Board of Directors





“What I appreciated most about the program was the hands-on learning through numerous field experiences.

Touring a variety of businesses helped bring classroom concepts to life and gave me a deeper understanding of the agriculture industry and local employment pathways. The dedicated instructors made a big difference—they took the time to build strong relationships with each student and supported us in exploring our individual interests. Earning this certificate helped me grow my knowledge of agriculture and crop production, and helped me land a job in the sector upon graduation. The program truly prepares you for what the industry demands.”

Ryder Petersen

2025 Agricultural Science
Certificate Alumnus



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Letter of Transmittal

The Honourable Ken Cheveldayoff
Minister of Advanced Education
Government of Saskatchewan
Room 307, 2405 Legislative Drive
Regina, SK S4S 0B3

Dear Minister Cheveldayoff,

On behalf of the Board of Directors, and in accordance with Section 16 of the Regional Colleges Act and Section 14 of the Regional Colleges Regulations, I am pleased to submit the Annual Report for Great Plains College, for the fiscal year ended June 30, 2025.

The report highlights the accomplishments of Great Plains College over the past year, outlines our continued commitment to meeting the needs of learners and communities across the region, and demonstrates our accountability in the stewardship of public resources.

Sincerely,



Jeremy Roberts
Acting Board Chair
Great Plains College Board of Directors

Board Members & Meeting Dates

- | | |
|--------------------------------------------------------------|--------------------------------------------------------------|
| Cindy Lowe
Kyle, SK
Chair | Irene Oakes
Whitecap, SK
Board Member |
| Jeremy Roberts
Swift Current, SK
Vice-Chair | Lindsay Thoreson
Swift Current, SK
Board Member |
| Icasiana de Gala
Swift Current, SK
Board Member | |

Board of Governors Meeting Dates

- Regular Meetings**
- September 26, 2024
 - November 26, 2024
 - February 4, 2025
 - April 17, 2025
 - June 17, 2025 (included AGM)

- Special Meetings**
- August 16, 2024
 - September 4, 2024
 - September 22, 2024

Vision

Be a leader in Saskatchewan to obtain growth, prosperity, and quality of life through education and training.

Mission

To build and enrich careers, partnerships and our communities through education.

Values

ACCESSIBILITY

The college provides equitable opportunities for students to fully engage in our programs and services.

EXCELLENCE

The college values excellence in service and quality learning experiences.

COLLABORATION

The college engages in authentic dialogue to advance opportunities for those we serve.

RESPONSIVENESS

The college is responsive to economic and social change and adapts its programs to meet educational and labour market needs.

DIVERSITY

The college recognizes and respects the diverse needs, cultures, values, knowledge and contributions of all its stakeholder groups.

WELLNESS

The college strives to nurture the health, safety and well-being of our students, staff and ultimately, our communities.

SUSTAINABILITY

The college commits to social, economic, cultural and environmental sustainability.

Strategic Directions

With a focus on people and programs, Great Plains College’s strategic plan identified four main areas of emphasis, which continue to enable the college to:

OPTIMIZE STUDENT SUCCESS

VALUE EMPLOYEES

BUILD & ENHANCE PARTNERSHIPS

DELIVER EDUCATION TO MEET LABOUR MARKET DEMAND



Optimize Student Success

GREAT PLAINS COLLEGE’S STRATEGIC PLAN IDENTIFIES A STRATEGIC DIRECTION TO “OPTIMIZE STUDENT SUCCESS” WITH GOALS TO:

- 1

Improve pathways to meaningful employment or further education.
- 2

Support the whole student to obtain credentials, skills and experience.

Each year, the college captures institutional performance data through student outcome and annual graduate surveys in order to gauge its performance in relation to learning outcomes and graduate employment.

BASED ON THE 2023-24 ANNUAL GRADUATE SURVEY
(completed by Trend Research)

90% of post-secondary graduates are currently employed.

57% of basic Education graduates are currently employed.

93% of graduates say Great Plains College prepared them to work in their field of study.

BASED ON THE 2024-2025 UNIVERSITY STUDENT FOLLOW-UP SURVEY
(completed by Trend Research)

77% of university students say one of the reasons they chose Great Plains College is that it allowed them to “stay close to home”.

69% of university students are planning to continue their University studies at GPC or at another institution the next academic year.

100% of university students would take subsequent years of their University program at Great Plains College if offered.

BASED ON THE 2024-2025 STUDENT OUTCOME REPORT
(completed by Trend Research)

83% of post-secondary students in 2024-25 had secured employment within 60-90 days of graduating and completing their programs.

95% of students would recommend Great Plains College to a friend, colleague or family member.

Great Plains College strives to be a post-secondary institution that supports a growing Saskatchewan and will continue to ensure high-quality education for its students. As demonstrated in the highlights provided, Great Plains College works to align itself with Ministry priorities and the economic interests of the province.

STUDENT SUCCESS BY PROGRAM GROUPS FOR GREAT PLAINS COLLEGE

Actuals - Average (past three years)

		Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training		
Program Groups		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	Institute Credit:												
	Sask Polytech	29	191	1	96	40	0	27	50	0	7	9	0
	Other	7	37	0	11	25	0	7	12	0	0	3	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0	0	0	0	0
	Total Institute Credit	36	228	1	107	65	0	34	62	0	7	11	0
	Industry Credit:												
	Total Industry Credit	0	13	9	0	179	2521	0	0	0	0	0	0
	Non-Credit (Industry												
	Non-Credit, Community/												
	Individual Non-Credit,												
Basic Education	Personal Interest Non-Credit)												
	Total Non-Credit	0	59	54	0	0	0	0	2	0	0	0	0
	TOTAL SKILLS TRAINING	36	300	63	107	244	2521	34	64	0	7	11	0
	BE Credit:												
	Adult 12	28	31	0	17	7	0	7	5	0	9	7	0
	Adult 10	1	2	0	0	3	0	0	1	0	0	1	0
	Academic GED	0	11	0	0	10	0	0	0	0	0	0	0
	Total BE Credit	29	43	0	17	21	0	7	6	0	9	8	0
	BE Non-Credit:												
	Employability/Life Skills	19	6	0	0	0	0	4	1	0	1	0	0
University	English Language Training	1	280	0	0	0	0	0	0	0	0	0	0
	General Academic Studies	8	6	0	0	0	0	0	1	0	1	0	0
	Literacy	0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Non-Credit	28	292	0	0	0	0	4	3	0	2	0	0
	TOTAL BASIC EDUCATION	57	335	0	17	21	0	11	9	0	11	8	0
	Total University	8	11	0	0	0	0	0	1	0	5	5	0
	TOTAL ENROLMENT	101	646	63	124	265	2521	45	73	0	23	24	0

By focusing on student engagement and offering a suite of student support, retention rates remained strong for programs, with 84 per cent (543/646) of full and part-time institute credit students completing and/or graduating from their programs. It should be noted that in terms of distinct completers and graduates, this is the largest class since the 2020 pandemic.

In 2024-25, 76 per cent (157/206) of full and part-time students completed and/or graduated from Adult Basic Education programs, which includes Adult 12, upgrading and Pre-12 (including General Academic Studies) and Essential Skills programs.

Actuals - 2024-25

Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training		
FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	
17	306	0	131	39	0	28	66	0	27	38	0
4	13	0	3	30	0	0	6	0	3	8	0
0	0	0	0	0	0	0	0	0	0	0	0
21	319	0	134	69	0	28	72	0	30	46	0
0	16	0	0	172	2341	0	0	0	0	0	0
0	92	30	0	0	0	0	0	0	0	0	0
21	427	30	134	241	2341	28	72	0	30	46	0
42	24	0	32	4	0	8	1	0	13	3	0
5	1	0	0	0	0	1	0	0	1	0	0
0	7	0	0	3	0	0	0	0	0	0	0
47	32	0	32	7	0	9	1	0	14	3	0
28	0	0	0	0	0	4	0	0	3	0	0
0	342	0	0	0	0	0	0	0	0	0	0
5	6	0	0	0	0	0	2	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0
33	348	0	0	0	0	4	2	0	3	0	0
80	380	0	32	7	0	13	3	0	17	3	0
10	13	0	0	0	0	1	0	0	6	3	0
111	820	30	166	248	2341	42	75	0	53	52	0

STUDENT CONNECTIONS AND LEARNING OPPORTUNITIES

In 2024-25, students across all campuses engaged in activities that enriched their learning experiences and fostered meaningful connections with peers, staff, and community partners. These opportunities continue to be an essential part of the student experience at Great Plains College. Highlights from the year include:

- **Program Partnerships and Applied Learning:** Students strengthened classroom and community connections through initiatives such as the Heavy Equipment Operator program’s partnerships with the City of Warman and RM of Aberdeen for land clearing and road building, Practical Nursing students’ involvement in the P.A.R.T.Y. program with Sun West School Division, and Business students pitching their ideas in a Dragon’s Den-style event to local business leaders.
- **Cultural Celebrations and Diversity:** Students marked occasions such as Diwali, Lunar New Year, Eid Mubarak, and Christmas with potlucks, cultural presentations, and interactive activities that promoted inclusion and cross-cultural understanding.
- **Indigenous Learning and Engagement:** Students participated in sweat lodge ceremonies, tipi raising, smudging, and storytelling sessions with Elders and Knowledge Keepers. Activities like the Kairos Blanket Exercise and workshops on traditional teachings deepened understanding of Indigenous history and reconciliation.
- **Community Connections and Volunteerism:** Students contributed to their communities through initiatives such as sock drives for the Salvation Army, city clean-up projects, early learning program support, and fundraising partnerships with local organizations.
- **Career Development and Experiential Learning:** Programs integrated hands-on experiences including mock interviews, resume workshops, business mixers, and networking events with industry professionals, helping students build employability skills and professional relationships.
- **Student Wellness and Campus Life:** Campus student associations organized social and recreational activities such as bowling, go-karting, pool tournaments, and staff-student floor hockey games, creating opportunities for students to relax, connect, and foster a sense of belonging on campus.

These events and experiences demonstrate the college’s commitment to creating a holistic learning environment that connects students to their communities and prepares them for success beyond the classroom.

ACCESS TO TECHNOLOGY ENHANCES STUDENT SUCCESS

Great Plains College is committed to removing barriers to education and ensuring that every learner has the tools to succeed. In today’s learning environment, technology is essential for participation in programs, yet for many students, access to these resources remains a significant challenge.

This challenge is well known to staff at the Maple Creek Program Centre. In 2020, the campus received a donation of laptops from United Way, but that inventory gradually declined over time. To maintain equitable access and avoid limiting enrollment for students without laptops, staff issued a call for support.

The Swift Current and District Early Childhood Intervention Program (ECIP) and Jordan’s Principle responded generously, donating 10 new laptops to provide students with the technology required for success. These laptops are loaned to learners for the duration of their program and repurposed annually, creating a sustainable solution that will benefit dozens of students over the coming years.

Students from Nekaneet and Jordan’s Principle clients are among those who will benefit most from this initiative. “The availability of laptops has been critical in supporting vulnerable students,” explained Kim Wellings, student adviser at Great Plains College. “Access to technology not only enables participation in education opportunities that might otherwise be unattainable, but it also assists learners in managing daily responsibilities.”

Through partnerships like these, Great Plains College continues to remove barriers and create pathways to success, reinforcing its mission to provide accessible, high-quality education for all learners.



INDIGENOUS ENGAGEMENT COMMITTEE HIGHLIGHTS

The college’s Indigenous Engagement Committee (IEC) continued to work with community groups and Indigenous peoples to advance Truth and Reconciliation efforts and put relevant student and staff supports in place.

In 2024-25, the IEC worked alongside Elders Dale Mosquito and Sylvia Thorburn to guide decision making and bring Elder teachings to the classroom, sharing about topics such as traditional teachings, medicines, holistic health, addictions and the path of healing in the Indigenous community. Elder Dale Mosquito also facilitated a Sweatlodge ceremony in December.

Knowledge Keeper Lyndon Linklater also entered his ninth year with Great Plains College, providing one-on-one supports for students and staff, and facilitating sharing circles and educational sessions including traditional practices and smudging, the medicine wheel, a Red Willow Basket Weaving session, Birch Bark Tipi making, a Tipi Raising Ceremony and a Sweatlodge ceremony.

In January and March 2025, the IEC also hosted two separate two-day in-service training sessions for all staff. These sessions were developed internally by our Métis counsellor, Michele Rowe, who brings extensive experience in Indigenous curriculum development. This training explored key themes, including the seven teachings to guide learnings, the role of education in supporting Indigenous success, the processes and impacts of colonization, and practical steps toward ReconciliACTion.

Additional 2024-25 IEC highlights include:

- Active membership in two local Truth and Reconciliation Committees to promote reconciliation within our communities – The Swift Current and Area Truth and Reconciliation Committee and the Prairie Rivers Reconciliation Circle (PRRC)
- Introduction of Okapiyoos (elder’s helper) course in Maple Creek campus which was led by elder Dale Mosquito
- Welcome back to school barbeque at Nekaneet First Nation in August

- National Day for Truth and Reconciliation/Orange Shirt Day presentations from Knowledge Keeper Lyndon Linklater in Warman/online, and from author Michelle Good in Swift Current
- Metis storytelling with Cort Dogniez to recognize Louis Riel Day
- Kairos Blanket Exercise, facilitated by Mennonite Central Committee
- Literacy and lunch event at Nekaneet First Nation in January
- Storytelling at Maple Creek library and online for Indigenous storytelling month
- Literacy and lunch event at Nekaneet First Nation in January
- Ribbon Skirt making at Maple Creek campus in February
- Blessings, drumming and teachings at Grad ceremonies institution-wide
- Helped host “Celebrating our Cultures” camp with Nekaneet First Nation and Chinook School Division
- Funding support from the Southwest Community Foundation and Dakota Dunes Community Development Corporation
- The final preparations of the Indigenous Engagement Committee Action Plan, to be launched in 2025-26



EE

“The Oskapiyoos program is my favourite class. It helps me understand our history and learn from the land.”

Adult Basic Education student at Maple Creek Program Centre

STUDENT SUPPORTS

Great Plains College is dedicated to fostering academic achievement and personal well-being through a wide range of student services. These supports—including tutoring, academic advising, and accessibility services—help learners to navigate challenges and succeed in their programs.

In 2024–25, approximately 150 students accessed services such as tutoring, targeted academic assistance, and accessibility supports across all campuses. Overall, the Student Services team, comprised of seven student advisers, worked with nearly 75 percent of enrolled students. Advisers serve as the first point of contact from admission through program completion, providing both academic guidance and emotional support.

Counselling services were also offered at no cost, ensuring students had access to mental health resources, crisis intervention, and personal

development support. Weekly in-person counselling was available at four campuses, with on-demand access at the remaining two. Additionally, all students had access to online counseling, creating a flexible and responsive support system.

Financial assistance through disability grant funding further reduced barriers to education by covering essential resources such as textbooks, technology and tutoring services. Approximately 70 students benefited from these targeted supports, reinforcing the college’s commitment to accessibility and inclusion.

Together, these services created an environment where every learner had the opportunity to thrive academically and personally, reflecting Great Plains College’s mission to provide equitable, high-quality education.

The table below outlines the types of support and number of students supported through the Disability Supports Grant in 2024-25.

Disability Supports Grant	
Types of disability supports provided (e.g., tools, equipment, services) ¹	Number of students who received disability supports (headcount)
General tutoring supports	Approx 65
One on one tutoring	Approx 35
Educational Psychology assessment	3
Assistive Technology -iPad	1
Internet access to online specialized resources	2
Individual academic/language support	1
TOTALS	107 services provided to approximately 70 distinct individual students.

COMPREHENSIVE ENROLMENT BY PROGRAM GROUPS FOR GREAT PLAINS COLLEGE

		Actuals - Average (past three years)				2024-2025			
Program Groups		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
Skills Training	Institute Credit:								
	Sask Polytech	164.3	252.3	0.7	269.9	178.0	413.0	0.0	357.5
	Other	18.3	68.3	0.0	52.3	7.0	48.0	0.0	31.0
	Apprenticeship & Trade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Total Institute Credit	182.7	320.7	0.7	322.2	185.0	461.0	0.0	388.5
	Industry Credit:								
	Total Industry Credit	0.3	190.7	2529.7	61.6	0.0	186.0	2343.0	55.5
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0.0	63.3	57.7	12.0	0.0	92.0	37.0	13.6
Basic Education	TOTAL SKILLS TRAINING	183.0	574.7	2588.0	395.7	185.0	739.0	2380.0	457.5
	BE Credit:								
	Adult 12	51.7	64.7	0.0	64.1	86.0	47.0	0.0	96.5
	Adult 10	1.0	7.7	0.0	2.8	7.0	3.0	0.0	4.4
	Academic GED	0.0	21.0	0.0	0.0	0.0	10.0	0.0	0.0
	Total BE Credit	52.7	93.3	0.0	66.9	93.0	60.0	0.0	100.9
	BE Non-Credit:								
	Employability/Life Skills	20.3	10.0	0.0	17.5	29.0	3.0	0.0	23.1
	English Language Training	1.0	450.7	0.0	27.6	0.0	622.0	0.0	42.4
	General Academic Studies	11.0	13.3	0.0	9.6	9.0	12.0	0.0	9.0
	Literacy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Total BE Non-Credit	32.3	474.0	0.0	54.7	38.0	637.0	0.0	74.5
University	TOTAL BASIC EDUCATION	85.0	567.3	0.0	121.5	131.0	697.0	0.0	175.4
	TOTAL UNIVERSITY	8.0	11.0	0.0	9.8	10.0	13.0	0.0	12.3
	TOTAL ENROLLMENT	276.0	1153.0	2588.0	527.0	326.0	1449.0	2380.0	645.2

One of the 2024-25 highlights was the strengthened enrolment numbers across the institution, with year-over year increases in almost all program delivery areas. In 2024-25, total full and part-time enrolments for the college were 1,775; a significant increase from the three-year average of 1,429. This is also an increase of 173 students year-over-year (1,602 in 2023-24).

Institute credit program enrolments had a substantial increase to the three-year average with 646 full and part-time enrolments compared to the three-year average of 504. This is also a strong year-over-year increase with 91 more students compared to 2023-24 (646 in 2024-25 versus 555 in 2023-24). University programming was stable with 23 total enrolments, slightly above the 3-year average of 19.

Industry credit course enrolments remained steady in 2024-25 with a total of 2,529 course enrolments, down slightly from the three-year average of 2,721. Overall, industry credit and non-credit full load equivalents remain stable with 69.1 full load equivalents (FLEs), down slightly from the three-year average of 73.6 FLEs.

Adult Basic Education credit enrolments were stable year-over-year with 153 students participating in 2024-25 compared to 154 in 2023-24. English Language Training and Adult Basic Education non-credit enrolments, including Essential Skills programming remained strong with a total of 675 enrolments in 2024-25; an increase of 46 students year-over-year, far surpassing the three-year average of 506 students. This increase is reflective of the strong immigration to the province and our regional engagement of new Canadian students, resulting in enhanced demand for language training-based programming.



Value Employees

GREAT PLAINS COLLEGE’S STRATEGIC PLAN IDENTIFIES A STRATEGIC DIRECTION TO “VALUE EMPLOYEES” WITH GOALS TO:

- 1

Promote a safe, collaborative and respectful work environment.
- 2

All staff are engaged, empowered and have the resources to do their jobs.

GREAT PLAINS COLLEGE STAFF

The college employed 152 staff in 2024-25 (101.25 full-time equivalents or FTE’s) and 15 out-of-scope management staff (14.80 full-time equivalents or FTE’s). Additionally, a total of 8.34 FTEs in casual instructors and other temporary staff were employed in 2024-25.

LABOUR RELATIONS AND EMPLOYEE AGREEMENTS

The college’s employees north of the South Saskatchewan River are represented by a union, while those in Swift Current and south of the river are non-unionized and negotiate collectively through a staff association. Both groups operate under a shared job classification plan, compensation framework, and similar non-monetary benefits, ensuring consistency and equity across the organization.

The College’s collective agreement expired on August 31, 2021, and bargaining efforts continued for over a year as both parties worked toward a renewed contract. A three-year agreement was successfully reached, covering the period from September 1, 2022, to August 31, 2025. Throughout the process, negotiations remained constructive and respectful, and the final agreement was achieved within the mandated parameters established by the ministry. This outcome reflects our continued commitment to positive labour relations and collaborative problem-solving.

The college continues to foster constructive labour relations through open communication, mutual respect, and a shared commitment to organizational success and employee well-being.

WORKPLACE SAFETY

Supervisor Safety Training

In 2024-25, all employees in supervisory roles were required to complete the Supervisor and Safety Training course in alignment with Occupational Health and Safety (OHS) regulations. This mandatory training equips supervisors with the knowledge and tools to identify and address workplace hazards, fulfill their legal responsibilities, and promote a proactive culture of safety. By ensuring all leaders are properly trained, the organization continues to uphold its commitment to maintaining a safe and healthy work environment for all employees.

Violence in the Workplace Training

In response to recent legislative updates from the Government of Saskatchewan regarding Harassment and Violence in the Workplace, all employees are required to complete Violence in the Workplace training. This important initiative, offered at no cost through a partnership between WorkSafe Saskatchewan and the Canadian Centre for Occupational Health and Safety (CCOHS) was introduced at Great Plains College in 2024-25, providing employees with practical strategies for recognizing, preventing, and responding to incidents of workplace violence. The training reinforces our collective responsibility to foster a respectful, safe, and inclusive work environment.

Together, these initiatives reflect our ongoing commitment to employee well-being, compliance, and continuous improvement in workplace safety practices.


EMPLOYEE ENGAGEMENT SURVEY

Valuing employees is a key strategic priority at Great Plains College. To measure progress and identify areas for growth, the college conducts an employee engagement survey every 2–3 years. The most recent survey, completed in February 2025 through TalentMap, showed overall engagement has improved since 2022. Organizational culture, senior leadership, and mental health emerged as the top drivers of

engagement. Results were presented to the Senior Leadership Team and Board in spring, with key findings to be shared with all staff at the August Staff Kick-Off. A three-year Employee Engagement Action Plan will be launched in fall 2025 to address areas for improvement and build on the strengths identified through the survey results.

INTERNAL COMMUNICATIONS

Great Plains College continued to strengthen internal communications in 2024–25, including bi-annual “Brews with Brad” town hall meetings hosted by President Brad Mahon. These virtual gatherings featured senior leadership participation and provided opportunities for open dialogue with staff. The college also hosted its annual virtual Staff Kick-Off in August, bringing employees together for college-wide updates and a keynote speaker to launch the academic year. The recent employee engagement survey confirmed communication as one of the college’s organizational strengths, and we will continue to build on these practices to maintain transparency and collaboration across all campuses.



Join us for a brew via Teams
for Fall Findings with Brad.

DATE AND TIMES

Wednesday, November 6
3:00 – 3:45 PM

ANNUAL STAFF GATHERING

On November 28–29, 2024, Great Plains College hosted its annual Staff Gathering in Saskatoon, bringing together 97 employees from six campus locations for two days of connection and learning. The event strengthens relationships, reinforces college

culture, and fosters unity across the organization. Staff participated in professional development sessions covering a range of topics, including team building, mapping the student lifecycle, and the use of AI in the classroom.

LONG-SERVICE AWARDS

The annual Long-Service Awards event was held on the evening of November 29, 2024, at the Saskatoon Inn. 28 awards were presented to staff ranging from 5 to 30 years of service. In total, staff celebrated 330 years

of dedicated service to the college. This event provides an opportunity to honor staff with well-deserved recognition as they celebrate these significant career milestones.

Darlene Anton	30 Years	Kristy Heinbigner	10 Years
Mary Jane Benesh	25 Years	Lauren Miller	10 Years
Bula Ghosh	25 Years	Robin Wiegers	10 Years
Roberta Long	25 Years	Jennifer Skazyk	5 Years
Linda Beechinor	20 Years	Kim Sauder	5 Years
Wyatt Hughes	20 Years	Kalena Greenley	5 Years
Lissa Hammel	15 Years	Leea Goebel	5 Years
Leslie Hennig	15 Years	Werner Mueller	5 Years
Kirby Leisle	15 Years	Shannon Dunnington	5 Years
John Wentworth	15 Years	Lisa Stevens	5 Years
Leeann Duncan	10 Years	Candace Hornung	5 Years
Jessie Louma	10 Years	Claudine Tan	5 Years
Tanya Spelay	10 Years	Shaylee Spencer	5 Years
Angela Kazakoff	10 Years	Bailey Strachan	5 Years



<div><div>• Aguirre, Arlene - Custodian</div><div>• Akre, Emily - Accounts Payable Clerk</div><div>• Alberts, Caitlynn - Instructor</div><div>• Alix, Maureen - Administrative Assistant</div><div>• Amundson, Sibrena - Instructor</div><div>• Anderson, Nicole - Administrative Assistant</div><div>• Andreas, Mark - Facilities Supervisor</div><div>• Andres, Terri - Exam Invigilator</div><div>• Andrew, Dawn - ESL Conversation Class Facilitator</div><div>• Anton, Darlene - Program Coordinator</div><div>• Antonio, Jesus - Custodian</div><div>• Armstrong, Pat - Instructor</div><div>• Aylward, Pat - Educational Assistant</div><div>• Baldwin, Rhett - Instructor</div><div>• Batungbakal, Rosezhel - Custodian</div><div>• Beechinor, Linda - Instructor</div><div>• Benesh, Mary Jane - Student Adviser</div><div>• Bergen, Lara - Manager of Programs</div><div>• Besharah, Candace - Instructor</div><div>• Bilinski, Gord - Instructor</div><div>• Bligh, Patti - Instructor</div><div>• Booth, Raelene - Instructor</div><div>• Borden, Sharon - Custodian</div><div>• Bosch, Charissa - ESL Conversation Class Facilitator</div><div>• Bott, Craig - Instructor</div><div>• Brabender, Terry - Instructor</div><div>• Bradley, Kylie - Instructor</div></div>	<div><div>• Bradshaw, Crystal - Admin Assist/Educational Assistant</div><div>• Bragg, Tyler - Vice-President, Finance and Administration</div><div>• Bray, Tammie - Administrative Assistant</div><div>• Briggs, Myrna - Instructor</div><div>• Browne, Lisa - Educational Assistant</div><div>• Burham, Katie - Instructor</div><div>• Burton, Erin - Instructor</div><div>• Bytyqi, Lynn - Instructor/Program Coordinator</div><div>• Cadrain, Beth - Instructor</div><div>• Campbell, Deanne - Instructor</div><div>• Campbell, Lisa - Instructor</div><div>• Chalk, Keely - Events Coordinator</div><div>• Chalk, Leanne - Driver</div><div>• Chalmers, Laura - Admissions & Registration Officer</div><div>• Chartier, Camille - Instructor</div><div>• Choi, Sarah - Accounting Manager</div><div>• Chorneyko, Lisa - Administrative Assistant</div><div>• Cole, Kerri-Lynn - Instructor</div><div>• Court, Lori - Administrative Assistant</div><div>• Craig, Deidre - Instructor</div><div>• Dales, Jean - Instructor</div><div>• Dash, Valerie - Exam Invigilator/Reader/Scribe</div><div>• DeLury, Daniel - Instructor/ESL Assessor</div><div>• Demchuk-Kosolofski, Carol - Instructor</div><div>• Desrosiers, Tammy - Instructor</div><div>• Dominguez, Liliana - Instructor</div></div>	<div><div>• Douaud, Kristine - ESL Conversation Class Facilitator</div><div>• Dowkes, MistyAnn - Instructor</div><div>• Duncan, Leeann - Campus Attendant</div><div>• Dunnington, Shannon - Instructor</div><div>• East, Audra - Instructor</div><div>• Emery, Dave - Instructor</div><div>• Engelbrecht, Megan - Educational Assistant</div><div>• Falk, Alysha - Instructor</div><div>• Farber, Monique - Instructor</div><div>• Finlayson, Kari - Instructor</div><div>• Fleury, Brenda - Instructor</div><div>• Flores, Jonathon - Custodian</div><div>• Frank, Rene - Educational Assistant</div><div>• Frey, Kara - Instructor</div><div>• Funk-Reznechenko, Candace - IT Assistant</div><div>• Geldart, Andrew - Instructor</div><div>• Gfeller, Cadence - Instructor</div><div>• Ghosh, Bula - Program Coordinator</div><div>• Goebel, Leea - Instructor</div><div>• Gray, Michelle - Instructor</div><div>• Green, Stephanie - Instructor</div><div>• Greenley, Kalena - Executive Coordinator</div><div>• Gruetzner, Sydney - Marketing Coordinator</div><div>• Guenther, Bruce - Information Systems Administrator</div><div>• Guest, Vanessa - Educational Assistant</div><div>• Haichert, Teejay - Instructor</div><div>• Hammar, Derrick - Tutor</div><div>• Hammel, Lissa - Vice-President, Finance and Administration</div></div>	<div><div>• Hartwig, Kimberley - Instructor</div><div>• Hastings, Janalyn - Tutor</div><div>• Haughian, Shane - Digital Media and Design Coordinator</div><div>• Hebbler, Deanna - Program Coordinator</div><div>• Heinbigner, Kristy - Instructor</div><div>• Hennig, Leslie - Administrative Assistant</div><div>• Hill-O’Driscoll, Ethan - Program Coordinator/Instructor</div><div>• Hornung, Candace - Instructor/Educational Assistant</div><div>• Hoste, Holly - Instructor</div><div>• Hovdestad, Renee - Instructor</div><div>• Hudec, Keri-Lynn - Program Coordinator</div><div>• Hughes, Wyatt - IT Supervisor</div><div>• James, Tara - Exam Invigilator</div><div>• Jones, Meagan - Instructor</div><div>• Junek, Brandy - Educational Assistant</div><div>• Kazakoff, Angela - Program Coordinator</div><div>• Keenleyside, Faye - Instructor</div><div>• Kendall, Tabita - ESL Conversation Class Facilitator</div><div>• Kendall, Takaila - Instructor</div><div>• Kern, Sandra - Educational Assistant</div><div>• Klein, Ethan - Instructor</div><div>• Krajewski, Maegan - Instructor</div><div>• Kramer Melanie - Instructor</div><div>• Kyluik, Shana - Instructor</div><div>• Large, Hannah - Instructor</div></div>	<div><div>• LeBlanc, Krystal - Instructor</div><div>• Leisle, Kirby - Campus Attendant</div><div>• Leisle, Nicole - Instructor</div><div>• Lemauiel, Veronica - Instructor</div><div>• Lindgren, Jennifer - ESL Conversation Class Facilitator</div><div>• Long, Roberta - Accounting Clerk</div><div>• Loran, Dawn - Instructor</div><div>• Louma, Jessie - Instructor</div><div>• MacDonell, Kayla - Administrative Assistant</div><div>• Mahon, Brad - President and CEO</div><div>• Manlapig, Fritz Gerald - Custodian</div><div>• Martin, Jenna - Instructor</div><div>• Masse, Amy - Manager of Marketing and Communications</div><div>• Matthies, Jenelle - Administrative Assistant</div><div>• May, Carla - Instructor</div><div>• McCorkindale, Sylvia - Instructor</div><div>• McGonigal, Tina - Family Literacy Coordinator</div><div>• McInnes, Breena - Campus Attendant/Exam Invigilator/ Administrative Assistant</div><div>• McKenzie, Jared - Instructor</div><div>• Mehrez, Naglaa - Instructor</div><div>• Mielke, Colleen - Administrative Assistant</div><div>• Miller, Lauren - Instructor</div><div>• Mitchell, Shannon - Program Coordinator</div><div>• Molyneux, Diana - Student Adviser</div><div>• Moro, Breanne - Instructor</div><div>• Mueller, Werner - Instructor</div></div>	<div><div>• Mulder, Mavis - Instructor</div><div>• Munoz, Macarena - Castro Instructor</div><div>• Muttart, Hope - Educational Assistant</div><div>• Nagel, Nancy - Lab Assistant</div><div>• Nagy, Shaun - Instructor</div><div>• Ndirangu, Karugia - Instructor</div><div>• Negraeff, Ron - Instructor</div><div>• Newton, Margie - Campus Attendant</div><div>• Nilsson, Linda - Instructor</div><div>• Okraincee, Lenea - Instructor</div><div>• O’Leary, Lori - Instructor</div><div>• Olfert, Marg - Instructor</div><div>• Oliver, Zac Campus - Attendant</div><div>• Olson, Brea - Instructor</div><div>• Ostrander, Keleah - Vice-President, Programs and Students</div><div>• Packet, Angela - Instructor</div><div>• Parmar, Vimal - Manager of Infrastructure, Planning and Projects</div><div>• Penpena-Obelidon, Farrah - Program Coordinator/Instructor</div><div>• Peters, Lisa - Instructor</div><div>• Peters, Terri - Educational Assistant</div><div>• Petersen, Carolyn - Instructor</div><div>• Petersen, Shanna - Administrative Assistant</div><div>• Quintino, Maribel - Educational Assistant</div><div>• Radtke, Brianne - Lab Coordinator</div><div>• Reimer-Jones, Jenna - Human Resources Generalist</div><div>• Rempel, Christine - Campus Attendant/Exam Invigilator</div></div>	<div><div>• Resuello, Ma Corazon - Instructor</div><div>• Rhodes, Lana - Program Coordinator</div><div>• Rivet, Harley - Instructor</div><div>• Rivet, Norman - Instructor</div><div>• Robertson, Trevor - Instructor</div><div>• Rowe, Michele - Instructor</div><div>• Russell, Cornelia - Tutor</div><div>• Samuels-Houston, Saudia - Instructor</div><div>• Sauder, Kim - Admissions & Registration Officer</div><div>• Schafer, Margaret - Program Coordinator</div><div>• Schultz, Carrienne - Instructor</div><div>• Seidler, Jody - Student Trainer</div><div>• Senicar, Justin - Instructor</div><div>• Shatosky, Jody - Administrative Assistant</div><div>• Siermachesky-Proctor, Jennifer - Student Adviser</div><div>• Simonsen, Craig - ESL Conversation Class Facilitator</div><div>• Skazyk, Jennifer - Student Adviser/Instructor</div><div>• Sletten, Dianne - Donor Services Coordinator</div><div>• Sletten, Kristy - Manager of International Admissions</div><div>• Sletten, Sara - Manager of Admissions and Student Services</div><div>• Smith, Angela - Human Resources Assistant</div><div>• Sollid, Lowell - Instructor</div><div>• Solomon, Keith - Instructor</div><div>• Spelay, Tanya - Instructor</div><div>• Spence, Ryan - Student Adviser</div><div>• Spencer, Shaylee - Instructor</div><div>• Stansfield, Jordyn - Instructor</div></div>	<div><div>• Steinley, Darren - Instructor</div><div>• Stevens, Lisa - Instructor</div><div>• Stewart, Sheri - Administrative Assistant/Educational Assistant</div><div>• Stobbs, Sharla - Payroll Administrator</div><div>• Strachan, Bailey - Instructor</div><div>• Stubbins, Tanya - Vice-President, People & Culture</div><div>• Sveinbjornson, Janice - Administrative Assistant</div><div>• Swaan, Prudence - Instructor</div><div>• Tait, Lloyd - Instructor</div><div>• Tan, Claudine - Program Coordinator</div><div>• Tosh, Nicola - Instructor</div><div>• Unsworth, Gareth - Program Coordinator/Instructor</div><div>• Vaughan, Danielle - Instructor</div><div>• Vaughan, Natasha - Instructor</div><div>• Veason, Mackenzie - Recruitment Coordinator</div><div>• Venn, Molly - Reader/Scribe</div><div>• Vielhauer, Gloria - Student Adviser/Instructor</div><div>• Wellings, Kim - Program Coordinator</div><div>• Wentworth, John - Instructor</div><div>• Wicks, Kendall - Program Coordinator</div><div>• Wieggers, Robin - Program Coordinator</div><div>• Wiens, Karla - Instructor</div><div>• Wiens, Stacey - Instructor</div><div>• Wood, Debbie - ESL Conversation Class Facilitator/ Tutor</div><div>• Wright, Darcy - Instructor</div><div>• Zerr, Kari - Instructor</div></div>
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Build and Enhance Partnerships

GREAT PLAINS COLLEGE’S STRATEGIC PLAN IDENTIFIES A STRATEGIC DIRECTION TO “BUILD AND ENHANCE PARTNERSHIPS” WITH GOALS TO:

- 1 Be an educational partner of choice by creating and nurturing sustainable and accountable relationships with stakeholders.



THANK YOU

Great Plains College extends its sincere gratitude to donors, sponsors, and partners for their continued generosity throughout the 2024–25 academic year. Your support helps remove financial barriers for students, making post-secondary education more accessible and empowering learners to become future leaders in our communities.

Thanks to these contributions and participation in fundraising events, approximately \$227,250 in scholarships, awards, and bursaries was distributed to students in 2024-25—an investment that directly impacts lives and strengthens the communities we serve.

HOTEL AND RESTAURANT MANAGEMENT STUDENTS DELIVER 2ND ANNUAL “GREAT PLATES” EVENT

Building on the success of its inaugural year, Great Plains College hosted the second annual Great Plates: An Evening of Food and Entertainment on April 4, 2025 in Warman. More than 80 guests attended the event, where Hotel and Restaurant Management students showcased their skills by preparing and serving a three-course meal. This hands-on experience

complemented classroom learning and strengthened connections to the hospitality industry. All funds raised supported student scholarships, reflecting the college’s commitment to creating meaningful learning opportunities through partnerships and community engagement.

WELDING STUDENTS AND INSTRUCTOR HOST 13TH ANNUAL CARHARTTS & CAVIAR WELDING SHOWCASE AND AUCTION

On March 6, 2025, Great Plains College hosted the 13th annual Carhartts & Caviar Welding Showcase and Auction, welcoming a sold-out crowd to celebrate the college’s Welding program. The event raised more than \$42,000 in support of the college’s welding program and scholarship fund.

Welding students, their instructor, alumni, and local businesses collaborated to create nine unique pieces, ranging from coffee tables and coat racks to a sprawling garden archway. Through the popular JunkYard Wars challenge, students worked in teams to design and build custom projects, with the Rustic Boot Rack and Craftsman’s Workbench ranking among the highest-earning lots.

Over the past 13 years, Carhartts & Caviar has raised nearly \$300,000, which has been reinvested into scholarships and shop improvements, including advanced equipment such as a CNC plasma table, milling machine, and new welders. This event continues to provide students with hands-on learning, industry connections, and an opportunity to showcase their craftsmanship to family, friends, and potential employers.



NEW BURSARIES AND COMMUNITY SUPPORT

In 2024-25, Great Plains College was proud to introduce two significant new bursaries: the Crown Investment Corporation (CIC) Indigenous Bursary, which will award five \$5,000 bursaries annually, and the Philip Gobeil Memorial Bursary, created through a generous \$100,000 donation from the family of the late Philip Gobeil. This bursary will provide five \$2,000 awards annually for the next 10 years, offering long-term support to students in need.

These new bursaries reflect the strength of our communities and the generosity of donors who continue to choose Great Plains and invest in students’ futures. Their commitment creates a lasting impact—not only for the students who benefit, but for the region as a whole.

2024-25 DONORS

ENDOWMENTS

- Anthea & Ralph Loran Family Endowment Fund
- Loretta and Alfred Romankewicz Endowment Fund
- Roy Blanchard Estate Endowment Fund
- West Central Regional Economic Development Authority Endowment

DONORS: \$5,000 AND OVER

- Barbra Lindsay Practical Nursing Bursary
- Crown Investments Corporation (CIC) Indigenous Bursary
- Great Plains College Staff & President
- MNP Vern Neustaeter Memorial Entrance Scholarship
- Philip Gobeil Memorial Bursary
- Stark & Marsh CPA LLP

DONORS: \$1,000 TO \$4,999

- ACT Swift Current Community Service Group
- Basanti Ghosh Memorial Fund
- Biggar & District Credit Union
- Biggar & District Health Services Foundation
- Brett and Donna Wellsch
- City of Swift Current
- City of Warman

- Community Futures Mid-Sask
- Dr. Noble Irwin Regional Healthcare Foundation Inc.
- EECOL Electric
- Great Plains College Board Bursary
- Innovation Credit Union
- Kindersley & District Co-op
- Living Sky Casino/SIGA
- Melhoff Electric
- Maureen Shelstad
- RM of Antelope Park No. 322
- RM of White Valley No. 49
- Rotary Club of Swift Current
- Sharon and Leslie Fehr
- South West Terminal (SWT)
- Swift Current & District Chamber of Commerce
- Synergy Credit Union
- Town of Biggar
- Town of Kindersley
- Town of Herbert
- W.W. Smith Insurance Ltd.
- Warman Home Centre

DONORS: UP TO \$1,000

- City of Swift Current Employee Sunshine Club
- Community Futures Southwest
- Cypress Motors (1974) Ltd/Shawna Smuk
- Elviss Family Fund

- John McPhail
- Kelly Insurance Brokers Ltd.
- Kessler Insurance
- LUK Plumbing Heating & Electric Ltd.
- Nutrien Ag Solutions (Biggar)
- Prairie Sky Chamber of Commerce
- RM of Enterprise No. 142
- RM of Gull Lake No. 139
- RM of Kindersley No. 290
- RM of Mariposa No. 350
- RM of Swift Current No. 137
- RM of Webb No. 138
- RM of Winslow No. 319
- Ron Toles
- Sandra and Larry Hill
- SaskTel Pioneers
- Town of Maple Creek
- Town of Ponteix
- Village of Marengo
- Village of Webb

Great Plains College would like to recognize the Government of Saskatchewan for the matched scholarship funds provided through the Saskatchewan Innovation and Opportunity Scholarship program.



Deliver Education to Meet Labour Market Demand

GREAT PLAINS COLLEGE’S STRATEGIC PLAN IDENTIFIES A STRATEGIC DIRECTION TO “DELIVER EDUCATION TO MEET LABOUR MARKET DEMAND” WITH GOALS TO:

- 1
- Engage stakeholders to deliver quality training for regional and provincial labour market needs.

PARTNERING TO SUPPORT EARLY LEARNING DEVELOPMENT IN OUR COMMUNITIES

The Government of Saskatchewan and Government of Canada’s Early Learning and Childcare Agreement, signed in 2021, set an ambitious goal to create more than 28,000 subsidized daycare spaces by 2025–26. Many communities within Great Plains College’s service region have planned expansions or new builds to meet this demand, creating a critical need for trained early childhood educators.

Since receiving a training contract with the Ministry of Education’s Early Learning Years Branch in 2023–24, Great Plains College has worked to become the trainer of choice for early learning centres in the region. Through strong industry outreach and responsiveness to community needs, the college significantly increased training levels in 2024–25, serving more than 250 ECE students across multiple program streams. Highlights include:

- 121 Level 1 students successfully completing training across the service region
- 26 Level 1 completers receiving free Duolingo language testing and English for Academic Purposes (EAP) training to remove barriers to further ECE education

- 21 Level 2 graduates, including seven from Biggar who transitioned directly from Level 1 completion
- 40 international and 5 domestic students progressing through the full-time ECE diploma program, with the first graduates anticipated in December 2025

Looking ahead, the college will expand offerings in 2025–26 with a new full-time ECE diploma program at the Swift Current Campus and the inaugural part-time ECE program at Kindersley Campus. These initiatives reflect our commitment to responsiveness and are expected to generate over \$1.2 million in ECE training next year.

The renewal of the Canada–Saskatchewan Early Learning and Childcare Agreement, set to expire in spring 2026, will be essential to sustaining these efforts. Without renewal, training levels will be significantly reduced in 2026–27 and limited to what can be supported through Skills Training Allocation (STA) funding.

POST-SECONDARY PROGRAMS AND INDUSTRY COURSES

Great Plains College remains committed to delivering programs and services that align with provincial labour market needs while adapting to the evolving profile of today’s learners. In 2024–25, rising financial and time pressures influenced student priorities, driving increased interest in enhanced financial supports, tuition-free programs, and flexible study options that provide a direct pathway to employment.

To meet these needs, the college expanded part-time offerings and worked closely with students and industry partners to ensure programs remained accessible without compromising quality. These efforts paid off—enrolments and graduate numbers grew across nearly all program areas, with the most significant increases in part-time study, tuition-free programming, and programs supported by substantial financial aid and strong employment outcomes.

ADDRESSING SHORTAGES IN HEALTHCARE THROUGH THE HEALTH AND HUMAN RESOURCE STRATEGY

Continuing Care Assistant

Great Plains College continued to deliver high-quality healthcare programming to help address provincial workforce shortages. In 2024–25, full-time Continuing Care Assistant (CCA) programs were offered at the Kindersley and Swift Current campuses, while part-time options at Warman saw steady enrolment growth. This momentum was supported by the Essential Skills for Newcomers – Introduction to CCA program in Martensville, which provides a pathway into post-secondary training. To strengthen this transition, the college will relocate this Adult Basic Education offering to the Warman campus in 2025–26, creating a more seamless progression for learners.

Shifts in sector demands and several years of enhanced program delivery led to the reduced need for part-time CCA offerings in Biggar and Swift Current. In response, adjustments were made to “right-size” programming, including delaying a new part-time cohort from January to fall 2025 and reducing the number of courses at the Biggar Program Centre.

Practical Nursing

In 2024-25, Great Plains College welcomed two full cohorts of Practical Nursing students—one in Swift Current in fall 2024 and another in Biggar in February 2025. Two cohorts also successfully completed their programs during the year, graduating in Biggar in fall 2024 and in Swift Current in June 2025.

Significant preparation was undertaken for the inaugural launch of Practical Nursing at the Kindersley Campus in 2025-26. A key component of this work was the development of a modern healthcare lab to support a suite of health programs, including full and part-time Continuing Care Assistant offerings and the new Practical Nursing program. Efforts included securing sponsorships, procuring equipment and supplies, and coordinating construction.

Beyond infrastructure, the college invested in building a strong understanding of the updated Practical Nursing curriculum and ensuring staffing readiness for successful program delivery. Through these efforts, Great Plains College is well positioned to welcome full cohorts of students to Practical Nursing programs in fall 2025.

Bachelor of Science in Nursing

Early in 2024-25, Great Plains College announced an exciting new partnership with the University of Saskatchewan (USask) College of Nursing to deliver the Bachelor of Science in Nursing (BSN) program at the Swift Current Campus. This collaboration will allow students to complete their entire degree locally, addressing critical nursing shortages while expanding access to high-quality education in the region.

The announcement sparked renewed interest in university programming, particularly in the pre-professional year required for BSN admission. To prepare for the program’s inaugural cohort in fall 2025, the college invested in upgrading healthcare lab spaces, equipment, and technology, ensuring students have access to modern learning environments. Planning was approached with a focus on integration—BSN students will be fully included in campus life, fostering a sense of belonging at both USask and Great Plains College. This commitment to inclusion has been commended by USask and reflects our shared vision for a collaborative, student-centered experience.

As we look ahead to fall 2025, this partnership represents a significant step toward meeting provincial healthcare needs and supporting student success close to home.

GREAT PLAINS COLLEGE ENHANCES ACCESS TO TRADES PROGRAMMING

As part of the Government of Saskatchewan’s commitment to investing in skilled trades, Great Plains College received confirmation of a renewed \$225,000 within the Skills Training Allocation in the March 2024 budget. This funding, which builds on the initial allocation provided in April 2023, supports the expansion of construction trades-related programming while balancing immediate impact with long-term planning.

In 2024-25, the college expanded offerings in Production Line Welding (PLW) and Heavy Equipment Operator (HEO) programs. At the Swift Current Campus, PLW training included a part-time evening program throughout the academic year and an additional full-time offering in spring 2025, resulting in 13 graduates—and 19 graduates overall when combined with the spring 2024 cohort. Industry feedback confirmed these graduates are meeting local workforce needs.

The HEO program also grew through an additional cohort delivered in partnership with the Saskatoon Open Door Society (SODS), designed to remove barriers for newcomer learners. By providing language

support during applied training, seven students successfully completed in July 2024. Two more cohorts followed at the Warman Campus in August 2024 and April 2025, producing 15 additional completers from the program in 2024-25.

In addition to the expanded PLW and HEO offerings, the college also advanced plans for Level 1 apprenticeship delivery in rural regions. Working with the Saskatchewan Apprenticeship and Trades Certification Commission (SATCC) and the Ministry of Immigration and Career Training (ICT), progress was made toward an operational framework for this pilot initiative. This work is important in achieving the collective goal of expanding the provincial training capacity for apprenticeship and our aim is to see initial offerings take place in the 2026-27 academic year.

Locally, some capacity challenges delayed the introduction of a new trade program; however, efforts are underway to restore development capacity in fall 2025. Purposefully, a portion of the expanded trades funding is being reserved to support future implementation, recognizing the significant start-up costs associated with trades programming.



INTERNATIONAL

INTERNATIONAL STUDENTS IMPACT ON SASKATCHEWAN’S ECONOMY

The theme of international education in 2024-25 was “adapting to change,” reflecting the sector’s efforts to recover from the disruptive policy shifts of 2023. While the pace of new regulations has slowed, institutions continue to grapple with the consequences of earlier changes, including increased scrutiny by IRCC of college-level international student programs. These adjustments have strained the college system and, more significantly, diminished Canada’s appeal as a destination for international students.

Faced with uncertainty and instability in the immigration system, many students chose to pursue education elsewhere, creating long-term challenges for Canadian institutions. The two most pressing issues are:

- Improving study permit approval rates and pathways to permanent residency. Historically low approval rates have shaken confidence in an already vulnerable market.
- Restoring Canada’s reputation in global education markets. While some policy changes were warranted, the transition was difficult, and lingering perceptions

of unpredictability continue to affect enrollment. A period of policy consistency is essential to renew confidence in Canada as a destination of choice.

Despite these challenges, Great Plains College continues to lead the Saskatchewan Colleges partnership, which as of spring 2025 serves four regional colleges across the province, most recently adding Carlton Trail College in the current academic year. Now entering its fifth year, the partnership’s benefits continue to outweigh its challenges. In 2024-25, Saskatchewan Colleges welcomed 272 new international students across three colleges, with Great Plains College enrolling 90 new international students in five programs. The accompanying chart reflects both new and returning international student enrolments.

Educational institutions nationwide remain committed to rebuilding trust in Canada as a viable option for international students. Although recovery will take time, the goal is clear: to create a stronger, more effective pathway that enables regional colleges to supply a much-needed, skilled workforce for Saskatchewan’s economy.

ADULT BASIC EDUCATION (ABE)

In 2024-25, Great Plains College’s Adult Basic Education (ABE) and Essential Skills programs served 122 full-time and 75 part-time learners, representing 133 full-load equivalents (FLEs). Full-time enrolments faced challenges due to limited financial supports and the availability of online alternatives, which led to the cancellation of the Swift Current ABE offering. Part-time enrolments, however, remained steady across other campuses.

Despite these challenges, staff provided exceptional support, including access to on-campus and online counselling and referrals to community resources such as elder guidance. These efforts helped learners navigate barriers and remain engaged in their studies.

Students encountered a range of pressures—gaps in prior academic experience, disabilities, mental health concerns, and the everyday responsibilities of adulthood such as childcare, household management, and financial obligations. Yet, their perseverance, combined with staff dedication, resulted in impressive achievements.

In 2024–25, 39 graduates and 118 program completers successfully attained credentials in Adult 12, Adult 10, and GED programs, as well as dual credits through Essential Skills courses. These accomplishments reflect the resilience and commitment of both learners and staff in overcoming challenges and achieving success.

EXPANDING POWER ENGINEERING PATHWAYS IN MAPLE CREEK

Building on the success of our partnership with the Distance Learning Centre (DLC) and SaskPower in 2023-24 to deliver Fifth Class Power Engineering (PE05), Great Plains College Maple Creek Program Centre was able to introduce a Fourth Class Power Engineering (PE04) offering for 2024-25.

This trade program continued to be offered through a dual-credit model, enabling students to complete the coursework and certification required to write their TSASK exams. Beyond the core curriculum, participants strengthened essential workplace skills and received safety training, steam time, and cultural supports. For many, the ability to pursue these opportunities close to home was critical, allowing them to balance personal responsibilities while advancing their educational and career goals.

Creating ongoing pathways remains a priority for Great Plains College, and we are proud to report that six of the seven students who began the PE05 program in 2023-24 successfully progressed to complete PE04 in 2024-25. Their learning journeys will continue as the college expands Power Engineering opportunities further in Maple Creek. In fall 2025, students will be able to pursue Third Class Power Engineering (PE03) through a blended model that combines Maple Creek and Swift Current classes, leveraging technology and flexible delivery methods. This innovation demonstrates our commitment to meeting learner needs and supporting Saskatchewan’s growing demand for skilled power engineers.

International Students	
Program	Enrollment (Actual Headcount)
Administrative Assistant Certificate	4 (1 returning for future studies)
Business Certificate/Diploma	34 (2 returning for future studies)
Continuing Care Assistant Certificate	22 (1 returning for future studies)
Youth Care Worker Certificate	15 (7 returning for future studies)
Early Childhood Education Diploma	43 (43 returning future studies- 19 January 2024 cohort and 24 January 2025 cohort)
Hotel and Restaurant Management Diploma	11
Total enrollment	129
Completers	70/75 eligible
Graduates	70/75 eligible

PROVIDING LABOUR MARKET PATHWAYS IN EARLY CHILDHOOD EDUCATION FOR NEWCOMERS

The Martensville Program Centre, in partnership with the Saskatoon Open Door Society (SODS), continued to create meaningful opportunities for newcomers to earn Canadian credentials while developing language proficiency and essential workplace skills.

In 2024-25, 12 newcomer students successfully completed the Essential Skills for Newcomers – Early Childhood Education program. This initiative enabled participants to complete the coursework required for Early Childhood Education (ECE) Level 1 certification, equipping them with both theoretical knowledge and practical experience.

A key strength of the program was its practicum component, delivered in collaboration with local early learning centres. These placements allowed students to apply their learning in real-world childcare settings while building professional networks and connections with potential employers.

An additional highlight was the Partnership Appreciation Luncheon (PAL), held prior to practicum placements. This event brings together childcare providers from across the region to share a meal and engage in a roundtable discussion with newcomer students. The luncheon provides an opportunity for students to ask questions, clarify expectations, and build confidence before entering their practical experience. This proactive approach has proven highly effective in fostering community within the industry, strengthening relationships between the college and local centres, and creating a welcoming environment for students as they begin their placements.

The outcomes have been highly positive: most graduates are now employed in early learning centres, contributing their skills, cultural perspectives, and commitment to Saskatchewan’s growing childcare sector.

ENGLISH AS A SUBSEQUENT LANGUAGE (ESL)

CONTINUED STRENGTH IN LANGUAGE TRAINING PROGRAMMING

The demand for English language training remained strong in 2024–25, underscoring the essential role these programs play in supporting newcomers across Saskatchewan. Great Plains College served 646 distinct learners during the year—622 through English Language Training and 24 through Essential Skills programming. Of these, 396 learners participated in programming across 15 communities in our region through tutoring arrangements, conversation circles, and Portfolio-Based Language Assessment (PBLA) classes.

Additionally, 320 learners were served provincially through the LINC Home Study program, delivered by 17 instructors. This flexible, personalized model provided targeted support to strengthen English skills and build the confidence needed to navigate daily life and employment in Canada.

However, because LINC Home Study is funded exclusively through federal sources, CUAET visa holders became ineligible at the end of March when their language training moved under provincial jurisdiction. Great Plains College continues to advocate for provincial funding to support the LINC Home Study model, which is vital for learners facing barriers to in-person participation—such as living in rural or remote areas, caring for dependents, or working non-traditional hours.

Fortunately, the federal–provincial co-funding model supporting our other ESL programs allowed us to maintain inclusive access to language training, regardless of jurisdiction. This approach ensured a smooth transition for CUAET visa holders and uninterrupted learning opportunities. We continue to see growing enrollment of provincially funded learners in our regional ESL classes, reflecting the ongoing demand for accessible, high-quality language education.

CONVERSATION CLASSES IN RURAL COMMUNITIES

Conversation classes play a vital role in rural areas that lack the population base to support formal language programs. In 2024-25, Great Plains College proudly offered conversation classes in eight communities across its region. In each location, local community members were hired and trained by the college to serve as facilitators, leading small groups of three to eight learners for approximately three hours per week. These classes focused on practical language skills tailored to learner needs, helping participants build confidence in everyday communication.

Through these opportunities, newcomers strengthened their English abilities, enabling them to integrate more fully into their communities, secure

employment, and navigate daily life—including interactions with schools, employers, and service providers. Without access to such language instruction, newcomers are far less likely to settle and remain in rural communities.

The benefits of language learning extend well beyond individual participants. As newcomers gain confidence and communication skills, they enrich the cultural and economic vitality of rural Saskatchewan—bringing new perspectives, talents, and diversity. Great Plains College is proud to support this work, helping build welcoming, thriving communities where newcomers and long-time residents grow together.



Appendix & Financial Statements

Goal: Optimize Student Success

Saskatchewan’s Growth Plan | 2020-2030

www.saskatchewan.ca/government/budget-planning-and-reporting/plan-for-growth

Goal: Developing an Agile and Integrated Education and Training System

- “Ensure institutions work with Saskatchewan employers to define skills and competencies ...” (p. 31)
- “Improve career planning supports for post-secondary students ...” (p. 31)
- “Extend Saskatchewan’s post-secondary footprint into global markets ...” (p. 31)

Ministry of Advanced Education Plan for 2024-25

Goal: Students succeed in post-secondary education.

Expectations: Accessible, Responsive, Accountable

Strategies:

- Provide supports to promote student success
- Foster an inclusive post-secondary sector where students from diverse backgrounds can enroll and succeed
- Provide programs, services and technology that evolve in response to needs of clients and stakeholders

Actions:

- Identify opportunities to create smoother transitions for international students to study, live and work in Saskatchewan
- Encourage & support the enrolment and educational attainment of Indigenous students and students with disabilities.

Ministry of Immigration and Career Training Plan for 2024-25

Goals: Invest in a skilled workforce to support a growing economy.

Strategies:

- Align training programs to jobs in-demand
- Increase capacity of training providers
- Expand use of work-integrated and experiential learning

Actions:

- Work with training partners to deliver in-demand programs and services and expand training options.
- Create opportunities to connect more individuals with skills development opportunities for jobs in-demand
- Expand investments in in training seats to meet current and future investment attraction needs

OBJECTIVE 1. IMPROVE PATHWAYS TO MEANINGFUL EMPLOYMENT OR FURTHER EDUCATION.

2024-25 Key Performance Measurements

KPM: Employment rate of completers and graduates of post-secondary programming one year after program end.

Post-Secondary Target: 85%

3-year baseline average (2019-22): 85% (Source: Annual Graduate Follow-up Trend Research)

RESULT: 90%

KPM: Employment rate of completers and graduates of Adult Basic Education programming one year after program end.

Adult Basic Education Target: 65%

3-year baseline average (2019-22): 65% (Source: Annual Graduate Follow-up Trend Research)

RESULT: 57%

KPM: Employment rate of completers and graduates of institute credit programming 60- 90 days after program completion or graduation.

Target: 85%

3-year baseline average (2020-23): 87% (Source: 60-90 Day Follow-up Trend Research)

RESULT: 83%

KPM: Percentage of post-secondary and Adult Basic Education completers and graduates considering further education one year after program end.
Target: 65%
3-year baseline average (2019-22): 69% (Source: Annual Graduate Follow-up Trend Research)
RESULT: 48%

KPM: Percentage of institute credit completers and graduates that have taken or are currently enrolled in further education 60-90 days after program completion or graduation.
Target: 40%
3-year baseline average (2020-23): 37% (Source: 60-90 Day Follow-up Trend Research)
RESULT: 44%

OBJECTIVE 2. SUPPORT THE WHOLE STUDENT TO OBTAIN CREDENTIALS, SKILLS AND EXPERIENCE.

2024-25 Key Performance Measurements

KPM: Percentage of institute credit and Adult Basic Education completers and graduates that would recommend GPC to a friend, colleague or family member as reported 60-90 days after program completion.
Target: 95%
3-year baseline (2020-23): 94% (Source: 60-90 Day Follow-up Trend Research)
RESULT: 95%

KPM: Percentage of graduates stating that GPC prepared them for work in their field of study.
Target: 98%
3-year baseline (2019-22): 98% (Source: Annual Graduate Follow-up Trend Research)
RESULT: 93%

KPM: Percentage of Institute Credit students satisfied with the quality of instruction at Great Plains College.
Target: 90%
3-year baseline (2020-23): 93% (Source: GPC Course and Instructor Evaluation)
RESULT: 94%

KPM: Percentage of Adult Basic Education students satisfied with the quality of instruction at Great Plains College.
Target: 90%
3-year baseline (2020-23): 94% (Source: GPC Course and Instructor Evaluation. Limited Sample Size in 22-23)
RESULT: Not available due to low response rate.

KPM: Number of distinct international students graduating and completing their programs.
Target: 80%
3-year baseline (2020-23): 81% of those eligible to graduate or complete
RESULT: 92% (59/64) of those eligible to graduate or complete

KPM: Number of distinct graduates and completers from institute credit distinct enrolments.
Target: 400
3-year baseline (2020-23): 395 (Source: GPC Student Information System Key Performance Indicators)
RESULT: 543

KPM: Number of distinct graduates and completers from Adult Basic Education credit enrolments.
Target: 110
3-year baseline (2020-23): 113 (Source: GPC Student Information System Key Performance Indicators)
RESULT: 118

KPM: Number of distinct completers from Essential Skills for the Workplace programs.
Target: 30
3-year baseline (2020-23): 26
RESULT: 28

KPM: Percentage of institute credit students retained until completion or graduation.
Target: 80%
3-year baseline (2020-23): 83% (395/477) (Source: GPC Student Information System Key Performance Indicators)
RESULT: 84% (543/646)

KPM: Percentage of Adult Basic Education students (credit programs) retained until completion or graduation.
Target: 70%
3-year baseline (2020-23): 73% (113/155) (Source: GPC Student Information System Key Performance Indicators)
RESULT: 77% (118/153)

KPM: Percentage of Essential Skills for the Workplace students retained until completion.
Target: 70%
3-year baseline (2020-23): 74% (26/35)
RESULT: 88% (28/32)

KPM: Percentage of program target enrolments met or exceeded in full-time Institute Credit programming.
Target: 80%
3-year baseline (2020-23): 81% (209/257) September Seats Only. Enrolments include PT students in FT programs (Source: GPC Enrolment Management Template, OCSM)
RESULT: 87% (237/272)

KPM: Percentage of program target enrolments met or exceeded in Adult Basic Education programming.
Target: 80%
3-year baseline (2020-23): 93% (142/152) Fall Seats Only. Enrolments include PT students in FT programs (Source: GPC Enrolment Management Template, OCSM)
RESULT: 89% (143/160)

Goal: Value Employees

Saskatchewan’s Growth Plan | 2020-2030

www.saskatchewan.ca/government/budget-planning-and-reporting/plan-for-growth

Goal: Creating safer workplaces

OBJECTIVE 1. PROMOTE A SAFE, COLLABORATIVE AND RESPECTFUL WORK ENVIRONMENT.

2024-25 Key Performance Measurements

KPM: Percentage of in-scope staff trained in Violence Risk and Threat Assessment (VTRA).
Target: 95%
3-year baseline (2020-23): 96% (Source: GPC HR records)
RESULT: 91%

KPM: Percentage of in-scope and management trained in Respect in the Workplace
Target: 85%
3-year baseline (2020-23): 86% (Source: GPC HR records)
RESULT: 90.5%

OBJECTIVE 2. ALL STAFF ARE ENGAGED, EMPOWERED AND HAVE THE RESOURCES TO DO THEIR JOB.

2023-24 Key Performance Measurements

KPM: Percentage of eligible staff and out-of-scope management who access professional development opportunities
Target: 50%
3-year baseline (2021-23)*: 44% *2-year baseline-No PD in 2020-21 (Source: GPC HR records)
RESULT: 68%

KPM: Participation in annual staff gathering and long-service awards by in-scope staff.
Target: 75%
3-year baseline (2021-23)*: 72% *2-year baseline-No PD in 2020-21 (Source: GPC Staff Gathering records)
RESULT: 82%

Goal: Build & Enhance Partnerships

Saskatchewan’s Growth Plan | 2020-2030

www.saskatchewan.ca/government/budget-planning-and-reporting/plan-for-growth

Goal: Developing the Potential of a Diverse Population that Requires Labour Market Supports to Succeed

- “Support partnerships between employers, post-secondary institutions and community organizations ...” (p. 33)

Ministry of Advanced Education, Business Plan for 2024-25

Goal: Saskatchewan’s post-secondary sector is accountable and sustainable.
Expectations: Sustainable, Accountable
Strategies: Encourage Saskatchewan post-secondary education institutions to collaborate and demonstrate efficiencies that ensure the long-term financial sustainability of the post-secondary education sector.
Actions: Promote collaboration among post-secondary institutions to implement sector-wide initiatives.

OBJECTIVE 1. BE AN EDUCATIONAL PARTNER OF CHOICE BY CREATING AND NURTURING SUSTAINABLE AND ACCOUNTABLE RELATIONSHIPS WITH STAKEHOLDERS.

2024-25 Key Performance Measurements

KPM: % of non-base funded revenue to total revenue*
Target: 40%
3-year baseline 2020-23: 38% *Base-funded includes all funding allocations which are identified in the annual budget letter. (Source: GPC financial records)
RESULT: 41%

KPM: Annual revenue from donations and fundraising activities.
Target: \$150,000 *Please note: This does not include matching dollars provided by the Government of Saskatchewan)
3-year baseline (2020-23): 140,017 (Source: GPC financial records)
RESULT: 192,475

KPM: Industry Credit (number of student enrolments)
Target: 2,650
3-year baseline (2020-23): 2695 (Source: GPC Student Information System Key Performance Indicators)
RESULT: 2529

KPM: Institute credit enrolment (distinct FT and PT enrolments)
Target: 500
3-year Baseline (2020-23): 477 (Source: GPC Student Information System Key Performance Indicators)
RESULT: 646

KPM: Adult Basic Education–ABE credit enrolment (distinct total FT and PT enrolments)
Target: 135
3-year Baseline (2020-23): 155 (Source: GPC Student Information System Key Performance Indicators)
RESULT: 153

KPM: Adult Basic Education-Essential Skills enrolment (distinct total FT and PT enrolments)
Target: 40
3-year baseline (2020-23): 35 (Source: GPC Student Information System Key Performance Indicators)
RESULT: 32

KPM: University enrolment (distinct FT and PT enrolments)
Target: 25
3-year Baseline (2020-23): 23 (Source: GPC Student Information System Key Performance Indicators)
RESULT: 23

KPM: Number of distinct graduates and completers from institute credit distinct enrolments.
Target: 400
3-year baseline (2020-23): 395 (Source: GPC Student Information System Key Performance Indicators)
RESULT: 543

KPM: Number of distinct graduates and completers from Adult Basic Education credit enrolments.
Target: 110
3-year baseline (2020-23): 113 (Source: GPC Student Information System Key Performance Indicators)
RESULT: 118

KPM: Number of distinct completers from Essential Skills for the Workplace programs.
Target: 30
3-year baseline (2020-23): 26
RESULT: 28

KPM: Percentage of institute credit and Adult Basic Education completers and graduates that would recommend GPC to a friend, colleague or family member as reported 60-90 days after program completion.
Target: 95%
3-year baseline (2020-23): 94% (Source: 60-90 Day Follow-up Trend Research)
RESULT: 95%

Goal: Deliver Education to Meet Labour Market Demand

Saskatchewan’s Growth Plan | 2020-2030

www.saskatchewan.ca/government/budget-planning-and-reporting/plan-for-growth

Goal: Developing an Agile and Integrated Education and Training System

Goal: Developing the Potential of a Diverse Population that Requires Labour Market Supports to Succeed

- “Ensure skills training programs ... have common standards and quality assurance.” (p. 31)
- “Ensure institutions work with Saskatchewan employers to define skills and competencies ...” (p. 31)
- “Improve career planning supports for post-secondary students ...” (p. 31)
- “Support partnerships between employers, post-secondary institutions and community organizations ...” (p. 33)
- “Improve outcomes for job seekers through career services ...” (p. 33)

Ministry of Advanced Education Business Plan for 2024-25

Goal: Meet the post-secondary education needs of the province.

Expectations: Responsive, Accountable, High Quality

Strategies:

- Support post-secondary institutions to provide education to meet the existing and future needs of Saskatchewan’s economy and communities.
- Strengthen program quality and responsiveness to Saskatchewan’s economic and social needs.

Actions:

- Support government’s Health Human Resources Action Plan
- Strengthen alignment between post-secondary education and employment.
- Improve connections between post-secondary international education and the economy..

Ministry of Immigration and Career Training Plan for 2024-25

Goals: Invest in a skilled workforce to support a growing economy.

Strategies:

- Align training programs to jobs in-demand
- Increase capacity of training providers
- Expand use of work integrated and experiential learning

Actions:

- Work with training partners to deliver in-demand programs and services and expand training options.
- Expand experiential and work-integrated training opportunities, including for under-represented groups and immigrants.
- Expand investment in training seats to meet current and future investment attraction needs.

OBJECTIVE 1. ENGAGE STAKEHOLDERS TO DELIVER QUALITY TRAINING FOR REGIONAL AND PROVINCIAL LABOUR MARKET NEEDS.RS.

2024-25 Key Performance Measurements

KPM: Employment rate of completers and graduates of post-secondary programming one year after program end.

Post-Secondary Target: 85%

3-year baseline average (2019-22): 85% (Source: Annual Graduate Follow-up Trend Research)

RESULT: 90%

KPM: Employment rate of completers and graduates of Adult Basic Education programming one year after program ends.

Adult Basic Education Target: 65%

3-year baseline average (2019-22): 65% (Source: Annual Graduate Follow-up Trend Research)

RESULT: 57%

KPM: Employment rate of completers and graduates of institute credit programming 60- 90 days after program completion or graduation.

Target: 85%

3-year baseline average (2020-23): 87% (Source: 60-90 Day Follow-up Trend Research)

RESULT: 83%

KPM: Percentage of graduates stating that GPC prepared them for work in their field of study.

Target: 98%

3-year baseline (2019-22): 98% (Source: Annual Graduate Follow-up Trend Research)

RESULT: 93%

KPM: Percentage of Institute Credit students satisfied with the quality of instruction at Great Plains College.

Target: 90%

3-year baseline (2020-23): 93% (Source: GPC Course and Instructor Evaluation)

RESULT: 94%

KPM: Percentage of Adult Basic Education students satisfied with the quality of instruction at Great Plains College.

Target: 90%

2-year baseline (2020-23): 94% (Source: GPC Course and Instructor Evaluation)

RESULT: Not available due to low response rate.

KPM: Number of partnerships that contribute to business development and program delivery*

Target: 165

3-year baseline (2020-23): 151 *Partnerships include brokering institutions, donors, ministry contracts and MOU agreements

RESULT: 189

Table 3 | Equity participation enrolments by program groups for Great Plains College

		Actuals															
		Average (past three years)								2024-2025							
Program Groups		Aboriginal				Visible				Disability				Total			
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	
SKILLS TRAINING	Institute Credit:																
	Sask Polytech	12.0	15.3	0.0	76.3	93.3	0.3	10.7	18.7	0.0	165.7	256.0	0.7	12.0	24.0	0.0	57.0
	Other	1.3	5.3	0.0	9.7	17.3	0.0	0.7	8.0	0.0	18.3	68.3	0.0	0.0	4.0	0.0	2.0
	Apprenticeship & Trade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Total Institute Credit	13.3	20.7	0.0	86.0	110.7	0.3	11.3	26.7	0.0	184.0	324.3	0.7	12.0	28.0	0.0	59.0
	Industry Credit:																
	Total Industry Credit	0.0	8.7	81.0	0.0	3.7	72.0	0.0	3.0	57.3	0.3	190.7	2529.7	0.0	5.0	59.0	0.0
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																
	TOTAL SKILLS TRAINING CREDIT	0.0	11.0	1.3	0.0	3.7	1.7	0.0	3.3	2.0	0.0	63.3	57.7	0.0	12.0	3.0	0.0
		13.3	40.3	82.3	86.0	118.0	74.0	11.3	33.0	59.3	184.3	578.3	2588.0	12.0	45.0	62.0	59.0
BASIC EDUCATION	Basic Education Credit:																
	Adult 12	9.0	15.0	0.0	14.7	7.0	0.0	5.0	5.0	0.0	51.7	64.7	0.0	12.0	10.0	0.0	18.0
	Adult 10	0.3	3.0	0.0	0.0	0.3	0.0	0.3	1.0	0.0	1.0	7.7	0.0	0.0	1.0	0.0	0.0
	Academic GED	0.0	7.0	0.0	0.0	1.3	0.0	0.0	0.7	0.0	0.0	21.0	0.0	0.0	3.0	0.0	0.0
	Total BE Credit	9.3	25.0	0.0	14.7	8.7	0.0	5.3	6.7	0.0	52.7	93.3	0.0	12.0	14.0	0.0	18.0
	Basic Education Non-Credit:																
	Employability/Life Skills	1.3	5.0	0.0	9.0	1.0	0.0	0.7	0.7	0.0	20.3	10.0	0.0	2.0	2.0	0.0	12.0
	English Language Training	0.0	1.3	0.0	0.0	29.0	0.0	0.0	1.7	0.0	1.0	450.7	0.0	0.0	1.0	0.0	0.0
	General Academic Studies	5.0	5.0	0.0	1.3	0.3	0.0	0.0	0.7	0.0	11.0	13.3	0.0	8.0	4.0	0.0	0.0
	Literacy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
UNIVERSITY	Total BE Non-Credit	6.3	11.3	0.0	10.3	30.3	0.0	0.7	3.0	0.0	32.3	474.0	0.0	10.0	7.0	0.0	12.0
	TOTAL BASIC EDUCATION	15.7	36.3	0.0	25.0	39.0	0.0	6.0	9.7	0.0	85.0	567.3	0.0	22.0	21.0	0.0	30.0
	Total University	1.0	1.0	0.0	0.0	1.0	0.0	1.3	2.0	0.0	8.0	11.0	0.0	1.0	1.0	0.0	0.0
	TOTAL ENROLLMENT	30.0	77.7	82.3	111.0	158.0	74.0	18.7	44.7	59.3	277.3	1156.7	2588.0	35.0	67.0	62.0	89.0
TOTAL SKILLS TRAINING CREDIT																	
BASIC EDUCATION																	
UNIVERSITY																	
TOTAL ENROLLMENT																	

Note: The minimum count reported for student confidentiality is 5. This standard shall be used for all data collections that include any factual or subjective data collected on a student when the reporting of such data could focus on a specific identifiable. If this criterion is not met, then the classification and sub-classification is reported as "n".

Table 4 | Equity participation completers and graduates by program groups for Great Plains College

		Actuals															
		Average (past three years)								2024-2025							
Program Groups		Aboriginal				Disability				Aboriginal				Visible Minority			
		E	C	G	E	C	G	E	C	E	C	G	E	C	G	E	C
SKILLS TRAINING	Institute Credit:																
	Sask Polytech	27	11	10	29	14	7	36	15	11	21.5	125	66	31	14	12	
	Other:	7	4	2	27	9	8	1	4	1	2	1.5	2	12	7	2	4
	Apprenticeship & Trade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Institute Credit	34	15	12	197	98	73	38	22	8	40	16	13	230	127	78	16
	Industry Credit:																
	Total Industry Credit	90	4	86	76	0	75	60	0	60	64	0	64	82	0	82	42
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																
BASIC EDUCATION		12	12	0	5	3	0	5	5	0	15	15	0	10	8	0	4
	TOTAL SKILLS TRAINING CREDIT	136	31	98	278	101	148	104	27	68	119	31	77	322	135	160	84
	Basic Education Credit:																
	Adult 12	24	8	4	22	14	5	10	5	2	22	9	5	25	13	6	4
	Adult 10	3	1	2	0	0	0	1	1	0	1	1	0	0	0	2	1
	Academic GED	7	5	2	1	1	0	1	0	0	3	2	1	0	0	0	0
	Total BE Credit	34	13	8	23	15	5	12	6	3	26	12	6	25	13	6	3
	Basic Education Non-Credit:																
	Employability/Life Skills	6	2	0	10	9	0	1	1	0	4	1	0	13	12	0	0
	English Language Training	1	1	0	29	18	0	2	1	0	1	0	0	39	21	0	3
UNIVERSITY		10	5	0	2	1	0	1	1	0	12	4	0	2	1	0	0
	General Academic Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Literacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Non-Credit	18	8	0	41	28	0	4	3	0	17	5	0	54	34	0	3
	TOTAL BASIC EDUCATION	52	21	8	64	43	5	16	9	3	43	17	6	79	47	6	9
	Total University	2	2	0	1	1	0	3	3	0	4	4	0	1	1	0	1
		190	54	106	343	145	154	123	39	70	166	52	83	402	183	166	94
	TOTAL ENROLLMENT																

Note: The minimum count reported for student confidentiality is 5. This standard shall be used for all data collections that include any factual or subjective data collected on a student when the reporting of such data could focus on a specific identifiable. If this criterion is not met, then the classification and sub-classification is reported as "n".

E = total enrollment

C = completers (the total number of students who completed course requirements or remained to the end of the program).

G = graduates (the total number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry).

Table 5 | Comprehensive enrolment by Kindersley program region

		Actuals							
		Average (past three years)				2024-2025			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	Sask Polytech	17.7	46.0	0.3	37.0	23.0	48.0	0.0	44.4
	Other	2.0	22.0	0.0	9.5	1.0	12.0	0.0	4.7
	Apprenticeship & Trade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Total Institute Credit	19.7	68.0	0.3	46.6	24.0	60.0	0.0	49.1
	Industry Credit:								
	Total Industry Credit	0.3	70.3	1057.3	24.5	0.0	66.0	923.0	20.7
	Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0.0	36.7	22.3	2.8	0.0	63.0	9.0	4.0
	TOTAL SKILLS TRAINING	20.0	175.0	1080.0	73.8	24.0	189.0	932.0	73.8
BASIC EDUCATION	BE Credit:								
	Adult 12	5.3	5.3	0.0	6.0	7.0	5.0	0.0	8.8
	Adult 10	0.3	3.7	0.0	0.9	3.0	1.0	0.0	1.7
	Academic GED	0.0	3.0	0.0	0.0	0.0	3.0	0.0	0.0
	Total BE Credit	5.7	12.0	0.0	6.8	10.0	9.0	0.0	10.4
	BE Non-Credit:								
	Employability/Life Skills	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	English Language Training	0.0	18.0	0.0	1.8	0.0	54.0	0.0	4.1
	General Academic Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Literacy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Total BE Non-Credit	0.0	18.0	0.0	1.8	0.0	54.0	0.0	4.1
	TOTAL BASIC EDUCATION	5.7	30.0	0.0	8.7	10.0	63.0	0.0	14.5
UNIVERSITY	Total University	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL ENROLLMENT		25.7	205.0	1080.0	82.5	34.0	252.0	932.0	88.3

Table 6 | Comprehensive enrolment by Swift Current program region

		Average (past three years)				2024-2025			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	Sask Polytech	108.0	121.0	0.0	164.4	101.0	166.0	0.0	169.0
	Other	15.3	28.3	0.0	35.3	6.0	29.0	0.0	23.0
	Apprenticeship & Trade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Total Institute Credit	123.3	149.3	0.0	199.7	107.0	195.0	0.0	192.0
	Industry Credit:								
	Total Industry Credit	0.0	110.3	1446.3	35.0	0.0	108.0	1424.0	34.1
	Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0.0	6.0	36.7	1.7	0.0	5.0	28.0	1.3
TOTAL SKILLS TRAINING		123.3	265.7	1483.0	236.4	107.0	308.0	1452.0	227.4
BASIC EDUCATION	BE Credit:								
	Adult 12	21.0	41.0	0.0	29.0	22.0	29.0	0.0	24.0
	Adult 10	0.3	3.7	0.0	1.5	0.0	2.0	0.0	0.6
	Academic GED	0.0	16.7	0.0	0.0	0.0	7.0	0.0	0.0
	Total BE Credit	21.3	61.3	0.0	30.4	22.0	38.0	0.0	24.7
	BE Non-Credit:								
	Employability/Life Skills	4.0	8.3	0.0	4.0	6.0	2.0	0.0	4.2
	English Language Training	0.7	349.0	0.0	15.3	0.0	466.0	0.0	27.9
	General Academic Studies	10.3	12.0	0.0	8.6	9.0	12.0	0.0	9.0
	Literacy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Total BE Non-Credit	15.0	369.3	0.0	28.0	15.0	480.0	0.0	41.1
	TOTAL BASIC EDUCATION	36.3	430.7	0.0	58.4	37.0	518.0	0.0	65.8
UNIVERSITY	Total University	8.0	11.0	0.0	9.8	10.0	13.0	0.0	12.3
TOTAL ENROLLMENT		167.7	707.3	1483.0	304.6	154.0	839.0	1452.0	305.4

Table 7 | Comprehensive enrolment by Warman program region

		Actuals							
		Average (past three years)				2024-2025			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	Sask Polytech	38.3	86.0	0.3	68.4	54.0	199.0	0.0	144.1
	Other	0.7	18.7	0.0	7.6	0.0	8.0	0.0	3.3
	Apprenticeship & Trade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Total Institute Credit	39.0	104.7	0.3	75.9	54.0	207.0	0.0	147.4
	Industry Credit:								
	Total Industry Credit	0.0	9.7	42.3	2.1	0.0	11.0	9.0	0.7
	Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0.0	20.3	0.0	7.6	0.0	24.0	0.0	8.3
TOTAL SKILLS TRAINING		39.0	134.7	42.7	85.6	54.0	242.0	9.0	156.4
BASIC EDUCATION	BE Credit:								
	Adult 12	25.3	18.3	0.0	29.1	57.0	13.0	0.0	63.6
	Adult 10	0.3	0.3	0.0	0.5	4.0	0.0	0.0	2.2
	Academic GED	0.0	1.3	0.0	0.0	0.0	0.0	0.0	0.0
	Total BE Credit	25.7	20.0	0.0	29.6	61.0	13.0	0.0	65.8
	BE Non-Credit:								
	Employability/Life Skills	16.3	1.7	0.0	13.4	23.0	1.0	0.0	18.9
	English Language Training	0.3	88.0	0.0	10.4	0.0	117.0	0.0	10.5
	General Academic Studies	0.7	1.3	0.0	1.0	0.0	0.0	0.0	0.0
	Literacy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Total BE Non-Credit	17.3	91.0	0.0	24.9	23.0	118.0	0.0	29.4
TOTAL BASIC EDUCATION		43.0	111.0	0.0	54.5	84.0	131.0	0.0	95.2
UNIVERSITY	Total University	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL ENROLLMENT		82.0	245.7	42.7	140.1	138.0	373.0	9.0	251.6



INDEPENDENT AUDITOR'S REPORT

To Directors of Great Plains College:

Opinion

We have audited the financial statements of Great Plains College, which comprise the statement of financial position as at June 30, 2025, and the statements of operations and accumulated surplus, changes in net financial assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the organization as at June 30, 2025, and its results of operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "Auditor's Responsibilities for the Audit of the Financial Statements" section of our report. We are independent of the organization in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

As management, the Council is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the organization’s ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the organization or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the organization's financial reporting process.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

INDEPENDENT AUDITOR'S REPORT (continued)

Auditor's Responsibility for the Audit of the Financial Statements (continued)

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the organization's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the organization to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Stark & Marsh

CPA LLP
Chartered Professional Accountants

Swift Current, Saskatchewan
September 22, 2025

Statement 1
Great Plains College
Statement of Financial Position
as at June 30, 2025

	2025	2024
Financial Assets		
Cash and cash equivalents (Note 3)	\$ 1,239,380	\$ 2,899,186
Accounts receivable (Note 4)	920,427	785,371
Inventories for resale (Note 5)	72,766	35,474
Portfolio investments (Note 6)	2,897,316	2,671,156
Total Financial Assets	5,129,889	6,391,187
Liabilities		
Accrued salaries and benefits (Note 7)	910,782	1,362,237
Accounts payable and accrued liabilities (Note 8)	167,230	312,922
Deferred revenue (Note 9)	1,423,824	2,013,919
Liability for employee future benefits (Note 10)	265,600	261,500
Total Financial Liabilities	2,767,436	3,950,578
Net Financial Assets	2,362,453	2,440,609
Non-Financial Assets		
Tangible capital assets (Note 11)	10,176,420	10,336,916
Prepaid expenses (Note 12)	26,810	11,411
Accumulated Surplus	10,203,230	10,348,327
Total Accumulated Surplus	\$ 12,565,683	\$ 12,788,936

Contractual obligations and commitments (Note 16)
Contractual rights (Note 17)

The accompanying notes and schedules are an integral part of these financial statements

On behalf of the Board:



Board


President

Statement 2

Great Plains College
Statement of Operations and Accumulated Surplus
for the year ended June 30, 2025

	<u>2025 Budget</u> (Note 15)	<u>2025 Actual</u>	<u>2024 Actual</u>
Revenues (Schedule 2)			
Provincial government			
Grants	\$ 8,327,125	\$ 9,299,400	\$ 8,397,000
Other	618,430	604,284	323,593
Federal government			
Grants	598,937	777,420	713,940
Other revenue			
Contracts	598,429	619,714	624,339
Interest	296,500	229,674	306,502
Rents	131,300	119,796	129,709
Resale items	5,000	4,840	4,563
Tuition	4,210,023	3,500,376	4,016,160
Donations	86,000	192,475	84,692
Other	334,300	473,376	530,432
Total revenues	<u>15,206,044</u>	<u>15,821,355</u>	<u>15,130,930</u>
Expenses (Schedule 3)			
General	7,563,311	7,612,115	7,284,434
Skills training	4,672,691	4,681,754	4,087,802
Basic education	1,915,111	2,198,785	2,122,039
University	219,147	95,956	192,296
Services	978,154	1,157,329	981,032
Scholarships	246,350	257,075	136,875
Development	55,794	41,594	91,008
Total expenses	<u>15,650,558</u>	<u>16,044,608</u>	<u>14,895,486</u>
(Deficit) Surplus for the Year from Operations	<u>(444,514)</u>	<u>(223,253)</u>	<u>235,444</u>
Accumulated Operating Surplus, Beginning of Year	<u>12,788,936</u>	<u>12,788,936</u>	<u>12,553,492</u>
Accumulated Operating Surplus, End of Year	<u>\$ 12,344,422</u>	<u>\$ 12,565,683</u>	<u>\$ 12,788,936</u>

The accompanying notes and schedules are an integral part of these financial statements

Statement 3

Great Plains College
Statement of Changes in Net Financial Assets
as at June 30, 2025

	<u>2025 Budget</u> (Note 15)	<u>2025 Actual</u>	<u>2024 Actual</u>
Net Financial Assets, Beginning of Year	\$ 2,440,609	\$ 2,440,609	\$ 2,377,638
(Deficit) Surplus for the Year from Operations	(444,514)	(223,253)	235,444
Acquisition of tangible capital assets	(655,435)	(426,290)	(730,852)
Proceeds on disposal of tangible capital assets	-	8,409	-
Net (gain) on disposal of tangible capital assets	-	(11,247)	-
Amortization of tangible capital assets	605,975	589,624	547,069
(Acquisition) use of prepaid expenses	(5,000)	(15,399)	11,310
Change in Net Financial Assets	<u>(498,974)</u>	<u>(78,156)</u>	<u>62,971</u>
Net Financial Assets, End of Year	<u>\$ 1,941,635</u>	<u>\$ 2,362,453</u>	<u>\$ 2,440,609</u>

The accompanying notes and schedules are an integral part of these financial statements

Great Plains College
Statement of Cash Flows
for the year ended June 30, 2025

Statement 4

	2025	2024
Operating Activities		
(Deficit) Surplus for the year from operations	\$ (223,253)	\$ 235,444
Non-cash items included in surplus		
Amortization of tangible capital assets	589,624	547,069
Net (gain) on disposal of tangible capital assets	(11,247)	-
Changes in non-cash working capital		
(Increase) Decrease in accounts receivable	(135,056)	11,659
(Increase) Decrease in inventories for resale	(37,292)	16,080
(Decrease) Increase in accrued salaries and benefits	(451,455)	534,081
(Decrease) Increase in accounts payable and accrued liabilities	(145,692)	193,656
(Decrease) in deferred revenue	(590,095)	(48,290)
Increase in employee future benefits	4,100	13,400
(Increase) Decrease in prepaid expenses	(15,399)	11,310
Cash Provided by Operating Activities	(1,015,765)	1,514,409
Capital Activities		
Cash (used) to acquire tangible capital assets	(426,290)	(730,852)
Proceeds on disposal of tangible capital assets	8,409	-
Cash (Used) by Operating Activities	(417,881)	(730,852)
Investing Activities		
Cash (used) to acquire portfolio investments	(226,160)	(129,862)
Cash (Used) by Investing Activities	(226,160)	(129,862)
(Decrease) Increase in Cash and Cash Equivalents	(1,659,806)	653,695
Cash and Cash Equivalents, Beginning of Year	2,899,186	2,245,491
Cash and Cash Equivalents, End of Year	\$ 1,239,380	\$ 2,899,186

The accompanying notes and schedules are an integral part of these financial statements

GREAT PLAINS COLLEGE
Notes to the Financial Statements
For the year ended June 30, 2025

1. PURPOSE AND AUTHORITY

Great Plains College (the College) was established by Saskatchewan Order-in-Council 465/2008 and 466/2008 dated June 27, 2008. It was created as a merger of Cypress Hills Regional College and Prairie West Regional College and included all liabilities and assets of the two former Colleges as of July 1, 2008.

The College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*. The College Board of Governors plays an integral part in strategic direction and management guidance.

The purpose of the College is to provide credit and non-credit classroom and vocational training to meet the needs of regional constituents and industry. The College is exempt from the payment of income tax.

2. SIGNIFICANT ACCOUNTING POLICIES

Public Sector Accounting (PSA) Standards

As a government non-for-profit organization, the College prepared these financial statements in accordance with CPA Canada Public Sector Accounting (PSA) standards. A statement of remeasurement gains and losses has been omitted as there were no relevant transactions to report.

Significant aspects of the accounting policies adopted by the College are as follows:

(a) Measurement Uncertainty and the Use of Estimates

The preparation of financial statements in conformity with PSA standards requires management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the year. Uncertainty in the determination of the amount at which an item is recognized or disclosed in financial statements is known as measurement uncertainty. Such uncertainty exists when there is a variance between the recognized or disclosed amount and another reasonably possible amount.

- Measurement uncertainty that may be material to these financial statements exists for:
- the liability for employee future benefits of \$265,600 (June 30, 2024 - \$261,500) because actual experience may differ significantly from actuarial or historical estimations and assumptions and

- other significant areas requiring the use of estimates includes the determination of the collectible amount of accounts receivable, the useful lives of tangible capital assets for amortization purposes, and the amounts recorded as accrued liabilities.

These estimates and assumptions are reviewed periodically and, as adjustments become necessary, they are reported in earnings in the periods in which they become known. While best estimates are used for reporting items subject to measurement uncertainty, it is reasonably possible that changes in future conditions, occurring within one fiscal year, could require a material change in the amounts recognized or disclosed.

(b) Financial Instruments

Financial instruments create rights and obligations to receive or deliver economic benefits. Financial instruments include cash and cash equivalents, portfolio investments, accounts receivable, accrued salaries and benefits and accounts payable and accrued liabilities.

Financial instruments are assigned to one of two measurement categories: fair value, or cost or amortized cost.

i) Fair Value

Fair value measurement applies to portfolio investments in equity instruments that are quoted in an active market.

ii) Cost or Amortized Cost

All other financial assets and financial liabilities are measured at cost or amortized cost. Transaction costs are a component of cost for financial instruments measured using cost or amortized cost. Receivables are measured at amortized costs. Due to their short-term nature, the amortized cost of these instruments approximates their fair value.

(c) Financial Assets

Financial assets are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations. Valuation allowances are used where considered necessary to reduce the amounts reported for financial assets to their net realizable value.

Cash and Cash Equivalents consist of cash, term deposits and highly liquid investments with initial maturity terms of three months or less and held for the purpose of meeting short-term operating cash commitments rather than for investing purposes.

Accounts Receivable are shown net of allowance for doubtful accounts to reflect their expected net recoverable value. Valuation allowances are recorded where recovery is considered uncertain. Changes in valuation allowances are recorded in the statement of operations.

Inventories for Resale consist of books and materials which are held for sale in the ordinary course of operations and are valued at the lower of cost and net realizable value. Cost is determined by the average cost method. Net realizable value is the estimated selling price in the ordinary course of business.

Portfolio Investments consist of term deposits and mutual funds. Equity investments quoted in an active market are reported at fair value, and any associated transaction costs are expensed upon initial recognition. Gains and losses on portfolio investments measured at fair value and held for endowments are recorded in deferred revenue until realized. All other portfolio investments are reported at cost or amortized, which includes the associated transaction cost upon initial recognition, less any write-downs for a loss in value that is other than a temporary decline. Gains and losses on financial instruments measured at cost or amortized cost are recognized in the consolidated statement of operations in the period the gain or loss occurs.

(d) Liabilities

Liabilities are present obligations arising from transactions and events occurring prior to year-end, which will be satisfied in the future through the use of assets or another form of economic settlement.

Accrued Salaries and Benefits represents salaries and benefits owing to or on behalf of work performed by employees, but not yet paid, at the end of the fiscal period. Amounts are payable within one year.

Accounts Payable and Accrued Liabilities include accounts payable and accrued liabilities owing to third parties for goods supplied and services rendered, but not yet paid, at the end of the fiscal period. Amounts are payable within one year.

Deferred Revenue from government transfers represents restricted grants with stipulations that give rise to a liability. The revenue is recognized as the stipulation liabilities are settled. Deferred revenue from non-government sources represents revenue related to fees or services received in advance of the fee being earned or the services being performed, and other contributions for which the contributor has placed restrictions on the use of the resources. Tuition and fee revenue is recognized as the course is delivered, revenue from contractual services is recognized as the services are delivered, and revenue from other contributions is recognized in the fiscal year in which the resources are used for the purpose specified. Deferred revenue also includes endowment funds received where an external restriction has been imposed. Externally restricted contributions are deferred until the resources are used for the purpose specified, at which time the contributions are recognized as revenue.

Liability for Employee Future Benefits represents non-vesting sick leave benefits that accrue to the College's employees. The cost of these benefits is recorded as the benefits are earned by employees. The liability relating to these benefits is actuarially determined using the projected benefit method pro-rated on service and management's best estimate of expected sick leave usage, discount rate, inflation, salary escalation, termination and retirement rates and mortality. Actuarial gains and losses are amortized on a straight-line

basis over the expected average remaining service life of the related employee groups. Actuarial valuations are performed periodically. Extrapolations of these valuations are made when a valuation is not done in the current fiscal year.

(e) Non-Financial Assets

Non-financial assets are assets held for consumption in the provision of services. These assets do not normally provide resources to discharge the liabilities of the College unless they are sold.

Tangible Capital Assets have useful lives extending beyond the accounting period, are used by the College to provide services to the public and are not intended for sale in the ordinary course of operations. Tangible capital assets are recorded at cost and include all costs directly attributable to the acquisition, design, construction, development, installation and betterment of the tangible capital asset. The College does not capitalize interest incurred while a tangible capital asset is under construction. Contributed tangible capital assets are recorded at their fair value at the date of receipt.

The cost of depreciable tangible capital assets, net of any residual value, is amortized on a straight-line basis over their estimated useful lives as follows:

Buildings	20 – 50 years
Office Furniture	10 years
Paving Lots	5 years
Office Equipment	5 years
Machinery	5 years
Computer Equipment	3 years
Leasehold Improvements	Term of lease
System Development	5 years

Write-downs are accounted for as expenses in the statement of operations and accumulated surplus.

Prepaid Expenses are prepaid amounts for goods or services which will provide economic benefits in one or more future periods. The prepaid amount is recognized as an expense in the year the goods or services are consumed.

(f) Employee Pension Plans

Multi-Employer Defined Benefit Plans

The College’s employees participate in one of the following multi-employer defined benefit plans:

- i) Teachers and other employees holding a teaching certificate participate in the retirement plan of the Saskatchewan Teachers’ Retirement Plan (STRP). The College’s obligation for this plan is limited to collecting and remitting contributions of the employees at rates determined by the plan.

- ii) All other employees participate in the Municipal Employees’ Pension Plan (MEPP). In accordance with PSA standards, the plan is accounted for as a defined contribution plan whereby the College’s contributions are expensed when due.

(g) Revenue Recognition

Revenues are recorded on the accrual basis. Revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues, provided the amount to be received can be reasonably estimated and collection is reasonably assured.

The College’s major sources of revenue include the following:

- i) **Government Transfers (Grants)**
Grants from governments are considered to be government transfers. Government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, the amount can be estimated, and collection is reasonably assured except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability.
- ii) **Fees and Services**
Revenues from tuition fees and other services are recognized in the year they are earned. Amounts that are restricted pursuant to legislation, regulation or agreements with external parties that may only be used in the conduct of certain programs or in the delivery of specific services and transactions are initially recorded as deferred revenue and subsequently recognized as revenue in the fiscal year the related expenses are incurred or services are performed.
- iii) **Interest Income**
Interest is recognized on an accrual basis when it is earned.
- iv) **Other (Non-Government Transfer) Contributions**
Unrestricted contributions are recognized as revenue in the year received or in the year the funds are committed to the College if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions are contributions for which the contributor has placed restrictions on the use of the resources. Externally restricted contributions are deferred until the resources are used for the purpose specified, at which time the contributions are recognized as revenue. In-kind contributions are recorded at their fair value when they are received.
- v) **Expenses**
Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

3. CASH AND CASH EQUIVALENTS

Due to the short-term nature of the investments, market value of cash and cash equivalents approximates cost.

	June 30 2025	June 30 2024
Cash and cash equivalents	\$ 1,239,380	\$ 2,899,186

4. ACCOUNTS RECEIVABLE

All accounts receivable presented on the statement of financial position are net of any valuation allowances for doubtful accounts.

	June 30 2025	June 30 2024
Provincial government:		
Advanced Education / Immigration & Career Training	\$ -	\$ 26,916
Other	320,596	347,140
Federal government	381,563	204,221
Other receivables	218,268	207,094
Accounts receivable, net of allowances	\$ 920,427	\$ 785,371

5. INVENTORIES FOR RESALE

	June 30 2025	June 30 2024
Books and materials for resale	\$72,766	\$35,474

6. PORTFOLIO INVESTMENTS

The portfolio investments held at cost consist of term deposits held at Innovation Credit Union. The portfolio investments held in the fair value category consist of endowment funds which are externally restricted for a specified purpose.

	June 30 2025		June 30 2024	
Portfolio investments in the cost category:	Cost	Fair Value	Cost	Fair Value
Term Deposits - Innovation Credit Union				
12 Month Non-Redeemable, 3.70% Expires Dec 13, 2025	\$ 1,172,269	\$ 1,172,269	\$ -	\$ -
12 Month Non-Redeemable, 3.15% Expires May 10, 2026	1,200,555	1,200,555	-	-
12 Month Non-Redeemable, 5.20% Expires Dec 13, 2024	-	-	1,114,316	1,114,316
12 Month Non-Redeemable, 5.05% Expires May 10, 2025	-	-	1,142,938	1,142,938
	\$ 2,372,823	\$ 2,372,824	\$ 2,257,254	\$ 2,257,254
Portfolio investments in the fair value category:				
Mutual Funds - Loran Endowment Fund	\$ 97,980		\$ 92,195	
Manulife Strategic Income Fund		\$ 22,262		\$ 19,782
PIMCO Monthly Income Fund		22,407		22,345
EDG Global Portfolio		25,956		25,795
Manulife Dividend Income		23,099		23,676
CI Signature High Income Fund		-		-
Manulife Bk Inv Savings		-		-
Cash and Cash Equivalents		9,643		8,058
	\$ 97,980	\$ 103,367	\$ 92,195	\$ 99,656
Mutual Funds - Blanchard Endowment Fund	\$ 221,330		\$ 200,000	
Manulife Strategic Income Fund		\$ 47,461		\$ 43,401
PIMCO Monthly Income Fund		47,478		44,407
EDG Global Portfolio		66,661		64,250
Manulife Dividend Income		47,498		51,540
CI Signature High Income Fund		-		-
Manulife Bk Inv Savings		-		-
Cash and Cash Equivalents		25,753		21,564
	\$ 221,330	\$ 234,851	\$ 200,000	\$ 225,162
Mutual Funds - West Central REDA Endowment Fund	\$ 16,218		\$ 14,349	
Manulife Strategic Income Fund		\$ 3,588		\$ 3,016
PIMCO Monthly Income Fund		3,421		2,921
EDG Global Portfolio		4,557		4,201
Manulife Dividend Income		4,308		5,367
CI Signature High Income Fund		-		-
Manulife Bk Inv Savings		-		-
Cash and Cash Equivalents		2,288		1,714
	\$ 16,218	\$ 18,162	\$ 14,349	\$ 17,219
Mutual Funds - Alfred Romankewicz	\$ 164,629		\$ 60,000	
Manulife Strategic Income Fund		\$ 38,483		\$ 13,071
PIMCO Monthly Income Fund		42,815		17,599
EDG Global Portfolio		34,480		17,940
Manulife Dividend Income		28,968		14,464
CI Signature High Income Fund		-		-
Manulife Bk Inv Savings		-		-
Cash and Cash Equivalents		23,366		8,790
	\$ 164,629	\$ 168,113	\$ 60,000	\$ 71,864
Total portfolio investments reported at fair value	\$ 2,872,980	\$ 2,897,317	\$ 2,623,798	\$ 2,671,155

7. ACCRUED SALARIES AND BENEFITS

	June 30 2025	June 30 2024
Accrued retroactive pay	\$ -	\$ 652,013
Accrued salaries & vacation pay	910,343	554,212
Accrued employee benefits	439	156,012
Accrued salaries and benefits	\$ 910,782	\$ 1,362,237

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	June 30 2025	June 30 2024
School Divisions	\$ 26,509	\$ 29,384
Other Provincial	25,312	34,131
Regional Colleges	-	11,723
Sask Polytechnic	1,493	34,099
Trade	113,915	203,585
Accounts payable and accrued liabilities	\$ 167,229	\$ 312,922

9. DEFERRED REVENUE

	June 30 2025	June 30 2024
Tuitions & deposits	\$ 899,331	\$ 1,600,017
Endowment Liability	524,493	413,902
Deferred revenue	\$ 1,423,824	\$ 2,013,919

10. LIABILITY FOR EMPLOYEE FUTURE BENEFITS

The College provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the statement of financial position.

Details of the employee future benefits are as follows:

	June 30 2025	June 30 2024
Actuarial valuation date (extrapolation)	30-Jun-25	30-Jun-21
Long-term assumptions used:		
Salary escalation rate (percentage)	2.50%	2.50%
Discount rate (percentage)	3.90%	3.90%
Expected average remaining service life (years)	8.7	10.9

	June 30 2025	June 30 2024
Liability for Employee Future Benefits		
Accrued Benefit Obligation - beginning of year	\$ 287,000	\$ 276,400
Current period benefit cost	42,200	46,700
Interest cost	8,600	10,800
Benefit payments	(49,500)	(46,900)
Loss on accrued benefit	3,900	-
Valuation effect	(61,700)	-
Accrued Benefit Obligation - end of year	230,500	287,000
Unamortized Net Actuarial Gains / Losses	35,100	(25,500)
Liability for Employee Future Benefits	\$ 265,600	\$ 261,500

	June 30 2025	June 30 2024
Employee Future Benefits Expense		
Current period benefit cost	\$ 42,200	\$ 46,700
Amortization of net actuarial gain / loss	2,800	2,800
Benefit cost	45,000	49,500
Interest cost on unfunded employee future benefits obligation	8,600	10,800
Total Employee Future Benefits Expense	\$ 53,600	\$ 60,300

11. TANGIBLE CAPITAL ASSETS

	Land	Buildings	Paving Lot	Leasehold Improv	Office Furniture	Office Equip	Computer Equip	Machinery	System Develop	2025	2024
Tangible Capital Assets - at Cost:											
Opening Balance at Start of Year	\$ 168,550	\$ 20,312,875	\$ 482,422	\$ 879,059	\$ 174,833	\$ 328,470	\$ 171,636	\$ 971,949	\$ 303,721	\$ 23,793,515	\$ 23,062,663
Additions/Purchases	56,754	164,402	-	-	68,518	41,005	-	119,777	32,589	483,044	730,852
Disposals	-	(56,754)	-	-	-	-	-	(172,933)	-	(229,687)	-
Closing Balance at End of Year	225,304	20,420,523	482,422	879,059	243,351	369,475	171,636	918,794	336,310	24,046,873	23,793,515
Tangible Capital Assets - Amortization:											
Opening Balance at Start of Year	-	10,515,140	482,422	645,661	167,828	277,957	166,766	897,104	303,721	13,456,599	12,909,530
Amortization of the Period	-	455,646	-	41,677	8,297	29,952	4,869	42,667	6,518	589,624	547,069
Disposals	-	(2,838)	-	-	-	-	-	(172,933)	-	(175,770)	-
Closing Balance at End of Year	-	10,967,948	482,422	687,338	176,125	307,909	171,635	766,838	310,239	13,870,453	13,456,599
Net Book Value:											
Opening Balance at Start of Year	168,550	9,797,735	-	233,398	7,005	50,513	4,870	74,845	-	10,336,916	10,153,133
Closing Balance at End of Year	225,304	9,452,575	-	191,721	67,226	61,566	1	151,956	26,071	10,176,420	10,336,916
Change in Net Book Value	\$ 56,754	\$ (345,160)	\$ -	\$ (41,677)	\$ 60,221	\$ 11,053	\$ (4,869)	\$ 77,111	\$ 26,071	\$ (160,496)	\$ 183,783

12. PREPAID EXPENSES

	June 30		June 30	
	2025		2024	
Employee Benefits	\$	3,652	\$	8,366
WCB	\$	8,721	\$	-
Facility Lease		14,438		3,045
Total Prepaid expenses	\$	26,810	\$	11,411

13. EMPLOYEE PENSION PLANS

Multi-Employer Defined Benefit Plans

Information on the multi-employer pension plans to which the College contributes is as follows:

i) Saskatchewan Teachers’ Retirement Plan (STRP):

The STRP provides retirement benefits based on length of service and pensionable earnings.

The STRP is funded by contributions by the participating employee members and with the Government of Saskatchewan. The College’s obligation to the STRP is limited to collecting and remitting contributions of the employees at rates determined by the plan. Accordingly, these financial statements do not include any expense for employer contributions to the plan. Net pension assets or liabilities for the plan is not reflected in these financial statements as ultimate responsibility for retirement benefits rests with the Saskatchewan Teachers’ Federation for the STRP.

Details of the contributions to the plan for the College’s employees are as follows:

	2025	2024
Number of active College members	11	10
Average STRP Member contribution rate (percentage of salary)	10.00%	10.00%
Member contributions for the year	\$ 76,381	\$ 68,260

ii) Municipal Employees’ Pension Plan (MEPP)

The MEPP provides retirement benefits based on length of service and pensionable earnings.

The MEPP is funded by employer and employee contributions at rates set by the Municipal Employees’ Pension Commission.

Every three years, an actuarial valuation is performed to assess the financial position of the plan and the adequacy of plan funding. Any actuarially determined deficiency is the responsibility of the participating employers and employees which could affect future contribution rates and/or benefits.

The contributions to the MEPP by the participating employers are not segregated in separate accounts or restricted to provide benefits to the employees of a particular employer. As a result, individual employers are not able to identify their share of the underlying assets and liabilities, and the net pension assets or liabilities for this plan are not recognized in these financial statements. In accordance with PSA standards, the plan is accounted for as a defined contribution plan whereby the College’s contributions are expensed when due.

Details of the MEPP are as follows:

	2025	2024
Number of active College members	112	116
Member contribution rate (percentage of salary)	9.00%	9.00%
College contribution rate (percentage of salary)	9.00%	9.00%
Member contributions for the year	\$ 659,792	\$ 524,601
College contributions for the year	\$ 659,792	\$ 524,601

14. RISK MANAGEMENT

The College is exposed to financial risks from its financial assets and liabilities. These risks include credit risk, liquidity risk and market risk (consisting of interest rate risk and foreign exchange risk).

i) Credit Risk

Credit risk is the risk to the College from potential non-payment of accounts receivable. The credit risk related to the College's receivables from the provincial government, federal government and their agencies are considered to be minimal. The College does not have a significant exposure to any individual customer. Management reviews accounts receivable on a case-by-case basis to determine if a valuation allowance is necessary to reflect impairment in collectability.

	June 30, 2025		June 30, 2024	
Current	\$	893,815	\$	764,528
61-90 days		6,539		17,043
91-120 days		2,878		1,822
Over 121 days		17,195		1,978
Total	\$	920,427	\$	785,371

The aging of accounts receivable at June 30, 2025 and June 30, 2024 was:

ii) Liquidity Risk

Liquidity risk is the risk that the College will not be able to meet its financial obligations as they come due. The College manages liquidity risk by maintaining adequate cash balances and continual monitoring of annual budgeting and trimester forecasting. The following table sets out the contractual maturities of the College’s financial liabilities:

	June 30, 2025			
	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
	6 months	to 1 year	1 to 5 years	> 5 years
Accrued salaries and benefits	\$ 496,592	\$ 414,191	\$ -	\$ -
Accounts payable and accrued liabilities	167,229	-	-	-
Total	\$ 663,821	\$ 414,191	\$ -	\$ -

iii) Market Risk

The College is exposed to market risks with respect to interest rates and foreign currency exchange rates, as follows:

Interest Rate Risk:

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The College’s interest rate exposure relates to cash and cash equivalents. The College also has an authorized bank line of credit of \$400,000 with interest payable at the Credit Union Central Prime Rate. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of June 30, 2025.

Foreign Currency Risk:

Foreign currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The College is exposed to currency risk on purchases and denominated in U.S. dollars for which the related accounts payable balances are subject to exchange rate fluctuations; however, this risk is minimal as the College does not make a significant amount of purchases denominated on a foreign currency. The College did not have any financial instruments denominated in foreign currency outstanding at June 30, 2025 or June 30, 2024.

15. BUDGET FIGURES

Budget figures included in the financial statements were approved by the Board of Governors on April 23, 2024. The Minister of Advanced Education granted approval on July 15, 2024.

16. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

Significant contractual obligations and commitments of the College are as follows:

	2026	2027	2028	2029	2030
Facility Rentals & Cleaning	\$ 288,200	\$ 291,612	\$ 295,150	\$ 298,817	\$ 302,626
Office Equip Maint & Rental Contracts	163,392	165,026	166,676	168,343	\$ 170,026
Website Support & Hosting	43,464	43,899	44,338	44,781	\$ 45,229
Business Central/Dayforce/MyBudgetFile	62,753	76,804	76,804	76,804	\$ 76,804
Total Contractual Obligations	\$ 557,809	\$ 577,341	\$ 582,968	\$ 588,745	\$ 594,685

17. CONTRACTUAL RIGHTS

Contractual rights are rights to economic resources arising from contracts or agreements that will result in both an asset and a revenue in the future.

The College has the following contractual rights:

	2026	2027	2028	2029	2030
IRCC - Language Training (LINC)	\$ 789,655	\$ 663,519	\$ 647,252	\$ -	\$ -
Minister of Education - Early Years ECE	740,573	-	-	-	-
Total Contractual Rights	1,530,228	663,519	647,252	0	0

18. ACCUMULATED SURPLUS

Accumulated surplus represents the financial assets and non-financial assets of the College less liabilities. This represents the accumulated balance of net surplus arising from the operations of the College.

Certain amounts of the accumulated operating surplus, as approved by the Board of Governors, have been designated for specific future purposes. These internally restricted amounts, or designated assets, are included in the accumulated surplus presented in the statement of financial position.

The College does not maintain separate bank accounts for the designated assets.

Details of accumulated surplus are as follows on the next page:

	June 2024	Additions during the year	Reductions during the year	June 30 2025
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 10,336,916	\$ 134,080	\$ (294,576)	\$ 10,176,420
Designated Assets:				
Capital:				
Capital Contingency	212,419	-	(9,881)	202,538
Gym Project	51,795	-	(51,795)	-
Swift Current Roof Project		237,302		237,302
Scholarships:				
SIOS Scholarships	25,550	-	(25,550)	-
GPC Scholarships	134,882	250	-	135,132
Scholarship Barbara Lindsay		50,000	-	50,000
Other:				
Program Development, Technology & Innovation	287,050	-	(32,589)	254,461
Deficit Management Fund	100,000	-	-	100,000
International Student Supports	100,000	-	-	100,000
HHR Action Plan	263,216	231,750	(237,981)	256,985
Fundraising for Equipment & Other Initiatives	76,150	-	-	76,150
Student Health & Dental Reserve	59,097	18,674	(8,800)	68,971
Sask Colleges	-	21,786	-	21,786
Programming:				
Skills Training Allocation	708,042	-	(100,264)	607,778
Adult Basic Education	85,032	-	(66,518)	18,514
ABE - On Reserve	14,414	-	(14,414)	-
Essential Skills in the Workplace	124,893	-	(61,100)	63,793
Disability Grant	10,733	-	(10,733)	-
South Sask Community Foundation	2,600	-	(2,600)	-
	2,255,873	559,762	(622,225)	2,193,410
Unrestricted Operating Surplus	196,145	581,622	(581,916)	195,851
Total Accumulated Surplus	\$ 12,788,936	\$ 1,275,464	\$ (1,498,717)	\$ 12,565,683

Great Plains College												Schedule 1	
Schedule of Revenues and Expenses by Function													
for the year ended June 30, 2025													
General	2025 Actual											2025	2024
	Skills Training		Basic Education		Services		University		Scholarships		Development		2024
	Credit	Non-credit	Credit	Non-credit	Leamer Support	Counsel	Credit					Total Actual	Budget Actual
Revenues (Schedule 2)													
Provincial government	\$ 6,031,600	\$ 2,532,704	\$ -	\$ 800,000	\$ 415,580	\$ 51,000	\$ -	\$ -	\$ 72,800	\$ -	\$ -	\$ 9,903,684	\$ 8,945,555
Federal government	-	-	-	-	777,420	-	-	-	-	-	-	777,420	598,937
Other	832,421	3,545,649	55,335	335,197	6,878	30,874	100	124,822	208,975	-	-	5,140,251	5,661,552
Total Revenues	6,864,021	6,078,353	55,335	1,135,197	1,199,878	81,874	100	124,822	281,775	-	-	15,821,355	15,206,044
Expenses (Schedule 3)													
Agency contracts	207,681	886,535	17,177	25,698	90,620	10,325	55,041	94,422	-	-	-	1,387,499	1,635,612
Amortization	589,624	-	-	-	-	-	-	-	-	-	-	589,624	605,975
Equipment	244,238	160,205	-	-	-	-	-	-	-	-	-	404,443	602,500
Facilities	572,322	176,324	152	-	13,522	-	-	-	-	-	-	762,320	707,977
Information technology	261,944	26,453	-	-	-	-	-	-	-	-	-	288,397	368,900
Operating	1,033,625	349,120	2,001	35,318	89,322	976	29,186	1,534	257,075	3,625	-	1,801,782	1,836,854
Personal services	4,702,681	3,049,885	13,902	977,561	966,744	132,193	929,808	-	37,969	10,810,543	-	9,897,496	9,897,496
Total Expenses	7,612,115	4,648,522	33,232	1,038,577	1,160,208	143,494	1,013,835	95,956	257,075	41,594	-	16,044,608	15,650,558
Surplus (Deficit) for the year	\$ (748,094)	\$ 1,429,831	\$ 22,103	\$ 96,620	\$ 39,670	\$ (61,620)	\$ (1,013,735)	\$ 28,866	\$ 24,700	\$ (41,594)	\$ (223,253)	\$ (444,514)	\$ 235,444

Great Plains College												Schedule 2	
Schedule of Revenues by Function													
for the year ended June 30, 2025													
General	2025 Revenues Actual											2025	2024
	Skills Training		Basic Education		Services		University		Scholarships		Development		2024
	Credit	Non-credit	Credit	Non-credit	Leamer Support	Counsel	Credit					Total Revenues	Total Revenues
Provincial Government													
Advanced Education/													
Immigration & Career Training	\$ 5,805,100	\$ -	\$ -	\$ -	\$ 51,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,856,100	\$ 5,082,825	\$ 5,053,600
Operating grants	-	1,999,000	-	800,000	345,000	-	-	-	-	-	3,144,000	3,125,000	3,167,100
Program grants	226,500	-	-	-	-	-	-	-	-	-	226,500	46,500	103,500
Capital grants	6,031,600	1,999,000	-	800,000	345,000	-	-	-	-	-	9,226,600	8,324,325	8,324,200
Other	-	-	-	-	-	-	-	-	72,800	-	72,800	72,800	72,800
Other provincial	6,031,600	1,999,000	-	800,000	345,000	-	-	-	72,800	-	9,298,400	8,327,125	8,397,000
	-	533,704	-	-	70,580	-	-	-	-	-	604,284	618,430	323,593
Total Provincial	6,031,600	2,532,704	-	800,000	415,580	51,000	-	-	72,800	-	9,903,684	8,945,555	8,720,593
Federal Government													
Program grants	-	-	-	-	-	-	-	-	-	-	-	598,937	713,940
Other Revenue													
Contracts	188,591	85,797	10,129	335,197	-	-	-	-	-	-	619,714	598,429	624,339
Interest	213,174	-	-	-	-	-	-	-	16,500	-	229,674	296,500	306,502
Rents	119,796	-	-	-	-	-	-	-	-	-	119,796	131,300	129,709
Resale items	4,840	-	-	-	-	-	-	-	-	-	4,840	5,000	4,563
Tuition	-	3,352,708	45,206	-	-	-	102,462	-	-	-	3,500,376	4,210,023	4,016,160
Donations	-	-	-	-	-	-	-	-	192,475	-	192,475	86,000	84,692
Other	306,020	107,144	-	-	6,878	30,874	100	22,360	-	-	473,376	334,300	530,432
Total Other	832,421	3,545,649	55,335	335,197	6,878	30,874	100	124,822	208,975	-	5,140,251	5,661,552	5,696,397
Total Revenues	\$ 6,864,021	\$ 6,078,353	\$ 55,335	\$ 1,135,197	\$ 1,199,878	\$ 81,874	\$ 100	\$ 124,822	\$ 281,775	\$ -	\$ 15,821,355	\$ 15,206,044	\$ 15,130,930

Schedule 3

Great Plains College
Schedule of Expenses by Function
for the year ended June 30, 2025

	General (Schedule 4)	2025 Expenses Actual										2025 Total Expenses Budget Actual (Note 15)	2024 Total Expenses Actual
		Skills Training		Basic Education		Services		University		Scholarships			
		Credit	Non-credit	Credit	Non-credit	Leamer Support	Counsel	Credit		Credit	Development		
Agency Contracts	\$ 207,681	\$ 640,426	\$ 11,189	\$ 25,698	\$ 90,620	\$ 10,325	\$ 55,041	\$ 94,422	\$ -	\$ -	\$ 1,135,402	\$ 1,165,109	
	-	246,109	5,988	-	-	-	-	-	-	-	252,097	384,448	
	207,681	886,535	17,177	25,698	90,620	10,325	55,041	94,422	-	-	1,387,499	1,549,557	
Amortization	589,624	-	-	-	-	-	-	-	-	-	589,624	547,069	
Equipment	19,357	28,090	-	-	-	-	-	-	-	-	47,447	53,458	
Rental	218,300	129,302	-	-	-	-	-	-	-	-	347,602	361,971	
Repairs and maintenance	6,581	2,813	-	-	-	-	-	-	-	-	9,394	4,854	
	244,238	180,205	-	-	-	-	-	-	-	-	404,443	420,283	
Facilities	-	-	-	-	-	-	-	-	-	-	-	909	
Building supplies	36,143	-	-	-	-	-	-	-	-	-	36,143	38,150	
Grounds	79,675	-	-	-	-	-	-	-	-	-	79,675	91,000	
Janitorial	49,000	176,324	152	-	13,522	-	-	-	-	-	238,998	185,777	
Rental	144,013	-	-	-	-	-	-	-	-	-	144,013	113,000	
Repairs & maintenance bulic	263,491	-	-	-	-	-	-	-	-	-	263,491	266,530	
Utilities	572,322	176,324	152	-	13,522	-	-	-	-	-	762,320	598,866	
Information Technology	82,831	-	-	-	-	-	-	-	-	-	82,831	143,857	
Computer services	7,404	-	-	-	-	-	-	-	-	-	7,404	5,000	
Data communications	58,827	26,453	-	-	-	-	-	-	-	-	85,280	71,900	
Equipment (non-capital)	14,228	-	-	-	-	-	-	-	-	-	14,228	19,275	
Materials & supplies	-	-	-	-	-	-	-	-	-	-	-	310	
Repairs & maintenance	98,654	-	-	-	-	-	-	-	-	-	98,654	87,306	
Software (non-capital)	261,944	26,453	-	-	-	-	-	-	-	-	288,397	348,144	
Operating	135,156	395	-	-	1,103	-	-	102	-	-	136,756	142,886	
Advertising	33,215	4,186	-	6,050	4,840	-	-	-	-	-	48,291	40,051	
Association fees & dues	1,807	-	-	-	-	-	-	-	-	-	1,807	17,733	
Bad debts	81,814	-	-	-	-	-	-	-	-	-	81,814	65,000	
Financial services	106,532	11,880	-	-	2,904	-	-	-	-	-	121,316	131,812	
In-service (includes PD)	143,044	1,400	-	-	-	-	-	-	-	-	144,444	138,850	
Insurance	116,406	274,241	2,001	11,275	55,145	976	14,047	1,432	-	12	475,535	374,422	
Materials & supplies	24,140	18,812	-	-	-	-	-	-	-	-	42,952	45,394	
Postage, freight & courier	23,933	-	-	-	1,395	-	-	-	-	-	25,328	26,268	
Printing & copying	175,984	-	-	-	-	-	-	-	-	-	175,984	117,596	
Professional services	1,895	427	-	4,581	-	-	-	-	-	2,459	9,362	9,785	
Subscriptions	111,807	475	-	1,233	8,815	-	4,800	-	-	600	127,730	118,920	
Telephone & fax	77,892	37,304	-	12,179	15,120	-	1,539	-	-	554	144,588	183,136	
Travel	-	-	-	-	-	-	8,800	-	-	-	265,875	136,875	
Other	1,033,625	349,120	2,001	35,318	89,322	976	29,186	1,534	-	3,625	1,801,782	1,534,071	
Personal Services	784,938	451,513	1,052	124,857	116,775	24,073	154,913	-	-	7,113	1,665,234	1,509,131	
Employee benefits	9,380	-	-	-	-	-	-	-	-	-	9,380	16,000	
Honoraria	3,899,694	2,598,372	12,850	852,704	849,969	108,120	774,695	-	-	30,856	9,127,260	8,361,578	
Salaries	8,669	-	-	-	-	-	-	-	-	-	8,669	14,000	
Other	4,702,681	3,049,885	13,902	977,561	966,744	132,193	929,608	-	-	37,969	10,810,543	9,897,496	
Total Expenses	\$ 7,612,115	\$ 4,648,522	\$ 33,232	\$ 1,038,577	\$ 1,160,208	\$ 143,494	\$ 1,013,835	\$ 95,956	\$ 257,075	\$ 41,594	\$ 16,044,608	\$ 14,985,486	

Schedule 4

Great Plains College
Schedule of General Expenses by Functional Area
for the year ended June 30, 2025

	2025 General Actual				2025 Total General Actual	2025 Total General Budget (Note 15)	2024 Total General Actual
	Governance	Operating and Administration	Facilities and Equipment	Information Technology			
Agency Contracts							
Contracts	\$ -	\$ 207,681	\$ -	\$ -	\$ 207,681	\$ 129,500	\$ 119,354
Instructors	-	-	-	-	-	2,500	2,138
	-	207,681	-	-	207,681	132,000	121,492
Amortization	-	589,624	-	-	589,624	605,975	547,069
Equipment							
Equipment (non-capital)	-	3,130	16,227	-	19,357	176,300	11,606
Rental	-	73,965	144,335	-	218,300	177,500	161,992
Repairs and maintenance	-	4,467	2,114	-	6,581	5,500	3,060
	-	81,562	162,676	-	244,238	359,300	176,658
Facilities							
Building supplies	-	-	-	-	-	-	909
Grounds	-	-	36,143	-	36,143	26,900	38,150
Janitorial	-	-	79,675	-	79,675	91,000	87,512
Rental	-	7,527	41,473	-	49,000	47,480	45,209
Repairs & maintenance	-	-	144,013	-	144,013	113,000	92,861
Utilities	-	-	263,491	-	263,491	291,300	266,530
	-	7,527	564,795	-	572,322	569,680	531,171
Information Technology							
Computer services	-	76,326	-	6,505	82,831	169,000	136,000
Data communications	-	-	-	7,404	7,404	5,000	5,024
Equipment (non-capital)	-	-	-	58,827	58,827	45,500	56,454
Materials & supplies	-	-	-	14,228	14,228	22,000	19,275
Repairs & maintenance	-	-	-	-	-	3,000	310
Software (non-capital)	-	-	-	98,654	98,654	98,000	87,306
	-	76,326	-	185,618	261,944	342,500	304,369
Operating							
Advertising	-	135,156	-	-	135,156	136,000	138,308
Association fees & dues	-	29,643	-	3,572	33,215	34,425	30,626
Bad debts	-	1,807	-	-	1,807	1,500	17,733
Financial services	-	81,814	-	-	81,814	65,000	80,190
In-service (includes PD)	2,315	104,217	-	-	106,532	117,800	120,696
Insurance	13,636	3,567	115,024	10,817	143,044	137,800	125,028
Materials & supplies	151	102,432	13,825	-	116,408	121,450	121,697
Postage, freight & courier	-	23,806	334	-	24,140	21,500	20,251
Printing & copying	-	23,933	-	-	23,933	27,000	25,393
Professional services	-	174,581	1,403	-	175,984	148,700	117,596
Subscriptions	-	1,638	-	257	1,895	2,550	2,035
Telephone & fax	-	14,962	94,989	1,856	111,807	105,170	110,698
Travel	3,203	72,336	1,517	836	77,892	128,550	119,833
Other	-	-	-	-	-	-	-
	19,305	769,892	227,092	17,338	1,033,627	1,047,445	1,030,084
Personal Services							
Employee benefits	288	671,852	63,548	49,250	784,938	798,134	759,449
Honoraria	9,380	-	-	-	9,380	16,000	11,568
Salaries	-	3,408,192	245,372	246,130	3,899,694	3,678,277	3,789,174
Other	-	8,669	-	-	8,669	14,000	13,400
	9,668	4,088,713	308,920	295,380	4,702,681	4,506,411	4,573,591
Total General Expenses	\$ 28,973	\$ 5,821,325	\$ 1,263,483	\$ 498,336	\$ 7,612,117	\$ 7,563,311	\$ 7,284,434

Glossary of terms

ABE – Adult Basic Education

Casual student – One who is taking courses within a program group that collectively total less than 30 hours of scheduled class time.

Completer – A student who has completed the time requirement of a course or all courses within a program session.

Donor – A person or group that gives something (such as money) in order to help a person or organization.

ESL – English as a Subsequent Language

FLE – Full-Load Equivalent: Total participant hours divided by the generally accepted full-load equivalent factor (as noted below) for a program group to which the program has been assigned.

- Skills Training: 675 hours
- Basic Education: Adult 10, Adult 12, Academic GED, Non-Credit (EAL and Literacy): 700 hours
- University: 390 hours

FTE – Full-Time Equivalent (measure of staff employment engagement)

Full-time student – One who is taking courses that collectively require a minimum of 18 hours of scheduled class time per week for a minimum period of 12 weeks. There are two exceptions to this definition:

1. For Apprenticeship and Trade: A complete level (the length depends on the trade) is required; and
2. For university courses: A minimum of 216 hours of scheduled class time for the academic year.

Graduate – A student who has successfully completed all program requirements and attained a level of standing resulting in credit recognition from an accrediting institution, industry and/or regulatory body.

Part-time student – a) One who is taking courses of less than 12 weeks in duration, even if they collectively require more than 18 hours of scheduled class time per week; or b) one who is taking courses that are at least 12 weeks in duration but collectively require less than 18 hours of scheduled class time per week.

Partnerships - An association with another group that results in mutual benefit for the group and Great Plains College.

Sponsor - A person or organization that pays the cost of an activity or event (such as a fundraising event, sports event, concert, etc.) in return for the right to advertise during the activity or event.

Stakeholder - A person or group that has an investment or interest in the operations or impact of Great Plains College.



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Phone: (306) 948-3363

KINDERSLEY CAMPUS

Box 488, 514 Main Street, Kindersley, SK S0L 1S0
Phone: (306) 463-6431

MAPLE CREEK PROGRAM CENTRE

Box 1738, 20 Pacific Avenue, Maple Creek, SK S0N 1N0
Phone: (306) 662-3829

MARTENSVILLE PROGRAM CENTRE

Box 2066, 66 Main Street, Martensville, SK S0K 2T0
Phone: (306) 651-1510

SWIFT CURRENT CAMPUS

129 2nd Avenue NE, Swift Current, SK S9H 2C6
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