

## **PRINCIPLES FOR DEVELOPING BUDGET ESTIMATES**

The principles for developing 2008-2009 budget estimates are reflected within the Statement of Mission and Educational Commitment of Greater Saskatoon Catholic Schools. The allocation of expenditures, therefore, addresses the following priorities:

- Development of the spiritual, intellectual, physical, and social potential of all students
- Increased support for and a focused awareness of the mandate of Catholic Education
- Academic excellence and assessment for learning
- Needs and interests of staff, parents, and the Catholic faith community
- Continuous improvement and accountability frameworks
- Equitable allocation of resources and programs commensurate with need
- Accessibility to the services and programs of the Division
- Stewardship and transparency
- Safe, positive learning environments
- Strengthening community and building public understanding of and confidence in the Division through appropriate opportunities for input and dialogue involving staff, electors, ratepayers, Diocese and Eparchy of Saskatoon, and other supporters.

## **GUIDELINES FOR DEVELOPING BUDGET ESTIMATES**

- Expenditures will be zero-based.
- Expenditures will reflect current reality and future opportunities.
- Provision will be made for revenues and expenditures required for the implementation of the Board's priorities and goals.
- Provision will be made for revenues and expenditures required to meet the annual objectives of the Division's Service Divisions.
- Provision will be made for revenues and expenditures required for the implementation and actualization of the Ministry of Education curricula.
- Allowances will be made for the five-year capital and facilities maintenance program.
- Allowances will be made for building capacity for site-based management and accountability.
- Budget estimates will be adjudicated by Executive Council prior to the presentation to the Board of Education.
- Supplementary statements will be prepared consisting of statistical data on school enrolment, personnel requirements, additions to and changes in programs, explanations of the contents under each budgetary category, distribution of costs among defined school activities, and other supporting data.