

GREATER SASKATOON CATHOLIC SCHOOLS

ANNUAL BUDGET

SEPTEMBER 2026 – AUGUST 2027



GREATER
SASKATOON
CATHOLIC
SCHOOLS

At Greater Saskatoon Catholic Schools, we are . . .

ROOTED IN FAITH

- We see God in all things.
- Our schools are communities of faith, hope and love.
- Our faith is living and growing.

Growing in Knowledge

- We strive to have each student attain academic excellence, based on each one's God-given talents.
- Students discover how their faith is part of learning and of life.
- Our young people grow in freedom and responsibility.

Reaching Out... to Transform the World

- All are welcome, especially those most in need.
- We reach out to transform our world.



The graphic features a green and yellow background with a stylized tree on the left. The text is centered and includes the school's logo, the title 'Mission Statement', a paragraph describing the school's mission, a quote from 1 John 4:19, and a footer with the words 'Rooted', 'Growing', 'Reaching', and 'Transforming' in a wavy banner.

**GREAT
SASKATOON
CATHOLIC
SCHOOLS**

Mission Statement

**Greater Saskatoon Catholic Schools:
a welcoming community where we nurture faith,
encourage excellence in learning
and inspire students to serve others,
making the world a better place.**

We love because He first loved us.
– 1 John 4:19

Rooted Growing Reaching Transforming

BOARD OF EDUCATION

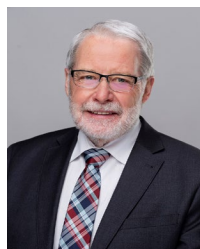
Greater Saskatoon Catholic Schools’ Board of Education consists of ten elected trustees. Seven at-large trustees represent Saskatoon, and one trustee represents each of our three subdivisions: rural areas around Saskatoon, including Martensville and Warman (Subdivision 1); Humboldt (Subdivision 2); and Biggar (Subdivision 3).

Board of Education members:

SaskatoonDiane Boyko (Board Chair)
 Saskatoon Michelle Christopher (Saskatoon)
 Saskatoon Kate Day (Saskatoon)
 Saskatoon Owen Fortosky (Saskatoon)
 Saskatoon Tim Jelinski (Vice-Chair)
 Saskatoon Sharon Zakreski-Werbicki (Saskatoon)
 Saskatoon Giovanni Yousif (Saskatoon)
 Saskatoon Rural (Subdivision 1) Michael Raney
 Humboldt (Subdivision 2)Florian Possberg
 Biggar (Subdivision 3) Bonita Elliott



D. Boyko



T. Jelinski



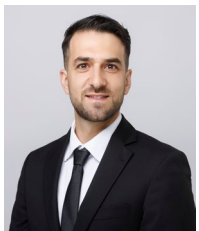
M. Christopher



K. Day



O. Fortosky



G. Yousif



S. Zakreski-Werbicki



M. Raney



F. Possberg



B. Elliott

Our Elementary Schools



Elementary School	Address	Email
awâsisak kâ-nîmîhtocik - St. Francis School	2010-7 th Street	St.Francis@gscs.ca
Bishop Filevich Ukrainian Bilingual School	125 105 th Street West	Bishop.Filevich@gscs.ca
Bishop Klein School	1121 Northumberland Avenue	Bishop.Klein@gscs.ca
Bishop Pocock School	227 Avondale Road	Bishop.Pocock@gscs.ca
Bishop Roborecki School	24 Pearson Place	Bishop.Roborecki@gscs.ca
École Cardinal Leger School	141 Champion Crescent	Cardinal.Leger@gscs.ca
École Father Robinson School	530 Rogers Road	Father.Robinson@gscs.ca
École Holy Mary Catholic School - Martensville	1401 Parr Hill Drive	Holy.Mary@gscs.ca
École Saskatoon French School	1441 Wellington Street	Saskatoon.French@gscs.ca
École Sister O'Brien School	451 Silverwood Road	Sr.Obrien@gscs.ca
École St. Gerard School	205 Montreal Avenue North	St.Gerard@gscs.ca
École St. Matthew School	1508 Arlington Avenue	St.Matthew@gscs.ca
École St. Paul School	1527 Alexandra Avenue	St.Paul@gscs.ca
École St. Peter School	202 Sumner Crescent	St.Peter@gscs.ca
Father Vachon School	3722 Centennial Drive	Father.Vachon@gscs.ca
Georges Vanier Catholic Fine Arts School	820 Wilson Crescent	Georges.Vanier@gscs.ca
Holy Family Catholic School	815 Stensrud Road	Holy.Family@gscs.ca
Holy Trinity Catholic School - Warman	405 Traditions Boulevard	Holy.Trinity@gscs.ca
Mother Teresa School	738 Konihowski Road	Mother.Teresa@gscs.ca
Pope John Paul II School	3035 Arlington Avenue	Pope.JohnPaul@gscs.ca
St. Angela School	302 Russell Road	St.Angela@gscs.ca
St. Anne School	102 Ravine Court	St.Anne@gscs.ca
St. Augustine School	602 Boychuk Drive	St.Augustine@gscs.ca
St. Augustine School - Humboldt	1103 8th Avenue	St.Augustine_H@gscs.ca
St. Bernard School	203 Whiteshore Crescent	St.Bernard@gscs.ca
St. Dominic School	3301 Dieppe Street	St.Dominic@gscs.ca
St. Dominic School - Humboldt	706 2nd Avenue South	St.Dominic_H@gscs.ca

Elementary School

	Address	Email
St. Edward School	1002 Avenue P North	St.Edward@gscs.ca
St. Gabriel School - Biggar	105 8th Avenue East	St.Gabriel_B@gscs.ca
St. George School	748 Redberry Road	St.George@gscs.ca
St. John School	1205 Avenue N South	St.John@gscs.ca
St. Kateri Tekakwitha Catholic School	886 Gordon Road	St.Kateri@gscs.ca
St. Lorenzo Ruiz Catholic School	1023 Hampton Circle	St.Lorenzo@gscs.ca
St. Luke School	275 Emmeline Road	St.Luke@gscs.ca
St. Marguerite School	1235 McCormack Road	St.Marguerite@gscs.ca
St. Maria Goretti Community School	301 Avenue Q North	St.Goretti@gscs.ca
St. Mark School	414 Pendency Road	St.Mark@gscs.ca
St. Mary's Wellness and Education Centre	327 Avenue N South	St.Mary@gscs.ca
St. Michael Community School	22 33rd Street East	St.Michael@gscs.ca
St. Nicholas Catholic School	530 Manek Road	St.Nicholas@gscs.ca
St. Philip School	1901 Haultain Avenue	St.Philip@gscs.ca
St. Thérèse of Lisieux Catholic School	123 Olson Lane	St.Therese@gscs.ca
St. Volodymyr School	302 Kellough Road	St.Volodymyr@gscs.ca



Our High Schools and Special Programs

High School	Address	Email
Bethlehem Catholic High School	110 Bowlt Crescent	Bethlehem@gscs.ca
Bishop James Mahoney High School	231 Primrose Drive	Bishop.James@gscs.ca
Bishop Murray High School	615 Wiggins Avenue	Bishop.Murray@gscs.ca
E.D. Feehan Catholic High School	411 Avenue M North	ED.Feehan@gscs.ca
Holy Cross High School	2115 McEown Ave	Holy.Cross@gscs.ca
Oskāyak High School	919 Broadway Ave	Oskayak@gscs.ca
St. Joseph High School	115 Nelson Road	St.Joseph@gscs.ca



Our Special Programs

	Address
Deaf and Hard of Hearing Program - St. Philip School	1901 Haultain Avenue
Health and Sciences Academy - Bishop James Mahoney High School	231 Primrose Drive
International Student Program - St Joseph High School	115 Nelson Road
Saskatoon Catholic Cyber School – Service Centre	1402 Fletcher Road

TABLE OF CONTENTS

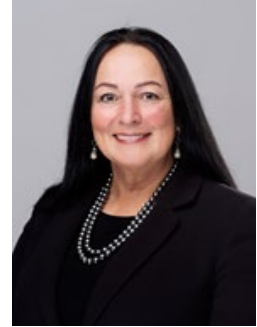
Budget 2026-27

Board Chair Message	2
Director of Education Message	3
Introduction	4
Principles for Developing Budget Estimates	12
Guidelines for Developing Budget Estimates	13
Financial Summary	14
Learning Services	16
i. Areas of Focus	16
ii. Religious Education	16
iii. Transitions	17
iv. Supporting Student Learning and Assessment	18
v. Mental Health and Well-being	19
vi. Inspiring Success - First Nations, Métis, and Inuit Education	21
vii. English as an Additional Language (EAL)	22
viii. Student Services	23
Facility Construction and Renewal	24
Information Technology	24
Transportation	25
Future Outlook	26

Appendices

Appendix 1: Operations Allocation Summary	28
Appendix 2: Other Cash Requirements	30
Appendix 3: Operating Grant Estimate	31
Appendix 4: Expenses by Classification	32
Appendix 5: Historical Enrolment 2011-2027 (Projected)	33

**GREATER SASKATOON CATHOLIC SCHOOLS
BUDGET 2026-27**



Slava Icyx Xhresty! Glory be to Jesus Christ!

To borrow and adapt a common phrase: Once is an occurrence. Twice is a coincidence. Three times is a pattern.

It appears we now have a pattern of spending increases in the kindergarten to Grade 12 education sector in Saskatchewan.

For the third consecutive year, the provincial budget will increase to fund inflationary increases to non-teaching staff and other inflationary cost pressures we face, it increases the number of specialized support classrooms to help address classroom complexity, and it provides increased classroom space through planned construction of a new school and more portable classrooms.

Greater Saskatoon Catholic Schools continues to grow, and we are thankful parents and caregivers are choosing Catholic education for their families. The fact that more and more people entrust the compassionate, faithful and dedicated staff of our school division with the education of their children is not something we take for granted.

With the increased funding, we are able to expand student supports such as literacy supports, improving learning behaviours and specialized supports to improve student outcomes. We will be positioned to increase staff, expand existing programming, and introduce new ways of supporting students and families.

Recent history tells us that funding patterns can change abruptly. With that in mind, the Board of Education trustees will continue to advocate for the pattern of sufficient, predictable and sustainable funding for education in Saskatchewan to continue.

May God bless you!

Diane Boyko, Board of Education Chair
Greater Saskatoon Catholic Schools

**GREATER SASKATOON CATHOLIC SCHOOLS
BUDGET 2026-27**



I always appreciate the frank, professional conversations among senior administrators and with members of the division's budget reference committee come budget time. The usual collegial conversations become easier when we have more resources and we get to talk about our ability to invest more in students.

The provincial operating budget increase of \$62.2 million for the province in 2026-27 is good news, and we are thankful that our share of \$7.79 million will pay for enrolment growth, inflationary increases (both staff and non-staff expenses), and targeted student supports.

During discussions about how the additional funding can support students, we quickly realized that the ways to use resources far exceed the actual resources we will have. People's creativity and passion of how we can prioritize and maximize those finite resources always impress me.

As this is the third year of funding increases. We are building momentum and are starting to see the fruit of student success in our strategic planning. I remain hopeful that continued investment in education will pay off in improved student outcomes, which will benefit society as a whole.

While adding supports and resources is always good news for students, families and staff, we still have physical space limitations in many of our schools. The announcement of another capital project (a middle/high school for students in the Martensville and Warman area) is welcome news.

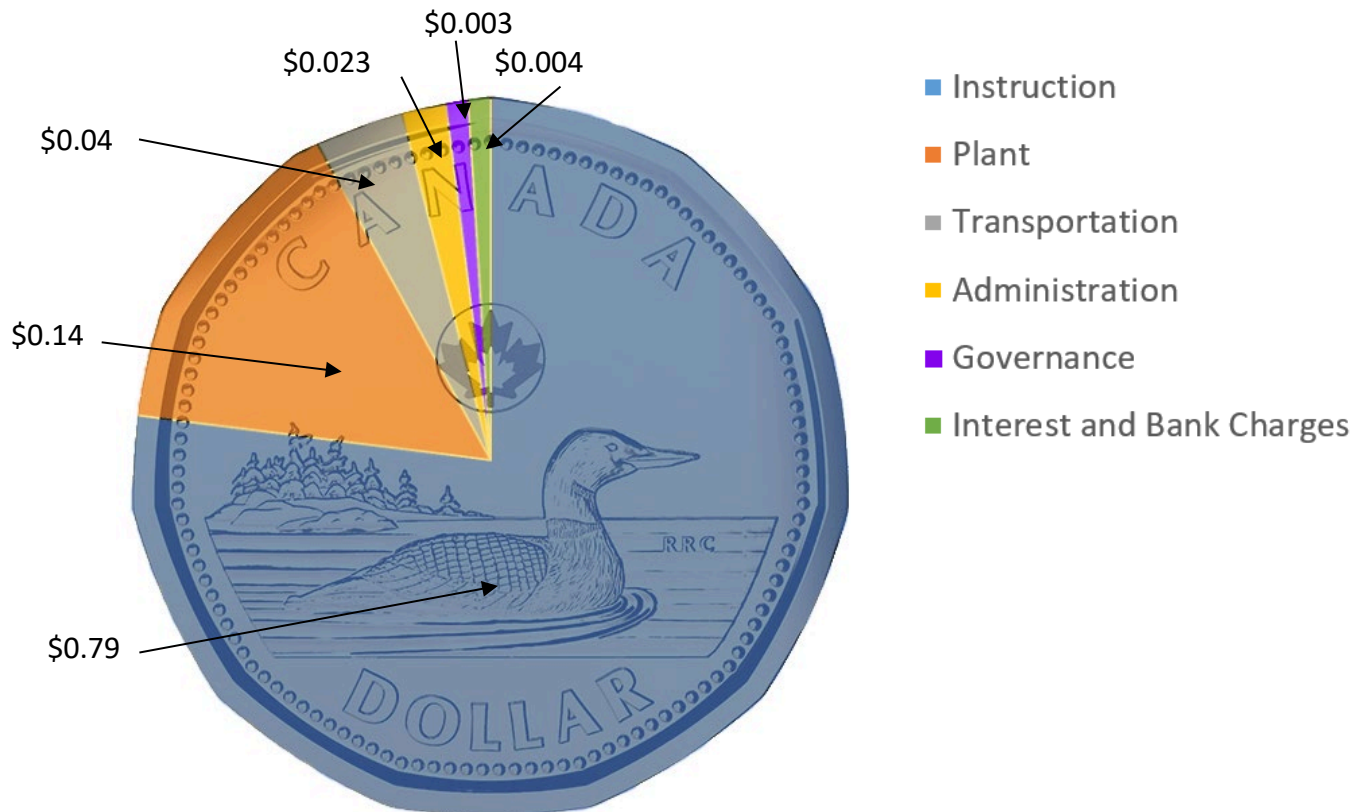
Our four existing new school projects remain in the planning phase with minimal progress toward actual construction because of processes beyond our control. Excitement over the announcement gives way to frustration over delays. Despite these challenges, I'm proud of the leadership and commitment GSCS staff display in moving these projects toward completion.

I am blessed to have the opportunity to work and serve with so many devoted, kind-hearted staff members. You give me confidence that students and families who walk through our doors are in good hands.

François Rivard, Director of Education
Greater Saskatoon Catholic Schools

**GREATER SASKATOON CATHOLIC SCHOOLS
BUDGET 2026-27**

How does Greater Saskatoon Catholic Schools spend every education dollar?

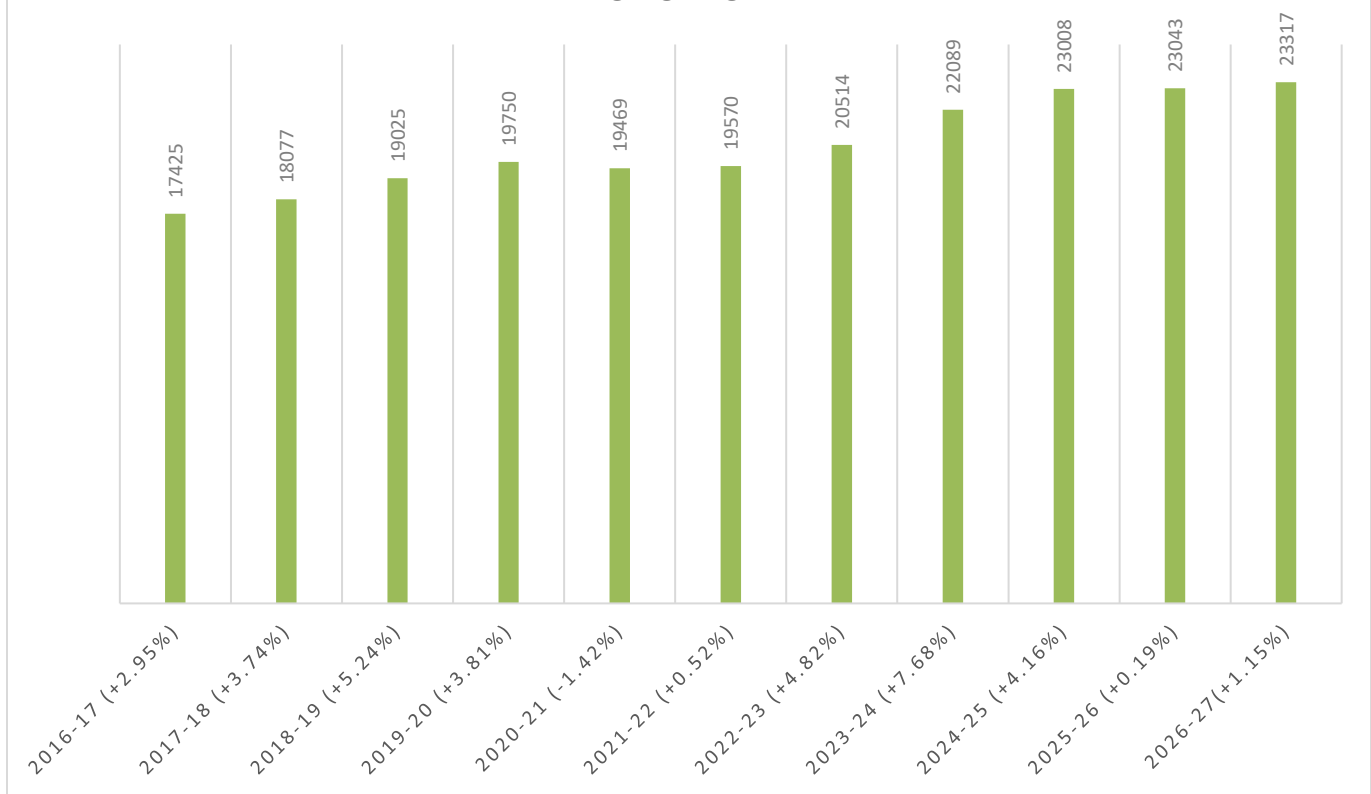


Introduction

The 2026-27 budget includes additional resources to welcome an estimated 273 more students than we served on September 30, 2025.

Similar to the past three years, the primary goals throughout the development of this budget are to accommodate growth and add more supports for classroom complexities. With the additional complexity and inflationary funding this year, increased operating costs are fully funded based on the funding received on budget day. Revenue generated from school rentals and cafeteria food sales will be increased to cover the cost of inflation. Noon lunch supervision fees is a cost recovery revenue stream. This fee will remain the same as 2026-27.

STUDENT ENROLMENT 2016-2027



Provincial Budget

On March 18, as part of the 2026-27 provincial budget, the government announced an increase in operating funding for Pre-K to Grade 12 education of \$62.2 million or 2.6 per cent additional funding compared to the prior budget day.

The following is a breakdown of the \$62.2 million operating increase provincially:

- \$6.6 million for teacher benefits
- \$22.3 million for non-teacher salary increase and benefits
- \$16.3 million for 50 additional specialized classrooms (Greater Saskatoon Catholic Schools received six classrooms)
- \$7.8 million for enrolment growth
- \$9.2 million for inflationary increases

Other important notes:

- Education property tax (EPT) rates will remain the same.
- Major Capital Priorities: The new joint-use middle – high school in the Martensville/Warman area was announced. The joint-use Holmwood high schools in Saskatoon continue to receive planning and design funding. Joint-use elementary schools in Brighton and Aspen Ridge have been approved to proceed with detailed design services for both schools concurrently. A new joint-use elementary school in Kensington is still waiting for the City of Saskatoon to secure land.
- Preventative Maintenance and Renewal (PMR) is set at \$65 million provincially which is the same as the current year. Greater Saskatoon Catholic Schools was allocated \$4.95 million for PMR funding. With construction costs going up every year, less work will be completed next year.

Impact for Greater Saskatoon Catholic Schools

The net increase in projected funding for Greater Saskatoon Catholic Schools is \$7.79 million, which will cover the cost of our projected enrolment growth of 273 more students, negotiated salary increases for non-teaching staff, transportation inflationary costs, six new specialized classrooms and additional classroom complexity funding.

School boards have long been calling for predictable, sustainable investment in education. This budget is another good step forward, but we require years of additional investments in education to support the students we serve each day. The multi-year funding agreement between the Saskatchewan School Boards Association (SSBA) and the Saskatchewan Teachers Federation (STF) is welcomed and will serve as a foundation to support divisions in planning for the future.

2026-27 Projected Per-student Funding
Large Urban- Excluding Debt Repayment, Pre-K, Tuition

Greater Saskatoon Schools:	\$11,472
Regina Catholic Schools:	\$11,578
Regina Public Schools:	\$12,884
Saskatoon Public Schools:	\$11,580

Targeted Supports Funding

As part of the overall funding increase, Greater Saskatoon Catholic Schools will receive a \$69,000 increase in targeted supports funding bringing the total to \$3.81 million. The following budget expenditures will be allocated based on this funding:

- Behaviour Supports
- Educational Assistants
- Educational Psychologists
- School Counsellors
- Speech and Language Pathologists

Classroom Complexity Teachers

Greater Saskatoon Catholic Schools received budget allocation for 50 teachers, minus the thirteen specialized classroom teachers, resulting in a net of 37 teachers. The allocation of these teachers is based on the September 30, 2025, enrolment numbers. Every school will receive a full teacher except for St. Edward School and St. Michael Community School that will each receive a 0.5 FTE teacher because their enrolments were less than 150 students.

Collective Bargaining Agreement (CBA) Class Complexity Funding

Greater Saskatoon Catholic Schools received \$2.36 million in funding from the \$20 million provincial allocation for class complexity. This funding is tied to the teacher collective agreement that expires August 31, 2026. The funding is conditional and must be used for school instructional supports such as teachers, educational assistants, speech language pathologists, counsellors and educational psychologists. This funding will be used to fund six learning assistance teachers and 44.5 educational assistants.

Specialized Classroom Supports

Greater Saskatoon Catholic Schools received funding for six more classrooms for a total of 13 classrooms in 2026-27. This \$4.23 million in funding will be used to support the following areas:

Land-Based Education Program

The Land-Based Education Program is designed to enhance cultural and leadership programming for students within Greater Saskatoon Catholic Schools. Rooted in traditional Cree and Métis knowledge and practices, the program places particular emphasis on supporting students with neurodiverse profiles and experiences of trauma, by fostering cultural identity, confidence, and connection. Held at Eagle Creek, the program offers on-the-land activities. These experiences promote positive attachment to school, self-esteem, emotional regulation, self-determination, and conflict resolution. All participants benefit from rich, experiential learning that deepens understanding of Indigenous worldviews and fosters cross-cultural relationships.

The program is collaboratively supported by school principals, with the vice-principal from each participating school serving as the primary land-based supervisor to ensure continuity of learning. Indigenous Student Achievement Coordinators (ISACs), and where applicable, Educational Assistants (EAs), provide additional support. Greater Saskatoon Catholic Schools funds a facilitator to oversee the program, working alongside community knowledge keepers to plan and deliver programming. Approximately 30 to 40 students in grades 4 to 8 attend each day. An additional five high school students participate as cultural leaders through a mentorship model rooted in *oskâpêwisowin*, the act of being a helper. This integrated approach ensures inclusive and meaningful engagement for all students.

Positive Learning Behaviour Teams (PLB)

PLB is a specialized support initiative designed to foster inclusive, trauma-informed learning environments and improve behavioural and academic outcomes for students, particularly those with complex needs. The PLB operates in structured 13-week blocks across selected schools, with each block divided into two six-week support cycles and a transition week.

The support includes:

- School-Wide Support: promoting a common language and shared strategies for positive behaviour.
- Job-Embedded Coaching: working directly with teachers in classrooms to model and co-plan inclusive practices.
- Specialized Classroom Support: providing targeted interventions for students with intensive needs.

Team members include:

- Four teachers on assignment
- One consultant
- One school-based counsellor
- Division-level leadership (e.g. superintendent, coordinator)

Educational Assistant Support Plan

This support plan allocates 26.5 educational assistants to schools to support the work of the learning assistant teachers and the classroom complexity teachers. Students with additional needs will receive targeted supports based on their inclusion and intervention plans.

CARE Classrooms

The CARE framework guides all specialized classrooms:

- **Connections & Belonging:** Strong relationships and a sense of community
- **Access to Learning:** Flexible, responsive programming and supports
- **Regulation:** Environments that promote readiness to learn
- **Engagement:** Active participation and student voice, with meaningful family and community involvement

CARE classrooms were established in response to the growing complexity of student needs within our schools. While the majority of students are successfully supported within their community classrooms, a small number require enhanced structure and specialized supports to ensure safety, well-being, and success.

This work is rooted in our Catholic faith and our belief in the inherent dignity and God-given worth of every student. Inclusion remains our foundation; however, it is understood as providing the right level of support so that each student can experience belonging and flourish. Guided by relationships, compassion, and Gospel virtues, our goal is to ensure every student feels valued, supported, and connected.

All CARE classrooms are grounded in four key pillars:

- **Sense of Belonging:** Safe, nurturing, trauma-informed environments that honor dignity and student voice
- **Social-Emotional Teaching:** Explicit instruction in regulation, self-awareness, decision-making, communication, and independence
- **Quality Core Practices:** A whole-child approach addressing academic, social, emotional, physical, and spiritual development
- **Inclusive Programming:** Intentional opportunities for participation and connection within the school community, supported by strong family and agency partnerships

Currently, six CARE classrooms will be supported by Speech-Language Pathologists, Occupational Therapists, and Counsellors:

- **Foundations (St. Lorenzo, St. Augustine):** Focus on co-regulation, trauma-informed practice, and supported transitions to school and faith-based activities
- **Connections (Pope John Paul II, St. George):** Emphasis on communication, sensory supports, functional academics, and flexible, experiential learning
- **Bridges (Bishop Klein):** Supports re-engagement, regulation, and gradual return to classroom routines and community

In addition, the NEW Emmaus Program (E.D. Feehan, ages 12 - 19) provides highly individualized, short-term, relationship-based support for students unable to attend school due to significant safety or behavioural concerns. Delivered collaboratively by a teacher and social worker, this program focuses on re-engagement, accountability, and reintegration through a structured, faith-grounded approach.

Collectively, CARE classrooms reflect our commitment to responsive, inclusive education that honours each learner, strengthens belonging, and supports students to grow and thrive.

Instructional Expenditures

Instructional expenditures will be 79.05 per cent of the overall school division budget. Teaching allocations will increase by 20.7 teaching positions for 2026-27 compared to actual 2025-26 staffing allocations. Actual Classroom Loadings (ACL) for schools will remain the same while serving the 23,317 students we expect in 2026-27.

The following is a summary of the change in overall teacher allocations:

- General teachers (+15.2 FTE)
- Student services/other (+5.5 FTE)

Support staff budget allocations will increase by 56 positions in 2026-27 of which 50 are educational assistants.

Centrally held coordinator budgets used to support staff and students have been adjusted for enrolment growth and inflationary pressures. The updated allocations will allow for continued work in the areas of focus and curriculum implementation/renewal.

Administration Expenditures

Support staff allocations at the Board Office will be the same as actual staffing in 2025-26. Administration expenditures will be 2.15 per cent of the overall school division expenditures.

Governance Expenditures

Governance expenditures will be 0.26 per cent of the overall school division expenditures. The governance budget will increase by 5.4 per cent compared to 2025-26, which is primarily due to provincial association membership fee increases and board member expenses.

Transportation

The Ministry of Education uses a distribution model for transportation funding. Transportation expenditures will be 4.19 per cent of the overall school division expenditures. The estimated transportation costs for next year will be fully funded again, which is the second time in at least 15 years that the school division is not required to allocate resources from other expense areas to fund transportation. The shortfall in transportation in 2023-24 was \$1.8 million.

Plant

Running and maintaining our buildings remains the division’s second largest expenditure. Utility expenditures for facilities were decreased due to the elimination of the carbon tax. The number of caretaking position will be the same as 2025-26. The plant budget for our division in 2026-27 is \$40,417,725 or 13.99 per cent of the overall school division budget.

The 2026-27 Operating and Capital Budget allocates the resources required to maintain a high-quality faith-filled learning environment for all students.

Total Estimated Revenue	\$ 277,026,249
Total Estimated Expenditure	\$ 277,026,249
Cash Surplus/Deficit	<u>\$ -0-</u>

PRINCIPLES FOR DEVELOPING BUDGET ESTIMATES

Greater Saskatoon Catholic Schools' Board of Education establishes its annual budget estimates to set the division on a path to accomplish its stated mission. Specifically, the following principles shall be applied to the work in establishing budget estimates:

- Catholic identity is our foundation, and as such, our faith must be actively nurtured.
- Excellence in learning is a hallmark of Catholic education, and efforts to achieve excellence are required.
- A holistic Catholic education inspires all to serve others and transform our world. Efforts to imbue social justice through Catholic social teaching in all facets of this endeavour is necessary.
- Mutual responsibility, guided by sustainable programs and services that support a broad range of factors, is required for student achievement.
- We seek opportunities to engage stakeholders to help ensure accountability through respectful and collaborative working relationships with stakeholders to ensure that the principles are reflected through actions and decisions.
- Transparency is exercised where decisions are supported by evidence-based written policies that are consistently applied and easily understood.
- We strive for equity through decisions that support all students in reaching their full potential.
- Stability will be achieved through decisions that endeavor to provide the flexibility to deal with periods of economic stability, growth and decline.
- We pursue opportunities to work with other organizations to reduce costs.
- Decisions support the board's response to the TRC Calls to Action.



GUIDELINES FOR DEVELOPING BUDGET ESTIMATES

- Expenditures will reflect current and projected reality: Student enrolment is projected to increase by 273 students for 2026-27. This is a 1.18 per cent increase in total enrolment compared to September 30, 2025. Priority will be placed on opening/staffing sufficient classrooms to respond to this demographic growth, thereby maintaining Actual Classroom Loadings (ACL).
- Provisions will be made for revenues and expenditures required for the implementation of the priorities and goals of the Board of Education, including the Areas of Focus (connected to the Provincial Education Plan).
- Provisions will be made for revenues and expenditures required to meet the annual objectives of each service department—particularly as it pertains to the actualization of Board Goals and Priorities (Areas of Focus).
- Provisions will be made to maintain, and when possible, enhance, student services supports.
- Prepare estimates that achieve a balanced cash budget.
- Continue to find efficiencies in the student transportation system to align transportation expenditures more closely with revenues.
- Allowances will be made for similar levels of facilities maintenance and renewal as the previous years. We will continue to move towards more sustainable energy usage and increased efficiencies.
- Allowances will be made to facilitate the expectations of the business continuity plan and maintenance of informational technology infrastructure.

Budget estimates will be adjudicated by Executive Council prior to 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.

FINANCIAL SUMMARY

Budgeted revenues and expenses are as follows for the 2026-27 school year:

REVENUES				
	Budget 2026-27	Budget 2025-26	\$ Change	% Change
Property Taxes (Note 1)	49,120,000	48,538,000	582,000	1.2%
Grants (Note 2)	214,010,898	213,246,517	764,381	0.4%
Tuition and Related Fees (Note 3)	1,700,658	1,973,582	(272,924)	-13.8%
School Generated Funds (Note 4)	4,465,748	3,778,714	687,034	18.2%
Complementary Services (Note 5)	2,870,194	2,851,840	18,354	0.6%
External Services (Note 6)	1,363,441	1,099,189	264,252	24.0%
Other (Note 7)	3,495,310	3,174,974	320,336	10.1%
Total Revenues	277,026,249	274,662,816	2,363,433	0.9%
EXPENSES				
Governance (Note 8)	764,800	725,371	39,429	5.4%
Administration (Note 9)	6,213,889	5,984,945	228,944	3.8%
Instruction (Note 10)	219,452,887	212,305,881	7,147,006	3.4%
Plant (Note 11)	40,420,817	40,215,951	204,866	0.5%
Transportation (Note 12)	12,156,887	10,668,319	1,488,568	14.0%
Tuition and Related Fees (Note 13)	139,436	139,436	-	0.0%
School Generated Funds (Note 14)	4,465,748	3,778,712	687,036	18.2%
Complementary Services (Note 15)	3,040,466	2,840,745	199,721	7.0%
External Services (Note 16)	1,361,280	1,097,251	264,029	24.1%
Other Expenses (Note 17)	1,020,164	1,029,606	(9,442)	-0.9%
Total Expenses	289,036,374	278,786,217	10,250,157	3.7%
Surplus	(12,010,125)	(4,123,401)	(7,886,724)	191.3%

1. Property tax based on projected cash collections.
2. Operating grants have increased by \$6.9 million, because of inflationary increases and funding for an additional seven specialized classrooms. Capital grants have decreased by \$6.1 million as awarded capital projects work through the planning and design stages prior to construction.
3. Fewer international student registrations are expected for the 2026-27 school year.
4. School generated funds revenue based on historical patterns.
5. Increase of \$18,354 in additional funding for teacher and non-teacher salary increases. There have been no changes to programming.
6. Driver education budget increased based on prior year actual expense and current year projection.
7. Other revenue increase is based on actual collections for rentals, leases, and interest revenue.

8. Increase in provincial association membership fees and board remuneration.
9. Increase due to salary inflationary increases and expected increases in supplies and services.
10. Increases added for salary grid for non-teaching staff. Addition of 14.8 teaching FTE to support enrolment growth and specialized classrooms. Increase of 50 FTE educational assistants to support enrolment, needs in the classroom and specialized classrooms.
11. Salary increases have been included, as well as a \$489,000 increase in amortization because of relocatable classroom additions. There is a \$605,000 projected decrease in electricity and natural gas costs due to the removal of carbon tax.
12. Additional costs due to a new transportation contract and projected fuel prices.
13. No change in budget for 2026-27.
14. School generated funds expense based on historical patterns.
15. Increase budget for non-teacher salary increases.
16. Driver education budget is increased based on prior year actual expense and current year projection.
17. Reduction of interest expense due to repayment of long-term debt.

Additional cash flow requirements for the upcoming budget year are as follows:

	Budget 2026-27	Budget 2025-26
Total Revenues	277,026,249	274,662,816
Total Expenses	289,036,374	278,786,217
Surplus (Deficit)	(12,010,125)	(4,123,401)
<i>Tangible Capital Asset:</i>		
Purchases	(160,004)	(6,341,000)
<i>Long-Term Debt:</i>		
Debt Repaid	(2,415,432)	(2,180,710)
<i>Employee Future Benefits:</i>		
Expected Cash Payments	(635,900)	(638,700)
<i>Non-Cash Items:</i>		
Amortization	13,728,632	12,682,998
Employee Future Benefits	725,900	662,700
<i>Reserves:</i>		
(Contribution to) Draw from Operating Surplus	766,929	(61,887)
Surplus (Deficit)	-	-

Additional detail is presented in the appendices. The 2026-27 budget affects many areas across the school division.

LEARNING SERVICES

Areas of Focus

Greater Saskatoon Catholic Schools has aligned our areas of focus with the Provincial Education Plan (PEP). The PEP has established the following four priority actions to be undertaken in the plan.

- Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.
- Enhance opportunities for learners and their families, and support transitions as learners enter and progress through school to graduation and determine a life pathway.
- Enrich and enhance mental health and well-being capacity in students.
- Actualize the vision and goals of *Inspiring Success: Pre-K-12 First Nations and Métis Education Policy Framework*.

The following outlines the work undertaken within each of the aligned division area of focus teams to support improved student outcomes within a faith filled environment.

Religious Education

The Religious Education team will continue to support the Catholic dimension of our school division by focusing on five key milestones:

- **Teaching and Learning:** Establish and develop teaching resources to support quality religious education materials and learning experiences for students.
- **Staff and Student Faith Formation:** Provide opportunities for staff and students to grow a deeper understanding of their faith grounded in Catholic teaching.
- **Community of Faith:** Foster deep connections between schools, the Parish, Diocese, Eparchy and Families.
- **Justice and Peace:** Promote and nurture a Catholic culture of justice and peace within our schools and school division.
- **Pastoral Care for Students:** Ensure a welcoming, caring, and inclusive Catholic community for all students.



Religious education continues to be supported through sustained investment in instructional resources and faith formation opportunities. The 2026–27 budget year includes the continued renewal of licensing for the *Growing in Faith, Growing in Christ* religious education program across all elementary grades, ensuring consistency and program sustainability.

Planning is also underway for initial investments toward a new Catholic family life education program, pending provincial review and local implementation timelines.

Adult faith formation has been identified as a key priority, with continued support for programs such as *Understanding Your Faith*, faith mentorship initiatives, funding of the annual staff retreat program, and new short-term initiatives.

Ongoing investment in updated and newly developed religious education resource kits further supports both classroom instruction and the permeation of Catholic identity across schools. Together, these commitments ensure responsive and sustainable support for students, staff, and the wider school community.

Transitions

Supporting students as they move through key stages in their educational journey, from early learning through graduation and beyond, remains essential to their academic, personal, spiritual, and vocational success. When transitions are intentional, relational, and responsive, students are more likely to experience belonging, engagement, achievement, and hope for the future.

In 2026–27, Greater Saskatoon Catholic Schools will continue to prioritize Transitions as an Area of Focus aligned with the Provincial Education Plan. Our work will focus on four key milestones:

Family and Community Engagement / Attendance

Strong family-school partnerships remain foundational to student success. We will continue to strengthen family engagement through family-centered practices, enhanced communication, and collaboration with Catholic School Community Councils and community partners. Recognizing the strong connection between attendance, engagement, and achievement, schools will continue to implement data-informed attendance strategies. Particular focus will be placed on early intervention, supporting students in the 60 - 79 per cent attendance range, and addressing barriers to attendance through collaborative planning with families and community agencies.

Partnering with Early Learning Programs

Greater Saskatoon Catholic Schools will continue to work closely with Early Learning Intervention Support, childcare providers, community agencies, and health partners to support successful transitions into school. Building on existing partnerships, we will enhance collaboration with the Saskatoon Family Resource Centre to expand family programming, strengthen early learning supports, and increase opportunities for family engagement. Home visits, transition meetings, and coordinated planning will help ensure children and families feel welcomed, connected, and supported as they enter school.

Supporting Key Transition Points

Students benefit when transitions are planned, coordinated, and relationship-based. We will continue to strengthen supports at key transition points, including entry into school, movement into high school, and preparation for life beyond graduation.

A renewed focus will be placed on enhancing the Grade 8 to Grade 9 transition process through strengthened collaboration between elementary and high school teams, increased student and family engagement, and intentional transition planning. We will also continue to develop programming and supports for students with complex learning, behavioural, mental health, and safety needs to promote successful engagement, belonging, and continuity of support.

Pathways for the Future

Preparing students for meaningful futures remains a priority. We will continue to strengthen career-life development through partnerships with the Saskatoon Industry Education Council, Saskatoon Tribal Council, post-secondary institutions, and community organizations.

High-impact strategies will include expanding MyBlueprint implementation, increasing career exploration opportunities in the middle years, enhancing career and post-secondary fairs, and supporting students in developing personalized graduation and pathway plans that connect their strengths, interests, and aspirations to future opportunities.

Across all four milestones, we remain committed to culturally responsive, relationship-centered, and faith-filled practices. Through collaboration with families, schools, Indigenous partners, and community organizations, we will continue working to improve attendance, strengthen successful transitions, increase graduation rates, and support every student in realizing their God-given potential.

Supporting Student Learning and Assessment

Greater Saskatoon Catholic Schools is focused on enhancing student learning and assessment experiences. To achieve this, the division implements various strategies and initiatives across different subject areas.

During the 2026-27 school year, the school division will support communication and timely access to student assessment results for new provincial assessments. The division will coordinate the implementation of these assessments, providing necessary support to teachers and administrators. Professional learning opportunities will be provided to support teachers' administration of the new assessments and identify responsive instructional strategies.

In the area of literacy, Greater Saskatoon Catholic Schools places a strong emphasis on improving outcomes for Indigenous learners. An Indigenous parent/caregiver advocacy committee will continue to provide support and guidance in this area as well as plan and implement community events focused on literacy and numeracy. Additionally, the division will continue to provide training for reading volunteers in kindergarten - Grade 3 literacy, provide

resources for planning literacy nights, continue to provide Wrap Around Literacy to support 12 schools with small group instruction and intervention in grades 1 – 3, and ensure all elementary schools have human resources to support reading intervention in Grades 1-3. Professional learning opportunities will continue to be prioritized for kindergarten to Grade 3 teachers and reading interventionists in emerging literacy. English Language Arts professional learning will be provided for Grades 3 - 8 teachers, focusing on implementing Quality Core and Plus instruction.

In mathematics, an Indigenous parent/caregiver advocacy committee will continue to provide guidance to improve outcomes for Indigenous learners. The division will support school-based parent/caregiver engagement by offering resources and templates for planning mathematics nights and facilitating take-home learning opportunities for students and families. Teachers will continue to receive professional learning opportunities in areas such as Combined Grade Mathematics and will support the development of resources to address identified areas of need.

To enhance student engagement in the assessment process, the school division will continue to provide professional learning for school-based assessment leads in all elementary and high schools. Their focus will be on promoting clarity, transparency, and student engagement. The division will also support the use of Edsby, an educational platform, to engage students and parents/caregivers in the assessment process. The division will continue to provide opportunities for teachers to collaborate with colleagues across the province by hosting a provincial conference on effective assessment practices that support clarity, transparency and engagement in the assessment process. The division will continue to promote assessment literacy among parents/caregivers through the *Parent/Caregiver Guide to Assessment and Reporting*.

Overall, Greater Saskatoon Catholic Schools aims to improve student learning and assessment experiences through assessment plans, professional learning opportunities, and targeted support in literacy, mathematics, and student engagement. By collaborating with parents/caregivers and leveraging resources and technology, the division strives to create an inclusive and effective learning environment for all students.

Mental Health and Well-being

The budget allocation for the Mental Health and Well-being Area of Focus in 2026-27 will be used to maximize our impact on student and staff mental health and well-being.

The Greater Saskatoon Catholic Schools' Area of Focus Plan for Mental-Health and Well-Being will continue to delve deeper into the milestones to actualize the work in this area. Greater Saskatoon Catholic Schools' milestones for positive mental health and well-being include the following areas:

- Curriculum Connections
- Professional Learning
- Community Partnerships
- Staff Mental Health and Well-being

Greater Saskatoon Catholic Schools has a continuing partnership with the Saskatoon Industry Education Council (SIEC) in the development of resources, learning opportunities, and professional development for school teams in the area of social-emotional learning, mental health and well-being, and safe use of technology. Greater Saskatoon Catholic Schools is partnering with Prairie Spirit School Division and Saskatoon Public School Division to fund one educator to support this work. Through this partnership we have been able to do work in developing a roadmap to support educators in actualizing social emotional learning in our elementary and high schools. Focus for 2026-27 will be on supporting implementation of the roadmap strategies and resources in curriculum content areas. In addition to the roadmaps, curriculum connections will be developed, and teaching resources provided to support social emotional learning and mindfulness strategies for the classroom.

In 2026-27 we will be exploring new approaches to student engagement, cultural connection, and well-being, to support student self-regulation through a Land-Based Learning program. This initiative builds upon our successful pilot project, further integrating social-emotional learning and mental health and well-being with land-based education from a traditional cultural perspective. This expanded focus will be developed in close collaboration with the Inspiring Success Area of Focus Committee.

Our Mental Health and Well-Being Area of Focus Committee, along with support from the student services team continues to provide leadership in the area of social-emotional learning, neurological brain-based regulation, and trauma-informed education. School representatives will be identified, and principals will be engaged in professional learning to support the development of positive social-emotional learning. Budget will be allocated to continue to provide professional learning, purchase social-emotional learning resources and to ensure social-emotional resources are accessible to each classroom.

Additional professional learning opportunities will also be provided to school teams, as well as resources to support working with students experiencing anxiety and stress. Counsellors will continue to be trained in ASIST (Applied Suicide Intervention Skills Training) and Safe Talk (Suicide Intervention Training). Support staff will continue to be trained in Non-violent Crisis Intervention Training.

The Division Staff Mental Health and Well-being Committee will utilize a small budget allocation to support the Division Staff Mental Health and Well-being plan. The plan is built on a shared responsibility model of Workplace Wellness and will support wellness initiatives, activities and learning for Greater Saskatoon Catholic Schools' staff. The Division Wellness Committee will administer a Workplace Wellness Survey to collect feedback on the strains to wellness.

Greater Saskatoon Catholic Schools will continue to collaborate with community agencies to provide supports in school. We continue to offer the following programming and services for students in our schools: Navera Community Connections Saskatoon, The Family Resource Centre, HUB, Mental Health and Addiction Services, Non-Insured Health Benefits (NIHB), Saskatoon Open Door Society (SODS), Settlement Support Workers in School (SSWIS), Saskatoon Family Services, and St. Mary's Pediatric Clinic all provide support to our students upon referral.

Inspiring Success: First Nations, Métis, and Inuit Education

Aligned with the Provincial Education Plan and Saskatchewan's Inspiring Success framework, the First Nations, Métis, and Inuit Education Learning Community (FNMIELC) at Greater Saskatoon Catholic Schools will continue to advance student achievement, well-being, and belonging through culturally responsive and community-informed educational practices. During the 2026–27 school year, the division will further strengthen efforts to create welcoming learning environments, support language revitalization, foster meaningful relationships with First Nations and Métis communities, and increase opportunities for students to see themselves reflected in their learning.

The 2026–27 budget will continue to support Indigenous Student Achievement Coordinators (ISACs), who work alongside students, families, and school staff to remove barriers, strengthen engagement, and support positive educational outcomes. The Indigenous Student Leadership Cohort will continue to provide opportunities for students to develop leadership skills, strengthen cultural identity, and contribute to their school communities. The Social Pediatrics Program at St. Mary's Wellness and Education Centre will remain an important component of the division's commitment to holistic student success by connecting students and families with integrated health, wellness, and community supports.

Building on the success of previous years, land-based learning opportunities will continue to expand through multiple learning pathways that provide students and educators with meaningful experiences rooted in culture, language, identity, and relationship to the land.

These pathways support student engagement, well-being, and achievement while creating authentic opportunities to learn through Indigenous ways of knowing and being. Professional learning for educators will continue to focus on strengthening confidence and capacity in areas such as Treaty education, Indigenous pedagogies, cultural arts, language instruction, and land-based learning. Dedicated resources will also support the continued growth of Cree and Michif core and bilingual programming, contributing to language revitalization efforts across the division.



Partnerships remain central to this work. Greater Saskatoon Catholic Schools will continue to collaborate with the Saskatoon Tribal Council (STC), Central Urban Métis Federation Inc. (CUMFI), Métis Nation–Saskatchewan (MN–S), and the Wanuskewin Heritage Park Authority to ensure programming and initiatives are informed by Indigenous voices, priorities, and community knowledge. Through these investments and partnerships, Greater Saskatoon Catholic Schools will continue to advance the Truth and Reconciliation Commission’s Calls to Action while supporting equitable opportunities and meaningful success for First Nations, Métis, and Inuit students.

English as an Additional Language (EAL)

The budget allocation for EAL will be used to provide appropriate programming and support for students within the context of their neighbourhood school. Some of this support will occur within the regular classroom through the Student Learning Model’s Quality Core Instruction or Plus adaptations in the classroom setting.

We also offer more focused instruction and support outside the classroom by itinerant EAL teachers in our elementary schools. In 2026-27, we are anticipating a decrease of 6 EAL teachers based on serving fewer students due to lower immigration rates and targeted English proficiency levels, as well as a change to the model of support. We continue to support our kindergarten and Grade 1 teachers with resources as needed, but do not provide direct student support at these grade levels other than students with little to no English. English language learners enrolled in the English stream will be provided direct support based on their CFR level. In alignment with best practice for immersion learning, direct support for EAL students enrolled in the French stream will no longer be offered to ensure full immersion in the target language of learning.

In our high schools, we are supporting students in the acquisition of EAL credit courses, as well as regular credit courses, in both congregated and non-congregated class settings in an effort to maintain and increase graduation rates. This is because of the short time that students must attain their high school standing and graduation. We continue to partner with Saskatoon Industry Education Council (SIEC) and Saskatoon Public School Division and are offering the Newcomer Youth Engagement Program at E.D. Feehan High School supporting students who arrive in Canada at the ages of 17 – 21. This program assists the students in gaining language and employment skills. There is less of a focus on the acquisition of credits for graduation, as there is not enough time for them to be successful due to language proficiency. This program is primarily funded through grants from Immigration, Refugees and Citizenship Canada.

With our EAL allocation, we continue to provide a registration center to register and support our students with appropriate programming more accurately. Accurate registration is significant in reporting to the Ministry of Education, and they have provided initial assessment funding which offsets some of the cost of processing the registrations. It also ensures that students have the appropriate government documentation to determine whether the students

are tuition-paying students or non-tuition students. Assessments continue throughout the year at all grade levels. In the 2025-26 school year, we welcomed and registered over 1,000 new students and supported their transition into the Canadian education system.

We anticipate slower growth in the 2026-27 school year, due to new immigration laws. Not all newcomer students require English as additional language support, but all require settlement support. We do this work in partnership with our SSWIS (Settlement Support Workers in Schools) from the Saskatoon Open Door Society.

Student Services

In the 2026–27 school year, Student Services will continue to support the diverse and increasingly complex needs of students through the collaborative work of both professional and para-professional staff. Supports will be provided at both the school and division levels and will align with the division’s Student Learning Model, with a continued emphasis on building capacity within school teams through ongoing, job-embedded professional learning. Our multidisciplinary team is comprised of coordinators, consultants, psychologists, occupational therapists, speech language pathologists, and teachers on assignment who will work alongside school teams to provide responsive and collaborative support. This includes co-planning, programming consultation, and targeted, direct support to meet the needs of students within classroom environments.

A key priority for the upcoming year will be to continue strengthening supports for students requiring specialized and intensive programming. Through intentional planning and professional learning, we will work with schools to ensure these students have meaningful, engaging learning opportunities throughout the day, including within Discovery Spaces and other inclusive environments that support regulation, engagement, and growth. Student Services will also continue to work closely with educational partners, including the Saskatoon Industry Education Council (SIEC), Prairie Spirit School Division, Saskatoon Public Schools, and Saskatoon Tribal Council. These partnerships provide valuable access to shared resources, student opportunities, and professional learning, particularly in the area of social-emotional development.

Greater Saskatoon Catholic Schools remains deeply committed to collaborative partnerships with community agencies to support the well-being and success of students and families. We are grateful for our ongoing work with organizations such as Children’s Mental Health and Addiction Services, Child and Youth Services, EGADZ, Family Service Saskatoon, Navera Community Connections, Saskatchewan Health Authority, Saskatoon HUB, St. Mary’s Paediatric Clinic, the Youth Resource Centre, and outreach services. Together, these partnerships strengthen our collective ability to respond to student needs in a holistic and coordinated manner, ensuring that every student is supported to experience belonging, growth, and success.

FACILITY CONSTRUCTION AND RENEWAL

A new joint-use middle years and high school in the Rural Municipality of Corman Park was approved as part of the 2026-27 provincial budget. This school would provide a Catholic high school option for the surrounding communities including Warman and Martensville. This much-needed school project is expected to procure a project management firm and consulting team in 2026-27.

The construction of new high schools in the Holmwood sector was announced as part of the 2024-25 provincial budget. This is welcomed news as existing east side high schools are currently over utilized. Planning and design work is currently underway and will continue through 2026-27 with tender expected in early to mid-2027. Following an extensive consultation process, the new high school has been named St. Pier Georgio Frassatti High School.

Planning and design funding was allocated for elementary schools in the Brighton neighbourhood in Saskatoon in the 2025-26 provincial budget. New joint-use elementary schools in Aspen Ridge will also be designed concurrently with the Brighton elementary schools. This is welcomed news and will support the educational needs of rapidly developing communities in Saskatoon. Both projects are currently in the planning and design phase and are expected to be tendered for construction in mid- to late-2027.

Pre-planning funding was allocated in the 2025-26 provincial budget for new elementary school in the Kensington neighbourhood. The pre-planning work to secure land continues and is expected to be finalized during the 2026-27 budget year.

Preventative Maintenance and Renewal (PMR)

The school division was allocated \$4.949 million for PMR funding for 2026-27, which is the same as compared to 2025-26. A large portion of our PMR budget goes toward roofing projects and mechanical upgrades. A great number of our schools are 50 years or older in age, and they require continual upgrading. Safe, functional, and modernized facilities assist in achieving the board's goal of creating schools as centres of learning.

INFORMATION TECHNOLOGY (IT)

The focus for the 2026-27 budget is to protect the school division's long-term technology stability through a balanced approach to renewal, modernization, and risk reduction. After several years of disciplined work to strengthen core infrastructure, refresh end-user devices, and improve cyber readiness, this budget continues that momentum by prioritizing longevity across networking, cybersecurity, and key enterprise systems.

This is a software renewal year. The proposed investments are intended to preserve the reliability of critical technology services, reduce operational risk, and avoid larger, less predictable capital pressures in future years. Small planned hardware replacements and lifecycle purchases will help maintain stable operations across schools and central services, while reducing the likelihood of unexpected failures or emergency spending.

Greater Saskatoon Catholic Schools will continue to centralize and maximize value from its core enterprise licensing. This includes advancing modern telephony, supporting zero trust networking principles, strengthening cybersecurity protections for users, and increasing the use of built-in capabilities where they offer better value and reduced complexity. This work supports a more consistent, secure, and cost-effective technology environment across the organization.

The budget also supports continued progress in software integration and service improvement. By strengthening connections between systems and refining how information moves across platforms, IT will help improve operational efficiency, reduce duplication, and support better service delivery for schools and departments.

From an asset management perspective, Greater Saskatoon Catholic Schools' device fleet remains in a strong position, with hardware generally maintained within a four-year lifecycle target. This provides a solid foundation for predictable planning, better user experience, and reduced disruption to staff and students.

Greater Saskatoon Catholic Schools will also expand its use of artificial intelligence (AI) capabilities in a controlled and secure manner. By leveraging AI tools already included within the Microsoft platform, IT will enable staff to benefit from productivity enhancements while ensuring student and organizational data remains protected. A strong emphasis will be placed on governing access to AI services, preventing the use of unapproved tools and maintaining compliance with privacy and cybersecurity standards

Overall, this budget reflects prudent stewardship of technology resources. It maintains the progress already made, supports secure and reliable operations, and positions the school division to manage future needs in a deliberate and sustainable way. The work completed by the IT team over the past several years has created a much stronger foundation, and this budget continues that thoughtful, value-driven approach.

TRANSPORTATION

The transportation budget for 2026-27 is \$12,156,887. The school division will transport a projected 6,658 students on 163 routes daily during the 2026-27 school year. The transportation budget allocation will accommodate enrolment growth and ensure that urban ride times remain close to the maximum 60-minute expectation, where possible.

Students who reside in designated neighborhoods outside of 1.2 km of their school will continue to be offered transportation.

Greater Saskatoon Catholic Schools and Saskatoon Public Schools continue to find efficiencies by joint busing and using shared buses where feasible.



Students attending schools in Warman and Martensville are jointly bused with Prairie Spirit School Division. In Humboldt, Horizon School Division transports our students, and in Biggar, Sun West School Division provides the bus service. These joint arrangements provide transportation for students from both the rural and urban areas to a Catholic school within their attendance zone. Considerable savings are achieved by not operating two transportation systems.

FUTURE OUTLOOK

Greater Saskatoon Catholic Schools continues to plan for student enrolment growth. As the city grows, and as larger early-years cohorts progress through each grade, the anticipated growth over the next five years is more than 250 students per year. With growth each year, the construction of new schools will continue to be a priority for the school division. The board will continue to make the case with the provincial government for additional space to accommodate this growth.

The neighbourhoods of Brighton, Kensington, and Aspen Ridge should already have schools to serve those communities. Detailed design funding has been approved for elementary schools in Brighton and Aspen Ridge. Greater Saskatoon Catholic Schools continues to advocate for project funding for a school in Kensington. The City of Saskatoon and Ministry of Education continue to work together to determine where the schools in Kensington will be constructed. Further delays in land acquisition will delay the projected school opening date.

A middle-high school in Corman Park between the communities of Warman and Martensville was approved on budget day, and Greater Saskatoon Catholic Schools looks forward to working together with Prairie Spirit School Division to design the new joint school.

The overall funding provided in 2026-27 is hopefully an indication of a trend by government to continue investing in education compared to an expense item that can be adjusted for operational savings. Greater Saskatoon Catholic Schools recognizes the legislative responsibility to provide publicly-funded education. The Board of Education will continue to advocate for predictable and sufficient funding to ensure students are provided with a Catholic education that they deserve.



GREATER SASKATOON CATHOLIC SCHOOLS

Appendices

Appendix 1: Operations Allocation Summary

	2026-27 Budget	2025-26 Budget	2024-25 Actual	Budget to Budget
REVENUES				
PROPERTY TAXATION				
TOTAL TAX LEVY	48,077,011	47,794,000	48,073,788	283,011
TOTAL GRANTS IN LIEU OF TAXES	1,279,633	1,528,000	1,279,548	-248,367
TOTAL HOUSE TRAILER FEES	12,895	14,000	12,894	-1,105
TOTAL ADDITIONS TO LEVY	39,598	41,000	39,595	-1,402
TOTAL DELETIONS FROM LEVY	-289,137	-839,000	-289,117	549,863
TOTAL PROPERTY TAXATION	49,120,000	48,538,000	49,116,708	582,000
GRANTS				
TOTAL MINISTRY OF EDUCATION GRANTS	213,387,503	206,372,122	226,280,708	7,015,381
TOTAL OTHER PROVINCIAL GRANTS	81,000	81,000	-	-
TOTAL FEDERAL GRANTS	-	-	6,068,233	-
TOTAL GRANTS FROM OTHERS	542,395	572,395	770,968	-30,000
TOTAL GRANTS	214,010,898	207,025,517	233,119,909	6,985,381
TUITION & RELATED FEES REVENUE				
TOTAL TUITION FEES	1,700,658	1,973,582	1,804,581	-272,924
TOTAL TUITION AND RELATED FEES REVENUE	1,700,658	1,973,582	1,804,581	-272,924
SCHOOL GENERATED FUNDS REVENUE				
TOTAL SCHOOL FUNDS REVENUE	4,465,748	3,778,714	4,457,894	687,034
OTHER REVENUE				
TOTAL MISCELLANEOUS REVENUE	1,188,900	1,163,900	1,784,236	25,000
TOTAL SALES AND RENTALS	1,306,410	1,211,074	1,330,844	95,336
TOTAL INVESTMENTS	1,000,000	800,000	1,506,790	200,000
TOTAL OTHER REVENUE	3,495,310	3,174,974	4,623,370	320,336
COMPLEMENTARY SERVICES				
TOTAL MINISTRY OF EDUCATION GRANTS	2,870,194	2,851,840	2,704,190	18,354
TOTAL COMPLEMENTARY SERVICES	2,870,194	2,851,840	2,704,190	18,354
EXTERNAL SERVICES				
TOTAL MINISTRY OF EDUCATION GRANTS	92,161	91,940	92,300	221
TOTAL GRANTS FROM OTHERS	1,271,280	1,007,249	1,201,877	264,031
TOTAL EXTERNAL SERVICES	1,363,441	1,099,189	1,294,177	264,252
TOTAL OPERATING REVENUE	277,026,249	268,441,816	297,120,829	8,584,433
EXPENSES				
GOVERNANCE				
TOTAL BOARD MEMBERS EXPENSE	337,134	313,741	294,244	23,393
TOTAL CONVENTIONS - BOARD MEMBERS	55,000	55,000	46,371	-
TOTAL LOCAL BOARDS/ADVISORY COMMITTEES	48,000	48,000	55,563	-
TOTAL ELECTIONS EXPENSE	-	-	155,196	-
TOTAL OTHER GOVERNANCE EXPENSE	324,666	308,630	320,244	16,036
TOTAL GOVERNANCE EXPENSE	764,800	725,371	871,618	39,429
ADMINISTRATION				
TOTAL ADMINISTRATION SALARIES	5,536,153	5,320,730	5,019,295	215,423
TOTAL SUPPLIES & SERVICES	201,703	173,657	169,593	28,046
TOTAL NON-CAPITAL EQUIPMENT	8,556	8,556	767	-
TOTAL CAPITAL ASSET AMORTIZATION	90,025	87,598	88,487	2,427
TOTAL BUILDING OPERATING EXPENSE	227,452	239,404	202,427	-11,952
TOTAL COMMUNICATIONS	90,000	95,000	77,884	-5,000
TOTAL TRAVEL	35,000	35,000	13,446	-
TOTAL PROFESSIONAL DEVELOPMENT	25,000	25,000	11,330	-
TOTAL ADMINISTRATION	6,213,889	5,984,945	5,583,229	228,944
INSTRUCTION				
TOTAL INSTRUCTIONAL SALARIES	155,187,437	153,734,453	142,424,105	1,452,984
TOTAL NON-TEACHER CONTRACT SALARIES	47,175,939	42,329,586	41,216,283	4,846,353
TOTAL INSTRUCTIONAL AIDS	7,366,760	7,231,962	6,418,105	134,798
TOTAL SUPPLIES & SERVICES	2,934,720	2,639,953	3,054,107	294,767
TOTAL NON-CAPITAL EQUIPMENT	877,386	1,098,878	1,002,982	-221,492
TOTAL CAPITAL ASSET AMORTIZATION	1,531,410	974,601	1,108,169	556,809

	2026-27 Budget	2025-26 Budget	2024-25 Actual	Budget to Budget
TOTAL COMMUNICATIONS EXPENSE	1,272,424	1,235,744	1,227,506	36,680
TOTAL TRAVEL	289,958	289,982	284,087	-24
TOTAL PROFESSIONAL DEVELOPMENT	847,753	823,859	442,990	23,894
TOTAL STUDENT RELATED EXPENSE	1,969,100	1,946,863	1,780,443	22,237
TOTAL INSTRUCTIONAL EXPENDITURES	219,452,887	212,305,881	198,958,776	7,147,006
PLANT OPERATION & MAINTENANCE				
TOTAL SALARIES	12,281,479	12,006,846	11,264,010	274,633
TOTAL SUPPLIES & SERVICES	14,883	14,883	13,646	-
TOTAL NON-CAPITAL EQUIPMENT	146,656	148,599	190,003	-1,943
TOTAL CAPITAL ASSET AMORTIZATION	12,107,197	11,620,799	9,788,335	486,398
TOTAL BUILDING OPERATING EXPENSES	15,728,819	16,286,041	15,162,828	-557,222
TOTAL COMMUNICATIONS	283	283	-	-
TOTAL TRAVEL	135,000	132,000	155,973	3,000
TOTAL PROFESSIONAL DEVELOPMENT	6,500	6,500	4,390	-
TOTAL PLANT OPERATION & MAINTENANCE	40,420,817	40,215,951	36,579,185	204,866
STUDENT TRANSPORTATION				
TOTAL STUDENT TRANSPORTATION SALARIES	1,867	1,867	1,646	-
TOTAL CONTRACTED PUPIL TRANSPORTATION	12,155,020	10,666,452	9,830,904	1,488,568
TOTAL STUDENT TRANSPORTATION	12,156,887	10,668,319	9,832,550	1,488,568
TUITION & RELATED FEES EXPENSE				
TOTAL TUITION FEES	104,436	104,436	25,646	-
TOTAL OTHER RELATED FEES	35,000	35,000	35,683	-
TOTAL TUITION AND RELATED FEES EXPENSE	139,436	139,436	61,329	-
SCHOOL GENERATED FUNDS EXPENSE				
TOTAL SCHOOL FUNDS EXPENSE	4,465,748	3,778,712	3,988,723	687,036
OTHER EXPENSES				
TOTAL SHORT TERM DEBT	125,000	125,000	221,289	-
TOTAL CAPITAL LOANS	798,187	904,246	1,007,807	-106,059
TOTAL OTHER LONG TERM DEBT	96,977	360	17,683	96,617
TOTAL OTHER EXPENSES	1,020,164	1,029,606	1,246,779	-9,442
COMPLEMENTARY SERVICES				
TOTAL INSTRUCTIONAL SALARIES & BENEFITS	1,528,256	1,511,540	1,437,284	16,716
TOTAL PROGRAM SUPPORT (NON-TEACHING)	1,238,410	1,055,405	593,787	183,005
TOTAL INSTRUCTIONAL AIDS	228,000	228,000	33,879	-
TOTAL SUPPLIES & SERVICES	28,000	28,000	-	-
TOTAL NON-CAPITAL FURNITURE & EQUIPMENT	5,000	5,000	-	-
TOTAL STUDENT RELATED EXPENSES	12,800	12,800	10,350	-
TOTAL COMPLEMENTARY SERVICES	3,040,466	2,840,745	2,076,845	199,721
EXTERNAL SERVICES				
TOTAL SUPPLIES & SERVICES	1,361,280	1,097,251	1,274,444	264,029
TOTAL EXTERNAL SERVICES	1,361,280	1,097,251	1,274,444	264,029
TOTAL OPERATING EXPENDITURES	289,036,374	278,786,217	260,473,479	10,250,157
EXCESS OF REVENUE OVER EXPENSE	-12,010,125	-10,344,401	36,647,350	-1,665,724
DRAW FROM (CONTRIBUTION TO) OPERATIONS	12,010,125	10,344,401		1,665,724
CASH SURPLUS (DEFICIT) FOR THE YEAR	-	-		-

Appendix 2: Other Cash Requirements

	2026-27 Budget	2025-26 Budget	Budget to Budget
Cash Inflows (Outflows)			
LIABILITIES			
Long Term Debt Repaid	-2,286,769	-2,180,710	-106,059
Employee Future Benefits Expected Cash Payments	-635,900	-638,700	2,800
Capital Lease Obligation Reduced	-128,663	-	-128,663
TOTAL LIABILITIES	-3,051,332	-2,819,410	-231,922
CAPITAL ASSET PURCHASES			
Vehicles	-120,000	-120,000	-
Assets Under Construction	-40,004	-	-40,004
TOTAL CAPITAL ASSET PURCHASES	-160,004	-120,000	-40,004
TOTAL CASH OUTFLOWS	-3,211,336	-2,939,410	-271,926
Non Cash Items			
ACCRUED EMPLOYEE BENEFITS			
Accrued Employee Future Benefits	725,900	662,700	63,200
TOTAL ACCRUED EMPLOYEE BENEFITS	725,900	662,700	63,200
CAPITAL ASSET AMORTIZATION			
A/D - Land Improvements	87,526	87,526	-
A/D - Buildings	6,682,347	6,724,996	-42,649
A/D - Other Vehicles	94,067	9,454	84,613
A/D - Furniture and Equipment	1,362,499	1,257,722	104,777
A/D - Computer Hardware	1,196,059	672,515	523,544
A/D - Computer Software	92,412	85,965	6,447
A/D - Buildings - Short Term	4,213,722	3,844,820	368,902
TOTAL CAPITAL ASSET AMORTIZATION	13,728,632	12,682,998	1,045,634
TOTAL (CONTRIBUTION TO) DRAW FROM RESERVES	766,929	-61,887	828,816
TOTAL NON CASH ITEMS	15,221,461	13,283,811	1,937,650
DRAW FROM (CONTRIBUTION TO) OPERATIONS	12,010,125	10,344,401	1,665,724

Appendix 3: Operating Grant Estimate

BUDGET YEAR	2026/27	2025/26	Increase (Decrease)
Recognized Expenses			
Governance	646,614	630,197	16,417
Administration	7,501,905	7,287,280	214,625
Base Instruction	122,002,932	121,054,298	948,634
School-Based Support	9,283,820	9,019,961	263,859
Supports for Learning	43,293,145	36,740,892	6,552,253
Specialized Support Classrooms	4,232,449	2,279,011	1,953,438
Locally Determined Teacher Benefits	16,444,362	16,323,923	120,439
Instructional Resources	11,310,490	11,165,786	144,704
Full-time Online Learning Funding	813,000	877,500	-64,500
FNMEAF	345,687	345,687	
Plant Operation and Maintenance	20,877,739	20,098,787	778,952
Complementary Services (PreK)	2,105,194	2,085,103	20,091
Transportation Operations	12,162,247	11,592,913	569,334
Tuition Fee Expense	156,767	144,430	12,337
Debt Repayment	3,084,956	3,084,956	
Total Recognized Expenses	254,261,307	242,730,724	11,530,583
Recognized Revenues			
Tuition Fee Revenue	509,657	499,500	10,157
Total Recognized Revenues	509,657	499,500	10,157
Recognized Funding Total	253,751,650	242,231,224	11,520,426
Adjustments			
Targeted Funding		3,741,646	-3,741,646
Adjustment Total		3,741,646	-3,741,646
Adjusted Recognized Funding Total	253,751,650	245,972,870	7,778,780
PMR Funding	4,950,000	4,949,000	1,000

Appendix 4: Expenses by Classification

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	Budget 2026-27	Budget 2025-26	Difference
Governance	\$ 337,134	\$ 427,666	\$ -	-	\$ 764,800	\$ 725,371	\$ 39,429
Administration	5,536,153	587,711	-	90,025	6,213,889	5,984,945	228,944
Instruction	202,363,376	15,558,101	-	1,531,410	219,452,887	212,305,881	7,147,006
Plant	12,281,479	16,032,141	-	12,107,197	40,420,817	40,215,951	204,866
Transportation	1,867	12,155,020	-	-	12,156,887	10,668,319	1,488,568
Tuition and Related Fees	-	139,436	-	-	139,436	-	-
School Generated Funds	-	4,465,748	-	-	4,465,748	3,778,712	687,036
Complementary Services	2,766,666	273,800	-	-	3,040,466	2,840,745	199,721
External Services	-	1,361,280	-	-	1,361,280	1,097,251	264,029
Other - Interest	-	125,000	895,164	-	1,020,164	1,029,606	(9,442)
TOTAL	\$ 223,286,675	\$ 51,125,903	\$ 895,164	\$ 13,728,632	\$ 289,036,374	\$ 278,786,217	\$ 10,250,157

Appendix 5: Historical Enrolment 2012-2026 (Projected)

September Enrolment	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Bishop Filevich - U	204	221	227	195	193	187	174	166	151	153	275	273	268	229	222
Bishop Klein	358	352	350	347	329	293	274	302	248	256	276	294	315	301	302
Bishop Pocock	176	177	168	169	185	166	164	166	149	145	148	170	181	182	194
Bishop Roborecki	410	391	386	406	415	400	389	355	330	342	312	302	316	343	352
Cardinal Leger - E	114	114	119	139	142	126	137	133	114	122	119	158	200	179	173
Cardinal Leger - F	372	399	339	319	298	234	209	215	197	190	195	211	255	256	271
Father Robinson - E	574	612	504	466	443	448	446	418	411	400	415	426	429	405	367
Father Robinson - F											107	147	189	228	274
Father Vachon	251	280	280	297	333	343	362	384	356	353	357	374	411	428	438
Georges Vanier	319	307	318	347	397	404	453	479	442	391	426	406	398	394	383
Holy Family			325	479	580	506	537	563	551	531	542	551	554	501	470
Holy Mary - E					20	126	157	179	182	196	201	223	236	237	236
Holy Mary - F						115	142	162	169	175	175	182	184	169	176
Holy Trinity					31	155	224	284	315	344	354	411	439	434	454
Mother Teresa- E	442	472	397	353	342	235	216	194	169	168	143	158	167	169	148
Mother Teresa- F			127	203	281	352	405	432	446	462	378	355	334	309	306
Pope John Paul II	261	276	318	350	360	191	192	201	165	168	165	179	176	202	212
Saskatoon French	295	293	285	311	329	323	319	318	315	277	248	235	215	197	197
Sister O'Brien - F	238	255	256	285	280	253	256	254	229	219	219	220	215	208	224
Saint Alphonse	11														
Saint Angela	246	267	244	257	267	248	277	290	297	288	297	306	307	307	304
Saint Anne	196	201	212	192	197	188	182	177	163	171	164	169	181	181	175
Saint Augustine	258	252	244	236	237	218	214	225	201	191	207	225	200	258	283
Saint Augustine - H	267	276	280	290	310	323	322	334	331	317	331	327	311	308	298
Saint Bernard	208	221	234	260	290	226	250	252	231	241	249	291	292	283	289
Saint Dominic	179	172	165	166	157	148	153	179	177	190	193	207	219	225	218
Saint Dominic - H	239	230	253	248	258	237	261	271	266	250	247	232	234	225	219
Saint Edward	188	191	189	214	222	204	184	193	166	141	145	144	164	152	148
Saint Frances - C	174	237	262	346	406	431	453	496	443	495	534	540	504	655	623
Saint Frances - E	92	111	105	127	137	127	145	124	92	109	102	79	56	34	48
Saint Gabriel	131	139	139	147	163	163	176	174	179	181	162	161	175	161	156
Saint George	223	211	222	224	218	221	241	246	223	212	202	194	188	179	168
Saint Gerard - F	460	489	510	553	573	442	446	447	425	410	392	368	358	352	342
Saint John	221	243	235	220	203	199	172	141	132	142	146	176	176	203	207
Saint Kateri Tekakwitha						328	446	552	623	709	798	874	915	878	832
Saint Lorenzo Ruiz						412	507	532	560	583	654	712	724	738	707
Saint Luke - E	411	399	404	369	352	291	303	292	280	279	286	280	279	305	282
Saint Luke - F									36	41	75	105	132	164	190
Saint Marguerite	467	459	439	446	424	428	417	414	380	384	376	407	387	361	358
Saint Maria Goretti	263	255	272	245	212	181	176	160	158	169	187	192	219	188	194
Saint Mark	467	447	437	442	457	437	459	440	417	411	425	442	463	422	409
Saint Mary	353	358	382	351	382	362	347	339	298	257	276	376	409	354	364
Saint Matthew - F	421	412	403	415	416	466	534	564	548	526	508	506	477	460	431
Saint Michael	181	165	165	177	183	164	166	154	139	143	161	155	152	148	153
Saint Nicholas						252	316	391	419	469	614	719	749	729	727
Saint Paul - F	142	151	164	170	168	157	166	172	174	165	149	153	149	152	153
Saint Peter - E	619	629	686	652	634	301	301	319	298	287	270	264	259	272	278
Saint Peter - F						173	190	232	258	259	266	284	289	294	291
Saint Philip	221	235	257	250	268	228	226	244	214	185	206	232	269	248	249
Saint Thérèse of Lisieux						165	204	273	366	450	551	649	750	761	742
Saint Volodymyr	522	519	341	333	349	330	360	359	326	312	279	323	331	324	313
TOTAL ELEMENTARY	11174	11418	11643	11996	12441	12907	13650	14191	13759	13859	14507	15367	15800	15692	15550
Bethlehem	1127	1119	1104	1065	1067	1053	1062	1074	1108	1130	1188	1330	1409	1439	1539
Bishop Mahoney	589	561	539	521	567	611	629	674	686	724	793	819	867	872	911
Bishop Murray	191	182	174	181	174	170	185	194	176	162	164	168	182	189	198
Cyber School	243	247	290	243	249	220	249	240	256	239	201	358	433	207	200
E. D. Feehan	329	379	427	495	521	512	547	539	507	505	480	494	507	516	530
Holy Cross	1155	1136	1107	1120	1129	1199	1264	1268	1302	1305	1419	1617	1696	1812	1953
Oskâyak	259	296	317	300	209	240	252	286	234	205	256	276	350	351	341
Saint Joseph	964	990	966	934	981	1062	1051	1106	1131	1114	1195	1318	1432	1604	1704
TOTAL HIGH SCHOOL	4857	4910	4924	4859	4897	5067	5239	5381	5400	5384	5696	6380	6876	6990	7376
Home Based	50	52	67	71	87	103	136	178	310	327	311	342	332	361	391
TOTAL ENROLMENT	16081	16380	16634	16926	17425	18077	19025	19750	19469	19570	20514	22089	23008	23043	23317
YEAR OVER YEAR	625	299	254	292	499	652	948	725	-281	101	944	1575	919	35	274