Director's Annual Report

A Year in Faith and Learning

2025–2026







Waterloo Catholic District School Board

Quality, Inclusive, Faith Based Education

Contents

Message from the Director - 3
Catholic Life and Faith Formation - 4
Indigenous Education - 6
Literacy - 8
Mathematics - 12
Special Education - 14
Pathways - 15
Innovation - 16
Student Belonging and Equity - 18
Mental Health and Wellbeing - 20
The Arts - 22
Graduation Rates - 24
Community Engagement and Service - 26
Adult, Continuing and Alternative Education - 28
Capital Projects - 30
Budget - 32
Board of Trustees - 36

Message from the Director

As we reflect on the 2025-2026 school year, I am pleased to welcome you to the Waterloo Catholic District School Board's Annual Report, a look back at a year full of promise and deeply rooted in our shared Catholic faith. In the pages that follow, you will find snapshots into some of the countless things happening across our system this past year, just a handful of the moments, milestones and stories that reflect who we are as a Catholic school community.

This past year, we lived out our mission as disciples of Christ: to educate and nurture hope in all learners, helping each realize their full potential to transform God's world. It was a year marked by significant milestones, including the opening of two newly built schools, St. Patrick Catholic Elementary and Holy Trinity Catholic Elementary, vibrant, state-of-the-art spaces made possible through meaningful community partnerships. Across our system, we welcomed over 28,000 students, and we remain deeply grateful for the trust families place in us each day.

This year also marked the launch of our new Multi-Year Strategic Plan and Pastoral Plan, shaped by extensive staff and community engagement, and the beginning of our three-year pastoral journey: Listen, Engage, Serve. As a system, we were called to truly listen, to the voices of our students, families and staff, approaching one another with open hearts and open minds.

As a Catholic school system, our faith is not just our foundation, it is our compass. With unity, optimism and faith as our anchor, we remain committed to nurturing student wellbeing, promoting achievement, and reflecting the love of Christ in all we do.



Thank you for being partners in Catholic education, and for helping create schools where each student is known, seen and celebrated. We hope you enjoy this reflection on a year of faith and learning.

Annalisa Varano
Director of Education
Waterloo Catholic District School Board

Catholic Life and Faith Formation

Adaptive Sacramental Preparation



Families of students with special education needs in Grades 2 and 7 were welcomed and supported through the Adaptive Sacramental Preparation Initiative Evening, held on February 4 at St. Anthony Daniel Parish. Offered in partnership with parish and school communities, this collaborative event created an inclusive, engaging opportunity for students and their families to prepare for the Sacraments together.

Approximately 60 participants attended the interactive session, where parents were introduced to adaptive sacramental preparation resources and kits designed to support their children's unique learning needs. The evening affirmed families in their faith journey and reinforced their sense of belonging within the Catholic community, reflecting the Board's ongoing commitment to ensuring every student has meaningful access to sacramental preparation and celebration.

When Faith Meets Pedagogy Youth Forum



Approximately 50 students and their Chaplain leaders, representing all WCDSB secondary schools, took part in the When Faith Meets Pedagogy Youth Forum this past October, joining nearly 1,300 Catholic secondary-school leaders from across the province. The event was dedicated to deepening faith, strengthening leadership and fostering meaningful connections among youth. Award-winning keynote speaker, Paralympian and mental health expert Danielle Campo McLeod shared her powerful spiritual journey of resilience and empowerment, encouraging students to discover their strengths, embrace connection, and pursue their own "gold medal moments." For our students, the forum offered a rare chance to stand alongside thousands of peers from across Ontario in shared faith and purpose, returning to their schools inspired to lead with confidence and compassion.



Catholic Education Week

During the week of March 9 to 13, Catholic musician and speaker Chris Bray visited all five WCDSB Catholic high schools, St. Mary's, St. Benedict, Monsignor Doyle, Resurrection and St. David, as part of a Lenten initiative sponsored by the Faith and NTIP portfolios.

Religion and Family Life classes gathered at each school to hear Bray's uplifting presentations, which encouraged students to recognize God's presence in their daily lives. His message invited students to live out the Board's pastoral theme, Listen to Understand, by listening carefully to others and tuning their hearts to what God is calling them to do.

Indigenous Education

Week of Indigenous Learning

Elementary schools each took part in a Week of Indigenous Learning, while St. Benedict Secondary School hosted a dedicated Indigenous Cultural Day. Students engaged directly with Indigenous Knowledge Keepers, community organizations, drummers and dancers, alongside curriculum delivery by the Indigenous Education Consultant and Special Assignment Teacher. Now in its second year, the program has reached all elementary schools, ensuring consistent, equitable access to Indigenous learning experiences.



Aligned with Truth and Reconciliation Commission of Canada's Call to Action #63 and the Board's Multi-Year Strategic Plan, the initiative strengthens understanding of Indigenous histories, perspectives and contributions, while advancing partnerships with Indigenous communities and helping all students see themselves reflected in their education.

By welcoming Indigenous parents and creating space for Indigenous students to share and celebrate their culture, the program fosters pride, inclusion and a deeper sense of belonging across our school communities, with the secondary cultural day set to rotate sites annually to further expand its reach.



Niigaan Sinclair Addresses Staff at Faith Day



On October 10, 2025, author Dr. Niigaan Sinclair delivered the keynote address at WCDSB's Faith Day, held at the Kitchener Auditorium with all board staff in attendance. Dr. Sinclair reflected on the significance of the Pope's July 22, 2022, visit and challenged participants, as members of the Catholic faith, to acknowledge their role in the historical and ongoing trauma experienced by Indigenous Peoples, emphasizing the importance of partnership and meaningful action in support of the Truth and Reconciliation Commission's Calls to Action.

Beyond the keynote, Dr. Sinclair met with Trustees, Board Executive and Indigenous community members at a dinner event and connected with NBE Indigenous Literacy Course students at St. Jerome's University.

His visit gave educators and students a valuable opportunity to learn from a respected Indigenous leader, helping to challenge stereotypes, promote authentic understanding, and reinforce the Board's ongoing commitment to reconciliation through education and community engagement.



Literacy

K-8: Stories as a Springboard into Learning

This year, our literacy learning continued to centre on quality, culturally responsive texts that spark meaningful understanding in students. Our Kindergarten Emergent Literacy Initiative (KELI) brought interactive read-alouds to 10 of our most vulnerable schools, helping young learners build print awareness, vocabulary, comprehension and early writing skills through guided play and inquiry. Educators tracked student growth over time and adapted instruction to meet individual needs.

Across the system, staff also used text sets written by Indigenous authors to support students with EQAO-style tasks, vocabulary building, and making local and global connections in their reading and writing.

At the heart of this work is a simple belief: when students see themselves, and each other, reflected in what they read, they discover a deeper sense of belonging and the joy that literacy can bring. Next year, we look forward to expanding this work to more schools, classrooms and beautiful books.



K-8: Multiple Pathways to Literacy Success

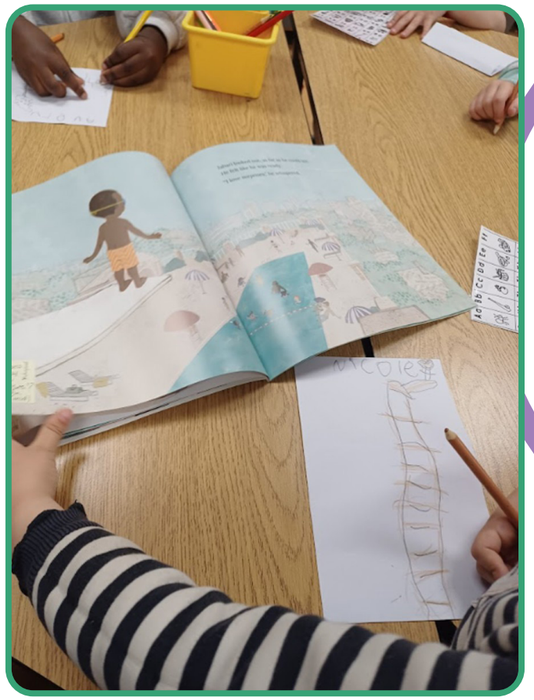
Our board continued to hold high expectations for all students while offering multiple pathways of support, particularly for those at risk of early reading difficulty. Eight Literacy Special Assignment Teachers supported every elementary school from Kindergarten to Grade 3 with differentiated, data-driven classroom intervention.

We also invested in capacity building across junior and intermediate classrooms, focusing on universal design for learning. Junior Literacy Lead Teachers across all elementary schools received professional learning on Know Your Code, a cross-curricular resource for foundational skills, along with graphic organizers to support inferencing and idea development.

To strengthen literacy at the intermediate level, WCDSB deployed over 1,650 Lexia PowerUp licenses across 18 elementary schools for Grade 6, 7 and 8 classrooms, providing explicit, differentiated instruction to close learning gaps before students transition to Grade 9.

This work was paired with targeted professional development to elevate instructional practice.

Next year, we will continue to strengthen classroom-based interventions through ongoing professional learning.





Literacy

9-12: Foundational Literacy Skills That Open Future Doors



WCDSB remains committed to ensuring every secondary student experiences a seamless transition into high school literacy, recognizing that strong communication skills are foundational to effective pathway planning. Building on the success of our Grades 7 and 8 Supporting Intermediate Literacy Project, we expanded Lexia PowerUp into all Grade 9 Locally Developed English classes board-wide, standardizing evidence-based literacy support across all secondary schools.

By equipping educators with robust data and targeted intervention tools, we are closing achievement gaps and building the foundational skills students need for lifelong learning. This proactive support helps prevent students from encountering academic barriers early in high school, ensuring they retain the flexibility to choose from a full range of pathways and destinations.

Ultimately, this work does more than improve test scores. It dismantles systemic barriers and empowers every WCDSB student to pursue their highest aspirations with confidence.



9-12: A Continuum for Literacy Success



Preparation for the Ontario Secondary School Literacy Test (OSSLT) continued to move forward with strong momentum this year. A key focus was aligning Grade 9 De-streamed English and ESL programming, ensuring foundational literacy strategies are explicitly integrated to support diverse learners well ahead of the assessment.

To build long-term success, WCDSB worked to break down divisional silos through cross-panel collaboration. Secondary English leads partnered with intermediate educators from our Supporting Intermediate Literacy project to develop scaffolded writing programs, bridging elementary and secondary expectations and establishing a cohesive writing continuum across Grades 7 through 10.

This work is supported by a centralized OSSLT resource bank on the D2L platform, developed by a team of secondary literacy leads. The hub gives students, staff and families transparent access to assessed literacy skills, key EQAO insights, and cross-curricular practice quizzes with immediate feedback, helping students independently identify strengths and build the confidence needed for success.



Mathematics

K-8: Math Coaching That Builds Confidence

This year, math coaches worked directly in priority classrooms with teachers and students over multi-week learning cycles focused on strengthening math instruction and improving student achievement.



Coaching took place in six priority schools, reaching 200 students and more than 20 teachers in Grades 3 and 6. The results were significant: students in Grade 3 saw a 10% average increase in achievement to standard, while Grade 6 students saw a 24% average increase, measured from pre- to post-assessment. Both grades also reported steady gains in math confidence.



Just as importantly, all participating Grade 3 and 6 teachers reported a boost in their own math content knowledge as a result of the coaching, an investment that will continue to strengthen instruction well beyond this school year.

K-8: Building Math Leadership

This year marked the successful completion of the second year of our board-wide, after-school math professional learning series for math leadership. Sixty-five Math Lead Teachers (MLTs) attended six monthly learning sessions, engaging in whole-group and divisional learning while sharing new resources back at their school sites.

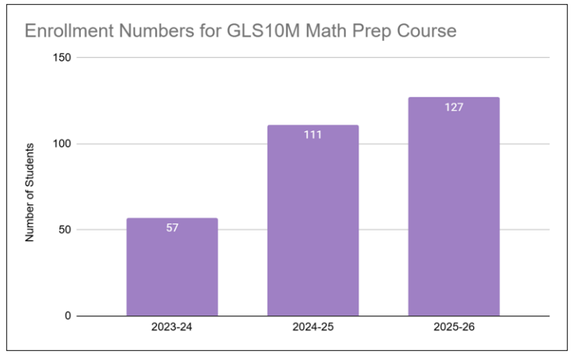
New this year, WCDSB hosted a math event featuring the author of Math Therapy, and our MLTs led our April PD day on Tier 2 interventions in math, bringing peer-led expertise directly into system-wide professional learning.

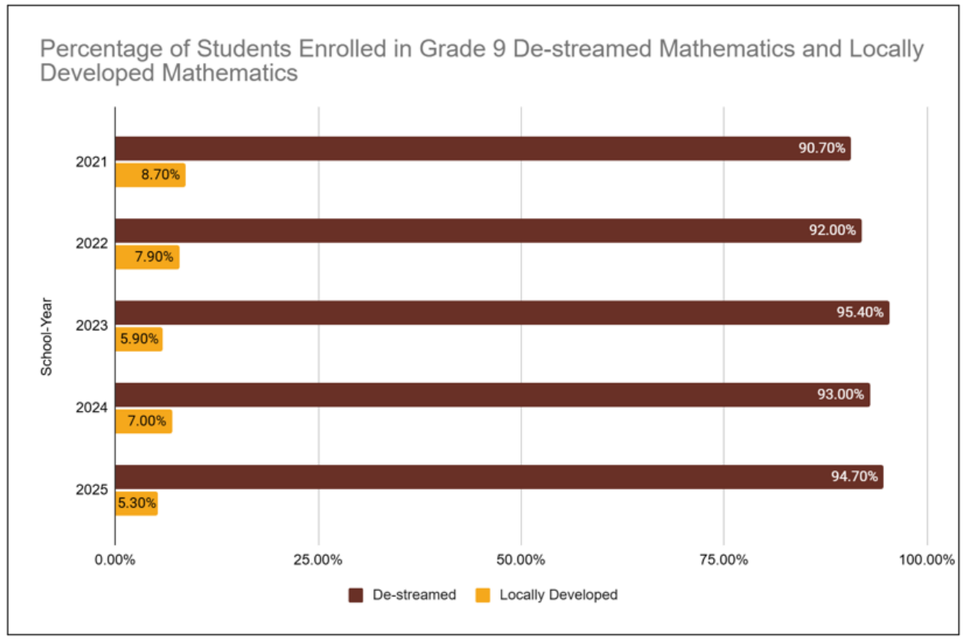


9-12: Early Intervention Drives Math Success

WCDSB remains committed to helping every student achieve their highest level of academic excellence, with continued focus on early intervention in Grade 9 mathematics. This year's proactive measures included entry and exit assessments, mock EQAO testing, in-class support for underperforming schools, and promotion of our preparatory course, GLS10M.

These efforts have paid off: Grade 9 Locally Developed Mathematics enrolment has dropped to its lowest level in six years. A major driver of this shift is the growth of GLS10M, which saw enrolment more than double, from 57 students in 2023 to 127 in 2025, proof that early, targeted support is helping more students succeed in mainstream math pathways.





Special Education

Discovery Day at Cambridge Memorial Hospital

On April 30, 10 students from Monsignor Doyle Catholic Secondary School took part in the pilot of Discovery Day, a new initiative designed to help students with disabilities and members of the neurodiverse community feel more comfortable in health care settings. The program is a partnership between WCDSB, Cambridge Memorial Hospital and Project SEARCH.

Supported by their teacher and educational assistants, students rotated through four interactive stations over a 90-minute visit. Using a stuffed animal buddy, they practised common hospital procedures, including wearing an aerosol mask, administering medication, applying a cast and experiencing a saline lock, each activity mirroring real care in a gentle, accessible way. Project SEARCH interns also played a key role, leading groups and offering peer support throughout the session.

Discovery Day reflects a broader commitment to inclusive, community-based learning. By partnering with local health care providers, WCDSB is helping ensure that all students, regardless of ability, have the opportunity to build confidence, familiarity and comfort in real-world settings, a meaningful step toward ensuring every student feels seen, safe and welcomed.

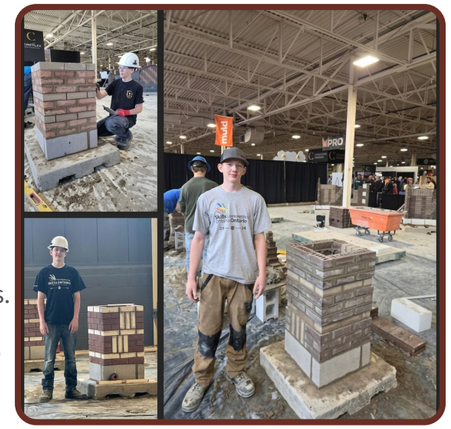






Pathways

Team WCDSB Shines at Skills Ontario



The Skills Ontario Competition is one of the province's most inspiring showcases of talent, innovation and hands-on learning, and this year, WCDSB students took part as competitors, mentors, spectators and aspiring future participants. For competitors, the event marked the culmination of months of preparation. For those attending as spectators, it opened their eyes to the many rewarding career pathways available in skilled trades and technologies.

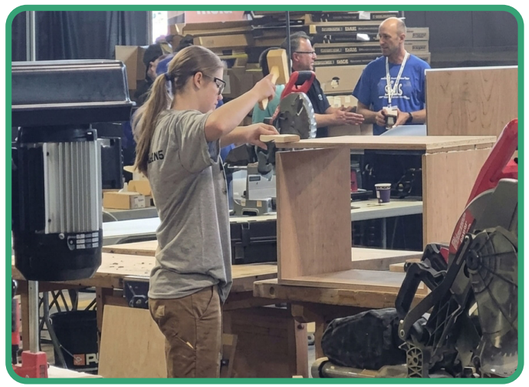
Team WCDSB was represented by students from St. Boniface and St. Gabriel at the Elementary Conference, 80 secondary students as spectators and supporters, 25 competitors, 12 mentors, and three teachers at the Guidance Conference.



The team celebrated outstanding results, including a gold medal in Brick Masonry for Owen Cosgrove (Monsignor Doyle, Grade 12), mentored by Greg Cinti, and a bronze medal in IT Network Systems Administration for Andrew Hrynovets (St. Mary's, Grade 11), mentored by Jason Hobson and Robert Hubert.

Team WCDSB represented our community with pride, respect, and grace.





Innovation

Building Student Confidence in Future-Ready Skills

Across the system, students showed growing confidence in applying Future-Ready Skills through authentic, technology-enabled learning. Initiatives such as the AI Student Symposium, esports tournaments and classroom-based deep learning projects placed students at the centre of inquiry, creation and problem-solving.



In the AI Symposium, students explored artificial intelligence tools hands-on, asking questions about ethics, bias and real-world application, then shared their thinking with peers and reflected on how technology can be used responsibly. Through esports and game-based learning, students strengthened communication, strategic thinking and teamwork, creating inclusive entry points where diverse learners could contribute meaningfully.

Educators noticed a clear shift: students became more willing to take risks, articulate their thinking and iterate on their ideas, seeing themselves as capable of adapting and thriving in complex, digital environments. This work reflects our shared commitment to Deep Learning, helping students build the confidence they need to navigate an evolving world with creativity, responsibility and purpose.



Transformative Professional Learning for Staff

This year, staff across the system engaged in innovative professional learning designed to transform classroom practice and deepen student learning. Through AI leadership sessions, system-wide workshops and collaborative inquiry, educators explored how to intentionally integrate technology and Future-Ready Skills into their teaching.



Professional development was grounded in real classroom application, with educators experiencing emerging tools, co-designing lessons and reflecting on assessment practices that prioritize transferable skills. A key strength of this work was its collaborative model: teachers, administrators and support staff learned alongside one another, sharing successes and practical strategies, which helped build confidence and encouraged thoughtful risk-taking.

The impact on students was immediate. Classrooms shifted toward more inquiry-based, student-driven learning, with educators reporting increased engagement, deeper conversations and more authentic demonstrations of learning, evidence that investing in staff capacity creates the conditions for meaningful innovation system-wide.



Student Belonging and Equity

Student Equity Engagement Council (SEEC)

Many WCDSB schools have a Student Equity and Engagement Council (SEEC), giving students meaningful opportunities to lead, learn and advocate for positive change in their school communities. SEECs elevate student voice, creating spaces for students to share their experiences and ideas on issues that matter to them. Working alongside staff and peers, they help identify and address barriers to inclusion and belonging, guided by a shared commitment to human rights and equity.

JUSTICE
EQUITY
DIVERSITY
INCLUSION



At this year's SEEC Annual Conference, students were at the centre of the learning, sharing their experiences, celebrating their advocacy efforts, and engaging in meaningful conversations about justice, equity and belonging. Keynote speaker Riley Yesno, a queer Anishinaabe scholar, writer and commentator from Eabametoong First Nation, spoke about justice in the era of social media and the importance of community. Through interactive learning with Steelpan Kam, exploring music as a form of resistance, joy and collective expression, students strengthened their voices as leaders, advocates, and changemakers.





Mental Health and Wellbeing

Secondary Safe Schools Ambassadors

Throughout the 2025-2026 school year, Safe Schools Ambassadors (SSA) supported student mental health and wellbeing across all WCDSB secondary schools through sustained, peer-led promotion. The year began on September 24, when 73 students gathered for a system-wide launch focused on leadership development and connection. Students revisited their role to Notice, Think, Act, and Follow Through, engaged in Mental Health 101 learning with Child and Youth Care Workers, and explored ways to lead peer initiatives, including substance-use awareness with support from Region of Waterloo Public Health.



Over the year, SSA teams translated this learning into school-based action, promoting belonging and inclusion through transition supports and awareness campaigns. At the Spring SSA Gathering, students shared their initiatives with one another, amplifying student voice and cross-school learning. Feedback confirmed these efforts contributed to more welcoming environments and stronger peer relationships, while also surfacing ongoing barriers like stigma and limited access to supports.

These insights are now shaping our priorities for 2026-2027, with continued focus on stigma reduction and strengthening school-wide belonging.

Wayfinder Project: Building Mental Health Literacy

Throughout the 2025-2026 school year, the rollout of WCDSB's Kindergarten to Grade 3 Wayfinder & Mood Meter Kits supported the integration of mental health literacy and social-emotional learning across classrooms, strengthening the foundation for student wellbeing. A collaborative effort between Mental Health & Wellbeing, Kindergarten, and Language and Literacy teams, the initiative provided a consistent, evidence-based approach system-wide.



School Mental Health Ontario's Wayfinder resource builds student skills in self-awareness, emotional regulation and positive relationships through developmentally appropriate, inquiry-based learning. Each classroom received grade-specific guidebooks, mentor texts linking literacy with social-emotional learning, and a laminated Mood Meter to support daily check-ins and reflection. Implementation was further enriched through SMHO's Faith and Wellness resources, connecting mental health learning to Catholic values of dignity, compassion and belonging.

Rooted in the Board's Tier 1 Mental Health Pillars, this work reflects a faith-centred, mentally healthy learning environment that normalizes mental health conversations and strengthens a sense of belonging for all.

Staff Wellness: WCDSB Cares

This year, the Board launched WCDSB Cares, an employee recognition program celebrating staff who exemplify Compassion, Advocacy, Resilience, Engagement and Support. Each month, five staff members were selected as Recognized Nominees for their outstanding contributions and commitment to our school communities.

In its first 10 months, the program received more than 130 nominations, a strong show of engagement and appreciation across the organization. Building on this early success, WCDSB Cares will expand in 2026 to invite members of the broader school community to recognize and celebrate the exceptional efforts of our staff, extending the spirit of gratitude beyond the walls of our schools.

The Arts

Arts: A Year of Creativity and Cultural Connection

This year, WCDSB students brought creativity to life across drama, visual arts and community-based learning. Drama classes welcomed special guests from community partner Drayton Youth Academy and delivered a number of high-quality school performances, with Resurrection's drama team advancing all the way to Nationals.

In visual arts, this marked the first full year of implementation for the WCDSB Colours of Culture Visual Arts kit. An impressive 221 teachers used these high-quality lessons to teach the visual arts curriculum while promoting cultural diversity and exploring art forms from around the world, all linked to quality picture books that deepened student understanding and engagement.

Students in Cambridge also had the opportunity to experience art beyond the classroom for the first time, with Grade 7 students displaying their work in the laneway beside the Cambridge Centre for the Arts, a meaningful chance to share their creativity with the wider community.









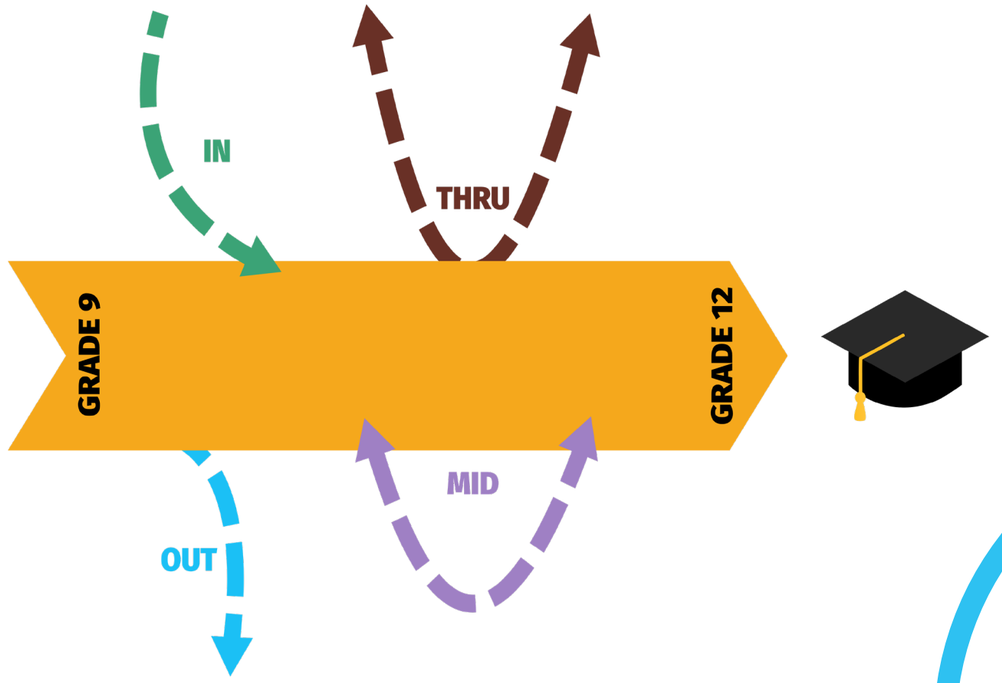


Graduation Rates

Graduation rates remain one of the most significant indicators of student success, and at the WCDSB they continue to reflect our commitment to achievement, well-being, and support for every learner. The most recent Ministry of Education data shows a four-year graduation rate of 84.7% and a five-year graduation rate of 87.9%. While the five-year rate represents a slight decrease from previous years, it remains strong and continues to demonstrate the success of our students across a variety of pathways.

These results also informed our work throughout the 2025–2026 school year. Secondary schools, system staff, and student success teams implemented targeted interventions to identify and support students at risk of not graduating, with a particular focus on credit accumulation, attendance, engagement, and pathway planning. In addition, the continued work of our re-engagement officer helped reconnect students who had disengaged from school, supporting their return to learning and progress toward earning an Ontario Secondary School Diploma. Through these focused efforts, the WCDSB remains committed to ensuring that every student has the opportunity, encouragement, and support needed to graduate and confidently pursue their future goals.

Grade 9 Cohort	4-Year	5-Year
2020-2021	**84.7%** June 2024	**87.9%** June 2025
2019-2020	**85.2%** June 2023	**91.1%** June 2024
2018-2019	**86.1%** June 2022	**90.2%** June 2023
2017-2018	**82.9%** June 2021	**89.6%** June 2022
2016-2017	**88.2%** June 2020	**92.2%** June 2021



Mobility Pathways:

- FULL*: Stayed at the Board all 4 years
- OUT*: Left the Board before graduating
- MID*: Left the Board, but returned before graduating
- IN: Entered the Board after grade 9, but before graduating
- THRU: Entered the Board after grade 9, but left before graduating

*are the pathways that are represented in our Ministry Graduate Rate

Community Engagement and Service

Community Engagement: Welcome to Kindergarten

This spring, all WCDSB elementary schools hosted Welcome to Kindergarten evening events, creating meaningful opportunities for children and their families to begin their school journey with confidence and excitement. Families were invited to learn about the transition to kindergarten, meet principals, educators and support staff, explore learning environments, and ask questions about the year ahead.

The events also brought together EarlyON staff and community partners, helping families connect with local services that support children's learning, development and wellbeing. Each child received a Welcome to Kindergarten resource bag to help prepare for a successful start to school.

Research shows that when children and families build early relationships with school staff, children experience greater confidence and readiness for learning. Most importantly, these evenings foster a strong sense of belonging, bringing together families, schools and community organizations to create welcoming, inclusive communities where everyone feels valued, laying a strong foundation for student success from day one.







Third Annual Homes for Hope Sleepout Brings Students Together

On a chilly November evening, students from all five Waterloo Catholic District School Board secondary schools gathered at St. Mary's High School to launch the annual Homes for Hope fundraiser. Rolling out sleeping bags in a student-built "tent city," they took part in a simple but powerful act of solidarity with neighbours experiencing chronic homelessness.

Guest speakers from the Region of Waterloo, A Better Tent City, The Bridges, OneROOF, The Working Centre, the Food Bank of Waterloo Region, St. Mary's Church, St. Mary's Hospital and the Waterloo Regional Police Service shared insight and lived experience. Their stories helped students understand the full landscape of homelessness in our region.



The campaign ran from Nov. 20 to Dec. 20 and supported A Better Tent City and The Bridges. It also welcomed OneROOF as a new partner focused on youth facing homelessness, adding a new dimension to the effort: youth helping youth.

Made possible by weeks of planning and collaboration from staff across the board, Homes for Hope is a growing tradition rooted in dignity, empathy and action. It reflects the care that lives at the heart of our Catholic schools.





Adult, Continuing and Alternative Education

In 2025-26, St. Louis Adult Learning & Continuing Education Centres supported more than 17,600 student registrations* across a wide range of programs and services throughout the calendar year.

St. Louis fosters lifelong learning through a diverse and dynamic learning community that serves learners from as young as six months old to adults of all ages. Through flexible learning options, varied pathways, and multiple program delivery models, St. Louis provides hope and opportunity for individuals to achieve their personal, academic, and career goals.

Our inclusive approach extends across St. Louis campuses and through value-added learning opportunities delivered in WCDSB schools after the regular instructional day and during the summer months. We intentionally welcome and support learners as they enter, re-enter, and transition between programs, helping them pursue success at every stage of their educational journey.



Supporting Adult Learners

- **3,545** registrations in credit programs, including day school, correspondence, School-to-Work and Credits@Work*
- **3,307** learners built language skills through Language Instruction for Newcomers to Canada (LINC) English as a Second Language (ESL) programs
- **150** learners received one-on-one support through Literacy and Basic Skills
- **250** PSW students completed a Study Skills program before starting their training
- **251** children of adult learners received onsite childcare, helping their parents attend class

Learning Beyond the Classroom

- **2,542** students explored 18 languages through International Languages programs
- **1,638** WCDSB students received literacy and numeracy support at 33 Homework Clubs (25 elementary, 8 secondary)

Graduating and Getting to Work

- **417** students earned their Ontario Secondary School Diploma
- **258** career certificates earned: Personal Support Worker (186), Hair Training (57) and Culinary Arts (15), with many graduates now working in their fields

Summer Learning

- **3,499** students registered for summer credit courses
- **2,238** learners joined non-credit summer programs: HeadStart to Grade 9 and Get Ready Riverhawks (1,452), International Languages (661) and Summer Expedition (125)

The People Behind It

- **866** staff made it happen: 606 in St. Louis positions, supported by 260 occasional staff

*Students may have registered in more than one program during the year.

Capital Projects

Building for Growing Communities

The 2025-2026 school year began with a historic milestone: the opening of two brand-new elementary schools in Kitchener, St. Patrick Catholic Elementary School and Holy Trinity Catholic Elementary School, welcoming students, families and staff into vibrant, purpose-built learning spaces.

Located in the growing Rosenberg neighbourhood, Holy Trinity is a 53,000-square-foot school built in partnership with the City of Kitchener, sharing its gymnasium with an adjoining community centre and now serving more than 525 students. St. Patrick, at approximately 60,000 square feet, features a special education classroom, flexible learning spaces for more than 540 students, and a purpose-built RisingOaks Early Learning Child Care Centre.

Looking ahead, WCDSB is grateful for the Ministry of Education's continued investment in our growing community. The following capital projects are anticipated to kick off soon:

Projected Opening 2027/28 School Year

- St. Aloysius CES – 10 classroom addition, Kitchener
- St. Boniface CES – 12 classroom addition, Breslau
- St. Gregory CES – 5 net new classroom addition, Cambridge
- St. Mark CES – 8 classroom addition, Kitchener
- St. Paul CES – 8 net new classroom addition, Kitchener

Projected Opening 2028/29 School Year

- St. David CSS – 18 classroom addition, Waterloo
- St. Bernadette CES - 657 pupil place replacement school, Kitchener
- Monsignor Doyle CSS - 368 pupil place addition, Cambridge
- Monsignor Haller CES - 282 pupil place addition and retrofit of existing space, Kitchener
- New Doon South CES - 645-pupil place elementary school and 88 space childcare centre, Kitchener

Undetermined Opening

- New Baden CES – 294 pupil place elementary school and 88 space childcare centre, Baden

These investments reflect a shared commitment to ensuring every student in our growing region has access to quality, inclusive, and faith-based education.





Budget

The Financial Services team, led by Executive Superintendent of Corporate Services Shesh Maharaj, is proud to reflect on another successful year supporting the planning, development, presentation, and monitoring of the 2025–26 school year budget.

The Waterloo Catholic District School Board's budgets are primarily shaped by student enrolment and the province's Core Education (Core Ed) grants along with related funding regulations.

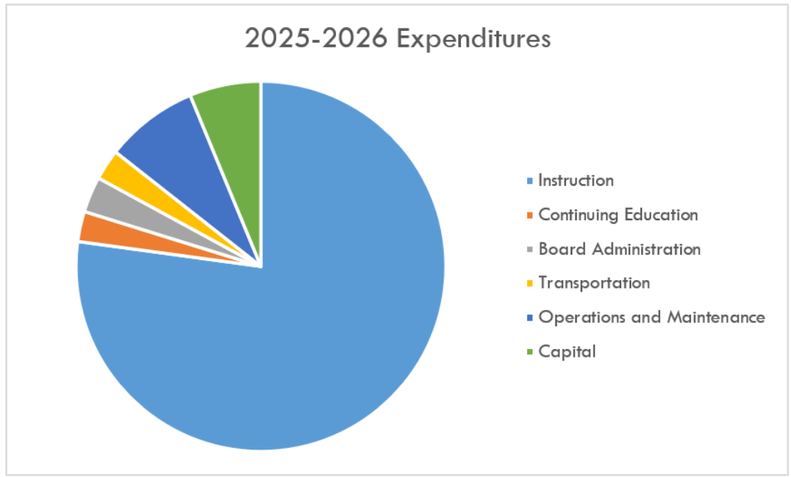
Additional revenues are generated through one-time provincial grants, facility rentals, federal funding, extended day programs, and international education.

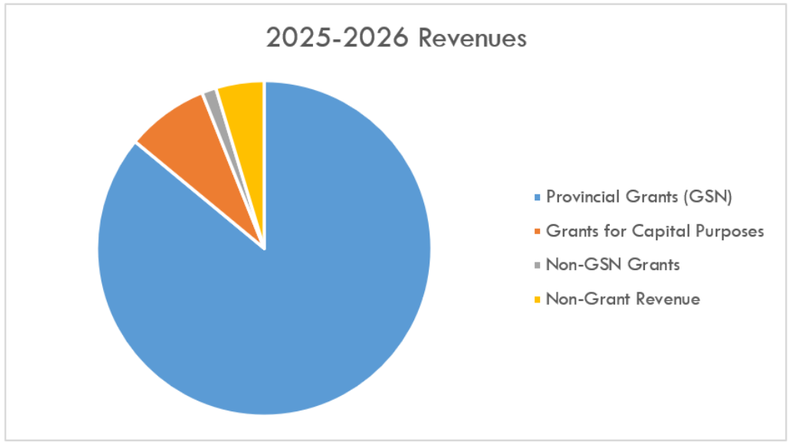
Budgets are actively monitored year-round, with formal interim financial reports presented quarterly to both the Board of Trustees and the Audit Committee.

The fiscal year ending August 31, 2026, resulted in a small surplus of funds. Thanks to conservative planning, rigorous financial oversight, and ongoing collaboration with budget holders, the Waterloo Catholic District School Board continues to maintain a strong and stable financial position.

Expenditures	
Instruction	339,758,933
Continuing Education	11,620,699
Board Administration	13,774,528
Transportation	11,839,733
Operations and Maintenance	35,878,860
Capital	27,505,690
	440,378,443

Revenues	
Provincial Grants (GSN)	378,938,023
Grants for Capital Purposes	35,058,851
Non-GSN Grants	6,082,598
Non-Grant Revenue	20,585,220
	440,664,692



















Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

Thank you to every student, family, staff member and partner who made this year possible.

Board of Trustees

Cambridge / North Dumfries

David Guerin
Marisa Phillips
Robert Sikora

Kitchener / Wilmot

Kathy Doherty-Masters
Winston Francis
Renée Kraft
Tracey Weiler

Waterloo / Wellesley / Woolwich

Conrad Stanley
Linda Cuff

Student Trustees

Rebecca Girolametto
Jace Krysko

Detailed information about the Board of Trustees – including contact information, board agendas and minutes and board policies can be found on our website. www.wcdsb.ca

