

**2023-2024**  
**Director's Annual Report**

**Sheryl Robinson Petrazzini**  
**HWDSB Director of Education**



# HWDSB's Journey: Looking Back Together

## MULTI-YEAR STRATEGIC PLAN

**Vision:** Growing Together

**Mission:** Every student experiences a sense of belonging and engages in dynamic learning to reach their potential and build their own future.

**Values:** Our values of Compassion, Dignity, Trust, and Joy guide our daily work and ensure that we honour the unique identities and needs of all.

<b>Compassion:</b> Leading with peace, friendship and love creates space for compassionate accountability, where we are responsible to one another in creating a culture of care.	<b>Dignity:</b> Reciprocity, anti-racism and anti-oppression lead to a just and equitable learning community, where every person is included, respected and valued.
<b>Trust:</b> Humility and transparency build the trusted relationships, connections and education system necessary for growth, change and evolution.	<b>Joy:</b> Curiosity, play and fun are catalysts for meaningful student learning outcomes and support joyful and enriching experiences.

### Strategic Directions

#### Upholding Human Rights, Safety & Well-being

We will support all students and staff to feel safe and secure in our classrooms and school communities.

#### Providing Equitable Quality Education

We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.

#### Collaborating with Students, Families and Communities

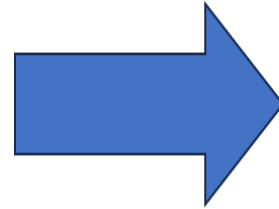
We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.

#### Building a Sustainable Education System

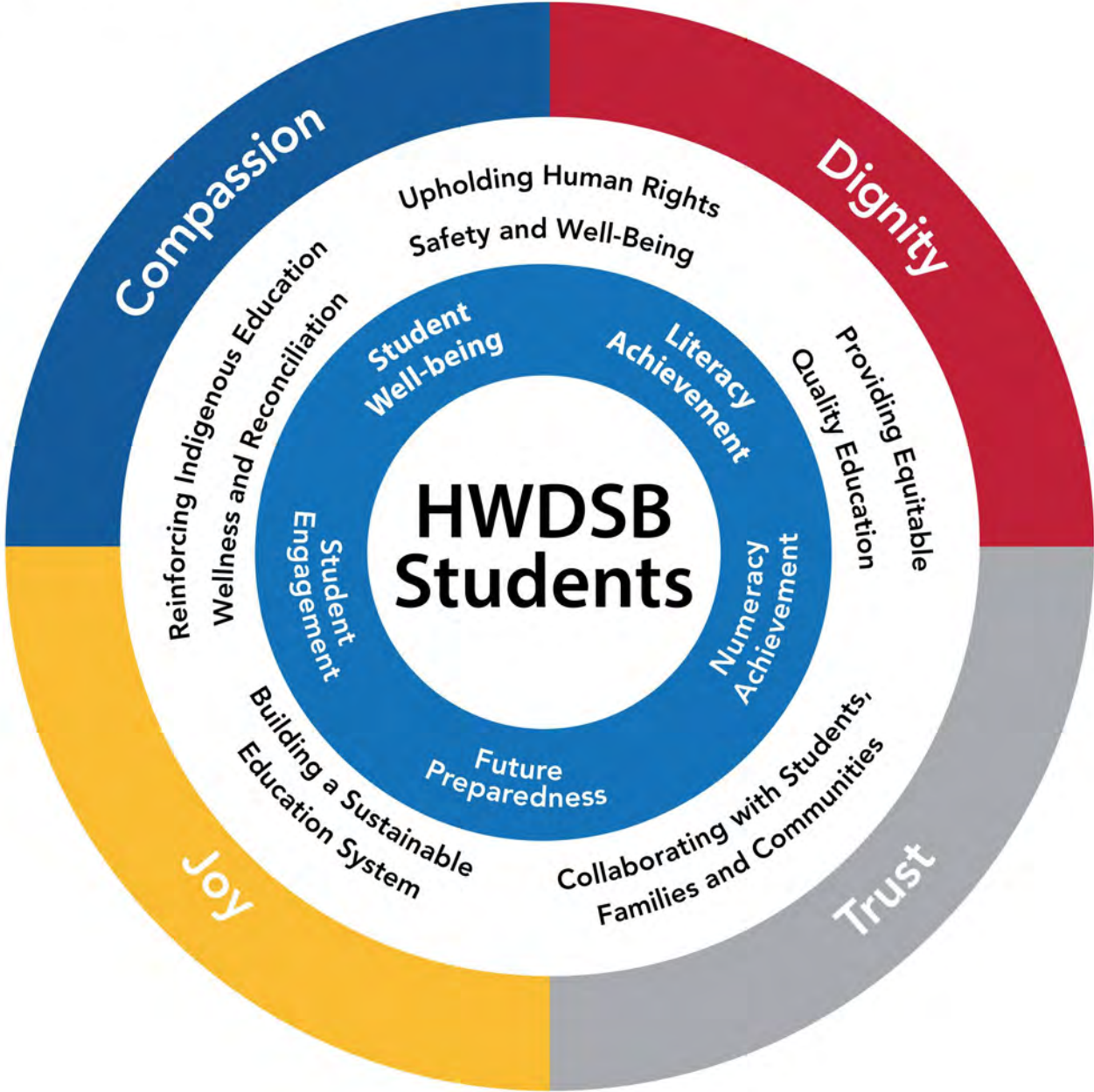
We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.

#### Reinforcing Indigenous Educational Wellness and Reconciliation

We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.



# How It All Fits Together



Please note: HWDSB credits Indigenous Ways of Knowing and Being for the inspiration of this circular design.

# 2024-2025 BOARD IMPROVEMENT PLAN

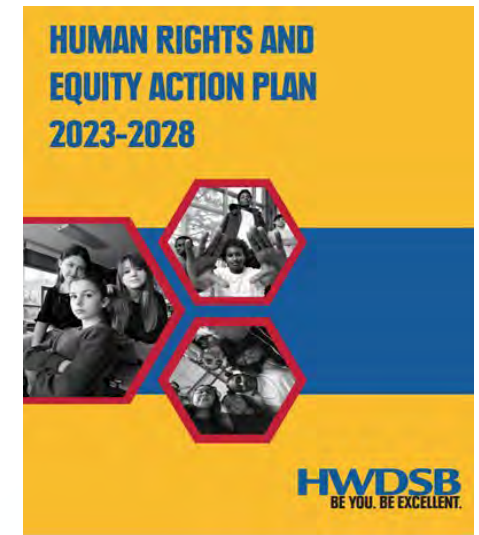
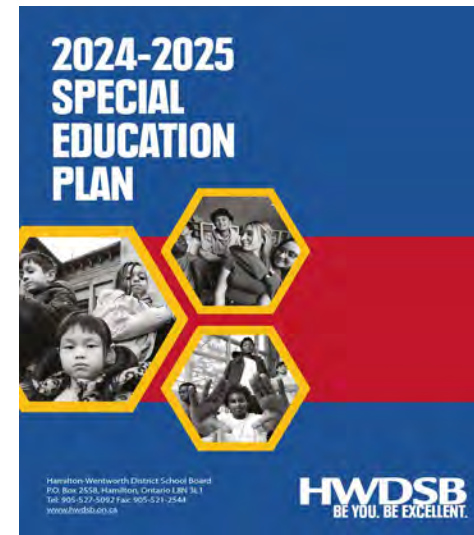
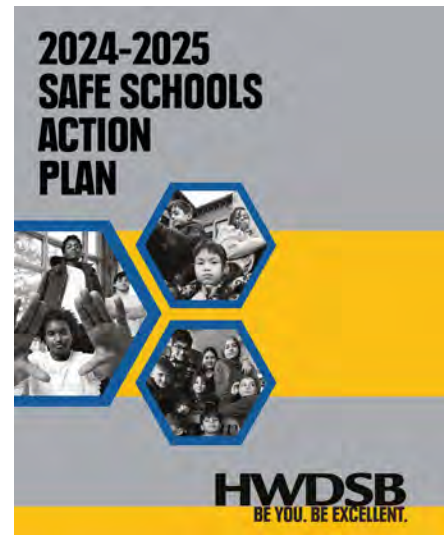
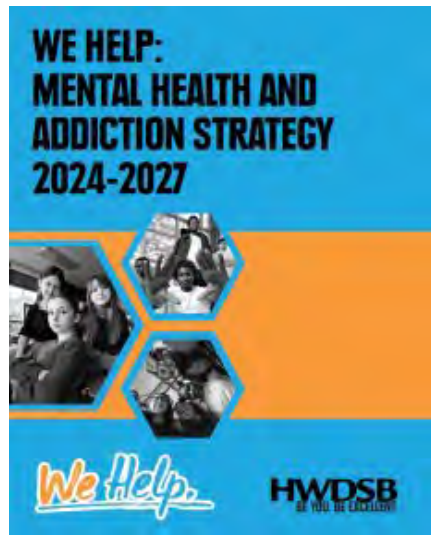
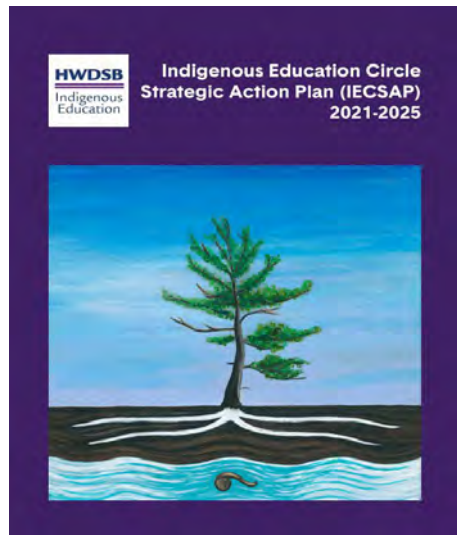


## HWDSB's Culture of Improvement:

A renewed, restored and reinvigorated approach to student-centred achievement and belonging.

**HWDSB**  
**BE YOU. BE EXCELLENT.**

# Improved Well-Being for Every Student



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# Improved Well-Being for Every Student



**69%** of students said their mental health was 'Good' or 'Very Good to Excellent'.

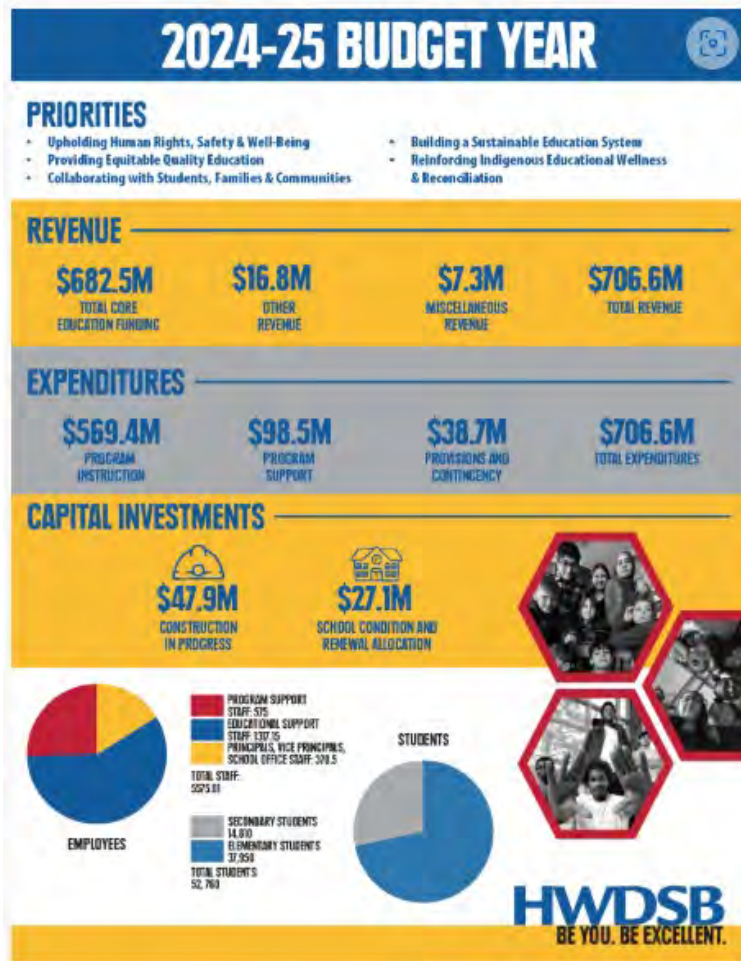


**56%** grade 12 students feel good about being in their school and classrooms



**75 %** of students who completed the recent School Climate Survey identified they knew where to go for help with how you are feeling.

# Improved Well-Being for Every Student



## LONG-TERM FACILITIES PLAN

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## ES Employee Support & Wellness



Homewood Health



Mental Health Resources for Employees

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# Improved Literacy Achievement for Every Student



**5% increase in Gr. 3 Reading and 7% increase in Gr 3 Writing overall**



**41 % increase in Gr 3 Reading at Strathcona who achieved provincial standard and above on report card (compared to last year)**



**28 % increase in Gr 6 Writing at Hess who achieved provincial standard and above on report card (compared to last year)**

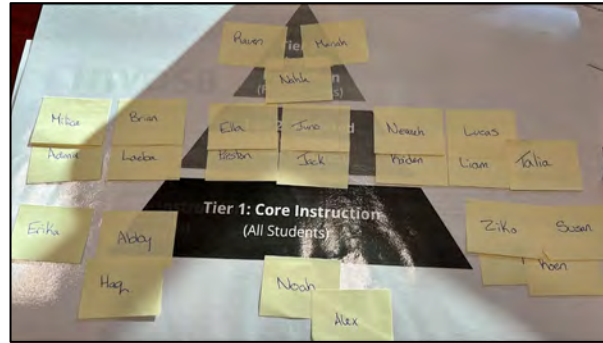


**4% increase in number of students successful in the OSSLT at Sir Winston Churchill and Dundas Valley**

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# Improved Literacy Achievement for Every Student

## Professional Learning



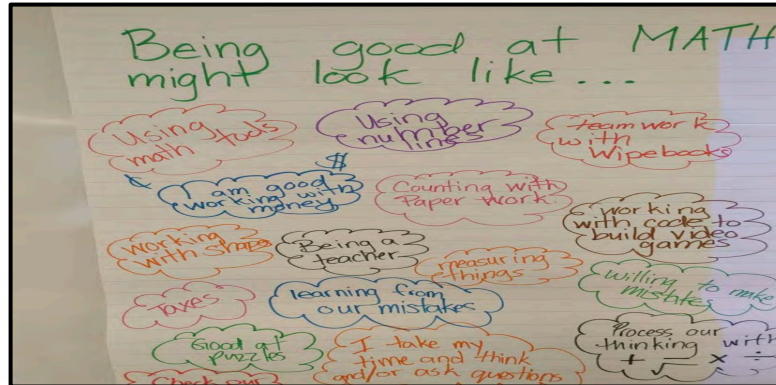
# Improved Numeracy Achievement for Every Student

## MATH ACHIEVEMENT ACTION PLAN 2024-2025



**HWDSB Math**  $\frac{-}{+} =$   
Joy in Numbers

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# Improved Numeracy Achievement for Every Student



**30.9 %** increase in Gr 6 Students at **Janet Lee** who achieved provincial standard and above on report card (compared to last year)



**33.4%** increase in Gr 3 Students at **Cathy Wever** who achieved provincial standard and above on report card (compared to last year)



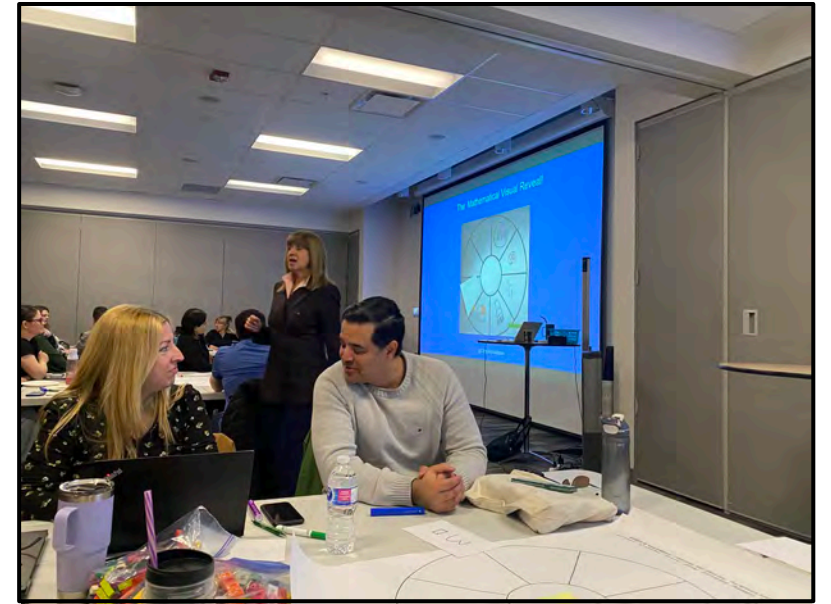
**16%** increase in the number of Grade 9 students at **Bernie Custis SS** who achieved L3 or above on Grade 9 Math EQAO



**7.1% (MP) and 6.4% (All School)** increase in Grade 3 students achieving provincial standard in Grade 3 math.

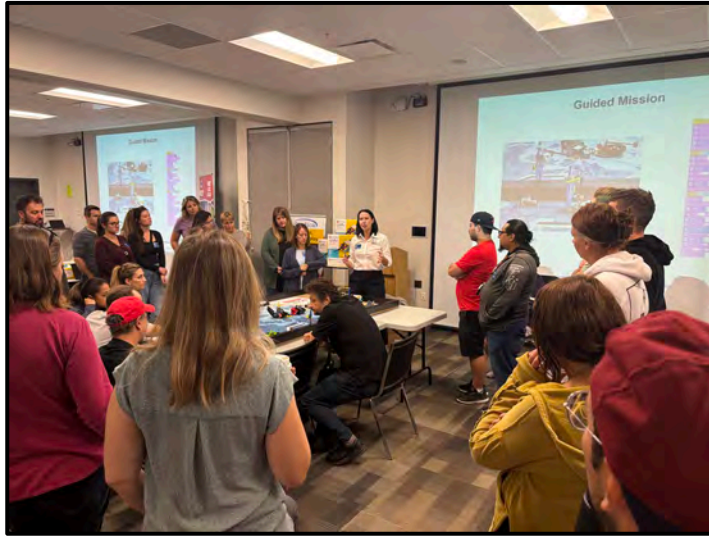
# Improved Numeracy Achievement for Every Student

## Professional Learning



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# Improved Future Preparedness for Every Student



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# Improved Preparedness for the Future of Every Student



**85 % of our students are graduating in 5 years**



**15% increase in students participating in job skills programs (SHSM, Dual Credits, OYAP) (39%)**



**9% increase in Grade 10 students 16/16 credits (76%)**



**5% increase in Grade 9 students achieved all 8 credits (85%)**

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# Increased Engagement for Every Student



**7% increase in students attending school 90% of the time**



**67% of Grade 12 students reported on their Exit Survey that they felt welcome in school**



**63% of Grade 12 students reported that students from all backgrounds see themselves represented in course materials.**

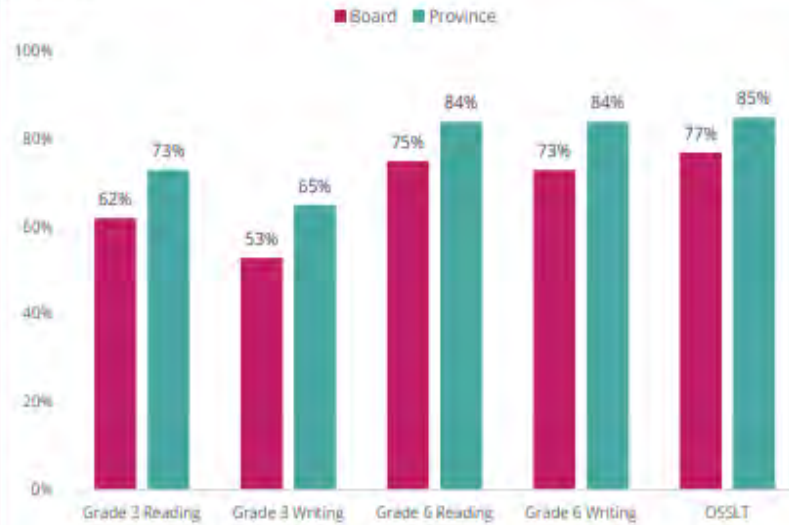
# HWDSB: Public Accountability and Transparency

## Appendix B Ministry of Education Student Achievement Plan

### Achievement of Learning Outcomes in Core Academic Skills

#### Goal: Improve students' literacy learning and achievement

Measure: % of student who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6 Reading and Writing and % of first time eligible students who were successful on the OSSLT/TPCL

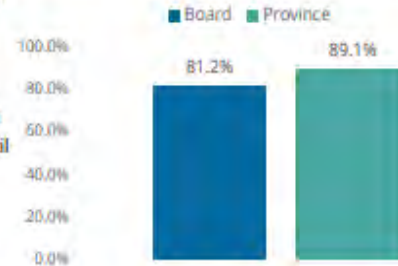


### Preparation of Students for Future Success

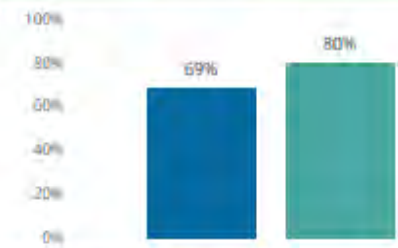
#### Goal: Improve students' graduation rates and preparedness for future success

Measure: % of students graduating with an OSSD within five years of starting Grade 9

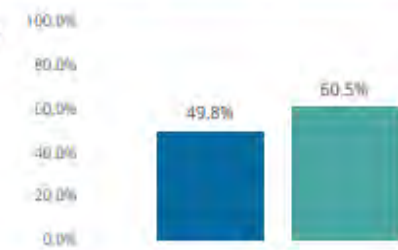
Includes students who began Grade 9 in 2017-2018 and tracks their progress until 2021-2022.



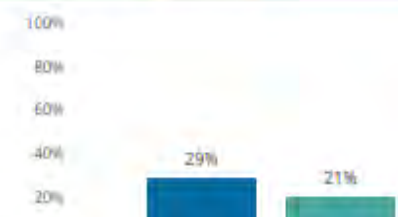
Measure: % of students who earn 16 or more credits by the end of Grade 10



Measure: % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses



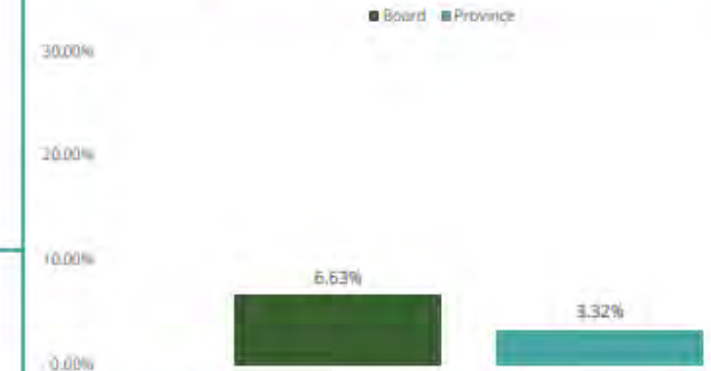
Measure: % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)



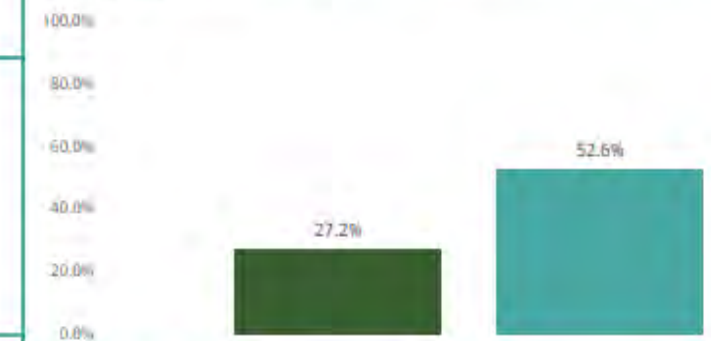
### Student Engagement & Well-Being

#### Goal: Improve students' participation in class time and learning

Measure: % of students in Grades 4-12 who were suspended at least once



Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent

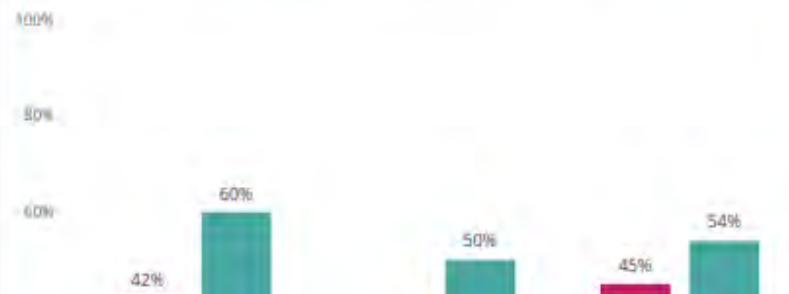


#### Goal: Improve student well-being

Measure: % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health

#### Goal: Improve students' math learning and achievement

Measure: % of students who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6/9 Math



# HWDSB – Connecting the Pieces



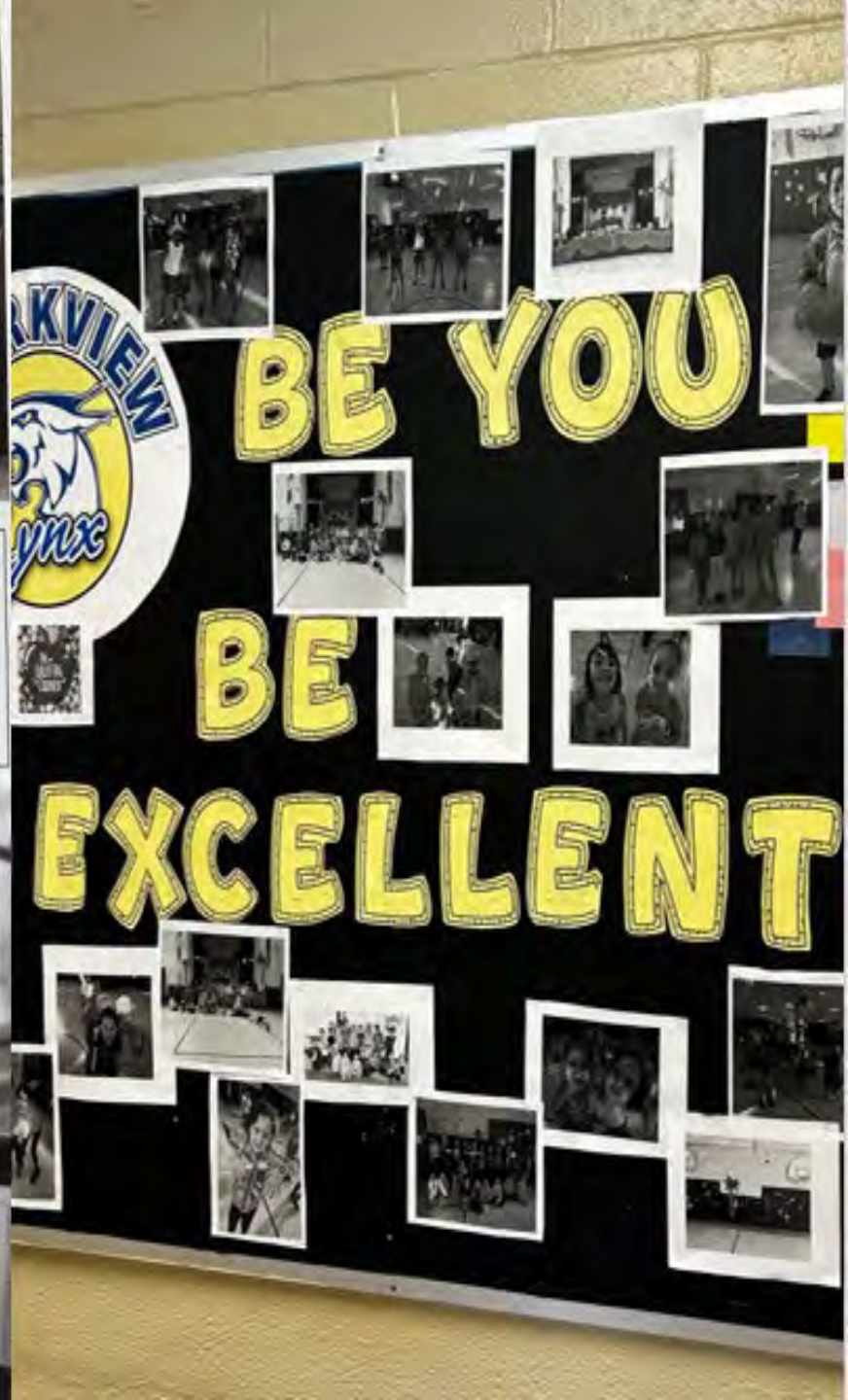
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**BE YOU. BE ADELAIDE.**



**BE YOU. BE EXCELLENT.**  
*A day in the life at Dundas Central*







# Kanetskare

## 7 Grandfather Teachings



**BE YOU. BE EXCELLENT.**

WHEN EVERY STUDENT EXPERIENCES A SENSE OF BELONGING, THEIR WELL-BEING IMPROVES AND LEARNING GROWS.



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When every student experiences a sense of belonging, their well-being improves and learning grows.



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