

AGENDA: 7:00 p.m.

1. Call to Order/Roll Call
2. HWDSB Land Acknowledgement
3. Approval of the Agenda
4. Review of the Committee Workplan
5. HWDSB Multi-Year Strategic Plan Progress Report (Student Well-Being, Student Engagement)
6. Student Nutrition Strategy Update
7. Ministry Student Achievement Plan, 2025-2026
8. Adjournment



PROGRAM COMMITTEE REPORT

April 30, 2026

HWDSB Multi-Year Strategic Plan Progress Report (Student Well-Being, Student Engagement)

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Jamie Nunn, Associate Director, School Improvement, Learning Services
 Jolene John, Indigenous Education Lead
 Paul Denomme, Superintendent of Equity and Student Achievement
 Gerry Smith, Superintendent of Safe, Compassionate and Equitable Schools, K-12
 Sally Landon, Manager, Research and Analytics

Recommendation:

That the second of two progress reports on the implementation of the Multi-Year Strategic Plan and the Board Improvement Plan goals of Student Well-Being and Student Engagement for the 2025-2026 school year be received.

Background:

The Hamilton-Wentworth District School Board (HWDSB) Board of Trustees approved a [Multi-Year Strategic Plan](#) (MYSP) 2023-2028 which was officially launched on January 17, 2024. The Strategic Directions of the MYSP continues to inform our [Board Improvement Plan, 2025-2026](#) (BIP). Staff are deeply committed to this work as they engage collaboratively with and among interdisciplinary teams to cultivate the five pillars of the Multi-Year Strategic Plan. This report will focus on the progress that we have made in relation to the following two goals of the [Board Improvement Plan, 2025-2026](#):

- Improved well-being for every student
- Improved engagement for every student

Status:

Staff continue to implement the objectives of the MYSP and BIP and, as a result, there are multiple examples of improvement throughout HWDSB. This progress report outlines our work on two of the goals in our BIP along with an example of monitoring data we use to gauge implementation progress and to inform decision-making ([Appendices A and B](#)). It is our third year reporting on our Board Improvement Plan. In October of last year, we reported on our work following the second year of implementation of the BIP. Within that report, we celebrated and recognized improvements in all five

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areas of the BIP; however, we also noted areas for future monitoring and improvement. The following recommendations for improvement were made in the October 2025 report as continued focus is required with regard to:

Improved Well-Being for Every Student

- We will implement Mental Health and Addictions Strategy (Year 2). We will further implement both a Student and Parent/Caregiver Toolkit needed to support and affirm students seeking help.
- In syncretism with the Department of Social Work, we will support the co-development of a local Indigenous approach to Life Promotion.

Improved Engagement for Every Student

- We will continue to provide professional learning for all school staff on progressive discipline practices, effective conflict resolution and restorative strategies especially in response to all forms of hate, bias, discrimination and harassment in schools. This will be informed by:
 - [Human Rights](#)
 - [Anti-Racism, Anti-Oppression \(ARAO\)](#)
 - [Reimagining Wellness – Top 5 Lessons](#)
 - [Anti-Black Racism Policy](#)
 - [Anti-Black Racism Strategy](#)
 - [Restorative Indigenous Educational Wellness](#)
- We will ensure that student voice and lived experience informs the classroom environment, and learning, engagement and leadership experiences by:
 - Uplifting Student Advisory and Student Affinity Groups
 - Collaborating with students and families
 - Identifying and removing barriers to learning
 - Supporting school leaders and educators

Staff are on track and have implemented each of the identified next steps above from the October 2025 report and will comment on these areas and other identified next steps relative to how our students are currently achieving at this point in the 2025-2026 school year. Staff continue to update principals, vice-principals, system staff and school-based educators on the impact of the Board Improvement Plan on department and school improvement planning.

Disproportionality Data

The HWDSB Research and Analytics Department is actively working to provide accurate disproportionality data. Currently, staff are in the third and final year of a multi-year data collection cycle that, upon completion, will provide a dataset to better inform our work with all students. Analyses will go deeper as we are able to explore intersectionalities that will illuminate for us the nuances behind the initial 2021-22 [Disproportionality Data Report](#) findings. While we look forward to this information, more importantly, we remain committed to creating the conditions that better support every learner to ensure they experience success in our schools and school communities. Our

work to address disproportionalities is an ongoing priority and we continue to report on and how we actively address them.

Monitoring Report: Actions, Outcomes, and Next Steps

Goal: Improve Well-Being for Every Student

Staff continue to work across all schools to implement the three strategies identified in the [Board Improvement Plan 2025-2026](#) to improve well-being for every student.

What have we done?

Staff across HWDSB have worked in syncretism to support implementation of system plans and supports. This work is informed by our participation in the [Health and Peer Relations Study](#), professional learning and ongoing consultation with students, families, and staff to strengthen consistent, relationship-based, and identity-affirming approaches that support student well-being. Actions from the Indigenous Education Circle Strategic Action Plan, Caring Safe Schools Action Plan, Human Rights and Equity Action Plan, Mental Health and Addictions Strategy, and Special Education Plan have been organized around the themes under the C.I.R. Framework: *Creating Conditions for Learning, Identify-Affirming Curriculum and Teaching Practices, and Responding to Student Need. To support improved well-being for every student, we have advanced the three C.I.R Framework areas:*

- Staff have focused on leading and supporting co-learning teams within schools, where educators and support staff engage collaboratively to reflect on practice, strengthen relational approaches, and apply the C.I.R. Framework in response to student needs. These co-learning teams create shared understanding, collective responsibility, and consistency in how staff create conditions for learning, implement identity affirming practices, and respond to student well-being concerns.
- The C.I.R. Framework has also been intentionally embedded within Board frameworks/protocols, including the Duty to Report, Bill 123 (Erin's Law) and the Sexual Violence and Concerning Sexualized Behaviour Inquiry guidelines. Embedding the C.I.R. framework within these frameworks/protocols ensures that expectations for responding to student concerns are clear, aligned, and grounded in care, equity, student voice, and trauma-informed practices. This alignment supports staff in navigating complex situations with greater confidence, clarity, and consistency, while maintaining a strong focus on student safety, dignity, and well-being.
- At the school level, the C.I.R. Framework is further embedded through staff development initiatives facilitated by the Mental Health and Well-Being Representative, working in collaboration with school leadership and system partners. These learning opportunities are job-embedded and responsive, supporting staff to integrate shared language, tools, and practices into daily work. By connecting best practice, co-learning, and school-based

professional learning, the system continues to strengthen coherence across initiatives and support improved well-being for every student.

- We continue of focus on system and school-based professional learning with emphasis on preventative, restorative, and bias-aware responses to student behaviour. This ongoing work with Principals and Vice-Principals strengthens accountability and consistency when supporting students and school communities across the district.
- We have expanded on the wise practice of the Cultivating Community: Reclaiming Our Spaces in Education (CC:ROSE), an Indigenous student leadership and learning community, through the development of CC:ROSE parent/ guardian edition. While we only had one CC:ROSE Parent Guardian Edition (PGE) meeting, with growing intentional supports, we look forward to co-developing sustainable structures to enable meaningful Indigenous family engagement. We maintain the objective to strengthen parent engagement and contribute to intergenerational healing and wellness for parents, students, and community members. C.I.R. continues to inform how we meaningfully engage Indigenous students and families.
- The Indigenous Education Department implemented a Runner Model in the 2025-2026 school year and released one staff member from each school to participate in a Professional Learning Community (PLC) over five sessions. At this time, we have successfully facilitated four learning sessions, focused on the following thematic areas: Giving Thanks and the Importance of Treaties; Storytelling; Water and Land-based Learning; Indigenous Governance; Celebration. Runners carry the messages of the Indigenous Education Department to advance the shared goals of the IECSAP, BIP and the MYSP in their home schools.

What have we learned?

- Creating staff learning on the C.I.R. Framework (Creating Conditions for Learning, Identity-Affirming Curriculum and Teaching Practices, and Responding to Student Need) that is grounded in job-embedded professional learning builds on existing strengths and effective practices already present across schools and departments. There is greater impact when staff learning is intentionally integrated into daily professional practice through collaborative inquiry, coaching, professional learning communities, and ongoing reflection, rather than one-time training sessions. By anchoring learning within classroom, school, and system contexts, educators deepen their understanding of how to create safe, inclusive, and affirming learning environments. Skill development is supported through shared language, practical tools, and examples drawn from current practice, enabling staff to refine and extend what is already working well. This approach strengthens coherence across well-being, equity, and instructional priorities, supports continuous improvement, and advances improved well-being for every student through sustained, collective action.
- We have learned that providing staff with a clear, shared framework for responding to student mental health concerns strengthens confidence, consistency, and continuity of care across schools. The *Responding to Student Need: How to Identify and Respond to Student Mental*

Health Concerns document supports clear pathways to care by clarifying roles, guiding timely next steps, and outlining how to connect students to appropriate school- and system-based supports. When guidance is embedded within daily practice and aligned with existing school processes, staff are better able to respond proactively and compassionately to student needs. We have also learned that centring relationship-based, trauma-informed approaches and prioritizing student voice fosters trust, reduces stigma, and increases student willingness to engage in support. Clear pathways combined with relational practice reinforce that responding to student well-being is a shared responsibility and a core part of everyday work in supporting improved well-being for every student.

- Building on the pedagogical framework of C.I.R., the Runners have a deeper understanding of traditional territories and treaty lands, land acknowledgements, traditional epistemological and ecological knowledges and stewardship, and governance systems. Educators have shared that they have a renewed understanding of the Indigenous Cultural Safety Continuum.

What are our next steps?

- Identify, document, and scale effective school- and department-based practices that support creating conditions for learning, identity-affirming curriculum and teaching, and responsive supports for students, building on what is already working well across the system. This will be done through the creation of intentional opportunities for schools and departments to share promising practices, learning, and examples of impact through professional learning communities, network meetings, and system-level learning forums to support continuous improvement.
- Use feedback from educators, students, and families to monitor implementation, identify emerging needs, and refine tools, and practices to remain responsive, inclusive, and focused on student well-being.
- Monitor implementation to identify disproportionality in student outcomes and continue to refine Bias-Free Progressive Discipline procedures and associated practices through ongoing consultations with students, families and staff.
- Continue to strengthen communications for CC:ROSE and CC:ROSE PGE to grow membership and participation in schools and across the system.
- Create sustainable structures in every school to enable the Runners to be a critical part of their multidisciplinary school support team.

Goal: Improve Engagement for Every Student

Staff continue to work across all schools to implement the three strategies identified within the Board Improvement Plan to improve engagement for every student.

What have we done?

Staff across HWDSB are focused on improving student engagement through professional learning, affinity spaces, student leadership, responsive data use, and ongoing review and refinement of HWDSB policies and procedures:

- Staff have worked collaboratively to implement strategies focused on improving student engagement by strengthening student voice and leadership through Student Advisory groups at a system level and School Climate Teams at the school level. These structures provide intentional spaces for students to share lived experiences, identify barriers to engagement, and co-design actions that promote belonging, safety, and well-being within their school communities.
- In parallel, staff have engaged in deeper analysis of school climate data, using quantitative survey results alongside qualitative insights gathered through conversations, observations, and day-to-day interactions with students and families. Reconciling these data sources has allowed schools to move beyond surface-level trends, better understand the context behind the data, and respond with targeted, student-informed strategies. This integrated approach ensures that actions to improve engagement are grounded in evidence, responsive to lived experience, and reflective of the unique needs and strengths of each school community.
- Integrated student feedback from Student Trustees, school-based Muslim Student Associations, Black Student Associations, Positive Space groups, and Mental Health and Well-Being clubs, to support the review of processes that support student and community via the Caring and Safe Schools Department.

What have we learned?

- Survey results indicate strong classroom engagement with mental health learning: 77% of students reported that mental health topics were discussed in their classes, 78% found the learning valuable, and 86% learned where to access support. While 80% of students who accessed support found it helpful, only 31% indicated a willingness to seek help, highlighting a significant gap between awareness, perceived value, and help-seeking behaviour.
- Creating a student toolkit by students, for students helps close the gap between awareness and help-seeking by making mental health information more relevant, relatable, and accessible. When students co-design the content, language, and format, the toolkit reflects real student experiences, concerns, and communication styles, reducing stigma and fear that often prevent students from reaching out. Peer-informed resources normalize help-seeking, show that challenges are shared, and clearly explain what support looks like in practice—who to talk to, what to expect, and how confidentiality works. By centring student voice, the toolkit builds trust, increases a sense of ownership and agency, and removes emotional barriers, helping translate knowledge of supports into greater confidence and willingness to seek help.

- We have also learned that when students experience coordinated, relationship-based supports, including Child & Youth Care Practitioners (CYCP) involvement and access to community partnerships such as Hamilton C.A.R.E.S., they are more likely to remain connected to school and engaged in learning.

What are our next steps?

- Promote the student toolkit across schools through student leadership, honouring student voice, by engaging student leaders, Student Advisory Councils, and affinity groups to champion the toolkit within their school communities; providing opportunities for students to introduce and share the toolkit through student-led School Climate teams.
- Staff will also be developing and sharing student-created visual prompts and accessories that reinforce key messages, promote help-seeking, and increase visibility of available support. We will support students in sharing the toolkit through accessible, student-preferred platforms (e.g., visuals, social media, school websites).

Financial Implications:

Staff continue to fully utilize all available funding in the Core Education expenditures and Responsive Education Priorities (REP) funding as approved by the Board of Trustees in June 2025 to support the implementation of the strategies connected to each of these two goals in the Board Improvement Plan.

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 & 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 & Reconciliation

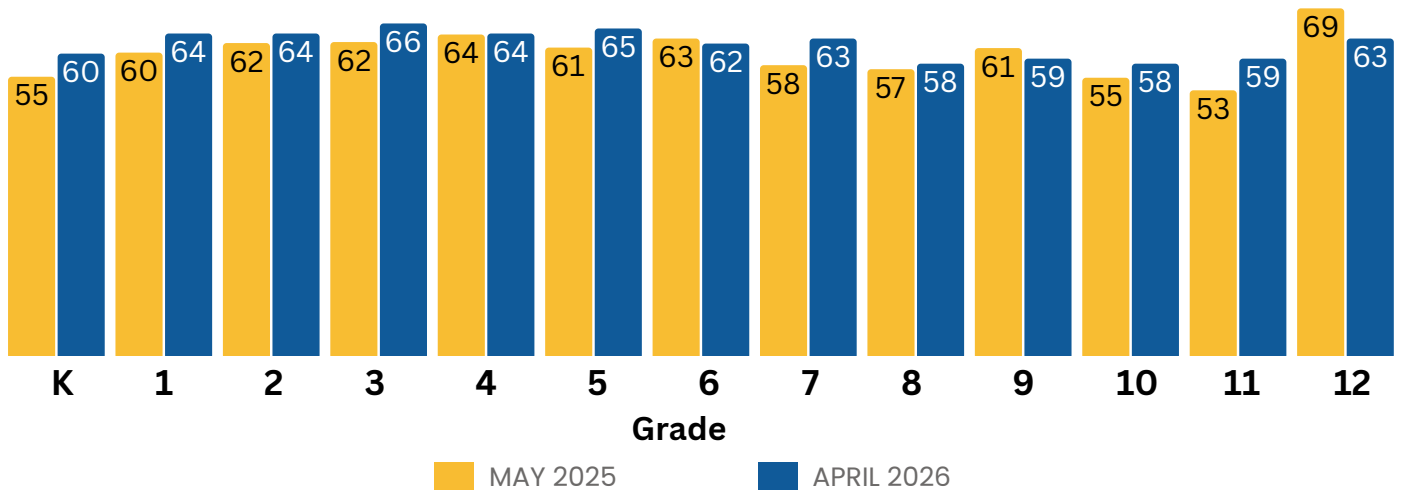
We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.



Goal:

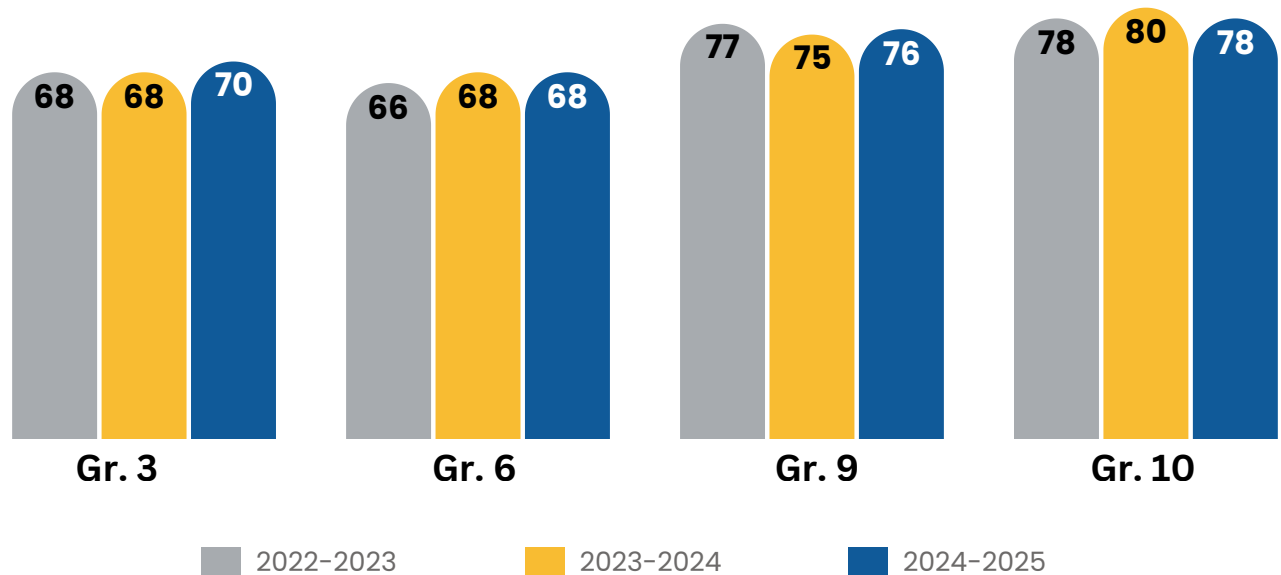
INCREASE ENGAGEMENT FOR EVERY STUDENT

Students Attending School at Least 90% of the Time



Source: student information system

Percent of students who use teacher feedback to improve their work



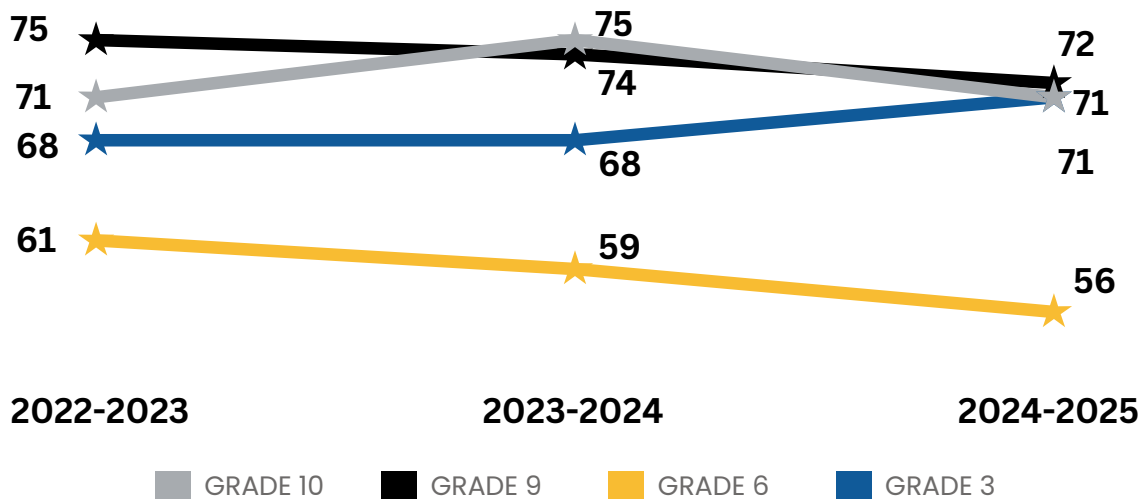
Source: EQAO student questionnaire



Goal:

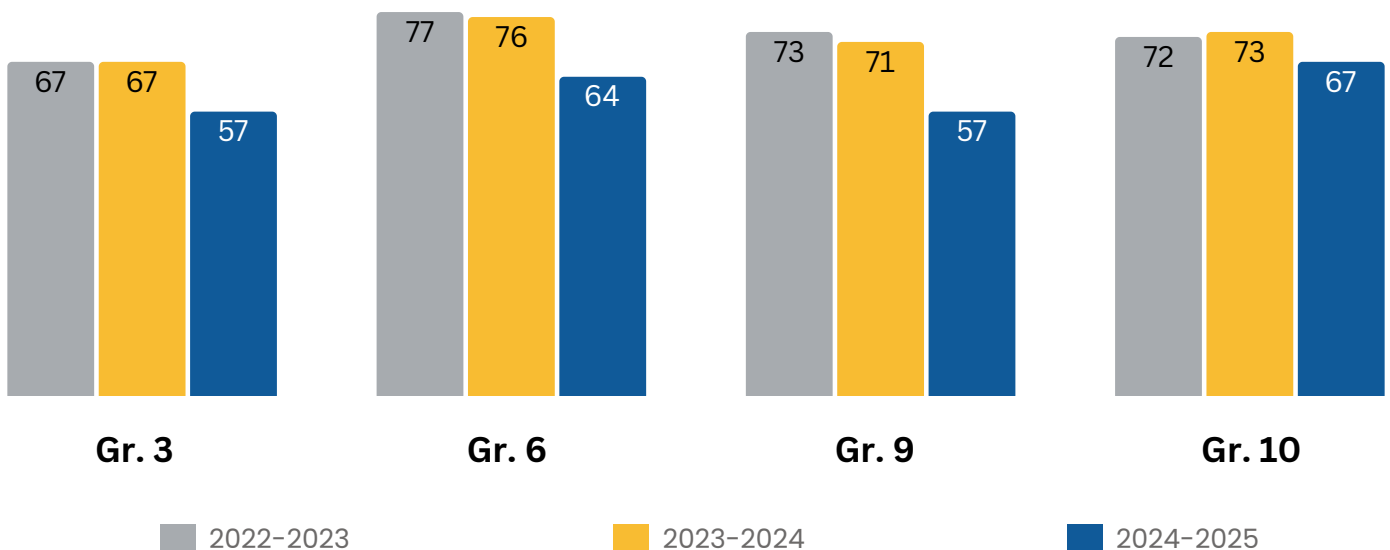
INCREASE ENGAGEMENT FOR EVERY STUDENT

Percent of students who feel all student voices are valued in class



Source: EQAO student questionnaire

Percent of students who see diverse cultures represented in class materials



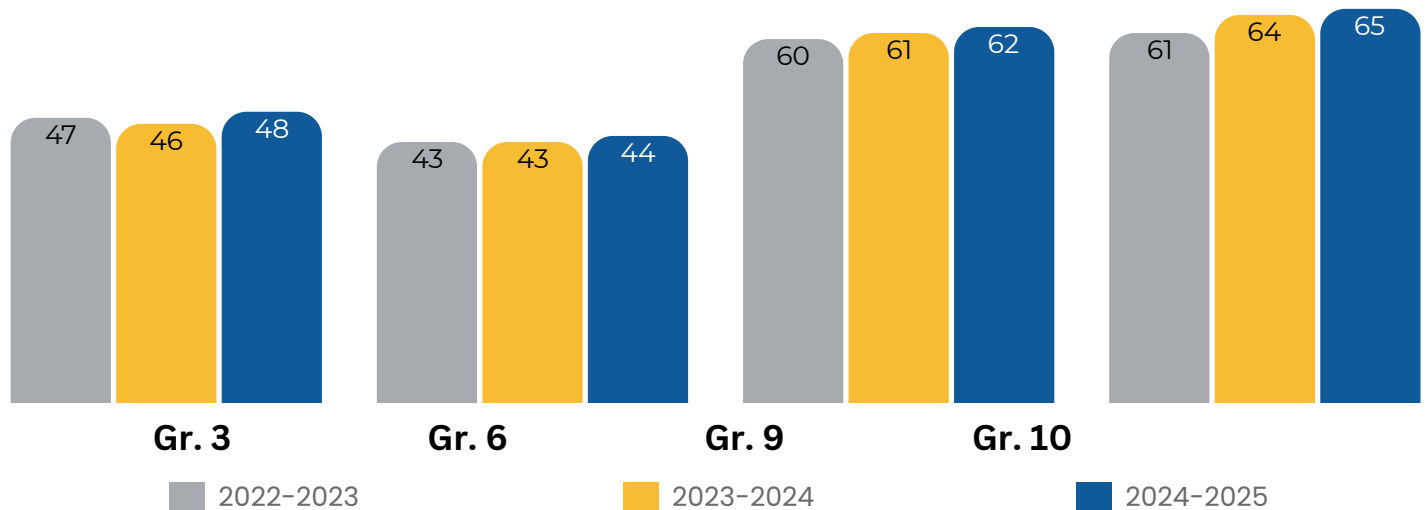
Source: EQAO student questionnaire



Goal:

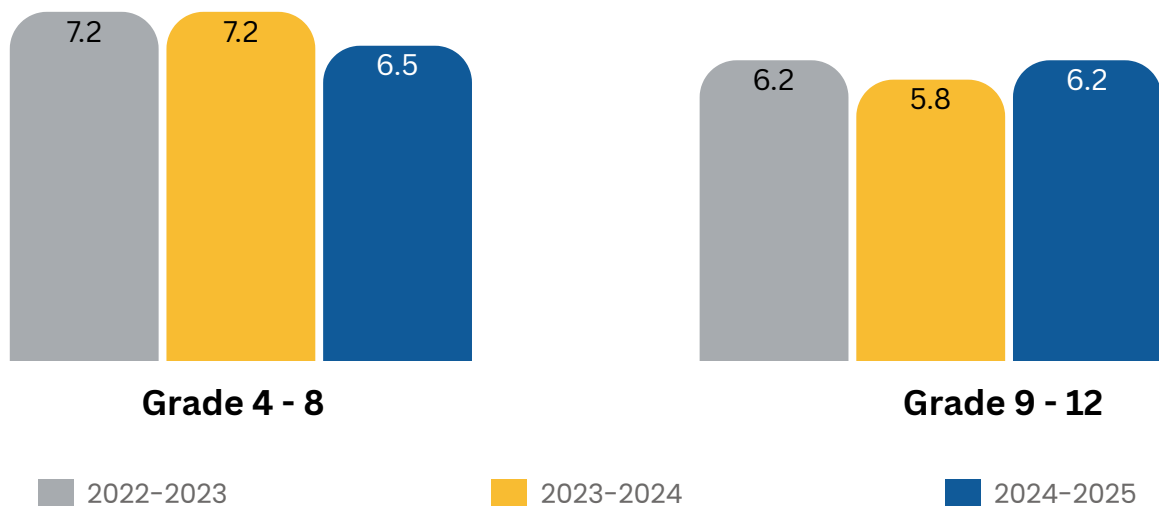
INCREASE ENGAGEMENT FOR EVERY STUDENT

Percent of students who stay on task without teacher reminders



Source: EQAO student questionnaire

Percent of students suspended one or more times



Source: student information system

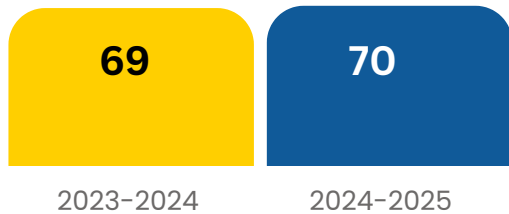


Board Improvement Plan 2025-2026

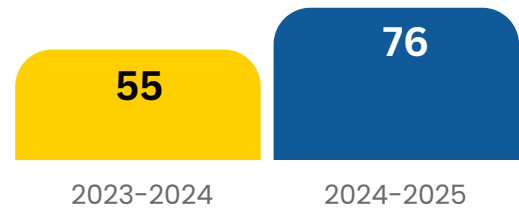
Goal:

INCREASE ENGAGEMENT FOR EVERY STUDENT

Percent of students who feel safe at school

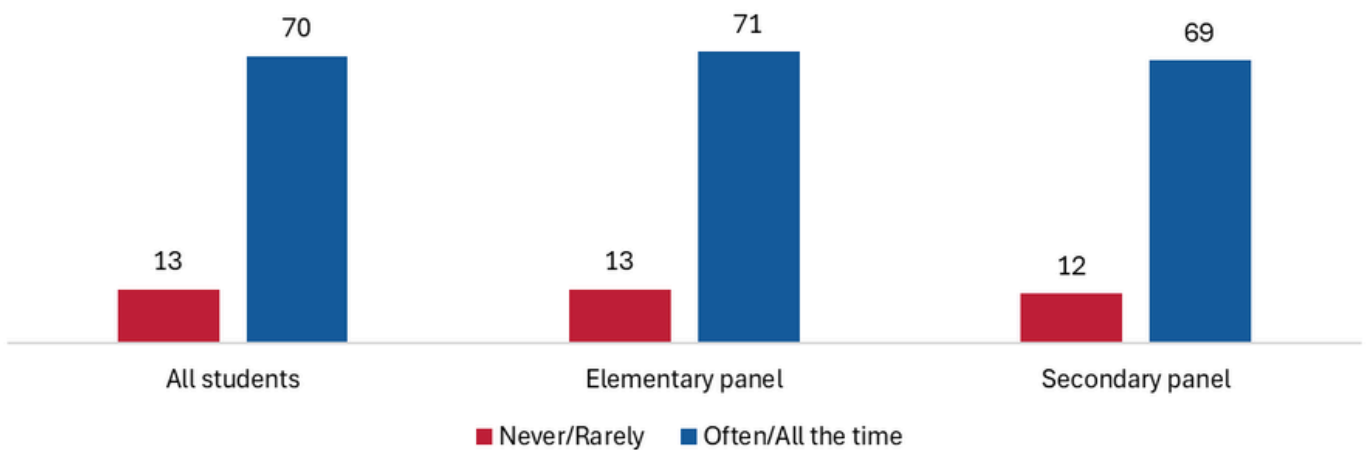


Percent of students who feel school rules are fair



Source: Health and Peer Relations Study

Percent of students who feel safe at school



Source: 2025 Health and Peer Relations Study

Percent of students who understand their rights and responsibilities as a member of a school community that upholds safety and well-being



Source: Grade 12 Exit Survey



Goal:

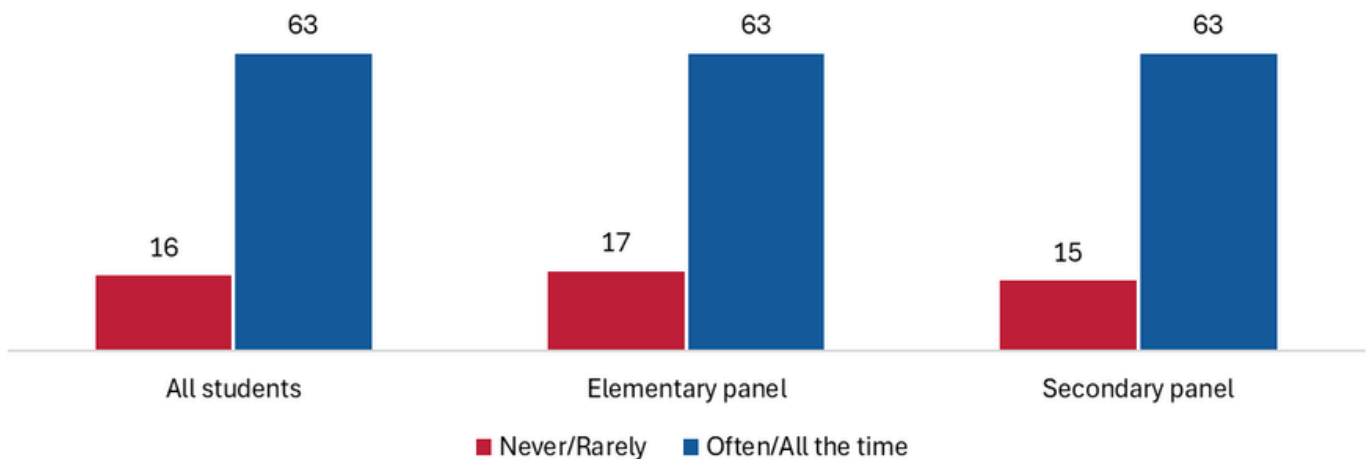
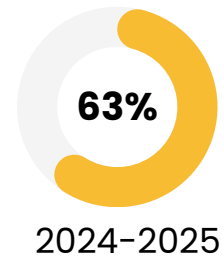
IMPROVE WELL-BEING FOR EVERY STUDENT

Percent of schools offering student nutrition programs



Source: Student Nutrition Coordinator

Percent of of students who feel they can be themselves at school



Source: 2025 Health and Peer Relations Study

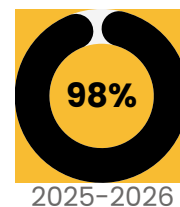


Board Improvement Plan 2025-2026

Goal:

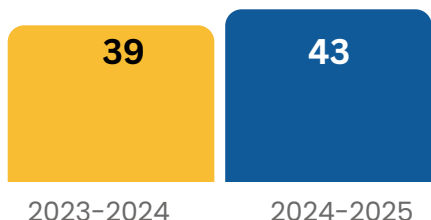
IMPROVE WELL-BEING FOR EVERY STUDENT

Percent of substantiated human rights and hate-based incidents reported and resolved

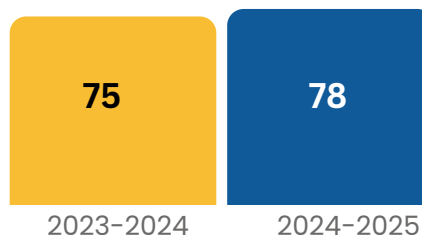


Source: Human Rights incident tracking tool

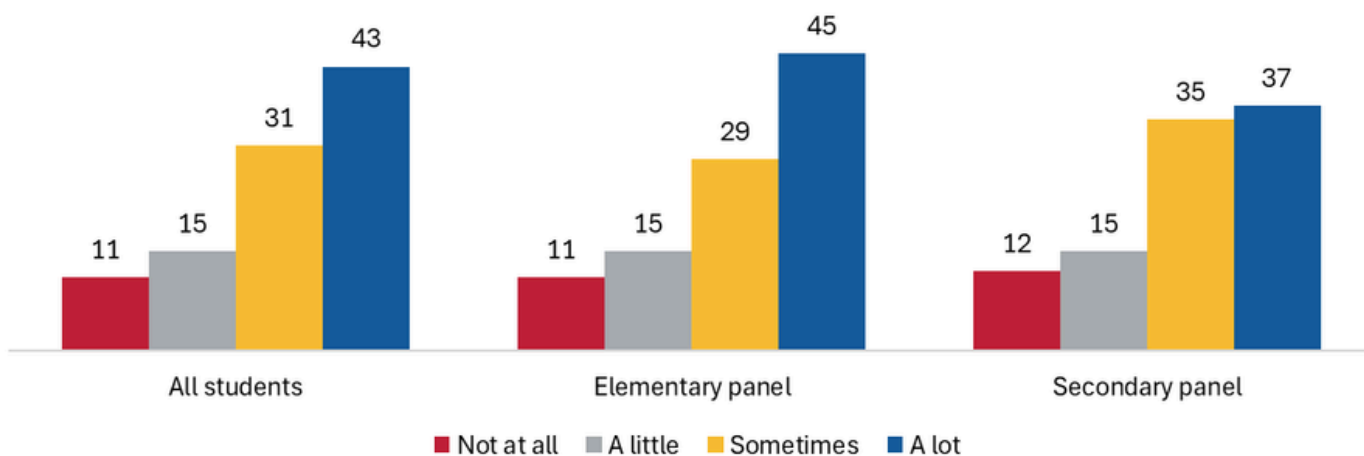
Percent of students who feel like they belong at school



Percent of students who know where to get help for their mental health



Percent of students who feel like they belong at school



Source: 2025 Health and Peer Relations Study



PROGRAM COMMITTEE REPORT

April 30, 2026

Student Nutrition Strategy Update

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Jamie Nunn, Associate Director, School Improvement, Learning Services
Allison Reynolds, Senior Manager, Communications & Community Engagement,
Lorraine Winarsky, Student Nutrition Coordinator

Recommendation:

That the Nutrition Strategy Update be received.

Background:

On June 24, 2024, the following motion was passed by the Board of Trustees: *'HWDSB envision to have nutrition programs in all schools (RESOLUTION #24-107).'*

Since that time, staff have led the development of a comprehensive nutrition strategy to increase the accessibility of Student Nutrition Programs (SNPs) in schools, sustained and strengthened the Student Nutrition Coordinator role, and continued to advance implementation of the Board-wide Nutrition Strategy. SNPs significantly impact student success, learning and well-being, and we are very grateful to the many volunteers, school-based staff, principals, and vice-principals who work tirelessly to offer these important programs across our schools.

Building on the work undertaken throughout the 2024–2025 school year and ongoing efforts to expand the Student Nutrition Program system-wide, HWDSB staff have continued to collaborate closely with school-based Principals and Vice-Principals, staff, central support teams, and community volunteers and partners. These collective efforts reflect a strong, coordinated approach that has strengthened program delivery and impact.

As of April 2026, we have 80 student nutrition programs operating in HWDSB schools, an increase of 12 SNPs since the last report a year ago. Moving forward, HWDSB remains committed to further implementing, enhancing, and advancing the Student Nutrition Program to ensure its continued growth, sustainability, and positive outcomes for students across the district.

Status:

Over the past year, significant progress has been made in addressing gaps in program access, implementing a funding strategy, and finalizing tools and resources to support school-based nutrition initiatives.

Expansion of Student Nutrition Programs

Through collaboration with Tastebuds, the Ministry of Education, and HWDSB school administrators, the Student Nutrition Coordinator led a number of advancements. Key accomplishments include:

- 10 HWDSB schools that were on the Tastebuds waitlist received funding and have launched their SNP (Billy Green, Michaelle Jean, Flamborough Centre, Mount Hope, Norwood Park, Rousseau, Sir William Osler, South Meadow, Tapleystown and Tiffany Hills).
- An additional 3 schools (Janet Lee, Ray Lewis and Huntington Park) were identified by the Ministry of Education as priority sites and will receive enhanced funding to implement an SNP in the spring of 2026.
- The following ten additional schools will receive federal funding through Tastebuds on April 23, 2026, to support the implementation of their nutrition programs: Janet Lee, Huntington Park, Frank Panabaker North, Frank Panabaker South, Ray Lewis, Greenville, Millgrove, Gatestone, Dundana, and Spring Valley.
- The Orchard Park (OP) pilot successfully launched whereby OP students prepare snacks and provide them to Eastdale students through collaborative delivery and consistent communication between both schools.

As a result, ten new SNPs are now operating with funding support, as work continues to bring SNPs to the 14 remaining HWDSB schools. Nine additional schools are preparing to launch their student nutrition programs in Spring 2026. This reflects substantial movement towards ensuring equitable access to nutritious food across the district.

Funding and Resource Allocation

This past year, HWDSB developed a clear process for allocate donations and financial supports to student nutrition initiatives.

Key accomplishments:

- Comprehensive needs assessments were conducted through site visits and September 2025 system survey.
- A formal funding allocation framework was established to guide distribution of donations and external funds.
- This framework has already supported over 20 schools with new equipment, replacement equipment or newly launched programs in 2025-2026.
- The Hamilton Foundation of Student Success (HFSS) continues to support fundraising efforts dedicated to student nutrition system-wide.

- The Brantford Bulldogs continue to support student nutrition fundraising efforts each year.

Student Nutrition Program Toolkit

Staff developed and implemented a Student Nutrition Toolkit in May 2025. The Toolkit is intended to provide schools with practical tools, guidance and best practices.

Key accomplishments:

- HWDSB departments, community partners, public health and other boards contributed to the Toolkit's development.
- A soft launch in May 2025 allowed schools to pilot materials and provide feedback
- Revisions were completed over summer 2025 to ensure alignment with Ministry and Tastebuds guidelines.
- The finalized Toolkit was released for all HWDSB schools for the 2025-2026 school year, supporting consistent implementation and improved program quality.

Next Steps:

To maintain momentum and ensure quality implementation across all sites, HWDSB will focus on the following priorities in 2026-2027:

- Support spring 2026 launches and early implementation to provide operational support to the 10 schools preparing to launch their SNPs this spring, with continued follow up to stabilize new programs.
- Continue collaboration with Public Health to ensure schools with new SNPs are aligned with the applicable Public Health regulations and food safety practices.
- Assist Tastebuds and Ministry identified enhanced schools to expand operations to five days a week and offer foods from three food groups, with a primary focus on breakfast or morning meals.
- Continue to work with HFSS on nutrition campaigns that raise funds to support SNPs across HWDSB.
- Monitor the implementation of the SNP Toolkit and ensure it remains current by regularly updating content to reflect relevant, evolving practices as Student Nutrition Programs are implemented and expanded across HWDSB.
- Implement a follow up system-wide Student Nutrition Program survey before the end of the 2025-2026 school year to gather additional insights into the growth and needs of HWDSB's programs school to school.

Financial Implications:

Hamilton Foundation for Student Success (HFSS) is the HWDSB's charitable organization. HFSS continues to be an important component of the Student Nutrition Program as both HWDSB and HFSS fundraise to support existing and new Student Nutrition Programs.

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 & 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 & 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.



PROGRAM COMMITTEE REPORT

April 30, 2026

Ministry Student Achievement Plan, 2025-2026

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Jamie Nunn, Associate Director, School Improvement, Learning Services
Sally Landon, Manager, Research and Analytics

Recommendation:

That the Ministry Student Achievement Plan, 2025-2026 report be received.

Background:

In 2023, the Ontario Ministry of Education announced [Bill 98, Better Schools and Student Outcomes Act](#). As part of the requirement of the bill, school boards are required to complete a Ministry of Education Student Achievement Plan template and report, publicly, this template to their community twice per year. The Achievement Plan outlines three key provincial priorities as its foundation:

- Achievement of Learning Outcomes in Core Academic Skills,
- Preparation of Students for Future Success, and
- Student Engagement and Well-Being.

The overarching objectives of this province-wide initiative are to:

- Provide a consistent set of performance indicators emphasizing student achievement and mental health and well-being outcomes.
- Ensure strategic planning and policy development are data-driven.
- Facilitate involvement of families and communities in the process, promoting transparency from school boards.

For the 2025-2026 school year, school boards are required to complete and post their Ministry of Education Student Achievement Plan by April 30, 2026. The final 2025-2026 Student Achievement Plan Tool must be completed and sent to the Ministry by June 30, 2026. Further, as per the Education Act, school boards must consult with parents, guardians and caregivers and their school communities about their Student Achievement Plan in the first two and last two months of the school year.

Status:

The Ministry of Education Student Achievement Plan directly aligns to the Hamilton-Wentworth District School Board (HWDSB) [Multi-Year Strategic Plan](#) (MYSP) 2023-2028 which was officially launched on January 17, 2023. The Strategic Directions of the MYSP continue to inform our [Board Improvement Plan, 2025-2026](#) (BIP). Staff are deeply committed to this work as they work collaboratively with and among interdisciplinary teams to action the five pillars of the Multi-Year Strategic Plan. Staff continue to report on these areas.

Staff have completed the Ministry Student Achievement Plan Template ([Appendix A](#)) and are on track to post this Plan on our school board website by April 30, 2025. The template comes to us pre-populated with data which the Ministry derives from the Education Quality and Accountability Office (EQAO) and from the Ontario Student Information System (ONSIS). We use the same measures to report on our Board Improvement Plan progress with some slight differences in methodology. This results in our two plans containing marginally different results for the same indicators. The Ministry calculates outcomes using its cohort methodology (i.e. Ministry calculations include only students who began Grade 9 in the board before October 31st). Our school board's calculations include all students in our schools regardless of when they started with us.

Staff continue to closely monitor our progress indicators for each of our five Board Improvement Plan goals and report publicly the steps we have taken to support student achievement and well-being, what we have learned and what our next steps are through Program and Board reports. The Ministry Student Achievement Plan further reports on these measures and goals using its own methodology. Regardless, both our Board Improvement Plan and Ministry Student Achievement Plan guide us as we implement and monitor our various action plans for improving outcomes for students related to achievement in literacy, numeracy, preparation for future success, engagement and well-being.

Community engagement will be essential to this process in the upcoming months. In May, we will launch a community consultation through our HWDSB Engage platform and seek feedback directly from the Parent Involvement Committee. We will share our progress to date and, in keeping with Bill 98, invite feedback on our work throughout the year. In September, we will launch this consultation again, this time providing our plans for the upcoming 2026-2027 school year, inviting community feedback on our proposed strategies and actions.

Financial Implications:

Staff continue to fully utilize all available funding in the Core Education expenditures and Responsive Education Priorities (REP) funding as approved by the Board of Trustees in June 2025 to support the implementation of the strategies connected to each of the goals in the Board Improvement Plan and Ministry Student Achievement Action Plan.

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 & 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 & Reconciliation

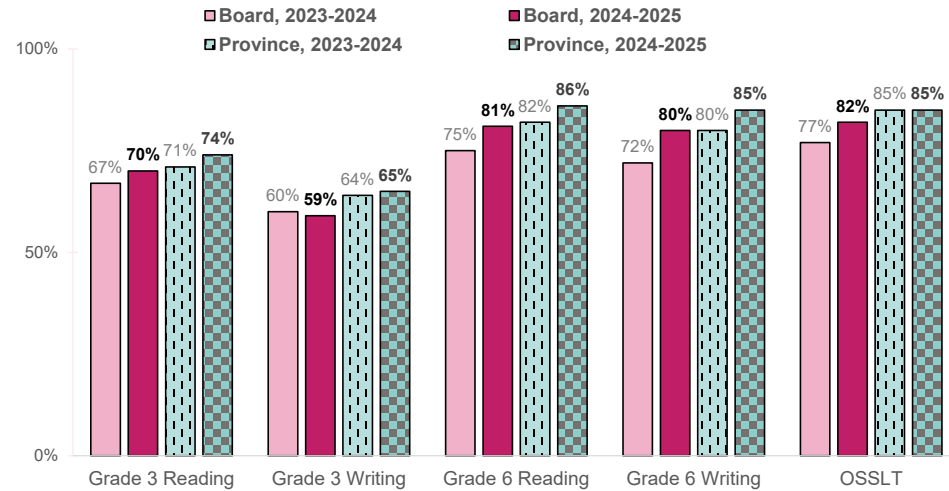
We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.

2024-2025 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

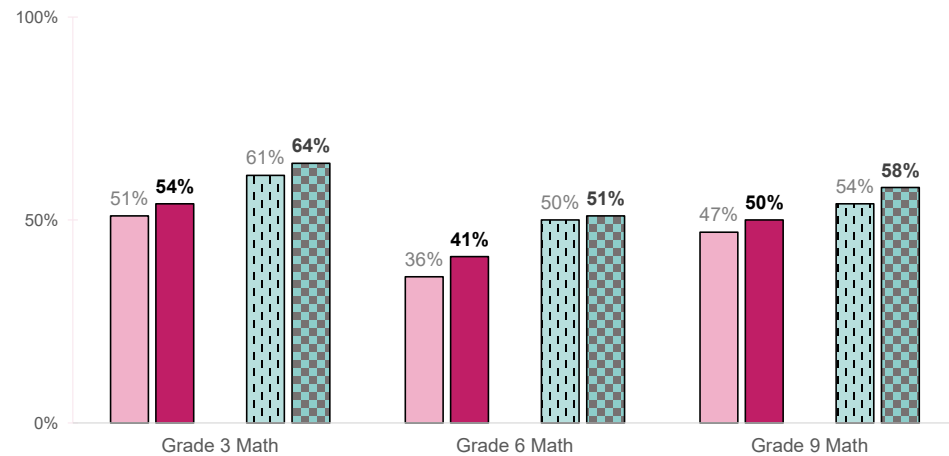
Goal: Improve students' literacy learning and achievement

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.



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



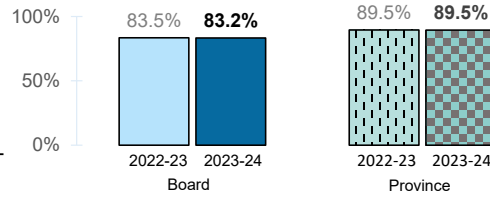
2024-2025 Academic Year

Preparation of Students for Future Success

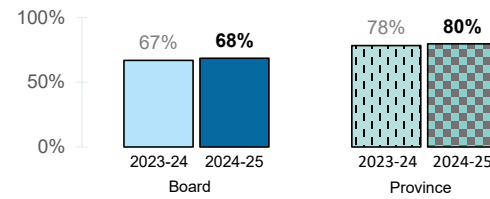
Goal: Improve students' graduation rates and preparedness for future success

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

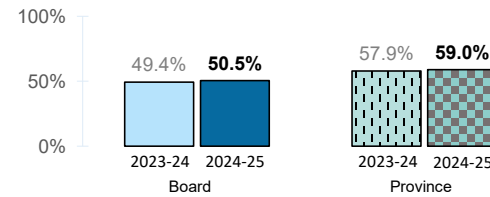
Includes students who began Grade 9 in 2019-2020 and tracks their progress until 2023-2024.



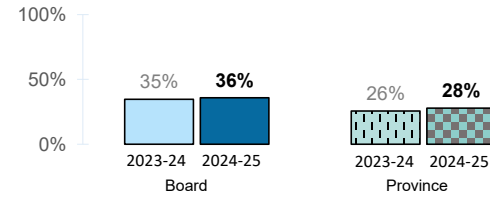
Measure: % of students who earn 16 or more credits by the end of Grade 10



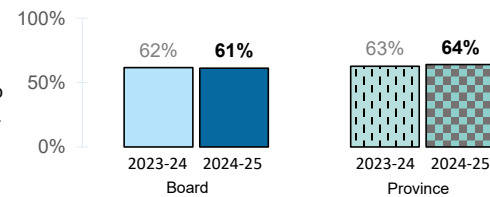
Measure: % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses



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



Measure: % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)

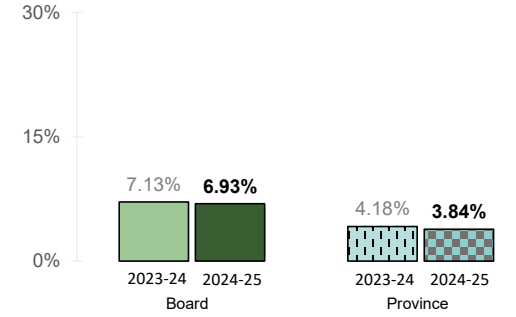


2024-2025 Academic Year

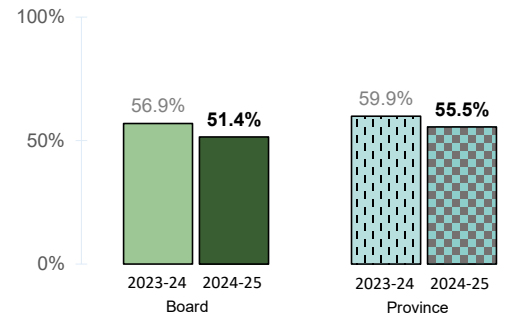
Student Engagement & Well-Being

Goal: Improve students' participation in class time and learning

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

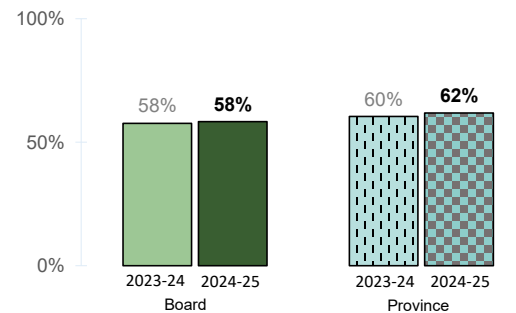


Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent



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



Source: As reported by schools through the Ontario School Information System (OnSIS), 2022-2023 to 2024-2025, and the Education Quality and Accountability Office (EQAO), 2023-2024 to 2024-2025.

#N/A: Not applicable. Secondary student indicators are not available for elementary only school boards.

Student Achievement Plan: Hamilton-Wentworth DSB

2024-2025 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

Goal: Improve students' literacy learning and achievement

	School	
	Board	Province
% of students who meet or exceed the provincial standard on:		
Grade 3 EQAO Reading	70%	74%
Grade 3 EQAO Writing	59%	65%
Grade 6 EQAO Reading	81%	86%
Grade 6 EQAO Writing	80%	85%

% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL

	School Board	Province
	82%	85%

Goal: Improve students' math learning and achievement

% of students who meet or exceed the provincial standard on:

Grade 3 EQAO Math	54%	64%
Grade 6 EQAO Math	41%	51%
Grade 9 EQAO Math	50%	58%

Additional School Board Measures	School board

Actions our School Board Will Take to Improve

2024-2025 Academic Year

Preparation of Students for Future Success

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

	School	
	Board	Province
% of students...		
who earn 16 or more credits by the end of Grade 10	68%	80%
who participated in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	36%	28%
who graduated with an OSSD within five years of starting Grade 9 (2023-2024)	83.2%	89.5%
who enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	50.5%	59.0%
who believe their learning has prepared them for the next step in their learning experience (i.e.next grade, post secondary, etc)	61%	64%

Additional School Board Measures	School board

2024-2025 Academic Year

Student Engagement & Well-Being

Goal: Improve students' participation in class time and learning

	School	
	Board	Province
% of students...		
in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	51.4%	55.5%
in Grades 4-12 who were suspended at least once	6.93%	3.84%

Goal: Improve student well-being

% 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

	School Board	Province
	58%	62%

Additional School Board Measures	School board

Source: As reported by schools through the Ontario School Information System (OnSIS), 2022-2023 to 2024-2025, and the Education Quality and Accountability Office (EQAO), 2023-2024 to 2024-2025.

#N/A: Not applicable. Secondary student indicators are not available for elementary only school boards.