



Annual Learning and Operating Plan 2024-25

Final Report
October 2025





Director's Message

I am proud to share the Grand Erie District School Board's final report for the 2024-25 Annual Learning and Operating Plan. At the beginning, we set ambitious goals in Learning, Well-Being, Belonging to support operational effectiveness. This report demonstrates how those goals were actualized through the collective efforts of students, staff, families, and communities.

Throughout the year, we have remained committed to meeting students where they are, providing the supports, opportunities and resources they need to succeed, and creating the conditions for every learner to thrive. The accomplishments highlighted in these pages reflect both the progress we have made and the foundation we are building for the future.

Among the many achievements this year:

- Improved student achievement.
- More than 500 educators completed Additional Qualifications courses this summer.
- More than 400 students and staff entered a brand-new Grand River Public School for the 2025-26 school year.
- \$1.7 million was spent on 82 completed projects across 27 sites.
- The launch of AI Guidelines for educators and the public, along with the first AI Micro-credential in collaboration with Conestoga College.
- The launch of the Innovation Hub @ Grand Erie, Centre for Excellence: Teaching, Learning and Belonging, and opening of the Grand Welcome Centre.

This work is a testament to what is possible when we come together with shared purpose and commitment. Thank you to every member of the Grand Erie community for your contributions this year.

As we reflect on our progress, we also look ahead with optimism and determination, ready to build on this momentum as we shape the next chapter.

Dr. JoAnna Roberto, PhD

Director of Education-CEO, Secretary of the Board

Our Vision

Learn

Lead

Inspire

Our Mission

Together, we build a culture of **learning**, **well-being** and **belonging** to inspire each learner.

Our Collective Priorities

Learning

We build a culture of learning to nurture curiosity and opportunity for each learner.

Well-being

We build a culture of well-being to support the cognitive, social, emotional and physical needs of each learner.

Belonging

We build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Learn

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Learning

Priority: We build a culture of **learning** where curiosity and opportunities are nurtured for each learner.

GOAL MATHEMATICS

Increase mathematics learning outcomes for all students.

OUTCOMES

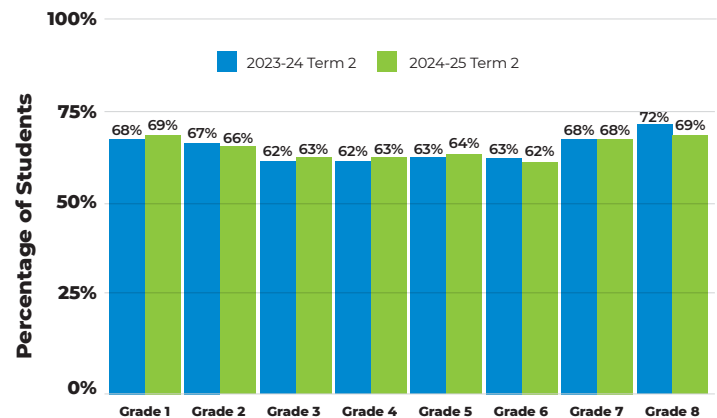
Testimonial:

“ I can now better support educators to implement these learning experiences and see them happening in classrooms. ”

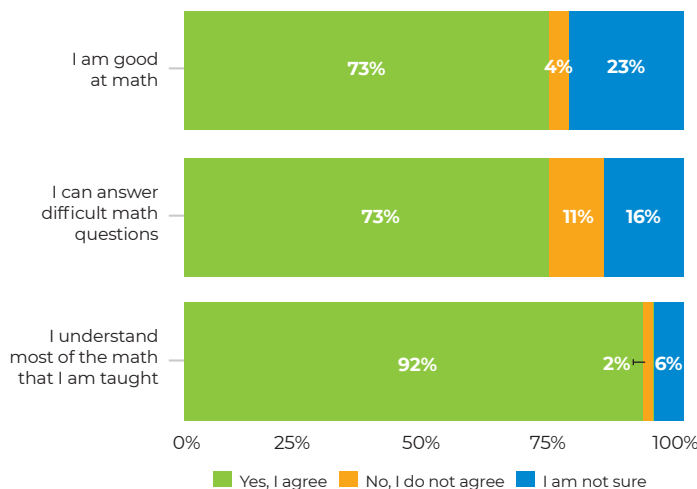
Testimonial:

“ Math tools are essential to supporting student thinking. Having several schools collaborating and sharing their learning has been a positive experience. ”

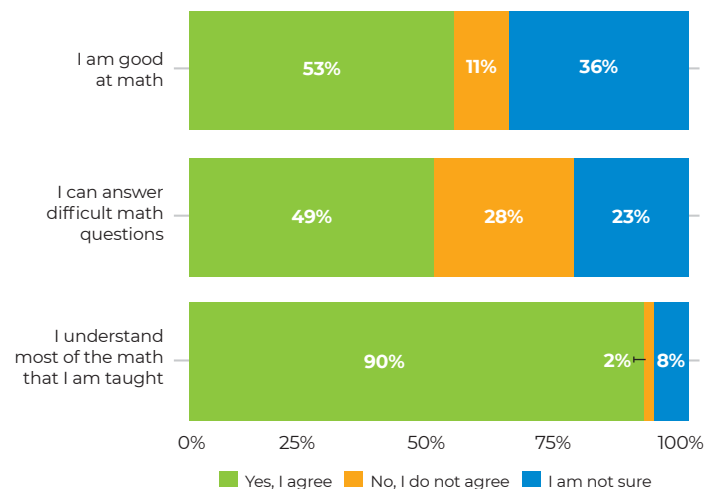
Percentage of Students at Level 3 and 4 - Term 2



Primary Student Math Confidence and Enjoyment



Junior/Intermediate Student Math Confidence and Enjoyment



The Annual Learning and Operating Plan and outcomes also highlights the work being done to address the requirements of Grand Erie's Student Achievement Plan. This document can be seen at: granderie.ca/board/publications

Annual Learning and Operating Plan 2024-25

Final Report



Learning

Priority: We build a culture of **learning** where curiosity and opportunities are nurtured for each learner.

GOAL LITERACY

Increase the overall reading proficiency of all students (with a focus on Grades 1 to 3).

OUTCOMES

100%



of educators who were new to K to Grade 2 received professional learning using diagnostic assessment to support responsive, tiered instruction.

88%

of Grade 3 educators received professional learning on diagnostic assessments to support responsive tiered instruction.

230



participated in professional learning (Grade 3 to 8) in Acadience.

Early Reading Screener training has been provided to:

- 14 LRTs
- 11 system staff
- 10 secondary educators

Testimonial:

“ I am looking forward to trying many of the resources for small group instruction. I feel better prepared to address the varying levels that my students are at given the wide range of resources available. ”

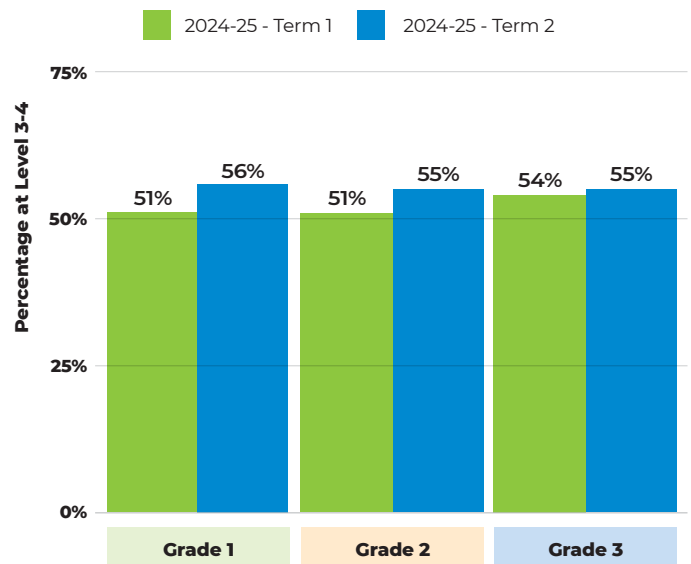
100%



of SK to Grade 2 educators received support with implementing instructional practices that address student literacy needs as identified through the Acadience Early Reading Screener.

- Support was provided for reading instruction by Literacy Coaches in every K to Grade 2 classroom for 2 blocks: 1 fall/winter and 1 spring.

Term 1 and Term 2 Report Card Data for Reading Level 3 and 4





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Learning

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GOAL GRADUATION

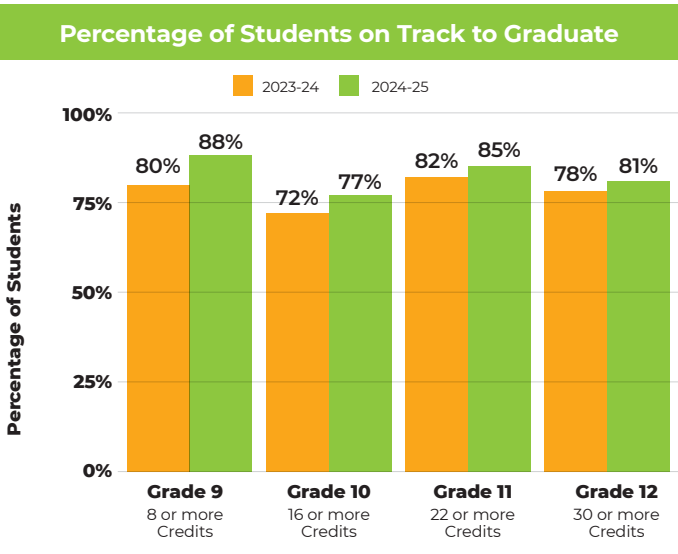
Prepare every student for their post-secondary destination (apprenticeship, community, college, university, workplace).

OUTCOMES



1,790 students visited the Innovation Hub @ Grand Erie.

1,960 students participated in outreach or livestream learning lessons at their schools.



Graduation Data



- **124** students attended at least one or more of the **8** workshops offered by the Black Student Graduation Coach with **38** students receiving additional 1:1 support throughout the year.
- **New initiatives** such as Make Do Kits, and Farm in a Box provided every school access to at least one experiential learning offering during the year.
- **Make Do kits** which focus on structures, science, engineering design, math, problem solving, measurement and innovation were signed out **100%** of the time to be used by educators from Kindergarten to Grade 12.
- **100% of elementary schools** were provided with Farm in a Box kits.

Testimonial:

“ At the Innovation Hub, I’ve learned 3D printing software, problem solving, thinking, just finding your way around the computers... You have to do a lot of communication and teamwork in here. ”

Learning

Priority: We build a culture of **learning** where curiosity and opportunities are nurtured for each learner.

GOAL SPECIALIZED SERVICES

Increase the knowledge and skills of staff to better support learners with special education needs in an inclusive classroom.

OUTCOMES



262

credits achieved by 111 vocational students.



Learning videos were created as a resource for educators to support the understanding and implementation of Universal Design for Learning (UDL) strategies in classroom programs and spaces.

The Hub has played a vital role in helping students with special education needs feel included.

- **103** credits earned by students accessing the Hub.
- **33% increase** from 2023-24 to 2024-25 of Grade 9 students on IEPs that attained 8/8 credits.



Learning Resource Teachers participated in a day of learning that captured the essential steps to coach UDL in the classroom.

Professional Learning offerings included:

- Educational Assistants Leaders Series.
- Learning Resource and Skill Building and Hub Educator Leader Series.
- Self-Contained Educator Leaders Series.



GEMAAP session survey results indicate:

- Awareness of UDL to support all students.
- Educator confidence to apply the UDL guidelines to inform their practice.



Professional learning offered by Brock University on engaging in inclusive conversations at the Joint Employer/Union PD Day for Educational Assistants.



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Well-Being

Priority: We build a culture of **well-being** to support the cognitive, social, emotional and physical needs of each learner.

GOAL SCHOOL CULTURE AND WELL-BEING

Increase the knowledge and skills of staff to better support learners in developing the capacity to tend to their own well-being.

OUTCOMES

Attendance Counts

5%

increase in annual attendance at schools piloting attendance tracking software.

16%

increase in Grade 9 attendance for semester 2 at one secondary school piloting attendance tracking software.

181

students received summer program and food support.

Mental Health and Well-Being

24

schools

438

employees

completed the MEHRIT Shanker professional learning.



Shanker professional learning helped staff recognize the significance of identifying student stressors and behaviours, practice co-regulation, and implement strategies to help students engage in activities that allow them to recharge emotionally.

Testimonial:

“Shanker has helped us as a school community, create a more supportive space for learning. We’ve learned to see behaviour through a new lens, understanding it as a response to stress rather than a problem to fix. This change in perspective has prompted meaningful reflection on how we show up for students and how we can support their emotional and learning needs.”

Belonging

Priority: We build a culture of **belonging** to support an equitable, inclusive and responsive environment for each learner.

GOAL INDIGENOUS EDUCATION

Deepen our system commitment to reconciliation and improve education achievement outcomes for all First Nations, Métis and Inuit students.

OUTCOMES



42

educators completed the FNMI Additional Qualification.



32

students have been re-engaged.



Continued work with the Haudenosaunee Sports Development Group to support a Lacrosse focussed Specialist High Skills Major at McKinnon Park Secondary School.



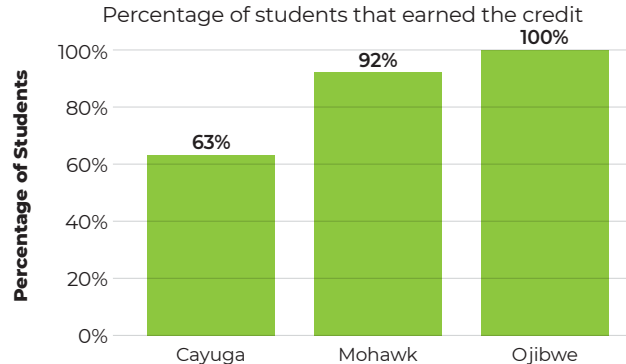
Professional Learning:

Transforming practices to implement the 94 Calls to Action.

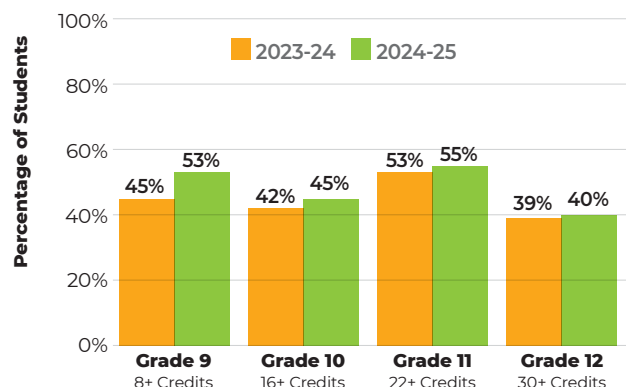


Partnering with Curriculum and Student Achievement, GEMAAP sessions with Grade 3, 6 and 9 educators helped to identify patterns, shapes and relationships connected to support student success.

Language Courses



Percentage of Students on Track to Graduate



Note: This data represents the proportion of students on track to graduate among students enrolled in a school as of the end of Semester 2.



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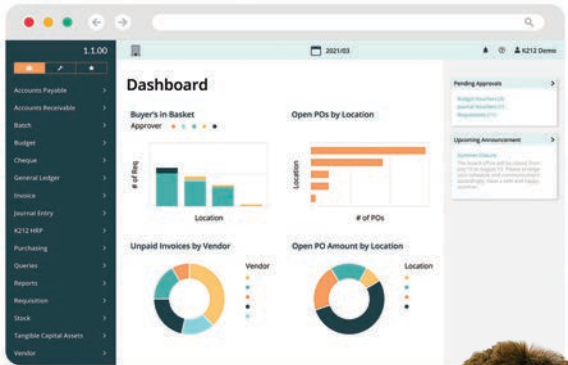
Support Services

Connected to all priorities: **Learning**, **Well-being** and **Belonging**.

GOAL BUSINESS SERVICES

Develop flexible resource allocation strategies to provide equitable enhancements to learning environments resulting in positive classroom cultures that foster individual and collective well-being.

OUTCOMES



EDSEMBLI

- Training completed for all users and learning included tips shared with clerical and school administrators.



Development of standards and enhanced guidelines Student Generated Funds will be developed and rolled out this year.



Support Services

Connected to all priorities: **Learning**, **Well-being** and **Belonging**.

GOAL COMMUNICATIONS

Enhance Grand Erie's position in its communities as a learning, leading and inspiring organization.

OUTCOMES

Supports

65+

stories highlighting student, staff and organizational success grounded in the Multi-Year Strategic Plan.

3,424

support documents designed and produced for departments.

6,550

photos captured and cataloged across all Grand Erie events.



Planned and hosted events for The Grand Welcome Centre, Innovation Hub @ Grand Erie, Centre for Excellence: Teaching, Learning and Belonging, groundbreaking of the BGC Banbury childcare centre, West Elgin Public School and Cobblestone Elementary School, the opening of the Waterford Public School Intermediate Campus.

Social Media 2024-25



2,433

social media posts.



35,054

followers on social media.



1,880,274

social media accounts reached.



24,072

likes and reactions.

13,200

visitors to granderie.ca from social media channels.

98.9%

increase in video views.

Support Services

Connected to all priorities: **Learning**, **Well-being** and **Belonging**.

GOAL FACILITY SERVICES

Establish physical and environmental standards across the system to increase the overall sense of belonging for all staff and students.

OUTCOMES



Notable improvement from 2023-24 in terms of work order closure rate as well as shortened cycles.

17%

average work order completion duration improved when compared to 2023-24.



Grand River Public School opened successfully to over 400+ students on first day of school.

\$1.7M



spent on 82 completed projects across 27 sites.
Work included:

- Bathroom upgrades
- Painting
- Ceiling tiles upgrades
- Lighting upgrades
- New flooring
- Gym rejuvenations
- Stage refinishing
- General upgrades to classroom learning spaces



16 schools participated in EcoSchools; the highest number of applications received since COVID-19.
Highlights included:

- 1 school recognized as a new **participant**
- 1 school achieved **bronze** level certification
- 2 schools achieved **silver** level
- 11 schools achieved **gold** level
- 1 school achieved **platinum** level
- 150 students from 14 schools attended the **Eco Symposium** at Campfire Circle Rainbow Lake for a day of environmental learning and inspiration.
- Messaging related to EcoSchools and other environmental programs, opportunities, and events was shared with schools.



Highlights include:

- Kindergarten students planted strawberries and carrots in a raised garden bed.
- Hosted an annual Earth Day fair and community cleanup where 13 bags of waste and recycling were collected.
- Students designed and assembled a bird house for native song sparrows, which was installed on the school property by the Facilities department.

Support Services

Connected to all priorities: **Learning**, **Well-being** and **Belonging**.

GOAL HUMAN RESOURCES

Revise and improve the employment and promotion policies, procedures and practices resulting in a workforce that reflects, understands and responds to our diverse population.

OUTCOMES



753

employees hired
between September 1
and August 31.



Lowest unfilled rate for
Educational Assistants
in the last seven years.
Secondary Teachers the
lowest unfilled rate in six
years.



Provided professional learning
for system leaders on:

- Performance Management
- Employee Conduct
- Investigation and Dispute Resolution
- Workplace Violence Debriefs for Administrators
- Managing in a Unionized Environment



Horizontal Audit completed of
Attendance Support Program,
for which we are strongly
aligned with the PPM 171.



Implemented the new
Administrator sick leave
adjudication process.



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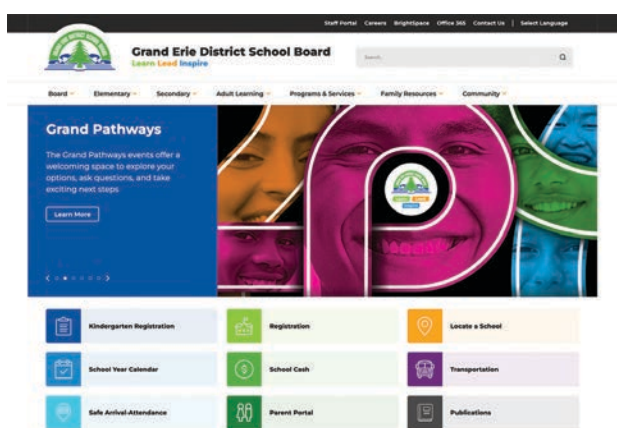
Support Services

Connected to all priorities: **Learning**, **Well-being** and **Belonging**.

GOAL INFORMATION TECHNOLOGY SERVICES

Embed technology opportunities for staff and students through professional learning and enhanced technology tools.

OUTCOMES



Completed www.granderie.ca

Testimonial:

“My class thoroughly enjoyed the livestream lesson and actively participated. It sparked their curiosity and inspired them to create some wonderful works.”



Developed and published AI Guidelines for educators and the public.



Multifactor Authentication has been rolled out to employees.

Testimonial:

“Excellent support throughout the website update and launch—communication was clear, responsive, and timely. Help was always available when needed, making the entire process smooth and stress-free.”



Developed an AI Micro Credential in collaboration with Conestoga College.

100% of secondary school websites completed.



Support Services

Connected to all priorities: **Learning**, **Well-being** and **Belonging**.

GOAL LEADERSHIP

Identify future leaders, actively develop new leaders and responsively support current leaders.

OUTCOMES



82

participants this year in LEAD program this year.
A total of 152 employees have participated to date.

Testimonial:

“Invaluable. The information given and sessions offered explained the board processes and allowed for time to discuss and understand important elements of the job.”

Testimonial:

“I have enjoyed the mentorship opportunities in the NTIP program - co-teaching, co-planning. It was incredibly helpful and a positive learning experience.”



28

administrators in the first year of their role participated in the new administrator mentorship program.

Testimonial:

“My mentor was always available to provide answers to questions, talk through scenarios, and provide support when needed.”



502

educators successfully completed Additional Qualifications courses

Additional highlights:

- 42 educators completed First Nations, Métis and Inuit People
- 98 educators completed Math Part 1, 2 or 3
- 71 educators completed Reading Part 1, 2 or 3
- 123 completed Special Education Part 1, 2 or 3
- 60 educators completed Kindergarten Part 1 or 2
- 108 additional qualifications were taken in a variety of curriculum areas



Grand Erie District School Board

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