



EMCS 2026-27 School Growth Plan

School Context:

Edward Milne Community School (EMCS) is located on the traditional territory of the T'Sou-ke First Nation and serves a broad geographic region from Sooke to Port Renfrew, including students from the Pacheedaht Nation. With approximately 780 students in grades 9 through 12, EMCS is a vibrant, inclusive, and diverse learning community that reflects both urban and rural perspectives.

EMCS is dedicated to fostering academic excellence while promoting equity, inclusion, and student well-being. EMCS offers a comprehensive range of programs that support diverse learner needs and pathways, including academic, trades-based, and experiential learning opportunities. These programs are designed to prepare students for post-secondary education, careers, and active citizenship.

The school also maintains strong community connections through partnerships with families, local organizations, and Indigenous communities. Learning through the Local Education Agreements (LEAs) with T'Sou-ke and Pacheedaht Nations reinforces shared commitments to student achievement, cultural respect, and community engagement.

Our motto, **Creative Minds, Ready to Soar**, demonstrates Edward Milne Community School commitment to support students in achieving their full potential and preparing for their futures.

Student Voice:

For the 2026/2027 school year, EMCS will establish a School Plan Student Committee. A diverse group of students have been nominated to this committee to elevate student voice in the development and ongoing review of the school plan. This committee will provide meaningful input, helping to ensure that student perspectives, experiences, and priorities are reflected in school goals and actions.

Goal #1: Strengthening Student Accountability, Engagement, and Voice

Actions/Strategies:

- ✓ Continue to deliver barrier-free food security programs to ensure students have access to nutritious meals and snacks throughout the school day.
- ✓ Support staff in implementing trauma-informed practices that foster safe, supportive, and predictable learning environments.

- ✓ Use restorative approaches to promote accountability and strengthen relationships.
- ✓ Provide opportunities to set personal and academic goals and reflect on their progress with core competency self-reflection.
- ✓ Recognize students who demonstrate responsibility, integrity, and citizenship.
- ✓ Create Transparent Expectations: Use common language and consistent practices across the school.
- ✓ Create leadership roles in classrooms, clubs, athletics, and cultural events.
- ✓ Strengthen relationships with T'Sou-ke and Pacheedaht Nations.

Data/Evidence of Impact:

- ✓ Student participation rates in clubs, athletics, leadership opportunities, cultural events, and mentorship programs.
- ✓ Staff observe students taking responsibility for their actions and learning.
- ✓ Fewer behaviour referrals, greater consistency across classrooms, and improved student understanding of expectations.
- ✓ During Capstone Presentations: Students can articulate their goals, strengths, and next steps.
- ✓ Review student achievement data and participation in re-engagement programs e.g. (Cohort).
- ✓ Indigenous graduation rates.
- ✓ Equity Scan and Student Learning Survey data.

Goal #2: Increase Student Attendance

Actions/Strategies: Building a Culture of Attendance - Framework

- ✓ Strengthen parent/caregiver communication through MyEdBC, automated notifications, phone calls, meetings, and proactive outreach when attendance concerns arise.
- ✓ Build student accountability by helping students understand the connection between attendance, achievement, graduation, employability skills, well-being, and future success.
- ✓ Increase student engagement through relevant, hands-on, experiential, and career-connected learning opportunities that encourage students to be present and participate.
- ✓ Develop individualized attendance support plans for students experiencing chronic absenteeism, focusing on relationship-building, re-engagement, and achievable attendance goals.
- ✓ Use School-Based Team processes to identify students showing patterns of absenteeism and implement timely, coordinated interventions.
- ✓ Recognize and celebrate improved attendance.

- ✓ Assign VP to monitoring attendance, looking at data and supporting early intervention and celebrating improvements.

Data/Evidence of Impact:

- ✓ Daily attendance records and chronic absenteeism rates.
- ✓ Counsellor, youth and family worker, Indigenous support staff, and support team feedback regarding student engagement and well-being.
- ✓ Track absenteeism among identified students receiving targeted supports.

Goal #3: *Improve Literacy, Numeracy and Digital Literacy***Actions/Strategies:**

- ✓ Administer the MAZE Reading Comprehension Assessment and Numeracy Assessment to all Grade 9 students to establish a baseline and identify students requiring additional support.
- ✓ Provide targeted literacy and numeracy interventions for students performing below expectations. (IES team publishes a list to share with classroom teachers).
- ✓ Reassess in May.
- ✓ Explore a pairing of Digital Literacy with Learning Strategies to support the new CLE-10 model.
- ✓ Promote AI Academic Integrity.

Data/Evidence of Impact:

- ✓ Grade 9 MAZE and Numeracy re-assessment in May providing further insight.
- ✓ Graduation literacy and numeracy assessment results show improvement.
- ✓ Students receiving interventions show measurable gains.
- ✓ Students demonstrate responsible, ethical, and critical use of technology and AI (reduction of inappropriate use offences).
- ✓ Teacher observations and formative assessment data.

2025-26 Reflections:

Throughout the 2025–26 school year, our continuous improvement process focused on monitoring progress toward our school goals, celebrating successes, and identifying areas for growth. At our year-end staff celebration meeting, staff reflected on accomplishments related to each school goal and engaged in structured discussions around key reflection questions. The following day, staff participated in a consultation process to identify where further improvements are needed and to help shape priorities for the coming year.

A significant component of this work was the introduction of our new school branding and motto. The rollout was very well received by staff and helped create a renewed sense of energy, pride, and shared purpose within the learning community. Through our

reflections, we recognized that while meaningful progress had been made, we need to do a better job of sharing our school growth plan with the broader school community and making it more visible to students, families, and staff.

A common theme that emerged across our discussions was the importance of student accountability and ownership of learning. To strengthen student voice and engagement in the school improvement process, staff have nominated students to participate in a School Plan Student Committee.

These reflections have directly informed the development of the 2026–27 School Growth Plan. Moving forward, we will place greater emphasis on communicating and celebrating the plan throughout the school community, increasing visibility of our goals and progress, and creating more opportunities for students to contribute meaningfully to school improvement initiatives. Student accountability, engagement, and voice will continue to be key priorities as we work toward our shared vision for learning.

