

# Continuous Improvement Plan 2025 - 2030



St. Thomas More  
Collegiate

LEARN. LEAD. SERVE.

## **Preamble - Who are we?**

St. Thomas More Collegiate (STMC) is a Catholic co-educational independent secondary school (grades 8 – 12), in Burnaby, British Columbia (BC), Canada, that has offered young men and women from throughout British Columbia's Lower Mainland an education and a second home for almost six decades.

Today, STMC is a leader in academics, athletics and fine arts. Repeatedly ranked by the Fraser Institute in the top 10% of secondary schools in BC, St. Thomas More Collegiate gives young people a strong academic foundation for success. Consistently, 99% of STMC students graduate from high school with over 85% pursuing post-secondary studies. A St. Thomas More Collegiate education goes beyond academics. STMC aims to develop a student's character and faith; it is a place where young adults feel a sense of pride and teaches them how to participate in a thriving, active community.

STMC's students are a force for youth philanthropy. Whether preparing and serving dinner for homeless neighbours, raising funds for local non-profits, campaigning for environmentally sensitive practices or travelling to developing countries around the world working side by side with locals to dig wells and build schools, STMC students are standing in solidarity with people marginalized by poverty and injustice. STMC graduates serve their communities in all walks of life, as business leaders, social workers, academics and solid citizens.

Founded by the Christian Brothers, St. Thomas More Collegiate strives to be faithful to the vision of Blessed Edmund Rice, and seeks to educate all children – no matter their religion, race or socio-economic background. As an Edmund Rice Christian Brothers School, STMC integrates the **Essential Elements** of the Blessed Edmund Rice Christian Brothers. These guiding principles are what we look to to inform our everyday practice and policy. As a faith and learning community we feel we are called to Learn, Lead and Serve to the best of our abilities. Our goal is for every student to optimize their potential, serve others and create a just and caring world.

## **Preamble - Student Details**

Over the past three years, STMC's enrollment has averaged around 700 students. Since 2021, applications for grade 8 have steadily increased, reaching a record high for the 2025-26 school year. Our students come from across the lower mainland, including North Vancouver, Delta, and Langley. While most of our students are Catholic, our community also includes students from diverse faith backgrounds.

## **Academic Baseline Reporting Data from Ministry Reports**

### **Grad Assessment Overview**

Since 2020, STMC students have consistently outperformed their peers in other independent schools and public schools on the BC Ministry of Education Graduation Assessments. Over a five-year period, our students scored:

- Literacy 10 - 97.1% of our students score in the proficient to extending range
- Numeracy 10 - 66.3% of students score in the proficient to extending range
- Literacy 12 - 96.3% of our students score in the proficient to extending range

Compared with averages from other independent schools and public schools, STMC students appear well prepared, particularly in the area of literacy. While Numeracy scores are lower, the last three years show a clear upward trend, with more students reaching the proficient to extending range. We attribute this improvement to enhanced support in our Learning Resource Centre and the implementation of more professional development related to Universal Design for Learning supports for all students.

## **Preamble - Primary Plan Questions**

Through discussions with our teaching and learning team, it is clear that STMC is already actively engaged in initiatives that align closely with a Continuous Improvement Plan. We aim to build on these efforts to enhance our school and community for the benefit of all learners.

The four big questions we want to inspect and address are:

1. Are we providing enough support for our students who need multidisciplinary support (academic/emotional)?
2. As a Blessed Edmund Rice Catholic school, are we who we say we are in respects to our advocacy, action, and faith?
3. Are we supporting the general well being of our students and staff?
4. Concerning all of our students, do we have a comprehensive plan to monitor and support overall Numeracy skills in our students?

At this point the hope is to be able to reflect on this overall plan by the end of 3 to 4 years to see the overall growth.

## **Preamble - Current Initiatives that Align with the Continuous Improvement Plan**

**Are we providing enough support for our students who need multidisciplinary support (academic/emotional)?**

### **Redesign of Students Services Dept/UDL/ Director of Student Services**

Over the last four years, STMC has strengthened support for students through the Learning Resource Centre (LRC) and the promotion of Universal Design for Learning (UDL) supports across all classrooms. During this time, our administrative team has taken a more hands-on approach to tracking student success, both academically and socially, which ultimately led to the creation of the Director of Student Services role for the 2025-26 school .

The recent refurbishment of our LRC classrooms, including the addition of a life skills room, a quiet testing area, and news offices, has expanded opportunities to support students with and without formal designations. Increasingly, students within the LRC program benefit from additional support, and the enhanced physical space helps meet these growing demands.

In response to this evolving landscape, a key focus of professional development has been the consistent implementations of UDL strategies. During the 2024-25 school year, we worked with Shelley Moore to guide teachers in creating inclusive, differentiated learning environments. For 2025-26, we will continue this partnership with full staff professional development and targeted training for a smaller group of teachers, focusing on inclusive curriculum design, lesson planning for diversity, and layered UDL supports within classrooms.

Over the past several years, our administrative team has also implemented more structured checks for students needing multidisciplinary support. Regular grade-level meetings to discuss “Students of Concern” combined with meetings with our “All Hands on Deck” team, allow administration, personal counsellors, and LRC coordinators to identify gaps in student supports. Experience with individual students highlighted the need for a centralized approach to proactively support those at risk of not succeeding.

This need informed the creation of the Director of Student Services role, providing one dedicated leader to coordinate between administration, the LRC, academic counselling, and personal counselling to create proactive plans and strategies. This role also supports the evolution of academic counselling into a broader “Student Services” hub, strengthening holistic support for all students.

**As a Blessed Edmund Rice Catholic school, are we who we say we are in respects to our advocacy, action, and faith?**

### **3Pillar Advisory Committee/Faith Reflection**

As a faith and learning community, we are called to Learn, Lead, and Serve. Advocacy and Action has long been central to our community. One of the seven Essential Elements of a Blessed Edmund Rice Catholic Education that guides our work is to “Stand in Solidarity with those Marginalized by Poverty and Injustice”. This principle shapes our programs and initiatives.

At St. Thomas More Collegiate, our mandate is to foster the well-rounded growth of students who place faith at the center of their lives and demonstrate a strong commitment to advocacy and action within our community.

In recent years, we have reviewed key social topics and considered how they relate to our work related to Advocacy and Action. In 2023, our Advocacy Coordinator developed surveys to gather feedback from students, staff, parents, and alumni. These surveys focused on Truth and Reconciliation, JEDI (Justice, Equity, Diversity, Inclusion), and Environmental Sustainability. The results informed the creation of our “3 Pillar” Advisory group, comprising students, staff, and community members.

This group’s guiding principles are outlined below:

1. Question the necessity and best use of inputs, when making decisions, plans and purchases
2. Use sustainable alternatives and consider the life cycles of materials
3. Honour the whole person (physical, emotional, spiritual, and intellectual) as interconnected to land and in reciprocal relationship to others
4. Build capacity for intercultural understanding, empathy, and mutual

respect [Calls to Action #63]

5. Create safe space for all to speak up and be heard
6. Embrace challenging conversations as opportunities for growth
7. Respect that the lived experiences [and opinions] of others may be different from yours, and are valued

This school year, the 3 Pillar Advisory group has been tasked with focusing on three key areas and implementing initiatives to advance these priorities through the school year. These areas are Environmental Sustainability, Truth and Reconciliation, and Belonging, Dignity, and Justice.

As a Catholic school, we are deeply committed to the faith formation of our community. While numerous liturgical and faith-based events structure our school year, it is easy to become complacent about these opportunities. We strive not to take our faith for granted but to celebrate it and continually reflect on how we can nurture and invigorate a vibrant faith community at STMC.

In the fall of 2024, our Mission Integration committee undertook steps to implement a comprehensive reflection of all faith-based aspects of our school, including Action & Advocacy, Christian Education curriculum, Masses, Retreats, Faculty Faith Formation, Catholic Education Staffing, community faith-focused events and opportunities, and physical building and classroom considerations. To date, reflection meetings have focused on Action & Advocacy, Masses, and Retreats leading to the creation of action plans designed to enhance visibility and strengthen growth in these areas.

## **Stage 1**

### **The Plan**

## **Stage 1: The Plan**

Over a four year period, formally beginning in the spring of 2026 and running spring of 2030, STMC will engage in studies and reflections to answer and consider the following four questions:

1. Are we providing enough support for our students who need multidisciplinary support (academic/emotional)?
2. As a Blessed Edmund Rice Catholic school, are we who we say we are in respects to our advocacy, action, and faith?
3. Are we supporting the general well being of our students and staff?
4. Concerning all of our students, do we have a comprehensive plan to monitor and support overall Numeracy skills in our students?

Each focus area will follow a three-year review and implementation timeline, with the fourth year dedicated to evaluating the outcomes of each focus area and sharing the results with the board and broader community. During this fourth year, STMC will also develop a new plan to guide the next four-year cycle.

## **Question 1**

Through regular “All Hands on Deck” and “Students of Concern” grade-level meetings, we will track students who are showing consistent signs of challenges. The creation of the Director of Student Services role supports and strengthens these efforts.

**Goal: Increase the success and engagement of students in the greatest need of multidisciplinary support, helping them develop skills and independence over time.**

Coordinated case management, led by the Director of Student Services in partnership with the LRC Heads and Personal and Academic Counselling, will allow us to monitor and evaluate the effectiveness of this support. While past efforts have provided assistance to students in need, they have often been reactive. This approach is designed to be proactive, ensuring that students receive timely structured support to help them succeed.

In these efforts, the Director of Student Services will:

- Identify student challenges
- Assign an appropriate case manager
- Collaborate with the case manager to develop a tailored, organic, plan to meet the student’s needs
- Monitor progress and interventions through regular check-ins with teachers, families, and case managers.

In consultation with administration and case manager, the Director of Student Services will adjust the plan as the student progresses through high school.

This process has been in place since September 2025. We anticipate that over a three-year period these practices will establish effective, proactive support strategies within our community, resulting in a gradual reduction of interventions as students develop greater skills and independence.

## **Question 2**

Through our Faith Audit and ongoing reflective meetings with our Chaplain, Campus Minister, Religion Head of Department, Advocacy Coordinator, Action Leader, President, and Administration we aim to strengthen our efforts regarding advocacy, action, and faith.

**Goal: While Academics outcomes are measurable and tangible, the faith formation of our community is more challenging to quantify. This process ensures that we actively evaluate and support faith-based aspects of school life, guiding our future goals and initiatives.**

In spring 2025, an internal faith audit was launched to review all faith, action and advocacy activities. Invitations were extended to the stakeholders above, as well as members of our Mission Integration Committee, to provide input on Action & Advocacy, Masses, and Retreats. Reflection meetings were held in June of 2025 with final reports submitted to the Mission Integration Committee and the Board in the fall of 2025. Based on these reflections, STMC has already taken steps to increase engagement in Masses, reshape retreats to align with Catholic Social Teachings, and enhance Advocacy and Action clubs and initiatives.

Beginning in winter of 2026, attention will turn to Christian Education Curriculum, Faculty Faith Formation, Catholic Education staffing, community faith-focused events and opportunities, and physical building and classroom considerations. Reports on these areas are scheduled for submission to the Mission Integration Committee and the Board by June of 2026.

The review of the Christian Education Curriculum will require a longer, more in-depth process, spanning a full school year, to examine the full scope and sequence of our Religious curriculum. This will allow the department to discern and make recommendations for future student learning.

The full faith audit is expected to conclude by winter or early spring of the 2026/27 school year. Upon completion, final reports and recommendations will be shared with the broader school community. STMC also anticipates ongoing reflective meetings to identify specific areas of faith formation that require long-term development and focus.

### **Question 3**

STMC will use student and staff surveys to gain insight into the needs of our community regarding their overall well-being.

**Goal: To better understand students' well-being and provide support where it is most needed. We aim to identify pressures students experience, recognize gaps in their confidence, knowledge, and skills, and support them in achieving success while managing the demands of school and life.**

Over the years, the STMC administration has implemented various surveys and check-ins with students and staff, providing valuable insights that might otherwise be overlooked. In the 2022-23 school year, our Grade 8 and 9 students participated in a mid-year survey addressing grade transitions from, homework load, pace of learning, understanding of strengths, and perceptions of academic pressure. This survey offered a snapshot of how our junior grades were adjusting post-COVID. While the data was informative, opportunities for action were limited at the time.

In spring 2025, our Director of Learning conducted a staff survey to gather feedback on professional development sessions. Consistent responses indicated strong interest in sessions related to mental health and wellness. As a result, the Teaching and Learning Team has planned a dedicated mental health professional development day for January 2026 for staff.

Building on these insights, administration will develop surveys for all grade levels to explore both academic experiences and students' mental and emotional well-being. These surveys are planned for early spring 2026, coinciding with re-enrollment for Grades 9-12. The results will guide the tailoring of educational and community experiences to better meet the needs of our students and the broader community.

## Screenshots below provide a sample of the inspiration for the surveys:

<p>The transition between last year and this year has been easy for me. *</p> <p>1 2 3 4 5</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>	<p>I have a clear understanding of my strengths and weaknesses as it relates to my skill development and a course's content *</p> <p>1 2 3 4 5</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>
<p>Please select your grade level *</p> <p><input type="radio"/> Grade 8</p> <p><input type="radio"/> Grade 9</p>	<p>I can notice my skills and confidence improving in my courses through teacher feedback and my own reflection and self-assessment *</p> <p>1 2 3 4 5</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>
<p>The workload from last year to this year has heavily increased. *</p> <p>1 2 3 4 5</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>	<p>How many hours a night (on average) are you spending on homework and preparation for assessments? *</p> <p><input type="radio"/> 30 minutes or less</p> <p><input type="radio"/> 1-2 hours</p> <p><input type="radio"/> 2-3 hours</p> <p><input type="radio"/> 3-4 hours</p> <p><input type="radio"/> more than 4 hours</p>
<p>The pace of teaching and learning from this year to last year is much faster. *</p> <p>1 2 3 4 5</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>	<p>...</p> <p>The pressure to succeed in academics is very high *</p> <p>1 2 3 4 5</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>

<p>The pressure to succeed in academics is very high *</p> <p>1 2 3 4 5</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>
<p>The pressure to succeed in academics comes mostly from *</p> <p><input type="radio"/> my own goals and expectations</p> <p><input type="radio"/> my peers</p> <p><input type="radio"/> my teachers</p> <p><input type="radio"/> my family</p>
<p>As of now, my greatest concern in relation to my academics is *</p> <p><input type="radio"/> balancing the workload of all my classes</p> <p><input type="radio"/> keeping up with the pace of teaching and learning</p> <p><input type="radio"/> balancing school with extracurriculars and other priorities</p> <p><input type="radio"/> handling the pressure to succeed</p> <p><input type="radio"/> understanding how to succeed and applying those strategies consistently</p>

## Question 4

According to BC Ministry Data, 66.3% of STMC students score in the Proficient to Extending ranges on the Numeracy 10 exam. While our students consistently perform strongly overall and demonstrate an upward trend in Numeracy achievement, this data indicates room for growth.

Upon review, we feel our Senior level numeracy program is well supported and strong. This is based on our student's actively electing to consistently fill seven senior physics classes, six senior chemistry classes, and three to four calculus 12 courses. Consistently students in all of these classes show and develop strong numeracy skills. We want to look at the upstream issue and support our junior students in developing their numeracy skills, which will inherently create more success at the senior level.

**Goal: To increase the percentage of students scoring within the Proficient to Extending range on the Numeracy 10 assessment while working to strengthen and actively monitor the foundational numeracy skills for all learners, including those who may not yet meet proficiently.**

Numeracy development at STMC must be both intentional and cross-curricular. While the Numeracy 10 Assessment is a standardized measure, the responsibility of fostering growth in Numeracy understanding and application extends beyond the Mathematics department. Similar to how we aim to foster Literacy skills in all subject areas, we must be more intentional in fostering Numeracy skills in all areas.

In the 2022-23 school year STMC administered a grade 8 and 9 Numeracy assessment modeled after the Provincial Numeracy assessment. While this was a one off trial, we are actively now considering the return of such assessment to aid in the skill development of our students.

Combined with the review of our home grown junior level Numeracy assessment, we plan to embark on a three year active monitoring cycle of not only our Gr. 10 Numeracy data but report card averages for our Math and Science departments, and our grade 9 Math and Science final exam scores. This monitoring will also include meetings and cross curricular collaboration between our Math and Science departments.

## **Stage 2**

### **Implementation**

## **Question 1**

Are we providing enough support for our students who need multidisciplinary support (academic/emotional)?

### **\*Three-Year Cycle – Began Fall 2025**

#### **Implementation**

##### **2025–26 (Year 1 – Foundation and Systems Building)**

- Case Management System established under the Director of Student Services.
- Monthly “All Hands on Deck” (AHOD) meetings.
- “Students of Concern” meetings held twice annually to identify new students requiring support.
- Regular monitoring of students within the case management system.
- Baseline academic data collected for students receiving support.
- Year-end review meeting with Director of Student Services and Administration.

##### **2026–27 (Year 2 – Refinement and Consistency)**

- Continued monthly AHOD meetings.
- Review and refinement of Case Management System. Focus on Personal Counselling impact of case management.
- Biannual Students of Concern meetings.
- Ongoing monitoring and tracking of academic progress.
- Year-end administrative review of progress, challenges, and adjustments.

##### **2027–28 (Year 3 – Consolidation and Scaling)**

- Continued structured meetings and monitoring.
- Review of students to determine:
- Continued need for support,
- Scaling back due to increased independence,
- Additional intervention where necessary.
- Full review of common practices and interventions developed over the cycle.
- Year-end administrative reflection meeting.

## **Question 2**

As a Blessed Edmund Rice Catholic school, are we who we say we are in respects to our advocacy, action, and faith?

### **\*Three-Year Cycle – Began Spring 2025**

#### **Implementation**

##### **Spring 2025**

- Baseline data gathered for Action & Advocacy, Masses, and Retreats.
- Reflection teams established.
- Initial meetings conducted.

##### **Fall 2025**

- Reflection findings and recommendations submitted to Mission Integration Committee and Board.

##### **Winter 2025–26**

- Reflection meetings scheduled for:
- Faculty Faith Formation
- Catholic Education Staffing
- Community Faith-Focused Events
- Physical Building and Classroom Considerations
- Christian Education Curriculum review begins (year-long process).

##### **Spring 2026**

- Reports submitted for newly reviewed areas.

##### **Late Spring/Summer 2026**

- Continued reflection on Christian Education Curriculum.

##### **Winter 2027**

- Final reflection meeting for Christian Education Curriculum.

##### **Spring 2027**

- Final curriculum report and recommendations submitted.

### **Question 3**

Are we supporting the general well-being of our students and staff?

### **Three-Year Cycle – Beginning Spring 2026**

#### **Implementation**

#### **Spring 2026**

- Development of two student surveys (Grades 8–9 and 10–12).
- Data collection in April/May.

#### **Summer 2026**

- Data review and synthesis.

#### **Fall 2026**

- Findings shared with staff.
- Planning with staff to address identified needs.

#### **2026–27 School Year**

- Implementation of initiatives informed by survey results.

#### **Spring 2027**

- Development of parent survey.
- Data collection April/May.

#### **Summer 2027**

- Data synthesis.

#### **Fall 2027**

- Findings shared with staff.
- Continued planning and parent information sessions.

#### **2027–28 School Year**

- Continued implementation of student and parent-informed initiatives.

#### **Spring 2028**

- Development and implementation of staff survey.
- Data collection April/May.

#### **Summer 2028**

- Data synthesis.

#### **2028–29 School Year**

- Continued implementation of student, parent, and staff initiatives.

#### **2029–30 School Year**

- Full-scale review of Question 3 and planning for next CIP cycle.

#### **Question 4**

Concerning all of our students, do we have a comprehensive plan to monitor and support overall Numeracy skills in our students?

#### **Three-Year Cycle – Beginning Spring/Summer 2026**

##### **Implementation**

##### **2026–27 (Year 1 – Baseline & Alignment)**

- Detailed review of Numeracy 10 results.
- Monitoring of Grade 8–10 Math report card data.
- Structured collaboration meetings with Math and Science Heads of Department (minimum twice annually).
- Review of common Grade 9 Math and Science exam
- Development and implementation of a Grade 8 numeracy-based diagnostic/performance task.
- Baseline data collection across Grades 8 and 9.

##### **2027–28 (Year 2 – Intervention & Skill Development)**

- Continued administration of Grade 9 common assessments.
- Refinement of Grade 8 diagnostic based on Year 1 findings.
- Targeted numeracy workshops (LRC-supported where necessary) during after school support sessions.  
Wider advertising campaign utilized to encourage students to attend.
- Math and Science Department collaborate to develop strengthened instructional focus on:
  - Applied problem solving
  - Multi-step reasoning
  - Data interpretation
  - Mathematical communication

##### **2028–29 (Year 3 – Refinement & Integration)**

- Full three-year data comparison (Grade 8 → Grade 9 → Numeracy 10).
- Identification of effective instructional practices.
- Adjustment of curricular pacing or emphasis where needed.
- Continued cross-department collaboration.
- Preparation of summary report for evaluation year.

## **Stage 3**

### **Monitoring/Adapting**

**Question 1**

Are we providing enough support for our students who need multidisciplinary support (academic/emotional)?

**Monitoring / Adaptation**

- Monthly monitoring through AHOD meetings.
- Twice-yearly identification of new students of concern.
- Continuous review of academic data within the Case Management System.
- Adjustments made collaboratively between Director of Student Services, case managers, and administration.
- Proactive refinement of supports rather than reactive Intervention.

**Question 2**

As a Blessed Edmund Rice Catholic school, are we who we say we are in respects to our advocacy, action, and faith?

**Monitoring / Adaptation**

- Ongoing reflective meetings with key stakeholders.
- Regular reporting to Mission Integration Committee.
- Adjustment of initiatives (Masses, retreats, advocacy programming) in real time.
- Curriculum refinement informed by year-long analysis.

**Question 3**

Are we supporting the general well-being of our students and staff?

**Monitoring / Adaptation**

- Ongoing analysis of survey trends across student, parent, and staff groups.
- Annual adjustments to programming and supports.
- Regular updates provided to Senior Leadership.
- Confidentiality maintained for individual responses; focus on aggregate trends.

#### **Question 4**

Concerning all of our students, do we have a comprehensive plan to monitor and support overall Numeracy skills in our students?

#### **Monitoring / Adaptation**

- Annual Numeracy 10 data review meeting with Math and Science departments and the teaching and learning team.
- Comparison of:
  - Grade 9 common assessment data
  - Course marks
  - Numeracy 10 proficiency trends
- Early identification of students below expectations in Grades 8 and 9.
- Ongoing adjustments to interventions and instructional Emphasis as directed by our Teaching and Learning team.
- Inclusion of Numeracy data in Senior Leadership discussions.

## **Stage 4**

## **Evaluation**

### **Question 1**

Are we providing enough support for our students who need multidisciplinary support (academic/emotional)?

#### **Evaluating**

- Annual year-end review meetings to assess:
- Effectiveness of case management.
- Growth in student independence and academic success.
- Reduction in reactive interventions over time.
- Three-year reflection on systemic effectiveness and sustainability of supports.
- Identification of common intervention strategies that demonstrated measurable impact.

### **Question 2**

As a Blessed Edmund Rice Catholic school, are we who we say we are in respects to our advocacy, action, and faith?

#### **Evaluating**

- Completion of full faith audit cycle by Spring 2027.
- Evaluation of:
  - Engagement in liturgical life.
  - Alignment with Catholic Social Teaching.
  - Visibility and vitality of advocacy initiatives.
  - Effectiveness of Christian Education curriculum scope and sequence.

### **Question 3**

Are we supporting the general well-being of our students and staff?

#### **Evaluating**

- Multi-year comparison of survey data to identify:
- Shifts in academic pressure.
- Changes in student confidence.
- Well-being trends across grade levels.
- Impact of implemented initiatives.
- Full review in 2029–30 to assess overall impact and inform next CIP cycle.

#### **Question 4**

Concerning all of our students, do we have a comprehensive plan to monitor and support overall Numeracy skills in our students?

#### **Evaluating**

Throughout the three-year cycle:

- Comparison of baseline (66.3%) with Year 2 and Year 3 results.
- Review of:
  - Cohort growth patterns
  - Predictive value of Grade 8/9 assessments
  - Effectiveness of interventions
- Identification of systemic changes that improved student performance.
- Recommendations developed for next Continuous Improvement cycle.

**Stage 5**

**Sharing**

### **Question 1**

Are we providing enough support for our students who need multidisciplinary support (academic/emotional)?

#### **Sharing**

- Regular updates during Senior Leadership meetings.
- Key developments communicated through Principal and President reports to our broader community
- Findings incorporated into annual reporting structures where appropriate.

### **Question 2**

As a Blessed Edmund Rice Catholic school, are we who we say we are in respects to our advocacy, action, and faith?

#### **Sharing**

- Minutes, reflections, and recommendations shared regularly with:
  - Mission Integration Committee
  - School Administration
  - President
  - Staff
  - Board
- Broader findings incorporated into:
  - Annual reports
  - Strategic planning processes
  - Community communications where appropriate.

### **Question 3**

Are we supporting the general well-being of our students and staff?

#### **Sharing**

- Findings shared primarily with:
  - Staff
  - Senior Leadership
- Summary trends included in annual reporting.
- Community informed of major initiatives emerging from survey data.

- Confidentiality of individual responses maintained throughout.

#### **Question 4**

Concerning all of our students, do we have a comprehensive plan to monitor and support overall Numeracy skills in our students?

#### **Sharing**

##### Internal Sharing

- Annual updates to:
  - Math and Science Departments
  - Senior Leadership
- Inclusion in Principal and President reports.

##### Board Reporting

- Annual summary of proficiency trends.
- Full three-year review presented to the Board.

##### Family & Community

- High-level trends shared through:
  - Annual Report
  - Parent Information Evenings
  - School communications
- Emphasis on growth, transparency, and continuous improvement.