



# St. Joseph's A. McKay School Advisory Council Annual Report 2018-2019

The School advisory council is a legislated body which receives its authority under the Education Act and the Ministerial Education Act Regulations. It is the role of the SAC to advise school principals and regional centres for education on policies. The St. Joseph's A. McKay School Advisory Council will have Eighteen (18) members including Six (6) parents of children enrolled in the school; Four(4) teachers and Two (2) support staff; and Six (6) community members. The principal serves as a permanent member.

## **Members of the St. Joseph's A. McKay School Advisory Council for the 2018-2019 school year includes:**

Principal	Natalie Hagerty
Parent/Guardian	Bill Perry
Parent/Guardian	Melanie Hayne
Parent/Guardian	Emily Falencki
Parent/Guardian	Andrea Puszkas
Parent/Guardian	Creighton Barrett
Parent/Guardian	Ben Stone
Teaching Staff	Stephanie Kenny
Teaching Staff	Katie Mott
Teaching Staff	Vacant
Support Staff	Johanna Cromwell
Community Member	Theresa Kelsey
Community Member	Kevin Collins
Community Member	Mike Cuvelier
Community Member	Shannon Hansen
Community Member	Nicholas Williams

## **The staff, parents/guardians, students, and community members on the SAC work as a team to:**

- provide advice to the principal on school programs and policies
- communicate with the groups they represent in order to articulate the diverse views that exist within their school community
- represent the best interests of students
- participate in the writing and review of the school advisory council agreement, bylaws, and annual reports
- work in collaboration with the principal and participate in efforts to improve student achievement and student and community well-being by receiving information on the school improvement plan and monitoring progress and improvements under the plan

The school improvement plan for St. Joseph's A. McKay School is developed by the principal and staff to set goals for improved student achievement. All schools will develop goals in literacy and mathematics. The school improvement planning process begins with a review of the evidence to help determine where the school is effective and where improvements are needed. Learning teams comprised of teachers within the school will then work together to contribute to the success of the school improvement plan by focusing on improving student achievement. The SAC will work in collaboration with the principal and participate in efforts to improve student achievement and student and community well-being by regularly receiving information on the school improvement plan and monitoring progress and improvements under the plan.

SJAM has identified two goals for the Student Success Plan:

**Literacy Goal:** To improve student achievement in reading with a focus on accuracy, fluency and comprehension beyond the text (questioning, making connections, synthesizing, inferring)

**Math Goal:** To improve student achievement in number sense with a focus on partitioning and representing numbers

The Principals and school staff report on these goals and strategies at each meeting have shared that staff have taken part in the following learning opportunities:

- How to establish routines and structures that increase students' independent work time
- How to use reading conferences to plan and implement strategic small group reading instruction
- How to create culturally responsive learning environments that engage students in cross-curricular inquiry-based learning and how to purposefully involve parents and the community as learning partners in supporting student success
- How to plan and implement small group instruction, how to systematically monitor the reading development of individual students and how to teach students to reflect on their learning
- How to create relationships and foster social-emotional connections with students.
  - This included a visit from the guidance counsellor to a SAC meeting to share information about the mindfulness workshops he has been doing throughout the school.

**There were three main projects undertaken by SAC this year:**

- Breezeway Mural – a committee of SAC members and school staff was created to find a community artist that could create a mural reflective of our school and community. This took place over March Break after consultation with and input from students. It was a huge success. The committee was able to secure funding through the Syrena Foundation to bring in Trackside Studios to complete the work.
- Bell Schedule - School administration has suggested lunch be shortened by 10 minutes. The rationale is that with 220 students staying for lunch, and no one needing time to travel home over lunch, it does not need to be as long. This would allow the school to balance the supervision available and keep lunch/less supervised time positive to allow for positive afternoon of instruction. Consideration has been made ensuring that kids have enough time to eat and enough time to play over lunch time. Students currently eat in gym 3 days/week and classrooms 2 days/week. Feedback from

students/lunch monitors is that eating in classrooms is preferred. Next year students will eat in the classrooms every day. This will allow the gym to be used for intramurals/indoor lunch in bad weather. It will also provide more uninterrupted time to eat. The dismissal time will stay the same, however the school feels, based on daily patterns of drop off, that it would be a positive option to have the instructional day start at 9:00 (with student supervision on the playground beginning at 8:50) . The proposal for a later start time is an attempt to reduce disruption to morning routine as late arrival to school is something the school is working to address. The late arrival to class and interruption upon arrival does impact student success. This was shared with parents through newsletters and parents are encouraged contact the school with questions and feedback.

- Playground and Green Space – conversation has started for next year about reconsidering the space of our playground. The SAC in collaboration with the Home & School will examine the current structures and equipment and consider the best way to use or reallocate the space available.

In accordance with the terms of the school advisory council agreement, the SAC will determine priorities for spending the **funds allocated to support the mandate of the school advisory council** including student achievement and report annually on the expenditures of funds to the Minister. The SAC has a budget of \$5,000 plus \$1 per student.

- a statement of statement of revenues and expenditures, including reporting on spending grouped into the following categories:
  - supporting the school improvement plan (e.g., providing resources to support math and literacy instruction);
  - supporting policy development and implementation (e.g., supporting and promoting new policies)
  - covering operational expenses; up to 20 per cent of provincial SAC funding may be used as operational expenses, if necessary, to encourage and support member participation

To date, we have received \$3694.00, which is 70% of the budget. We are reporting the spending in two categories: Operational Expenses, and School improvement with the sub categories of: Student Engagement, Technology and Experiences.

- All expenditures must fit into one of the three spending categories below:
  - a. **Supporting the School Improvement Plan** (Providing resources to support math and literacy instruction).
    - With the ever growing interest in **Technology**, we were able to buy a sound system for our music department and an LCD for one of our classrooms. In past years, were had to rent a sound system for all of our concerts, the talent show and any other production the school presented. The technology expenses totaled \$1205, which is about 33% of the budget to date.
    - With the financial help of a corporate donation through science on the road. One of the **Experiences** we were able to offer the students was to offer workshops through the discovery centre. Some of the workshops included:

Geology Rocks, Slimy Science, storm Structures, and Ramp it up.

The expenses totaled \$800, which is about 22% of the budget to date.

- The final sub category under School Improvement is **Student Engagement**. We were able to give teachers the opportunity to buy items for their individual class needs. One teacher bought meditation cushions to compliment the mindfulness component in her class. Another class bought games which reflect the diverse families for the classroom and games that provide opportunities to think creatively. We were able to buy items for pretend play such as dress-up costumes. We were also able to provide Lego bins and characters for 4 classes. Teachers were also able to buy read alouds to share between classes on topics such as mindfulness and acceptance. The last items that were bought for the students was to help with recess activities. We were able to buy each classroom from grade 3-6 and items to share for P-2, a soccer ball, a football, a basketball and a skip it. The expenses totalled \$1015, which is about 27% of the budget to date.

- b. **Supporting Policy Development and Implementation** (e.g., supporting and promoting new policies).

No money used.

- c. **Covering Operational Expenses**. Up to 20 per cent of provincial SAC funding may be used as operational expenses, if necessary, to encourage and support member participation.

Under operational expenses, our schools plus coordinator and our school social worker set up a coffee house once a month to welcome parents and the community into our school with the purpose of having people meet other parents and to help parents learn about and navigate programs that are offered in the community. We were able to offer hot drinks and snacks to the participants.

Also under operational expenses, we bought supper for the SAC members to have during our meetings. The operational expenses totaled \$675, which is about 18% of the budget to date.