



## School Advisory Council Annual Report – June 2025

School	Portland Estates Elementary School
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Please list SAC members including names, membership type (i.e., parent, community member, staff), and role (i.e., Chair, Vice Chair).

Michele Merrick, Chairperson, Community Member  
Scott Craig, Parent  
Uche Obidike, Parent  
Anna Hoffman, Parent  
Nicole Chaisson, Parent  
Allison Carter, Community Member  
Wendi Murray-Jennings, Staff Member  
Cheryl Clarke, Staff Member  
Chelsey Myers, Staff Member, Secretary

Please describe a summary of work undertaken by the SAC to improve student achievement and school performance.

Each SAC meeting, communication with what is happening within the school was shared through the principal's report. During this time, the SAC was informed of new programming & curriculum initiatives, various grants that we received or applied for, along with important information pertaining to the school and its community. We shared information related to what was happening inside the school such as school trips, visitors, special events as well as staffing and class configurations, maintenance or JOHS issues. Another focus for this year was the increased responsibilities regarding the Pre-primary program and the NSLunch program. These new initiatives have continued to take up more the school administration time which means less time in the P-5 classrooms as they support the PP program with behavioural challenges as well as staffing shortages. As well, increased amount of food waste was a concern for the SAC members as well as the additional pressures on school staff.

During each SAC meeting, the SAC members were given updates on all Literacy and learning initiatives and professional development taken by the staff at PEES. Each meeting, the committee examined the monthly school-wide data, in relation to our SSP goals with a specific focus on literacy strategies and the results of the P-3 Literacy initiative. As well, we reviewed the Grade Three Provincial Data, Grade Six Provincial Assessment Data and Student Success Survey results from the previous school year as well as this years' micro-survey results. We had ongoing dialogue that described how the data informed the action steps of our plan, resources necessary to implement our initiatives and ongoing data that was collected to monitor the progress of our actions. We discussed how in-class support from Learning support teachers, the new Elementary Literacy Support teacher, coaches and knowledgeable others was being used and how it has positively impacted our students and our teachers. We discussed how the MTSS model was working in our school as well as how Universal Design for Learning (UDL) was being introduced into each classroom and the impact this approach was having on our teaching & learning. The SAC members offered us additional information by providing us with their perspectives on students' interests, strengths, challenges and learning. They offered suggestions for reading resources and support materials that were inclusive and reflective of various cultural backgrounds within our school community, asked questions they were receiving from the school community and helped us to better develop ways that families and community could be involved in supporting their children in and outside of school. The SAC reviewed the SSP planning process and shared their input as well as kept the committee focused by discussing results and interventions. The SAC also reviewed over the collection of the Fact/Computational fluency data and discussed how the results informed our teaching moving forward.

The SAC reviewed the new School Code of Conduct and the revised school vision and school matrix of expectations, along with approving school supply lists.

At the SAC, we regularly discussed how to allocate funds to improve student achievement and well-being. Many of these purchases included books and resources that focused on diversity and inclusion and were representative of our student's ancestries, strengths, and interests. Some monies went towards equipment, games, and activities for use during unstructured times to help support student engagement and well-being. Other grants and expenditures were reviewed by the SAC such as the Healthy Living grant, Autism grant and SAC Innovation grant. As our Innovation grant focused on parent workshops, our members had new ideas of presentations for parents which we can continue in the future. We reviewed over all PTO and school-based fundraisers.

As a group, we worked together to find solutions for school and community challenges. We explored various ways to help encourage new members to join the SAC to fill vacant seats. We discovered that we needed improved ways of communicating school information for our families that are newcomers to Canada. We also looked at ways to gather more in-depth information from our students in areas that were identified as areas of concern, from the Student surveys.

We reviewed the work that was being done in conjunction with HRCE/IWK staff who worked alongside our staff to help meet the needs of our students: Math Coach, OT/PT, APSEA as well

as HRCE staff: Autism specialist, Assistive Technology specialist, Behaviour Specialist. We rejoiced over the work of the many volunteers who support our students and staff each day in various ways.

Through their collaborative efforts and a shared commitment to fostering student success, the SAC has made a positive impact on PEES learning community.

Please list any significant milestones and success stories that the SAC would like to highlight.

Some SAC members attended the SAC conference in the Fall and presented about the SAC Innovation Grant that was awarded.

SAC members reviewed through 3 photographer submissions using a rubric to decide on a photography company for the next school year.

Please describe any related sub-committee work undertaken by SAC members (e.g., School Options Committee).

Photographer Committee

Consultation on the Provincial Code of Conduct

EECD Local Voice Survey

Participation in HRCE Thought Exchanges

### **Statements of Revenues and Expenditures:**

Expenditures supporting the school improvement plan (e.g., providing resources to support math and literacy instruction).

Literacy Books (Tattletales) – 1377.71

Home Alone Books for Grade Fives – 294.07

Everyday Speech Social & Emotional program- all grades – 712.47

Physical Education/playground equipment – 493.79

Bussing to Play – 2181.87

Expenditures supporting policy development and implementation (e.g., supporting and promoting new policies).
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Nothing was spent on supporting policy development.
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Expenditures 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).
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\$343.26 – Food to encourage members to attend meetings
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Please return to School Supervisor by Monday, June 16, 2025. Thank you.