



School Advisory Council Annual Report – June 2023

School	Bel Ayr Elementary
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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).

2022-23 Membership

- Shawn Marsh (administrator)
- Rosalind Rossi (administrator)
- Melissa Mbeba (parent- chair)
- Matt Denine (parent)
- David Nash (parent)
- Connie Johnson (teacher)
- Kate Cummings (teacher)
- Edy Guy (community member)
- Sandra Deveau (community member) was a member for the first few months and then was no longer able to attend
- Vacant Community Member Seat
- Vacant Support Staff Seat

We presently have two community member seats and 1 support staff seat empty. In an effort to fill these seats, communication has been sent to families and the community looking for members. SAC members advertised in local media and one new community member was secured for next year (Alyse Casey). Melissa Mbeba, our SAC Chair, also suggested that we edit our membership in the fall of 2023 to include an additional seat to represent a voice for diversity in our school. Rachel Merrick (parent) expressed interest in this position after a request and explanation of the role was communicated in a school newsletter.

During our primary orientation meeting with parents, we described the role of the SAC and encouraged our new primary families to consider participating or let others know who may be interested in participating. Participation in the SAC will be promoted again during the start of school year's communication to families.

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

During each SAC meeting we examined school-wide data, in relation to our SSP goals. 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 as a means to monitor the progress of our actions. The SAC offered us additional information by providing us with their perspectives on student interests, strengths, challenges and learning. They offered suggestions for reading resources that were inclusive and reflective of various cultural backgrounds within our school community, asked questions they were receiving from the community and helped us better develop ways that family and community could be involved in supporting their children in and outside of school.

We regularly discussed how to allocate funds in an effort 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 students' of Indigenous and African descent. Some money went towards equipment, games and activities for use during unstructured times to help support student engagement and well-being.

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 SAC in an effort to fill any 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 Success Survey*.

Summary of Funding Spent and SAC Initiatives

- *Focus on diversity and inclusion- purchasing of books to represent our students of Indigenous and African descent (\$1591.07)*
- *How to encourage members to join for vacant seats (no cost)*
- *Equipment for recess and unstructured times (suggested in SAC but purchased with other funds)*
- *Purchasing of two new LCD projectors and 7 new Chromebooks. (\$3600.93)*
- *Well being survey for students (Google form - no cost)*

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

A key focus for our SAC throughout the year was diversity and inclusion. A goal for our SAC membership is to represent various cultures within our school community. This will allow us to consider school-based decisions from a variety of perspectives and hear about the needs

of all students.++++- Many suggestions regarding resources that promoted diversity and inclusivity were shared during our meeting/-

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

Conversations were had towards the end of the winter about changing membership in the fall to include a seat for diversity. This was communicated in a school newsletter in May and sent out to the community by the SAC chair.

Statements of Revenues and Expenditures:

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

Our SAC funds were spent on resources that directly supported our action steps towards our SSP Literacy, Math and well-being goals. We purchased texts for classroom and school libraries that were representative of our diverse school community, including levelled texts to support our primary to 2 reading initiative and books specifically designed to help students understand their emotions and the concept of wellbeing. Finally, we purchased chromebooks and LCD projectors to support teaching and learning through relevant and purposeful mediums in all subject areas.

Expenditures supporting policy development and implementation (e.g., supporting and promoting new policies).

We did not use SAC funds to develop or implement policy.

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)

Some SAC funds included purchasing a welcome back supper. This was done to express our gratitude for their contribution and dedication to our school and helped increase motivation and engagement as SAC participants.