

**School Advisory Council**

**Annual Report – June 2025**

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| School | Ian Forsyth 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). |
| Cait Green- Parent member (Chair/Co-Chair)Krista Hetherington-Duffy - Parent member (Vice Chair) Melanie Smiley- Parent memberTammy Mahar – Community memberPatricia MacDougall- Community memberTracey Johnson- Staff member (VP- Secretary)Jenna Hawkins- Staff memberMeghan Conrad- Staff memberAngela Yerxa-Weeks - Principal  |

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| Please describe a summary of work undertaken by the SAC to improve student achievement and school performance. |
| The School Advisory Council (SAC) has been committed to driving student success and school improvement this year through a variety of initiatives aimed at fostering both academic growth and a supportive school environment. We've worked on refining our strategies by implementing targeted academic support, strengthening our school culture, analyzing performance data, and collaborating closely with staff to adopt evidence-based practices.**Curriculum & Academic Support Initiatives*** *Curriculum Night* and class communication plans have been restructured to enhance how we share student progress with families.
* Math and Literacy Coaches have provided ongoing support to classrooms, offering tailored assistance throughout the year.
* New classroom resources were purchased, including decodable books, flexible seating arrangements, SEL Books, math manipulatives, and whiteboards, to better meet the needs of our learners.

**Well-Being & Positive School Culture*** *School-Wide Monthly Goals* focused on social-emotional learning, with targeted lessons and positive reinforcement strategies.
* School wide Field Trips to Discovery Centre for Grades P-2 and Atlantic Splash Grade 3-6
* Celebrated Ian Forsyth with an option for staff and families to purchase school apparel to show their school spirit throughout the year

**School Yard and Facility Upgrades*** The school yard saw some exciting improvements with the installation of upgrading the stairway entrances to further enhance accessibility and safety.

**Extracurricular Activities & Celebrations*** This year, we saw incredible student involvement in events like the Home & School organized school wide clean up, 50/50 draw, Fall Fun Fest, *Spooktacular Dance*, *Scholastic Book Fair*, Holiday Strings & Band Concert, Holiday Concert, *Pancake Breakfast*, Holiday Bazaar, Winter Fun Day, Valentine’s Day Dance, The Great Big Crunch event, Popsicle Social, and *Fun Day*.
* We also celebrated a variety of days such as Stand up Against Bullying Day, Treaty Day, Mi’kmaq History Month, Truth and Reconciliation Day, and Orange Shirt Day.
* Celebrated A*frican Heritage Month* in a variety of ways including Ian Forsyth Black Heritage Month Bus Tour,African Heritage Month daily trivia, African Heritage Month Assembly, Amadou Kienou and the Djeli Sira Group Class Presentations and whole school presentation from Goatworks African Drums- World Drumming Presentation. This year's African Heritage Month provincial theme was *"Legacy in Action: Celebrating Black Brilliance”* schools received African Heritage Month posters displaying this theme.
* Hosted our second Annual Black Excellence Day Job Fair - This all-day event engaged students of all grades in meaningful conversations with Black professionals from a diverse range of careers. Students will had the opportunity to listen, learn, and ask questions as they explore different career paths and celebrate Black excellence in the workforce.
* During our Staff/Teacher Appreciation Week, our school community came together to celebrate our amazing teachers and staff with special treats, snacks, and a delicious lunch. It was a heartfelt way to recognize and thank them for their dedication and all they do for our students and school community.

**School Teams & Clubs*** Students have actively participated in a variety of teams and clubs this year, including the *Leadership Team*, *IFES Basketball Team*, *International Student Club*, *Rainbow Club*, *Running Club*, and *Equity Team*, providing many opportunities for student leadership and engagement.
* Afrocentric Student Cohort from Woodlawn High worked with our Grade 6 ANS students weekly

**Policy & Community Engagement*** The SAC has been proactive in reviewing and updating school policies, including the *Student Attendance and Engagement Policy* and our *Operational Guide*, ensuring they align with best practices for student success.
* Provided input and shared feedback on the Provincial Safe Schools Strategy, New Provincial School Code of Conduct, and the Development of School-Wide Expectations Matrix, including related routines. Contributed to the refinement of the Values and Vision statement for Ian Forsyth, ensuring alignment with school goals and community values.
* We also shared the *Regional School Advisory Council (RSAC) Expression of Interest* document with current SAC members, and reviewed the results of the *Early Development Instrument*, which measures children's developmental health at school entry.
* The findings from our recent *Student Well-Being Survey* were also shared with the SAC to help inform future initiatives.
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| Please list any significant milestones and success stories that the SAC would like to highlight. |
| Achieving school-wide goals to enhance student learning and well-being involves a journey marked by key milestones and success stories. Here are some highlights from our latest initiatives:* **Social-Emotional Learning (SEL) Curriculum Integration:** While we had previously implemented a comprehensive SEL curriculum with support from our Learning Centre Teachers, we did not put as much explicit and systematic SEL this year. The intention was for teachers to continue integrating SEL practices independently; however, this did not happen consistently. Our approach ended up being more reactive than proactive, and SEL was not embedded as deeply into daily classroom routines as originally planned. Looking ahead, we have decided to adopt a more cohesive and intentional approach to SEL instruction next year to ensure consistency and meaningful integration across all classrooms.
* **Leadership Team Initiative**: Our Leadership Team, consisting of upper-grade students paired with younger peers, plays a crucial role in creating a supportive and positive school environment. Through their leadership, the team organized engaging school-wide events like Spirit Week activities, themed dress-up days, dances, fun days, and scavenger hunts, all of which strengthen our sense of community and contribute to a positive school culture.

These efforts are all designed to help students thrive socially, emotionally, and academically, fostering an atmosphere where everyone can succeed.**Literacy Data-****Grade 3- LM3 2023-24 – Reading Results - meeting expectations (Level 3 & 4)**

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| --- | --- | --- |
| Total | Level 3 or 4 | % |
| 44 | 23 | 52.3 |

**Grade 3 - LM3 2023-24 – Writing Results - meeting expectations (Level 3 & 4)**

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| --- | --- | --- |
| Total | Level 3 or 4 | % |
| 44 | 13 | 29.5 |

SSP Term Two Reading data Grades P to 6: % Meeting expectations for reading **Reading CBAS**

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| --- | --- |
| **P to 6** | **Total** |
| **Meeting** | **253** |
| **%** | **78.82** |

**Grade 6- RWM6 Literacy Results- Meeting expectations (Level 3 & 4)**

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| --- | --- | --- |
| **Meeting** | **Reading** | **Writing** |
| **Level 3 & 4** | **29/46** | **23/46** |
| **%** | **63%** | **50%** |

**Math Data-****Grade 3- LM3 2023-24 – Math Results- - meeting expectations (Level 3 & 4)**

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| --- | --- | --- |
| Total | Level 3 or 4 | % |
| 44 | 26 | 59.1 |

**Grade 6- RWM6 – 2024-25 Math Results – meeting expectations (Level 3 & 4)**

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| **Meeting** | **Math Performance** |
| **Level 3 & 4** | **25/45** |
| **%** | **55.6%** |

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| Please describe any related sub-committee work undertaken by SAC members (e.g., School Options Committee). |
| SAC Innovation Fund Committee- This committee put together an application to apply for the SAC Innovation Fund. Ian Forsyth applied for funding to develop a Regulation Station, which will enhance student well-being and learning through a dedicated sensory break space and mobile regulation resource library. The resources will support emotional well-being, reduce stress, and help students re-engage with learning. |

**Statements of Revenues and Expenditures:**

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| Expenditures supporting the school improvement plan (e.g., providing resources to support math and literacy instruction). |
| SAC Spending – $5371.00Math:Math Tools and Manipulatives- $403.44 (Counters, magnetic counters, magnetic squares, magnetic dominoes, wipe erase number lines, dry erase boards, Place Value charts (place value, representing numbers, addition & subtraction)Math games- $217.46Literacy: Literacy Teacher Resources-$584.20 (Picture Writing Weather Poetry Units, Writing mini lessons resource)Literacy Tools- $1 116. 97 (white board stickers, mini microphones, wireless microphones, dry erase kidney table, phonics games, sentence building tools)Well-being: Flexible Seating- $1681.31- seated stump rounds, wobble chairs, portable lap desk/laptop stand/writing table, sensory chairs, wobble balance boardWell-Being books- $639.19Classroom Break Space items- $728.43 - sand timers, timers, sensory bottles, balls, feeling puzzles, plasma cars, fidgets, noise cancelling headphones |
| Expenditures supporting policy development and implementation (e.g., supporting and promoting new policies). |
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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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Please return to School Supervisor by Monday, June 16, 2025. Thank you.