



School Advisory Council Annual Report – June 2025

School	Sambro Elementary School
--------	--------------------------

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

Chair/Parent: Meghan Thorne

Permanent Member: Colette Strome (Principal)

Parent/Guardian 1: Courtney McKay

Parent/Guardian 2: Pete Rose

Community Member 1/Secretary: Angela Hauser

Community Member 2: Kayle Scoville

Community Member 3: Darlene Blanchard

Staff Member 1: Tracy MacDonald

Staff Member 2: Christina Neary

Staff Member 3: Rotating through NSTU members

All membership areas filled. One community member position to be filled in the fall.

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

Seven in person/virtual (hy-brid) meetings were held in the 2024-2025 school year.

Over the past year, the School Advisory Council (SAC) has actively supported initiatives aimed at improving student achievement, school performance, and overall well-being. The SAC reviewed student achievement data with a particular focus on literacy and numeracy. In literacy, classroom data indicated that most students were demonstrating strong growth in oral reading skills and applying their understanding of fluency effectively. For students who struggled, targeted interventions (one on one and small group settings) were implemented. SAC supported the purchase of materials that were helpful in supporting these learners and were extremely beneficial to teachers in planning properly for the diverse needs within their classrooms.

In mathematics, the school has been emphasizing the development of a growth mindset, as many students initially showed anxiety and hesitation about engaging in flexible math tasks. Through ongoing conversations and supportive learning environments, students have gradually become more comfortable with the learning process. This shift has been supported by SAC discussions around strategies to encourage student confidence and resilience in learning. Our new teacher mentor helped guide/coach teachers and SAC was able to purchase materials that directly connected to suggestions that she had made of resources that were essential for daily mathematics lessons.

Student well-being has remained a priority for the SAC. Social-emotional learning has been integrated across classrooms through programs such as *Little Spot* in the Primary grade and tiered supports provided to all students. The SAC was also updated on efforts to ensure school safety and inclusion, including staff professional development on trauma-informed practices.

The SAC was also kept informed of broader provincial initiatives impacting the school. As part of the Auditor General's report on school violence, Sambro Elementary was selected for a pilot project offering a new teacher mentorship program. With 4 out of 5 of the classroom teachers being fairly new to the profession there was professional development opportunities, planning times, etc. that were beneficial for them to participate in and SAC was supportive of providing coverage for guest teachers so this important work could happen. Ms. Strome attended a provincial SAC conference where she participated in sessions on student mental health, the new P-2 curriculum, the updated Code of Conduct, and the role of SACs in supporting school goals. Members participated in the EECD Local Voice Survey and also Thought Exchanges sent out by HRCE. These insights have helped strengthen the SAC's understanding of its advisory role and its ability to support meaningful improvements in student achievement and school culture.

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

The School Advisory Council had a significant positive impact in supporting the success of a fairly large number of new teachers at the school. Recognizing the importance of equipping educators with the tools and resources they need to thrive, the SAC provided financial support to ensure that new staff had access to essential classroom supplies, instructional materials, and professional development opportunities. This support helped to alleviate some of the initial pressures of setting up effective learning environments and allowed new teachers to focus on building strong instructional practices. By investing in their success, the SAC contributed to creating a more confident, well-prepared teaching team, ultimately strengthening the overall quality of instruction and student learning within the school.

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

N/A

Statements of Revenues and Expenditures:

Expenditures supporting the school improvement plan (e.g., providing resources to support math and literacy instruction).	
Statement of income from the beginning of the year (carry over): \$157.98	
Statement of incomes after 2024-25 grant money received: \$5103.00	
Books (High interest/Low vocab)	\$976.00
Literacy Resources (Explode the Code, Secret Stories, Mini lessons, Magnetic Letters, etc.)	\$2166.20
Math Resources/Manipulatives (dice, base 10, magnetic numbers, counters, etc.)	\$636.28
Well-being materials (Calm corner items/materials, lighting, tactile items for LC, MindUP SEL program, Trauma informed webinars).	\$782.50

Guest teacher coverage for teachers (to PLC together, work with new mentor coach, participate in self-directed PD)	Approximately \$800
Statement of income June 2025 \$0	

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

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).
N/A

Please return to School Supervisor by Monday, June 16, 2025. Thank you.