



School Advisory Council Annual Report – June 2023

School	Rockingstone Heights School
--------	-----------------------------

Please list SAC members including names, membership type (i.e., parent, community member, staff), and role (i.e., Chair, Vice Chair).
Principal: Amy Weedon Chair/Parent: Caitlin Brooks Parent: Joseph Quigley Student: Vacant Student: Vacant Community Member: Amanda Marriott (BAP) Community Member: Justine Alchorn (BAP) Teacher: Kendall Erickson Teacher: Julie Singer Support Staff (EPA): Andrea Doy (Fennell)

Please describe a summary of work undertaken by the SAC to improve student achievement and school performance.						
<ul style="list-style-type: none"> • Review of (new) Student Success Planning Goals and Strategies Listed Below: <p>Literacy Goal: To improve student achievement in literacy.</p> <table border="1"> <tr> <td>Strategies:</td> </tr> <tr> <td>Teachers will participate in TST, PLCs, and collaborative groupings.</td> </tr> <tr> <td>Teachers will use various forms of assessment data to make instructional decisions and how to best use tiered supports.</td> </tr> <tr> <td>Teachers will participate in ongoing professional learning related to next steps for students determined by ongoing data collection.</td> </tr> <tr> <td>Teachers will plan and implement responsive, inclusive and equitable mathematics lessons daily with an emphasis on guided reading and/or small group instruction</td> </tr> </table> <p>Mathematics Goal: To improve student achievement in mathematics.</p> <table border="1"> <tr> <td>Strategies:</td> </tr> </table>	Strategies:	Teachers will participate in TST, PLCs, and collaborative groupings.	Teachers will use various forms of assessment data to make instructional decisions and how to best use tiered supports.	Teachers will participate in ongoing professional learning related to next steps for students determined by ongoing data collection.	Teachers will plan and implement responsive, inclusive and equitable mathematics lessons daily with an emphasis on guided reading and/or small group instruction	Strategies:
Strategies:						
Teachers will participate in TST, PLCs, and collaborative groupings.						
Teachers will use various forms of assessment data to make instructional decisions and how to best use tiered supports.						
Teachers will participate in ongoing professional learning related to next steps for students determined by ongoing data collection.						
Teachers will plan and implement responsive, inclusive and equitable mathematics lessons daily with an emphasis on guided reading and/or small group instruction						
Strategies:						

Teachers will participate in TST, PLCs, and collaborative groupings.

Teachers will use various forms of assessment data to make instructional decisions and how to best use tiered supports.

Teachers will participate in ongoing professional learning related to next steps for students determined by ongoing data collection.

Teachers will plan and implement responsive, inclusive, and equitable mathematics lessons daily with an emphasis on guided reading and/or small group instruction

Teachers will participate in ongoing professional learning related to next steps for students determined by ongoing data collection.

Well-Being Goal:

Teachers will develop and foster relationships with students to intentionally use as leverage for supporting students to meet high expectations (warm demander).

Teachers will plan lessons that provide a variety of opportunities for active participation / learning and allow for student choice in how they learn.

Teachers will create a learning environment by co-constructing the learning environment

Informed about the school's learning focus on:

- Review of school-based assessments and report card data (P-2 reading and Grade 8 Math)
- Review of data and goals for Student Success Planning (SSP)
- Discussions about School Equity Team Updates
- Discussions related to school interventions (coaching, ANS/AA Math Grant)
- Discussions related to MTSS (how specialists provide Tier One Supports)
- Staff professional learning
- Grade Six Fluency

Participated in Professional Learning:

- SAC Professional Learning (Development) November 2022
- Equity Module created by RHS Equity Team

Provided Feedback on Policy/SAC Local Voice:

- JL Isley Family of Schools SAC Meeting Growth Pressures May 2023

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

Whole school equity work
ILT used to explore equity and school culture.
Older students providing equity lessons to younger students.

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

This year we did not have sub committees.

Statements of Revenues and Expenditures:

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

\$5725.76

- Classroom Set-Up
- Literacy Professional Learning – UFLY
- Instructional Balance Reimbursement
- Porcupine Leveled Books (to support EAL learners)

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).

\$292.50

- Meals for supper time meetings

Please return to School Supervisor by Monday, June 22, 2023. Thank you.