# Rockingstone School Advisory Council January 16, 2024

School Advisory Council 6:00 pm VIA ZOOM

Minutes

**In attendance**: Amy Weedon, Kimberly Best-Janes, Karl Thomas, Julie Singer, Kendall Erickson, Caitlin Brooks, Eloghene Ugbawa,

**Regrets:** Nicole Obeng, Justine Alchorn, Bethanie Smith, Amanda Marriott

* Call to order – Amy
* Seconded- Caitlyn Brooks (6:03pm)
* Financials – Opening Balance $11838.73
	+ 1. April-November $4450 (DEBIT)
		2. November Deposit $5357.00 (Credit)
		3. Current Balance $12745.73
	1. Request for funding “Courtney Blais/Lauren Gillis” Literacy 4-8
* Books grades 4-8
* Support students in the areas of reading that are diverse and high interest and motivating
* Enhance reading skills through reading items that are relatable and of high interest
* Need more books in the students hands; funding require for scholastics and Tattle Tales (20% discount) ($826.20 total)
* Administration Report
	1. Staffing – Gwen Griffiths (junior high math) and Ashley Rosborough (music/band) are on maternity leave. Dhruvina Vakhariya is replacing Gwen and Taylor MacGillivray is replacing Ashley. We have an increase in EPA allocation of 80% and hired someone to fill that position; Due to new students with needs. New Guidance Counsellor; Lindsay MacDonald
	2. Current enrolment – 374; We had an increase of 8 registrations this month already.
	3. Grade 6 Provincial Assessments were just received. I will share results in February.
* data is not collated at this point and results are individual.
	1. Provincial Code of Conduct - Equity Categories; addressing issues that are human rights (discrimination sexual misconduct, sexual harassment, and racial behaviour) all areas to work on. Equity team is doing presentation with classes in age and stage developmental language (simplified).
* We have an Equity Team to help deal with the four areas of equity.
* We want to disrupt if this occurs and deal with it immediately. Education first, ensure the victim is affirmed and are safe in our school building. Also help and repair all others affected.
* Will addressed through read alouds and discussions
* All classes will hear the same message.
* Incidents not increased but awareness has increased; better to address and deal with
* Recorded items are more accurate; ability to respond was difficult as information was not recorded; staff ability toidentify issues and respond has improved as a result.
* Response mechanisms ; preventative work and setting parameters
* All staff knowledgeable how to respond and how to record
* Stage 1: Capacity building; tracking (discriminatory, racist
* Stage 2: Engage community and students
* Stage 3: Materials and resources used within the classroom
* Rockingstone has developed all three stages.
	1. Stuff a bag; fundraiser held at school December 9th 10am-12pm. We made approximately $400. That money will be used to support end of year trips and/or the end of year grade 8 closing.
* A positive community event
	1. Driveway to school; safety concern at congested times in the morning
* Ordering signage for no entry except staff and small buses
* Have communicated with families through school news letter
	1. Junior High students doing school announcements; acknowledgement and O’Canada; have included birthdays.
	2. As of March we are offering a salad bar; pilot with public health, Hrce dietian, NS Health Authority and Agriculture Canada; a free service for out students
* Potentially hiring staff
* could be taco bar, fruit bar, regular salad bar
* Looking to house a salad bar; industrial silver bar
* This is in addition to SOS; three meals per week
* Have to look at food storage; additional fridge maybe
	1. P-2 Literacy
* Tracking reading behaviours and tracking benchmarks
* Level texts
* Poll in December; three categories (developing, approaching and meeting) (84%)
* Segregated our students (African ancestry, indigenous, European and other)
* Overall, students are 76% are meeting and approaching
* African Ancestry are 84% meeting and approaching
* Indigenous 100%; meeting and approaching
* Same messaging with level text, decodable text/phonics
* Anticipating an increase/improvement for next reporting period in student achievement
* Staff are collaborating, PLC time and this is reflected in the student reading and comprehension
* Reginal goals are to focus on marginalized groups who historically underachieved; reason for segregation of results.
	1. Grade 3 Provincial Assessment Results:

**Math** scores were good. 19 students write and 14 out of 19 were a level 3 or 4(at or above expectations) 5 students in level one (limited understanding)

* Emphasis on fact fluency grades 2-6
* PD for teachers in February
* Developmental progress; hope to transfer to math achievement
* Tracking provincially
* Data wall within our school to view progression
* Collaborate with staff and other schools to look at ways to increase improvement; principals meet regularly to explore new ideas.

**Reading**; 50% of students meet at expectations (72.4% for region)

**Writing**: weak overall; only 42 % meet expectations (43% at region

**The response to this is we are running a pilot with tech integration where**

* 1. SSP **Literacy Goal:** We will improve achievement in literacy for each of our students, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.

**Mathematics Goal:** We will improve achievement in mathematics for each of our students, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.

**Well-Being Goal:** We will improve well-being at our school for each of our students, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.

* Next meeting dates: February 20 (In-Person) @ 6:00
* Adjournment: Amy Weedon

Seconded: Julie Singer (7:01pm)