



School Advisory Council Annual Report – June 2025

School	Prospect Road Elementary School
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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).

Parents:

Kattie Misener (Chair)

Sara Burdett (Secretary)

Emily Roeding

Community Members:

Kelly Carlton

Jessica Morrissey

Sue Sullivan

School Staff:

Cara Martin

Shirley Beth MacNeil

Administration:

Malena Mathews – Vice Principal

Kim Michaud - Principal

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

The School Advisory Council (SAC) has played an integral role in supporting student achievement and enhancing overall school performance by promoting a welcoming, inclusive, and engaging learning environment. A key focus has been on creating a space that reflects and celebrates the diversity of all individuals and cultures within the school community. This includes transforming the school courtyard into a multifunctional learning and gathering area for students and families, complete with tables, benches, window boxes, pea stone, mulch, a sunshade, canopy hardware, and a metal shed for storage. Inside the school, efforts to foster a positive school climate include the installation of inspirational messages and images on bathroom stalls and the creation of a vibrant school mural that represents

unity and student voice, as well as themed sensory paths highlighting Indigenous culture, math, and literacy. Additionally, a LGBTQ+ themed entranceway has been developed to warmly welcome all members of the school community, reinforcing the school's commitment to equity, inclusion, and belonging.

To enhance math instruction, math kits were purchased for Grades 4 and 5 to align with the recommendations of the HRCE math coach. These kits support curriculum-based, hands-on learning in math. Additionally, a classroom timer was provided to the Grade 4/5 teacher to support time management during math activities, improving instructional pacing and transitions.

In efforts to strengthen literacy instruction, alphabet letters and literacy materials were acquired for Grades Primary to 2 to aid in the implementation of the University of Florida Literacy Institute (UFLI) resource, supporting phonics and foundational reading skills. Decodable books were added to Grade 2 classrooms to promote decoding skills and reading fluency, enabling more targeted literacy interventions. Online learning platform memberships were purchased for Grade 3 and 5 classes to provide access to digital literacy resources and programs, which supports differentiated literacy instruction and increases student engagement. Furthermore, Handwriting Without Tears booklets were introduced in Grade Primary to support fine motor development and handwriting instruction, helping to build foundational writing skills.

For classroom setup and instructional tools, materials were purchased to outfit a new Grade 4/5 classroom, ensuring it is fully equipped with necessary supplies to support general instruction, classroom management, and student learning. Additionally, a webcam, document camera, and wireless mouse were provided to the Grade 4/5 teacher to facilitate digital instruction and demonstrations, enhancing visual learning and integrating technology into the classroom environment.

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

A new courtyard and school community eating/gathering space at PRES! We are prepared to welcome families to join our learning and social experiences at school in our new learning commons!

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

Innovation Grant planning, budgeting and creating (see details above – courtyard and school environment).

Members participated in a school community meeting related to boundary changes and had the opportunity to provide feedback and ask questions.

Members had the opportunity to provide feedback and ask questions around the updated Provincial Code of Conduct, and participated in the EECD Local Voice Survey and Thought Exchanges.

Statements of Revenues and Expenditures:

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

September 2024

Carry forward \$509.50

Grant received \$5269.00

Spending:

Total - \$4223.65

Morphology and Interactive Notebook Bundle \$72.67

Leveled Books (Primary-2) \$1058.01

Class sets of magnetic foam letters to support UFLI \$919.80 and \$237.93

Trays for magnetic letters to support UFLI program \$437.00 and \$98.33

Containers for Math Kits \$75.88

Math Kit supplies, including a variety of dice \$41.06

Math Kit supplies, including two colour counters \$59.79

Math Kit supplies including mixed colour bingo markers \$25.29

Map Kit supplies, including decks of cards \$55.18

Math Kit supplies including 50 pack of 6 sided dice \$25.28

Learning Without Tears resources for Grade Primary \$487.01

Flexible seating \$300.14

Math website yearly subscription (Grade 3 and 5) \$71.83 and \$98.93

Webcam, microphones and speakers for newly added classroom \$31.27

Webcam with microphone for additional classroom \$77.04

Wireless mouse for newly added classroom \$23.28

Visual timer for classroom \$27.93

June 2025: \$1554.85 (Intended to go towards 2 x Friendship Benches)

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

Provincial Code of Conduct and School Matrix: Supporting Student Well-Being and Engagement

To support student well-being and engagement, flexible seating options were introduced in Grades 1 and 2. These seating choices are designed to enhance student comfort and promote engagement by allowing for differentiated learning environments that support focus and individual needs. Additionally, friendship benches will be installed for use by all students. These benches are intended to foster inclusion, encourage social-emotional learning, and strengthen peer connections, thereby contributing positively to the overall school climate and supporting student mental health.

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.