

School Advisory Council
Annual Report- June 2025

|        |                     |
|--------|---------------------|
| School | West Bedford School |
|--------|---------------------|

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

The West Bedford School Advisory Council's bylaws/agreement outline that the SAC has thirteen (12) voting members, which shall include:

- four parents/guardians; (which includes one member of the Home and School Association when established)
- Parent/Guardian (Co-Chair) – Julia Spence
- Parent/Guardian (HSA Rep) – Hayley Flewelling
- Parent/Guardian – Yin (Alex) Li
- Parent/Guardian – Bei Zhou
- four staff: three teachers and one support staff member
- Teacher – Paola Bartolacci
- Teacher – Shannon Christie
- Teacher – Corinne Trotter
- Support Staff – Heather MacIntyre
- four community members; and
- Community Member (Co-Chair) – Gary Schmeisser
- Community Member – Janice Aucoin
- Community Member – Susan Hart
- Community Member – Tricia Schmeisser
- The principal (or designate) is a permanent, non-voting member.
- Principal – Susan Casey

There are no vacant positions.

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

The WBS SAC is a new school, with a large and diverse student body. The WBS SAC heard monthly updates on the school success plans and how students are being supporting to achieve outcomes as outlined in the plan.

The WBS SAC was focused on student and community well-being, as outlined in the SAC Roles and Responsibilities. With over 1145 students PP-6, the majority of which are from diverse backgrounds, it was important to the SAC that students are engaging in activities that are reflective and honour their diversity and allow space to incorporate traditional Nova Scotian/Canadian traditions.

In January, a survey was disseminated to parents, staff, and students in grades pre-primary to six asking them about the celebrations taking place in the school and if they felt that their traditions and backgrounds were reflected. While the response rate was lower than desired, the responses provided a good foundation to begin discussions on how to ensure student and community well-being through celebrations/events. It was especially wonderful hearing the student's perception of school celebrations, and their equal excitement and engagement participating in initiatives that were reflective of their own traditions and those of their diverse peers.

Overall results highlighted:

1. Celebrations and Inclusivity:

- Families, staff, and students appreciate multicultural celebrations like Diwali and Lunar New Year, which foster respect, curiosity, and belonging.
- Concerns include underrepresentation of certain traditions (e.g., South American, additional Asian, and Canadian holidays) and the need to balance local and global traditions.
- Celebrations foster joy and connection but can overwhelm schedules or resources for families, students, and staff.

2. Suggestions for Improvement:

- Incorporate a broader range of cultural and traditional celebrations, including underrepresented holidays.
- Balance local traditions like Christmas with global celebrations to maintain heritage and inclusivity.
- Use interactive activities such as cultural fairs, themed performances, and other activities to engage students.
- Simplify event schedules and provide advance planning to reduce stress for families, students, and staff.
- Invite families to share traditions and provide resources to enhance authenticity and cultural learning.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Please describe any related sub-committee work undertaken by SAC members (e.g., School Options Committee). |
| <p>The WBS SAC is a new school, with a very large student population, that is working to establish a school culture and climate that is reflective of the students and families in the community. Celebrations and special events are fantastic ways for students to apply or enhance what they are learning in curriculum in a fun atmosphere that can be shared with broader community. For this reason, The SAC was able to support student and community well-being initiatives by engaging staff, students and parents in a survey asking them about the school's events and whether they feel reflected in school initiatives and celebrations.</p> <p>The SAC has also been engaging with the WBS High School to align school celebrations, events and initiatives across the two schools, and to brainstorm other shared initiatives that can be done between the Elementary and High School students to foster a strong school culture. This also included joint fundraising for the purchase of a shared school mascot suit.</p> | Please list any significant milestones and success stories that the SAC would like to highlight.           |
| <p>3. Recommendations:</p> <p>WBS should build on its strong foundation of multicultural celebrations by ensuring collaboration with families. This approach can further promote inclusivity, cultural awareness, and a sense of belonging within the school community.</p> <p>The results from this survey were utilized when completing the EECDD Local Voice Survey.</p> <p>The WBS SAC is also leveraging co-location with the WBS High School to align school celebrations across the two schools, and to brainstorm other shared initiatives that can be done between the Elementary and High School students to create a sense of united community, shared well-being, etc.</p> <p>This work will be important moving forward with the new Provincial Code of Conduct and the school's focus on creating a Safe School Strategy that includes a School-wide matrix of expectations for behaviour to support a positive and safe school culture and climate.</p>                                                                     |                                                                                                            |

**Statements of Revenues and Expenditures:**

June 30, 2024: SAC Grant Balance of \$205.34

November 18, 2024: SAC Grant deposit \$6020.00 (total in SAC grant account-\$6225.34)

Spending of SAC Grant:

1. Lorne Julien Mural Painting on Canvas (School Culture and Climate) \$977.50
2. Field Trip to the Art Gallery of NS (Howe/Johnson): \$365.84
3. Phys Ed equipment support gross motor skill development: \$441.56
4. Field Trip for Grade 5 (Hennigar/Colpitts) to
5. Fieldtrip for Grade 5 (MacLeod/Trotter) to
6. Core French Materials (K. Roy) \$500.00
7. FI Literacy Center materials (Z. Whitehead, S. Johnson, E. Christenson) \$750.00

(PENDING APPROVAL)

Balance: \$1119.44 (as of May 12, 2025)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Expenditures supporting the school improvement plan (e.g., providing resources to support math and literacy instruction).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| Yes, the SAC WBS uses an application system where the applicant must identify how their initiative and the funds will support the school improvement plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <p>1. Over the week of September 23<sup>rd</sup>, 2024 the Grade 5 students worked with Mil'kmaq artist, Lorne Julien to design and paint an indigenous themed mural in the library. One aspect of this project is a 12" x 20" acrylic on canvas original of the mural. This project showcases the beauty and culture of the Mil'kmaq peoples and involves students of Mil'kmaq/indigenous Ancestry along with all other students in Grade 5. The mural creation was witnessed by all students and staff which supported the continuous work around creating a positive and safe school environment.</p> <p>2. Field trip for 45 students in FI 2/3 Johnson and ¾ Howe to the Art Gallery of Nova Scotia. Teachers and students explored the Permanent Collection on view in Halifax. Special attention was placed on the Maud Lewis collection as students had been studying Maud Lewis in literacy and art lessons. The \$365.84 funding proposal was approved.</p> <p>3. The Phys Ed team submitted a funding proposal of \$441.56 to purchase equipment to support younger students (Primary to Grade 2/3) with their balance. The equipment would allow the team to set up obstacle courses that</p> |  |

can challenge students to use their balance and coordination skills (Wellbeing-physically active lifestyle). The \$441.56 was approved

4. Field Trip for 56 students to Citadel Hill for a 90-minute guided tour provides a hands-on approach, with each program developed to match an array of social studies curriculum and is also exciting and entertaining for students.
- Social Studies:** Learners will investigate past and present relationships among Indigenous Peoples, African Nova Scotians, Acadians, and British Settlers.
- Social Studies:** Learners will analyse how the cultural legacy of colonization continues to influence societies.
- Social Studies (Skill):** Investigate - Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships; recognize represented perspectives, and communicate findings.
- English Language Arts (GCO 1):** Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.
- This proposal was submitted by Jeff Hennigar and Campbell Colpitts for \$1000. SAC approved \$1000.

5. Field Trip for 56 students to Citadel Hill for a 90-minute guided tour provides a hands-on approach, with each program developed to match an array of social studies curriculum and is also exciting and entertaining for students. This fieldtrip meets the same curriculum goals as the field trip for Mr. Hennigar and Mr. Colpitts. This funding proposal was submitted by Margo MacLeod and Corinne Trotter for \$1000. SAC approved \$100

6. Clothing Unit in Core French submitted by Kristen Roy (Core French 5) for \$500 to allow Grade 5's to design and make their own t-shirts that represent themselves to support literacy for the students. The funds are to buy the t-shirts. The \$500 was approved.

7. Proposal was submitted May 12, 2025, for literacy center materials to support programming in FI classes: Grade 1, 2/3, 4/5. Funding for literacy materials in French immersion classrooms supports student achievement by providing resources that reflect diverse cultural identities, especially for African and Mi'kmaw/Indigenous students. Culturally relevant books and tools enhance engagement, build pride, and create a sense of belonging. The funding proposal is for \$750.00

|                                                                                                                                                                                           |                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Expenditures supporting policy development and implementation (e.g., supporting and promoting new policies).                                                                              | The WBS SAC did not consider any expenditures related to policy development or implementation. This may be an expenditure in early September 2025 as the school shares and posts their school-wide matrix of expectations. |
| 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) | No expenditures were made by the WBS SAC for operational expenses.                                                                                                                                                         |