



School Advisory Council Annual Report – June 2022

School	École Grosvenor-Wentworth Park 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).

Co-Chairs: Jemima Perks / Margot Gall
Admin: Brendon MacGillivray / Paula Little / Ashley Matthews
Staff Member: Kristen Bishop
Staff Member: Courtney Williams
Community Member: Kathryn Morse
Community Member: Marion Gates

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

Please note: Contributions to this report reflect a variety of voices from our council and different individuals submitted components.

Student Success Planning to Support Student Achievement: Overview

The connection between home and school continues to be important and vital for École Grosvenor-Wentworth Park Elementary. Working together with our SAC community members, we are able to thoroughly plan for our students to help them reach their full potential. Staff work to share with attending community members data on student achievement, supports within the school that continue to benefit our students and those that are new this year. Community members help bring that information into the community while also bringing new and exciting ideas and projects. The benefits of the collaboration of planning for our students' success continues to be shown in student achievement data and the closing of gaps in students' learning.

Reflecting through the past year, the SAC minutes captured the use of both math and literacy coaches, a one year staff addition of the learning support worker, and the purchase of two portant “Levelled Literacy Intervention” kits that have been at the forefront of the school’s planning and student’s success. As schools opened back up to visitors, students have been able to explore learning experiences outside of the Grosvenor learning spaces with field trips, as well as having special guests come in (ex- hands on workshops).

Professional Development Focus

Closing the achievement gap has been a guiding focal point for Grosvneor this year. Trying to pinpoint areas where students are stuck in their learning and employing skill sets to help our struggling readers achieve has guided us all year.

The foundations of literacy was a focal point for Grosvenor and many professional development hours were spent on the topic. With breaks in the last several years of learning due to Covid, all grades spent time exploring how best to connect and deepen the crucial foundations of reading that might have been affected these past years. Time spent on whole language, phonics, and word work was explored at great length and then used daily in classrooms. From there, weekly staff meetings brought forward successes as well as areas that needed more work. Professional learning communities with grade level staff and, at other times with multi grade colleagues, brought the space to connect to where our students are as learners and how to get them where they need to be.

One significant purchase this year was our Leveled Literacy Intervention (LLI) reading intervention kits. The goal of these kits is to target students who are struggling readers. Staff spent professional development time exploring these kits and how to put them into daily use. We are pleased to report that LLI has been helping students become more confident in speaking, word solving/letter solving and sequencing.

Word work has been another area of professional development time at Grosvenor. We continued to use the Heggerty program and purchased “Closing the Gap”, a program with Heggerty that targets older grade students. Our Speech Language Pathologist provided professional development with these programs and phonics and how to use them daily. Staff report that by using The Heggerty Phonemic Awareness program as part of their daily word work study, they have found students are using the actions to help them with their independent reading and writing work. The impact of using this program has also had the effect of growing teacher efficacy with respect to building student phonological awareness. Similarly in the French Immersion classroom, daily word work including

rhyiming and syllable work (segmenting & blending) is also being transferred into their independent work.

Guided groups and small group instruction are another area where staff spent time honing their skills. Teachers were able to organize and structure small group instruction to include EAL, Resource, SLD, and SLP in a coordinated approach. Students who are not in tier 2 support groups but require regular intervention, have benefited from these focused blocks of time. Students have been more consistent finishing assignments from start to finish and concentrated instructional time with individual groups has permitted opportunities to focus on specific strands of the curriculum.

Library Reading Program

Practicing reading is a crucial way to improve student achievement in the skill. To support this, a pop up library has been established for Grosvenor over the summer months. The library will be set up outside twice during the summer and gives students a chance to go and read books. This program has the goal to help alleviate the summer slide and provide access to books for students that may not have the ability to visit the public libraries in person.

SAC Voices

Two important surveys have allowed SAC members to share their thoughts and opinions to the community this year. SAC members participated in the EECD Activity Framework Survey (looking at the level of daily active movement for students) as well as in the Enhancing Local Voice Survey.

Kindness Initiative

An important project this year at Grosvenor was the implementation of our Kindness Initiative. The SAC recognizes how important the school wellness goal is as well as the challenges students have faced during the Covid-19 pandemic. Under the direction of Jason Flinn, a GWP parent, former teacher, and Life Coach, Grosvenor students participated in kindness workshops in our new Kindness Classroom. These coaching workshops provided students with opportunities to work through scenarios in which they could act with kindness and they were taught how they can bring what they learned into their daily lives. Members of the SAC and school community helped Mr. Flinn launch the initiative with an act of kindness - during Staff Appreciation Week teachers and staff were surprised with deliveries of coffee and treats on our Kindness Cart.

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

Supporting the continuity of the Breakfast Program throughout the pandemic - SAC members, parents, and community members are the core volunteers in this much needed program.

The formation of a traffic subcommittee - Traffic concerns and pedestrian safety have been discussed regularly at SAC meetings over the past few years. This year a lot of progress was made with the creation of a traffic sub committee. Our newest SAC community member, Kathryn Morse, our local councillor, eventually joined the SAC and this subcommittee after SAC members consulted her about potential solutions to our traffic issues.

PTG Revival - Grosvenor's PTG executive was due to be replaced in the fall of 2020 but due to Covid that did not happen and the PTG has been dormant. This year the SAC has been involved in trying to restart the PTG in the hopes that more events will be possible in the 2022/23 school year. Several PTG meetings took place, with some SAC member involvement, and there was lots of brainstorming about what the PTG could safely do this year to encourage school spirit and bring some joy into the school. In March a virtual talent show was held. Students were invited to make recordings of their talents and a dedicated PTG parent put together a slideshow. The talent show was then "released" for the school community to enjoy. The feedback was excellent - children loved showcasing their talents and families enjoyed watching what Grosvenor students can do! The PTG has also planned an outdoor movie night, community picnic, and a mini-concert to end the school year off with a bang!

Well-being goal - Our SAC members participated in starting a long term Kindness Initiative to foster a culture of kindness in our school.

Literacy goal - To prevent the summer reading slide, the SAC collaborated with Halifax Public Libraries to have a series of pop-up library events at the school during the summer months. In addition, to further support the school's literacy goals the SAC provided funds to purchase Leveled Literacy Intervention Kits and Bescherelles verb conjugator books.

Parent concerns brought to the SAC - Throughout the year, the SAC discussed a number of issues brought to the parent co-chairs by members of the school community including but not limited to: concerns around our pre-primary drop off time, as well as our recess and lunch break times as they have changed significantly due to Covid-19; concerns about the number of times students were kept indoors over the winter months due to the weather or temperature; and an interest in how the school community could help Ukrainian refugee families who were new to Halifax and our school community. After all of these discussions the

parent co-chairs were able to provide information and clarification to the individuals who had raised the issues as well as to the school community as a whole when warranted.

Efforts to improve communication between the school and Grosvenor families - While there is regular communication from the school to families through email as well as on Twitter, emails are not always read in their entirety or received at all, in many families English is not the first language spoken in the home making reading school communications challenging, and many people are not active on Twitter. One result of these conversations was the rebranding of the PTG's Facebook page as the "Ecole Grosvenor-Wentworth Park School Parent Community" page. Several school parents are now administrators on the page and will be posting much more regular updates about what is going on at the school, including highlights from school newsletters, news about special events, and other important information our school families need to know.

Provision for Photography Services at Grosvenor-Wentworth

At the request of the Grosvenor Administration, the SAC was asked to assist with securing a new contract for a vendor for Photography Services for our school. One of our SAC community members developed a process for review and recommendation for the provision of Photography Services. This included creating assessment criteria, and an assessment grid for options evaluation. Four (4) service providers submitted proposals to offer photography services. The SAC community member assessed all submissions and a vendor recommendation was put forward to the Administration for consideration, based on best value for money to Grosvenor and its families.

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

Traffic Sub-committee

This sub-committee was formed to tackle the increasing traffic congestion and safety issues on the streets surrounding the school. Fifty-plus years ago the newly built school was primarily a walking school. Today, with hundreds more making up the student population due to a broadened school catchment area and facility expansion, we are faced with increased traffic safety issues.

Actions to date:

- Communication with parents, students, and residents
 - Letters to parents calling for adherence to traffic bylaws and stressing the importance of student safety
 - Demonstration video created to inform parents and students of alternate entrance to the property

- Surveying parents
- Social media sharing to promote alternate entrance
- Keeping street residents informed of our endeavours and giving them a voice
- Committee members attended an Active School Travel Webinar presented by Walk and Roll Halifax. From this they gained a better understanding of how to solve traffic safety issues around schools and they learned strategies for promoting active school travel.
- Accessed historical data collected from a 2007 active school travel pilot program
- Planning an Active School Travel event for Fall 2022
- Strategizing multi-pronged approach to solving traffic safety issues
- Advocating for inclusion in a National School Streets Pilot program funded by the Department of Communities, Culture, Tourism and Heritage

Kindness Culture Initiative

SAC members formed a committee made up of teachers and parents wanting to foster a culture of kindness in our school. Jason Flinn, a Life Coach, former teacher, and GWP parent, is leading the kindness movement with the development of an ongoing program with the objective of teaching students how to exercise kindness. The ultimate goal in this phase of the movement is to empower all students to be prepared for and to look for opportunities to help their peers embrace empathy and compassion. In the fall we look forward to creating our first Kindness Club and providing students with opportunities to spread kindness throughout our community.

Under 5 Playground

A new sub-committee consisting of pre-primary teachers, parents, and community members was created to further explore options for building a play structure suitable for pre-primary students. In 2022/2023 Grosvenor will enroll over 90 pre-primary students, yet existing play structures are designed for children 5 and older. We hope to be able to provide our younger students with a safe and age appropriate playground in the near future.

Statements of Revenues and Expenditures:

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

Leveled Literacy Intervention Kits - cost shared with the school

Button Maker and Supplies - connected to the Kindness Initiative

Purchase of Cribbage Games- Gr. 6 math

Bescherelles - support French literacy development

Maker Space supplies

Music play online program- supporting the music curriculum

Hook Line and Tinker embroidery sets

Kindness Initiative - in conjunction with Vault Life Coaching - cost shared

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

Expenditures covering operational expenses; up to 20 percent of provincial SAC funding may be used as operational expenses, if necessary, to encourage and support member participation).

Please return to School Supervisor by Monday, June 20, 2022. Thank you.