



School Advisory Council Annual Report – June 2026

School	John Martin Junior High
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SAC Chair:			
SAC Parent members:	SAC Community Members:	SAC Staff Members:	SAC Students Members:
Angela Murphy	Amanda Dowling Jeff Younger Lisa MacKinnon	Greg Brophy Christine McKenna Dawn MacDougall Diana Hatchette Michelle Garcia	Lily Larivee-Gordon Janaat Jarin Frederick Onwubiko

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

The SAC at JMJD has been working toward supporting our SSP goals in well-being, numeracy and literacy. Upon arriving at JMJD as Principal, it was very important for me to get to know the students, families and community members to develop a plan to meet the needs of our students.

Discussions were had at SAC meetings with SAC members (parents, community members, staff, students and administration) regarding what was believed to be a priority for JMJD. It was an overwhelming agreement that student engagement in school had a priority as, traditionally, it was lower than it should be.

Together, we decided to develop a plan around our SSP to foster **ownership and capacity in student learning, to build perseverance, enhance engagement and to focus on student**

wellness. The data from various sources was reviewed with the SAC and the committee agreed with the goals of SSP plan.

Our meetings would begin with a student report (student updates on school life) and then a Principal's Report where there would be updates on current happenings within the school as well as updates on our SSP plan. These discussions would be data driven discussions surrounding our SSP goals and strategies, progress to date and possible interventions going forward in each subsequent cycle.

Our plan for this year as an SAC was to aid our teachers in delivering the types of lessons and learning experiences our students deserved. We decided that we would:

1. Find, create and deliver PD to staff based on CRP, UDL and backwards design of lessons.
 - a. PD was delivered at staff meetings surrounding the topics of backwards design and inclusive practices **(eliminating barriers to student assessment and cultural misunderstandings, TST and the MTSS process.)**
 - b. PD was also requested and implemented (Equity level 2 Otis Daye and Amanda Maher) from HRCE regarding **Equitable Access to Curriculum**. A team of teachers was strategically selected for membership and PD to continue build capacity in our staff to coach others in these matters.
2. Create a school environment in which ALL students felt welcome, validated, appreciated and represented in the building. **This is ESSENTIAL for students from traditionally marginalized groups to be successful in school. It may seem like a wellness focus, but the wellness must come before the academics can improve.**
 - a. In this, the focus was to be our Vision and Values Statement and our Behaviour Matrix. SAC had approved the printing, framing and mounting of each of these in the foyer and throughout the building. **This was done to ensure high expectations of behaviour remained a focus for our students and teachers.** We also created a graphic of what to do if students heard discriminatory language. These were mounted in the main foyer as well as in the stairwell.
 - b. Small focus groups of students were created and discussions had with administration surrounding the opinions of our students on the topics of equity, race, discrimination and academic achievement. What was discovered was that, although students believed teachers had their best interests at heart, they did not always have the capacity to give students what they needed to be successful. **This led into the Equitable Access to Curriculum PD and team creation.**
 - c. Four of our ANS boys come to the office asked if they could talk to me. Our conversation revolved around how **they felt unable to be themselves**. Eventually, they brought up that practices they felt don't favour ANS kids (they're words – "being loud and moving around in class not allowed.") We spoke about the school system, systemic barriers, cultural biases, and cultural collisions as well as the needs of a learning environment. We discussed that it is recognised that this is an area that

requires focused intervention, and I then spoke to our SSP (and focus on ANS and Indigenous learners) – I let them know there was a discussion at our Principals meeting about how to specifically highlight ANS and Indigenous learners in the plan.) We spoke about literacy and math and representation of ANS/Indigenous students at each level. We spoke of the African Nova Scotian Grant Teacher and her work here at JMJH. They were shocked at all that was already going on. I then asked **about whether they felt represented within the school building and, despite all our efforts, the best they could give me was a non-committal shrug.** They ended by saying that **“the building just feels like nobody cares where we go to school.”** This was the final deciding point on the painting of the mural in our foyer and the decision to build up our outer property to make a sitting area for outdoor classes.

- d. Students and families were sent a link to a google form to ask their input on what should have been included in the mural and we had great feedback. Another focus group of students was created, and they met with the artist to discuss the mural and what should be included. The artist took the student input and created a design. Students overwhelmingly approved of the design and the foyer was painted.



- e. To build school spirit, we ordered and distributed t-shirts to all students with our new school logo on the front. SAC covered the cost.
 - f. We have purchased a gazebo (HSG Grant) and picnic tables (SAC Grant) to begin the construction of an outdoor sitting/learning area for students. We will have the gazebo erected and tables set up in the next school year.
3. Regarding academic achievement, the SAC funded the purchase of whiteboards for each classroom to ensure all teachers had a place dedicated exclusively for the daily

learning targets and success criteria discussed during staff meeting PD around backward design.

4. The SAC has also funded whiteboard tables to enhance student engagement in math. Our students enjoy the ability to work in real time (without permanence of paper and pencil). This was a modified idea from “Building Thinking Classrooms.”
5. Finally, SAC has funded the purchase of 8 Chromebooks for students for use in ELA classes. This has been done to better allow teachers to better design Culturally Relevant and Universally Designed lessons.
6. Our SAC Chair and Principal took part in the SAC Conference for this year held last November in Halifax. During the conference, we discussed many things such as:
 - a. projects in which our students could partake to make the school a better place,
 - b. alternate uses of funding to better support community participation (food/childcare)
 - c. more structured roles amongst SAC members
 - d. visions for the future of the school property/grounds

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

Creating a school environment in which ALL students felt welcome, validated, appreciated and represented in the building i.e. our mural.

Students and families were sent a link to a google form to ask their input on what should have been included in the mural and we had great feedback. A focus group of students was created, and they met with the artist to discuss the mural and what should be included. The artist took the student input and created a design. Students overwhelmingly approved of the design and the foyer was painted.



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

None

Statements of Revenues and Expenditures:

	SAC			
	Assets	Liabilities	Item	Balance
from last year (carry over)	6915.89			
this year (deposit Nov 28)	5298			
total in account (Nov 28)	12213.89			
	Purchased	Allotted		
	2499		T-Shirts - ProMax	
	4636.8		Chromebooks (x8)	ordered
	812.1		whiteboards	

	1808.61		White board tables	ordered
	136.75		frames for mission statement	
	683.97		PICNIC TABLES X3	
	1500		Boat Cruise	June 11
	Total Spent	Still Allotted	Balance	136.66
	12077.23	0	Balance Minus Allotted	136.66

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

1. Regarding academic achievement, the SAC funded the purchase of whiteboards for each classroom to ensure all teachers had a place dedicated exclusively for the daily learning targets and co-created success criteria discussed during staff meeting PD. This was an area of great inconsistency within our school. It was decided that this needed to be a focus for our students to progress as learners.
2. The SAC has also funded whiteboard tables to enhance student engagement in math. Our students enjoy the ability to work in real time (without permanence of paper and pencil). This was a modified idea from “Building Thinking Classrooms” which would encourage our learners work collaboratively and take academic risks knowing that any mistakes could be “wiped away” and they could “start fresh” in a supportive, low risk environment.
3. Finally, SAC has funded the purchase of 8 Chromebooks for students for use in ELA classes. This has been done to allow teachers to better design **Culturally Relevant and Universally Designed** lessons. To do this properly, students must have access to many different types of media through which to access materials as well as the technology to allow for **authentically** allowing **multiple means of representation** of their learning.
4. Our SAC has also agreed to fund a portion of the grade 9 closing boat cruise to ensure **equitable access to extra-curriculars** which directly impacts student wellness.

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

NA – not a focus this year.

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).

This was not a focus our SAC this year, however, as many of our members are moving on, it WILL be a focus next year as my goal is to make the SAC more representative of our community in its membership. We will need to provide supports (food, childcare, etc...) to make this happen.

As many of our families struggle with childcare and food security, this would go a long way to **addressing barriers** to community involvement in our SAC.

Please return to School Supervisor by **Monday, June 15, 2026**. Thank you.