

School Advisory Council Meeting Minutes

Location: MRHS Library

Date: 11 June 2025; Time: 3:30 pm

Attendees:

Staff—Principal Rushton, Angela Mackenzie, Emma Horne, Ernest Paddock, Cynthia Steele-Wood

Student representation—Megan McCurdy

Community representation—Pat McCurdy, Sharon Arsenault

Parent representation—Percilla Keizer, Anne Warburton

Regrets: Erinn Smith

Significant decisions and discussion:

- SAC would like to make a concerted effort in the '25-'26 school year to:
 - fill empty parent seats, and community seats at the SAC table by shifting meeting times to a hybridized schedule of in-person and online discussions, and piggy-backing other school events where teachers and parents are already gathered.
 - connect with and invite the involvement of Alumni through events/programming.
- SAC approved the MRHS Values statement & Matrix of expectations that will be implemented as the new and updated Provincial Code of Conduct is implemented for the next school year.
- SAC approved all expenditures of SAC funding as presented by Principal Rushton.
- SAC approved the use of 'Meg's Money' (donation from Saint Barbara's Gold Mine) to purchase needed jerseys to top up as needed for junior sports teams.
- SAC enthusiastically supported the efforts of the Grade 9 Citizenship Class and Mr. Paddock to acquire bleachers for the MRHS gym.
- PAUSE for lunch will continue next year.
- The process for determining recipients for Grad awards/bursaries was explained. All graduating students are asked to complete a google form to outline their post secondary plans, work experience and volunteer experience to be considered for awards or bursaries. An awards committee is made up of teaching staff who review the information submitted by graduating students to determine the students that meet the criteria established by the organization that donated the funds for the award/bursary. The school counsellor

facilitates this process but does not vote and any members of the committee who have family members graduating, recuse themselves from the vote.

Action items	Who	Timing
Finalize application to the Innovation Fund	Anne/Percilla/Joanne	By 4pm June 13
Complete year-end SAC report	Joanne, Anne, Percilla, Sharon, and Wendy Robinson	Before June 16
Investigate options for acquiring bleachers for inside the gymnasium	Ernest and Cynthia	On-going
Promote Mustang Run online and at summer festivals and events.	Anne	On-going
Coordinate student participation at Mustang Run	Anne, Ernest, Cynthia	Mid-late August
Purchase sport uniform sizes missed in original order using donation from St. Barbara Gold Mine	Joanne and Garth	Before year end
Replace broken benches in front of school	TBD	TBD
Consider the formation of a previously identified School Improvement Committee to plan and project manage infrastructure improvements.	TBD	TBD

O2 Report:

- Martha Baker has returned and will be the O2 coordinator next year.
- Co-op placements are wrapping up and thank you letters are being sent out to supporting hosts.

SAC- Principal Report

Student Success Planning (SSP): Short Cycle Planning Year reflection:

Literacy:

Evidence of Impact on Student Achievement/Well-being:

Students show improved writing skills, including better organization, longer texts with clearer stance, and more independent thinking. They require less prompting, use strategies more effectively, and demonstrate growth in understanding figurative language and text features. Increased stamina in reading and writing, stronger annotations, and greater awareness of reading expectations have been observed. Grade 10 students (85%) identified tone and meaning, while 90% of Grade 7 students improved in stamina and descriptive writing using imagery.

Impact on Teaching Practices:

Teachers note students are more comfortable interpreting questions, using key vocabulary, and articulating ideas. Instructional strategies like scaffolding, thinking routines, and 1-1 support have enhanced engagement and comprehension.

Next Steps:

Implement reading circles to build fluency and stamina, continue 1-1 support with immediate feedback.

Support Needed:

Increased in-class support to enable more targeted small group and individual instruction, allowing for better communication and assessment opportunities.

Mathematics:

Evidence of Impact on Student Achievement/Well-being:

While student achievement gains were modest, students benefited from consistent support and multiple opportunities to improve. A strong focus on building persistence and encouraging effort was evident throughout the learning process.

Impact on Teaching Practices:

Teachers showed strong commitment, adopting new, research-based instructional strategies to improve student understanding and engagement in math. This led to increased teacher capacity and a broader instructional toolkit. These strategies are transferable and will support ongoing improvements in teaching and learning.

Next Steps:

Next year's focus will be on deepening effective math instruction through formative assessment, student self-reflection, and differentiated support. Teachers will promote productive struggle to reduce dependence on repeated attempts and increase student accountability. Continued collaboration, sharing of best practices, and student work analysis will guide instructional improvements.

Support Needed:

- Collaborative planning time to analyze student work and reflect on strategies
- Ongoing professional development in effective math instruction
- Access to curriculum-aligned, hands-on materials to support differentiated and conceptual learning

Well-being:**Evidence of Impact on Student Achievement/Well-being:**

Students express a positive outlook on their progress (e.g., “I can do better this year than last year!”). The formation of a Student Equity Team and feedback from initiatives like Options 2 Anger 2025 reflect an increased student voice in shaping school well-being efforts. Positive communication home and feedback from students are valuable, though current data collection methods may need streamlining.

Impact on Teaching Practices:

Teachers are reflecting on how to embed student feedback into daily practices, including addressing discrimination, promoting inclusion, and enhancing classroom environments. There is a desire to shift focus toward fewer, more impactful well-being projects per cycle.

Next Steps:

- Daily “shoutouts” on the PA
- Increase interactive and outdoor ILT activities
- Address student concerns like hygiene and common area access
- Promote Library and SchoolsPlus as inclusive, safe spaces
- Ensure consistent responses to student discrimination
- Culturally relevant support through ANS student outreach
- Host events like Field Day and Mental Health Day
- Explore alternate seating and flexible classroom environments

Support Needed:

- Development of safe, accessible outdoor learning spaces
- Support for teachers in building trusting student relationships outdoors
- Tools and strategies for enhancing student engagement and well-being in non-traditional learning environments