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**School Advisory Council**

**Annual Report – June 2025**

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| School | **Musquodoboit Rural High 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: Anne Warburton, Percilla Keizer  Staff: J. Rushton, E. Paddock, A. MacKenzie, Cindy Steele-Wood, Emma Horne  Community members: Sharon Arsenault, Pat McCurdy  Students: Megan McCurdy  Parents: Erinn Smith, Peter Kozier, Melissa Bonnell |
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| Please describe a summary of work undertaken by the SAC to improve student achievement and school performance. |
| The MRHS School Advisory Council (SAC) has played an active role in enhancing both student achievement and overall school performance through a range of collaborative initiatives focused on academic growth, student well-being, and community engagement. Some key contributions include:   * Engagement in Collaborative Learning: SAC members actively participated in Thought Exchanges to gather insights from students, staff, and the broader school community. This feedback informed strategic decisions aimed at addressing key areas for improvement. Members also attended the Regional SAC Committee and Autumn Conference, engaging in professional development to better understand best practices in school improvement and policy implementation. * Data-Driven Decision Making: SAC reviewed student well-being survey results, providing valuable insights into the emotional, social, and academic needs of the student body. These discussions informed the development of SSP strategies and action plans aimed at addressing these needs and promoting a positive, inclusive school culture. * Increasing Student Engagement: SAC has worked closely with the Student Council representatives to support initiatives that promote school spirit and student engagement. By fostering open dialogue with the Student Council, SAC has ensured that student well-being remains a top priority, and initiatives align with the broader goal of creating an inclusive and supportive school environment. * Innovative Learning Spaces: SAC submitted an application for the SAC Innovation Grant in hopes of establishing a creator studio/maker space within the school. This space will provide students with opportunities to work on hands-on projects that foster creativity, critical thinking, and community connections, ultimately supporting academic achievement while enhancing students' sense of belonging and engagement with the school. * Supporting Interdisciplinary Learning: SAC has also supported investments in educational materials, such as Breakout EDU boxes, Picasso tablets, and screen-printing equipment. These resources provide teachers with engaging tools to deliver interdisciplinary lessons that integrate literacy, mathematics, and art. The Breakout EDU boxes, for instance, promote collaborative problem-solving and critical thinking, while Picasso tablets and screen-printing materials offer opportunities for students to engage in creative expression and hands-on learning. These tools are particularly beneficial in fostering engagement among students of diverse cultural backgrounds, while also supporting their academic and well-being goals.   Through these ongoing efforts, the MRHS SAC has made significant strides in supporting student achievement, promoting a positive school culture, and fostering an inclusive, engaging learning environment for all students. |

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| Please list any significant milestones and success stories that the SAC would like to highlight. |
| 1. The SAC partnered with the Musquodoboit Valley Communities Association, Civics & Culture Working Group, to ensure MRHS students were consulted during the development of a conceptual design of a 1-kilometer multi-use path connecting the school to the village. Currently, this 1 kilometer stretch places students on highway 224 which is a heavy-hauling truck route, and dramatic increases in traffic are expected when the Antrim Gypsum Mine becomes operational. Students were introduced to the professions, levels of government, and government processes involved with the pursuit of an active transportation trail. They then engaged in a design charette led by public engagement professionals and a landscape architect to determine the trail’s route and identify desired trail amenities. 2. The SAC has partnered with the Middle Musquodoboit Agricultural Society to plan the Musquodoboit Valleys inaugural walk/run event—the Mustang Run—to raise funds to support recreation and sport programming for youth in our river valley. The event will be on September 28th, 2025. Half of the profits will be donated by the Middle Musquodoboit Agricultural Society to the school. 3. Staff and students of MRHS, and bus drivers, gathered for a holiday meal in late December. Meals are also delivered to seniors in need. This has been an annual tradition in Musquodoboit Valley for decades and is a significant milestone for all involved. The meal highlights the school’s community connectedness, and the school culture is enriched by the inter-generational nature of this event. |

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| Please describe any related sub-committee work undertaken by SAC members (e.g., School Options Committee). |
| PAUSE for Lunch is a program led by community SAC member, Sharon Arsenault, in collaboration with our Schools Plus Community Outreach Worker, Emma Horne. It is typically offered every two weeks from October to June providing students with an opportunity, in a relaxed atmosphere, to experience "hands on" meal preparation of quick, easy, nutritious lunches, snacks or quick meals. Students learn how to interpret recipes and improvise, and problem solve if they don't have all the ingredients on hand. For some, it is the first time they have tried their hand at any sort of meal prep.  It is rewarding to engage with youth, assist with building confidence in their cooking skills and provide them with opportunities to explore new foods and recipes, knowing that the skills they learn will may serve as foundation for them to build upon in their adult life.  Wendy Robinson as part of the Grow Within Project collaborated with MRHS to bring a Mock Health Care event to the school to introduce various health care professions to our grade 9 cohort. The Mock Health care setup included various interactive stations where students could actively engage with the presenters through hands-on learning activities. This was a very positive learning experience for our students, and we look forward to making it an annual event.  Loot bags for Grade 6 orientation & Graduation: Our SAC co-chair, Percilla Keizer, graciously offered to use her cricut machine to design an MRHS logo for the loot bags that were distributed to visiting students, transitioning to grade 7 at MRHS in the fall. Similarly, MRHS bags were created to distribute to our graduates! |

**Statements of Revenues and Expenditures:**

[**Details of SAC Grant expenditures**](https://docs.google.com/spreadsheets/d/1p4_ua4QU3VJFtXJv7o8j13K0-WWMVnFRyaOK5PEhGXk/edit?usp=sharing)

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| Expenditures supporting the school improvement plan (e.g., providing resources to support math and literacy instruction). |
| The expenditures align with our Student Success Plan by providing innovative, interdisciplinary resources that enhance literacy and math instruction while supporting student well-being. Initially, a new portable speaker system was purchased to support and enhance Student Council assemblies and events for school-wide gatherings. Additionally, SAC funds were used to purchase Breakout EDU kits which are a collection of physical and digital tools used to create interactive, escape room-style learning experiences for students. These kitsfoster critical thinking, collaboration, and engagement across subjects like Social Studies, Literacy, and Math. These immersive learning experiences allow students to apply academic skills in real-world scenarios, promoting deeper understanding and increasing motivation. Breakout EDU also supports culturally relevant pedagogy, helping students connect with content through their own backgrounds and experiences.  Picasso tablets and screen-printing materials support literacy and numeracy through art by encouraging students to use digital tools and traditional techniques in expressive, hands-on projects. These tools enhance learning by integrating writing, reflection, mathematical reasoning, and cultural exploration. Students develop communication and problem-solving skills while engaging in meaningful, creative work that supports emotional well-being and identity development—especially for students of African and/or Mi’kmaw/Indigenous ancestry. |

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| Expenditures supporting policy development and implementation (e.g., supporting and promoting new policies). |
| The expenditures for Breakout EDU boxes also support the *Physically Active Framework for Nova Scotia Schools* by promoting active, hands-on, and collaborative learning. Breakout EDU fosters movement and teamwork in the classroom, while art-based projects provide opportunities for kinesthetic learning and emotional expression, contributing to a positive and inclusive school culture.  Additionally, the expenditures for equipment for the gym will enhance opportunities for physical activity, catering to a wider range of students by supporting both organized sports and low-organized games, which are key to fostering inclusive participation. Investing in new equipment—such as elephant skill balls, basketballs, bowling pins, and a working ball pump—will provide students with a variety of options that encourage physical engagement in a non-competitive, low-pressure environment. Many students who are less inclined to participate in traditional, organized sports find these low-organized games more accessible and enjoyable, thereby increasing overall participation and engagement in physical activity.  The purchase of new dodgeballs and basketballs will also support students who enjoy structured sports, addressing current equipment shortages and ensuring that students have the tools they need to engage in team-based activities. This approach aligns with the Physically Active Framework, which emphasizes creating opportunities for all students, regardless of skill level, to be active, have fun, and build positive relationships with peers.  These investments will contribute to a more active, inclusive, and engaging school environment, promoting the physical, social, and emotional well-being of all students. |

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| 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). |
| There were expenditures for our final meeting to include snacks to celebrate our collaboration and planning for the future. |

Please return to School Supervisor by Monday, June 16, 2025. Thank you.