



School Advisory Council Annual Report – June 2026

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| School | Hammonds Plains Consolidated School |
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| SAC Chair: Orr Frohlich, Chair and Parent (Jenna Poste, taking over Chair Position in 2026-2027) | | | |
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| SAC Parent members: | SAC Community Members: | SAC Staff Members: | SAC Students Members: |
| Jamie Ingram, Secretary | Krista Comeau | Erika Gagne | |
| Jenna Poste | (Vacant Position) | Sarah Braid-Callaway | |
| Emily MacKinnon | | Kara Redding | |
| Moriya Dechtiar | The SAC has been discussing actions to recruit additional community members at upcoming school events and newsletters. | | |

| Please describe a summary of work undertaken by the SAC to improve student achievement and school performance. |
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| <p>Our SAC continued to support initiatives throughout the year that focused on student well-being, inclusive learning environments, literacy and positive school culture.</p> <p>The SAC continued regular check-ins on both the breakfast and lunch programs throughout the year. Volunteer support remained strong, helping ensure both programs operated successfully. SAC members were also pleased to see improvements made to the lunch program this year, with positive feedback from students and increased enjoyment of the meals being offered.</p> |

A continued focus this year was supporting healthy technology habits and digital well-being for students and families. Parent SAC member Jenna Poste, a local volunteer lead with Unplugged Canada in Nova Scotia, hosted several community information sessions in collaboration with elementary schools in the area. These events supported parent education and encouraged conversations around healthy technology use, online safety, and student well-being. In addition, she collaborated with the HRCE communications team to share digital parenting resources and information that were distributed monthly through HPCS school newsletters to help connect families with trusted resources and supports.

During the consultation process, the SAC gathered and represented feedback from the broader school community regarding the proposed retention of Grade 6 students at the school and presented a letter of concerns to HRCE. HRCE responded collaboratively to the feedback provided, ultimately moving forward with the recommendation not to retain Grade 6 students at this time due to current and projected enrollment pressures. This was well received by the community.

The SAC also worked collaboratively through several administrative transitions throughout the school year. Members maintained a strong partnership with the interim administration during periods of change and appreciated the ongoing communication, stability, and support provided to students, staff, and families. The SAC was pleased to welcome the school's new principal and vice principal and looks forward to continuing a positive and collaborative working relationship focused on supporting student success, school improvement priorities, and a strong school community.

The SAC continued efforts throughout the year to recruit additional community members to help ensure broad representation from the Hammonds Plains community. Opportunities to join the SAC were shared through school newsletters and communications. With the arrival of new school administration, discussions are underway regarding additional strategies to further promote SAC membership and recruitment through upcoming school events and ongoing school communications.

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

SAC funding will be supporting the creation of a Makers Space within the school to encourage hands-on learning. A 3D printer was approved for purchase, and in collaboration with the PTA funds additional STEM resources, crafts and hands-on activities will be purchased.

The SAC discussed concerns related to playground equipment removed during the modular installation, as well as the removal of the school slide due to safety concerns. SAC members

engaged with HRCE Operations and were pleased to learn the school has been approved for a replacement playground, with SAC input planned as part of the upcoming design process.

The SAC also supported student well-being and digital literacy learning through the purchase of copies of *The Amazing Generation*, which was recently added as an approved educational resource on the Nova Scotia School Book Bureau and endorsed by HRCE. The books are intended to support classroom discussions connected to health curriculum and digital literacy outcomes.

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

Statements of Revenues and Expenditures:

Opening Balance/Carry Forward: \$5549.00

During the 2025–2026 school year, SAC funding was used to support classroom resources and school improvement initiatives identified through teacher and staff requests. Approved expenditures totalled \$3230.82. Final Balance Remaining: \$1,899.26.

Resources purchased included literacy materials, decodable books, STEM and building materials, flexible seating options, sensory and regulation supports, classroom organizers, manipulatives, fidgets, markers, and outdoor learning and play resources. These purchases supported student engagement, literacy and numeracy development, self-regulation, inclusive classroom environments, and hands-on learning opportunities.

With the remaining balance, the SAC also approved at the May 2026 meeting reserving approximately \$800 toward teacher support manuals and instructional resources to assist with the implementation of the new Grade 3–5 literacy program being introduced next school year.

In addition, SAC members discussed future investments in STEM learning opportunities, including the potential purchase of a 3D printer to support a developing makerspace initiative and enhance hands-on learning experiences connected to curriculum outcomes.

Commented [1]: Need these numbers re-verified as we should have had more to start (\$5,000 + \$1 per student)

Commented [TC1R2]: 5549.00

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

SAC funding supported a range of classroom and school-wide initiatives connected to literacy, numeracy, student well-being, engagement, and inclusive learning environments.

Purchases were based directly on teacher and staff requests and focused on supporting classroom learning, self-regulation, and hands-on educational opportunities for students. Resources purchased included flexible seating options such as wobble stools and wiggle cushions, decodable books and literacy games, STEM and science materials, classroom manipulatives and numeracy games, sensory and self-regulation supports, loose-parts equipment and organizational materials.

These resources helped support literacy instruction, student engagement, collaborative learning, self-regulation, and inclusive classroom environments that respond to diverse student learning needs and well-being.

During the May 2026 meeting, SAC members also discussed opportunities to use remaining funds to further support STEM learning and hands-on educational experiences within the school. This included exploring the purchase of a 3D printer as part of a developing Makerspace initiative to support creativity, problem-solving, and curriculum-connected STEM outcomes.

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

In the May 2026 meeting, SAC members discussed supporting the implementation of the new Grade 3–5 literacy program being introduced next school year. To help support teacher adoption and classroom integration of the program, the SAC approved reserving approximately \$800 toward teaching support manuals and related instructional resources.

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).

N/A

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